



WFP EVALUATION

End-line Evaluation of USDA McGovern-Dole International Food for Education and Child Nutrition Programme FY17

[FY 17-22]



SAVING
LIVES
CHANGING
LIVES

Decentralised Evaluation Report

Report number: Volume I
WFP Country Office Nepal

June 2022

WFP Country Office NEPAL

Evaluation Manager: Stuti Amatya

PREPARED BY:

Sambodhi Research & Communications Pvt. Ltd.

Dharmendra Chandurkar, Team Leader

Ramanshu Ganguly, Project Coordinator

Zenia Taluja, Research Manager 1

Elizabeth Lyn, Research Manager 2

Acknowledgements

The Endline Evaluation for the United States Department of Agriculture (USDA) supported McGovern-Dole International Food for Education and Child Nutrition Programme 2017-2020 (McGovern-Dole Programme) has been conducted by Sambodhi Research & Communications Pvt. Ltd., in partnership with NARMA Consulting Pvt. Ltd.

We are grateful to World Food Programme (WFP) Country Office (CO), Nepal who provided us with the necessary funds and technical support to carry out the study successfully. This report has also benefitted greatly by the guidance provided by WFP's Monitoring, Review, Evaluation, and Knowledge Management, and Programme unit. Their dedication and valuable guidance is highly appreciated.

We are thankful to the USDA for institutionalising a grant that addresses pertinent issues related to early grade learning and nutrition access in Nepal. The grant has provided us with the opportunity of immersing into the issues of the country and conducting an evaluation that is critical, given the global COVID-19 related contexts.

Special thanks to the Government of Nepal (GoN), implementing partners of WFP, and development partners who took the time to interact with us and provided valuable insights into the development context Nepal, especially in the sector of education and the current COVID-19 scenario.

The study would not have been possible without the tremendous effort of our research team who did an excellent job in interviewing all key stakeholders, including different officials, collecting the required information, and meeting our deadlines. The evaluation team wishes to acknowledge the support, and cooperation received from all informants, including school children, school staff, and parents, who spoke with us despite their busy schedules.

Disclaimer

The opinions expressed in this report are those of the evaluation team and do not necessarily reflect those of the World Food Programme. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by WFP of the opinions expressed.

The designation employed and the presentation of material in maps do not imply the expression of any opinion whatsoever, on the part of WFP, concerning the legal or constitutional status of any country, territory, or sea area, or concerning the delimitation of frontiers.

Contents

Executive Summary	i
1. Introduction	6
1.1. EVALUATION FEATURES	6
1.2. CONTEXT	7
1.3. SUBJECT BEING EVALUATED	13
1.4. EVALUATION METHODOLOGY	17
1.5. ASSESSMENT APPROACHES FOR KEY STUDY COMPONENTS	21
1.6. LIMITATIONS AND KEY CONSIDERATIONS	21
2. Evaluation Findings	24
2.1. TO WHAT EXTENT DOES THE PROGRAMME RESPOND TO BENEFICIARY NEEDS, AS WELL AS GLOBAL, COUNTRY, PARTNER NEEDS, POLICIES AND PRIORITIES?	24
2.2. DOES THE PROGRAMME COMPLEMENT THE EXISTING EFFORTS AND PROGRAMMES OF WFP, THE GOVERNMENT AND OTHER ORGANISATIONS WORKING IN NEPAL?	28
2.3. TO WHAT EXTENT IS THE LEARNING AND NUTRITIONAL REQUIREMENTS OF SCHOOL GOING CHILDREN IN THE TARGETED PROVINCES MET BY THE PROGRAMME?	31
2.4. DID THE PROGRAMME CREATE A DIRECTION OF ACHIEVEMENT OF WIDER RESULTS AT THE BENEFICIARY, PROGRAMME OR POLICY LEVEL?	45
2.5. TO WHAT EXTENT HAS WFP USED ITS RESOURCES EFFICIENTLY TO CONTRIBUTE TO THE COUNTRY STRATEGIC PLAN OUTPUTS AND STRATEGIC OUTCOMES?	55
2.6. HAS THE PROGRAMME BEEN ABLE TO INFLUENCE POLICY OR SYSTEMS WITHIN THE SPACE OF LEARNING AND NUTRITION IN NEPAL OR FUTURE UPTAKE BY THE SYSTEM?	61
3. Conclusions, Learnings and Recommendations	67
3.1 CONCLUSION	67
3.2 KEY LESSONS AND RECOMMENDATIONS	71
Annexure I: USDA McGovern-Dole International Food for Education and Child Nutrition programme Maps	75
Map 1: Updated Food based and Cash based School meals programme	75
Map 2: Graduation plan FY17	76
Map 3: Karnali and Sudurpaschim provinces McGovern Dole/WFP Education Support Programme	76
Annexure II: Stakeholders and Involvement in the Evaluation	77
Annexure III: Activity-wise Stakeholder Matrix	81
Annexure IV: Expected Users of the report	82
Annexure V: Team Profile	84
Annexure VI: WFP Strategic outcomes and interventions	86
Annexure VII: International Aids in Nepal	89
Annexure VIII: Planned and Actual Target Beneficiaries	91
Annexure IX: Results Framework	94
Annexure X: Performance Indicators for Evaluation of FY17	98
Annexure XI: Evaluation Matrix	105
Annexure XII: Data Collection Tools	121

Annexure XIII: Data Cleaning and Quality Check	285
Annexure XIV: Methodology Guidance, EGRA and Cost- Benefit Analysis.....	288
Annexure XV: Ethics and Risks	292
Annexure XVI: Terms of Reference	295
Annexure XVII: Timeline.....	313
Annexure XVIII: Fieldwork Agenda.....	315
Annexure XIX: Findings, Conclusions, Recommendations and Mapping.....	317
Annexure XX: List of People Interviewed	318
Annexure XXI: Bibliography	318
Annexure XXII: Inclusion of GEWE in the Evaluation	324
Annexure XXIII: Case Studies.....	325
a. Digital Learning: Digital Learning Project (DL)	325
b. School Infrastructure Development Project (SIDP)	328
c. Home Grown School Feeding Programme (HGSF)	330
Annexure XXIV: Reconstructed Theory of Change	332
Annexure XXV: Updated Internal Reference Group.....	333
Annexure XXVI: Communication and knowledge dissemination	333
Annexure XXVII: Description of Programme Components.....	335
Annexure XXVIII: Action taken against FY14 ELE recommendations	337
Annexure XXIX: McGovern Dole Funding in Nepal.....	339
Acronyms	340

List of figures

Figure 1: Head-teachers reporting increase in student enrolment	32
Figure 2: Grade wise enrolment disaggregated across gender Grade I, Grade III, Grade V	33
Figure 3: School Enrolment across transition/ non-transitioned districts.....	33
Figure 4: Proportion of students attending school regularly	34
Figure 5: Level of attendance across transitioned and non-transitioned districts	34
Figure 6: Proportion of students regularly attending school (gender disaggregated).....	35
Figure 7: Change in the level of attentiveness of students	36
Figure 8: Teachers reporting on increase in attentiveness of students	36
Figure 9: Head teachers reporting increase in interest levels	36
Figure 10: Teachers reporting increase in pass-rate of students.....	37
Figure 11: Factors identified by parents leading to improved performance.....	37
Figure 12: Parents acknowledging receipt of meals	40
Figure 13: Head teachers reporting satisfaction level with toilets in schools... Error! Bookmark not defined.	
Figure 14: Schools with presence of handwashing facility	42
Figure 15: Performance on listening comprehension	47
Figure 16: Performance on listening comprehension (across EGR intervention)	47
Figure 17: Performance on letter-sound recognition	48
Figure 18: Matra knowledge performance	48
Figure 19: Non-word reading performance	49
Figure 20: Oral fluency performance.....	50
Figure 21: Reading comprehension performance	50
Figure 22: School committees	54
Figure 23: Parent's perception of the ideal education level of child disaggregated by gender.....	54
Figure 24: CBA of in-kind modality of SMP	60
Figure 25: CBA of cash-based modality of SMP	60

List of tables

Table 1: International Aids in Nepal	12
Table 2: McGovern-Dole Funding in Nepal	13
Table 3: Key and Intermediate Outcomes	14
Table 4: Key Changes in Programme Design and Implementation Partners	15
Table 5: Key Areas of Enquiry.....	17
Table 6: Sample Distribution	19
Table 7: Total Sample Disaggregated for Different Research Tools	19
Table 8: Qualitative Sample	20
Table 9: Limitations and Mitigation Measures	22
Table 10: Cost Summary (in-kind modality: 143301 students).....	56
Table 11: Cost Summary (cash modality: 75514 students).....	56
Table 12: Value Created through Supplied Food Basket.....	57
Table 13: School Life Expectancy (in-kind modality).....	58
Table 14: School Life Expectancy (cash-based modality).....	58
Table 15: Net Benefits Accrued	59
Table 16: Sample Distribution	288

Executive Summary

- 1. Evaluation type and purpose:** The End-line Evaluation (ELE) of the United State Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (FFECN) Programme for the Fiscal Year 2017 (FY17) in Sudurpaschim, Karnali and Lumbini Provinces of Nepal, was carried out between **November 2021 and May 2022**. This study, commissioned by the World Food Programme (WFP) Country Office (CO) Nepal, aims to assess the change that has been created by the programme since its inception, and produce sufficient evidence to show how the programme has performed against its overall objective. It also aims at generating evidence-based lessons and actionable recommendations to strengthen the forward going strategies. The evaluation has been designed to provide insights on the programme's relevance, effectiveness, efficiency, coherence, impact, and sustainability. Specifically, it is designed to:
 - Report performance indicator data for outcomes envisioned by the project.
 - Assess whether, and to what extent, the project has succeeded in achieving USDA's two strategic objectives: **Improve Literacy of School-Aged Children (SO1) and Increase Use of Health and Dietary Practices (SO2)**.
 - Identify the best practices and lessons learned that the Government of Nepal (GoN), WFP, USDA, and relevant stakeholders can apply to future programming.
- 2. Context:** The Karnali, Sudurpaschim and Lumbini Provinces of Nepal have historically been afflicted by poverty and food insecurity. Due to their remoteness, the provinces have limited access to basic services and are disadvantaged in terms of increased vulnerability to natural disasters. Aligning with the GoN's National School Meal Programme (NSMP), WFP provides in-kind support in the form of fortified food to selected municipalities of 11 districts across the three provinces. WFP also collaborates with national implementing partners to adopt a holistic development approach, complementary interventions on Water Sanitation and Hygiene (WASH), Digital Literacy (DL) and school infrastructure to further the strategic objectives of the Mc-Govern Dole grant of *improving literacy of school-aged children (SO1) and increasing use of health and dietary practices (SO2)*.
- 3. Expected Users of the ELE:** The programme has formed partnerships and collaborations with several stakeholders who have aided and shaped programme implementation, its vision for this operation, and engaged actively throughout the baseline and the mid-term evaluation. They form the primary users of the ELE. The programme is implemented in partnership with programme Center for Education and Human Resource Development (CEHRD), Education Review Office (ERO), Ministry of Education, Science and Technology (MoEST) and Food for Education Project (FFEP), World Education (WE), Open Learning Exchange (OLE) Nepal, Integrated Development Society (IDS) and Partnership for Child Development (PCD), as well as USDA, WFP Head Quarters and Office of Evaluation. WFP's commitment to accountability includes beneficiaries as the key stakeholder of their work.
- 4. Methodology:** The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria of Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability has formed the guiding framework for the ELE. The findings are also presented along the same lines. The ELE employed Gender Equality and Women's Empowerment (GEWE) as an integral lens to evaluate the programme impact.
- 5.** The ELE has been designed to provide evidence-based insights about the programme's performance, and evaluate its success, while also documenting the best practices and lessons learned during programme implementation. It assesses whether, and to what extent, the programme has succeeded in achieving USDA's two strategic objectives, reinforcing both accountability and learnings. The ELE also informs the design and strategy for the next phase of programme implementation. In addition, the ELE makes recommendations to sustain and strengthen the impact of programme.
- 6.** The McGovern-Dole FFECN FY-17 cycle is the subject of the ELE. The programme has covered 2,003 schools across the 11 identified districts. The key subjects of evaluation include direct programme stakeholders involving students, head-teachers, teachers, parents, cooks, and storekeepers. In addition, strategic stakeholders such as representatives from MoEST, CEHRD, FFEP, Education Directorate (under the Ministry of Social Development), as well as implementation partners are also subjects of the evaluation. The four-year activity budget was 29.3 million USD, of which, approximately, 6 million USD was allotted for capacity strengthening, 8 million USD for food transfer,

4 million USD for Internal Transport and Handling Support (ITHS), and 1.2 million USD for monitoring and evaluation (M&E) activities.

7. In accordance with the baseline, the ELE adopted a quasi-experimental design involving the panel of schools that were selected during the baseline. The study involved three arms: two programme arms and one comparison. The programme arms were created based on the nature of intervention carried out under the programme. One programme arm involved implementation of the school meal programme (SMP) and the water, sanitation, hygiene (WASH) interventions. The other programme arm overlaid an early grade reading (EGR) intervention over the SMP and WASH interventions by the programme. The comparison schools involved previously empanelled non-intervention schools from within the same district. The panel involved 75 schools from each of the three arms, i.e., SMP+WASH, SMP+WASH+EGR (intervention) and comparison. The required respondents were sampled from each empanelled school. The ELE conducted in-person data collection activities from February 2022 to March 2022. The mixed-methods approach adopted helped provide statistical estimates complemented by qualitative findings helped triangulate findings and build a richer narrative around the programme's achievement.
8. **Limitations:** Due to universalisation of the SMP in 2021, there has been an absence of complete 'non-intervention' schools in programme districts, which limited the complete application of a quasi-experimental, leading to a possible underestimation of programme impact. Timing of the ELE (coinciding with school reopening post-COVID-19 related closure) limited the availability of reliable school records. Moreover, the ELE is limited in comparison with mid-term results due to the difference in methodology used in both rounds.
9. **Mitigation measures:** The study has considered the contextual factors that have affected the programme. For instance, despite universalisation of the programme, schools had remained closed, hence, it is expected that contamination has been negligible. Other contextual factors such as COVID19 related restrictions and proximity with mid-term have been factored in while assessing results. For inadequate data, triangulation of available data was carried out with other sources and stakeholders to ensure quality and validity.

Summary of Evaluation Findings

Relevance and Coherence

10. The McGovern-Dole's initiative towards providing regular and fortified school meals proved highly relevant towards addressing access related food insecurity in the targeted regions. Additionally, complementary interventions were designed around early grade learning to address enrolment and attendance related issues in government run schools. Health related absenteeism and inequity in basic sanitation are addressed through the WASH component. The programme's focus on gender and social inclusion in implementation of each of the components address the entrenched gender inequality and social exclusion in Nepalese society. The key programme adaptation to the COVID-19 crisis and subsequent school closure included the introduction of Take-Home-Ration (THR) and scaling up of alternative learning mechanisms. These adaptations were highly relevant in the context of the food-insecure programme districts.
11. The programme interventions have been harmonious with the GoN's commitment to ensure education for all children, and an overall equity in education. The programme complements the government's School Sector Development Plan (SSDP) focusing on improved quality, equity, and efficiency to contribute to the Sustainable Development Goal (SDG) targets for education. The key intervention on nutritious school meal supports the government's National School Meal Programme (SMP) and the Multi-Sector Nutrition Plan (MSNP). The WASH component compliments the WASH Sector Development Plan (SDP) (2016–2030).
12. Echoing the GoN's efforts towards an inclusive society, the programme has incorporated gender sensitive components such as inclusion of women in School Management Committees (SMCs), trainings on menstruation and ensuring a hygienic environment that encourage female students to attend school. Also, the government's focus on teacher training programmes since the introduction of School Sector Reform Plan (SSRP) in 2009 was also supported by the programme's efforts towards teacher training and performance.
13. The programme also upheld the WFP's Nepal Country Strategic Plan (CSP) and aligned itself to the strategic objectives. The programme specifically addressed the nutrition and hunger needs of vulnerable communities from geographically disadvantaged locations. However, while the programme aimed at building capacities of the local government (LG) and school administration, the plan for the same required strengthening to also correspond to the fourth strategic objective of the CSP.

Effectiveness and Impact

14. The ELE reveals the setbacks faced by the programme due to COVID-19 related lockdowns. Enrolment and attendance in schools have witnessed a decline. However, the resilience created by the programme gets demonstrated through the lower decline in enrolment and attendance seen in the programme schools than in comparison schools. Despite reduced attendance, student attentiveness is seen to have increased over baseline. Parents attribute the change to the reinvigorated interest students demonstrate due to improved teaching mechanisms.
15. The programme's ability to create sustainable changes gets reflected through the improved performance in the districts that have transitioned to the GoN led cash based SMP (transitioned districts) across most indicators. Students in transitioned districts were observed to demonstrate higher attentiveness and interest in classes. Most parents feel that over time, there has been a greater appreciation for the lessons that are being taught in school. Around 93% parents informed that their children show interest of studying at home. It is interesting to note that in the transitioned district, a higher proportion of parents identify improved teaching aids, as well as regular meals as a key factor aiding student performance in school.
16. Satisfaction from meals was reportedly higher in the transitioned districts. This has primarily been due to the the variety in diet. In non-transitioned districts, the students are provided a standardised '*dal-bhaat*' meal. However, in the transitioned districts, the school decides on the menu. Hence, a variety gets noted there, which is of higher appeal to the children, as well as their parents. The impact of this variety also gets reflected through the improved dietary diversity condition for students from transition districts. However, THR provided by WFP in the non-transitioned districts during school closure helped household level food security during the lockdown period.
17. The programme impact gets adequately reflected through the improved performance in Early Grade Reading Assessment (EGRA) by beneficiary students over comparison areas. The EGRA results, which show that though learning outcomes have decreased across all schools from baseline to endline, the dip in the same for programme schools is lesser than that in the comparison schools. Also, the zero score i.e., the number of students who were not able to answer any question in a sub-task reduced from baseline to endline. What also stands out is the considerably higher scores of students for the reading comprehension sub-task in schools where EGR is implemented, as compared with scores of tasks which are evaluated based on the child's pronunciation of words and *matras*. This reflects that while oral reading skills have reduced, they have not affected the children's skill to understand texts. The engaged intervention on EGR by WE has played an important role in helping children gain conceptual clarity of the lessons taught.

Efficiency

18. The Cost-Benefit Analysis (CBA) results of the SMP highlights a Net Present Value (NPV) of the programme in Nepal's Gross Domestic Product (GDP), estimated to range between USD 665 and USD 317 for the in-kind and cash-based modality of SMP, respectively, over a beneficiary's lifetime. For every USD 1 invested in the programme, an economic value of USD 5.22 gets generated over the lifetime of a beneficiary in the country's economy, predominantly attributed to improved education and increased productivity, additional income to households under the in-kind modality. Under cash-based modality, USD 2.11 gets generated against every USD 1 invested.

Sustainability

19. The GoN has recognised the positive impact of the SMP's efforts towards increasing education and health outcomes of school going children. This is reflected in the support provided to the government by WFP in formulating policies around school meals and nutrition. While the continuation of SMP is cemented by policy and the GoN's increased commitment towards improving student education and health outcomes, the implementation of the same is expected to be meet with some challenges.
20. The amount of 15 Nepalese Rupee (NPR) allotted per meal proves insufficient to cover food and other management costs. This has led to schools resorting to locally available packaged food as school meals. With efforts underway to increase LG, community ownership and accountability, district and school level stakeholders conveyed apprehension about the system's readiness for transitioning to a cash based SMP modality. Budgetary and implementation challenges could hamper the sustainability of the impact created by the programme.
21. The WASH intervention has facilitated the process of improving sanitation behaviour and hygiene practices among students. This behavioural change among school going children is expected to have a long-term positive impact on the community. The foreseeable challenges in sustaining WASH behaviour are related to maintenance and

management of WASH infrastructure. Limited funds, shortage of non-teaching staff in schools, limited community support, coupled with scarcity of water in schools makes it difficult to maintain clean and usable toilets, as well as handwashing stations. At the policy level as well, there is lack of integration of the SMP guideline with a universalised WASH programme in the school framework.

22. The change in Nepal's governance structure has created foreseeable challenges. LGs have been bestowed with an autonomy to distribute resources but are perceived to be limited in their capacity of prioritising issues where resources need to be directed. Moreover, the imbalances between functional authority and budgetary authority at the province and local level has little clarity around the specific functions and responsibilities among different levels of the government. These dynamics could adversely affect the institutionalisation of inter-governmental relations, thereby affecting the sustainability of development programmes that are under the ambit of the LGs.

Conclusions

23. The ELE highlights the relevance and appropriateness of the McGovern-Dole Programme within the developing political context of Nepal. The programme is aptly located to address the food-insecurity, nutrition and education challenges faced the targeted districts in Nepal. The programme proved to be relevant in addressing the key challenges related to child education and health, while also supporting the government to meet the food and nutrition needs of the country. The programme has also been responsive to the COVID-19 induced changes to support the children's nutrition intake and at-home learning. The objectives of WFP were also found to be consistent with the country's goal towards zero hunger, as well as the constitutional right to food.
24. The programme implementation has been significantly impeded by the COVID-19 induced school closure. The ELE brings out the setbacks the programme has faced due to the school closures. At one end, there has been a drop in student attendance and enrolment. However, the programme's contribution in creating a societal behavioural change towards encouraging female education was appreciated. Increased student interest leading to improved attentiveness was significantly observed. In the transitioned locations, key programme elements have been well sustained. This was corroborated by the dietary diversity results, according to which, a significantly higher proportion of students in transitioned schools reported meeting the Minimum Dietary Diversity (MDD) requirement.
25. Despite the obstacles posed by school closure and lockdowns, both transitioned and non-transitioned schools proved to be more resilient, as compared to the non-intervention schools. This is reflected in the EGRA results, which show that though learning outcomes have decreased across all schools from baseline to endline, the dip in the same for the programme schools is lesser than that in the comparison schools.

Learnings

26. The programme emerges as an important example for the need to link the dynamic components of the SMP in a complementary manner to achieve significant impact and systemic changes across the interdependent areas of education, health, and nutrition. A similar convergence at the level of national programmes for education, nutrition and agriculture can prove to be useful for the effective sustainability of programme impact.
27. The gap in capacities of newly structured local governments, when compared to the list of functions they are supposed to perform, calls for increased focus on building local capacities and an enabling environment for programme continuity.
28. To create a robust mechanism at the local level for smooth functioning of the school meals programme, it may be useful to tweak the model, which currently focuses on involving mothers, and to borrow from other successful community driven interventions which focus on involving the children's primary caregiver.

Recommendations

29. The GoN values WFP as a partner to achieve the country's SDG Goals, especially around health and nutrition. The continuation of SMP is cemented by policy and government's increased commitment towards improving student education and health outcomes. While there are foreseeable challenges, the ELE presents recommendations to help address these challenges and strengthen execution mechanisms.

S.No.	Recommendation	Type
1	WFP to strategically engage with different ministries for better convergence of department objectives and activities to ensure sustainability of impact.	Strategic- Long-term
2	Focus WFP efforts on building capacities of local level actors, developing market linkages, and enhancing supply chain governance for the effective functioning of the SMP to ease management of food.	Strategic- Medium term
3	WFP to advocate for streamlining of roles and responsibilities for monitoring and implementation between federal, provincial, and local level to establish clarity of roles between governance levels	Strategic- Long term
4	Advocacy efforts towards increasing per student/per meal budget allocated to schools is needed as the programme transitions from in-kind to cash modality.	Strategic- Medium term
5	Strengthen the approach, objectives, and goals of WFP to supporting the GoN's strategy for taking over the school meals programme.	Strategic- Medium term
Thought points for Programme Consideration		
WFP reappraise project design for more effective engagement of SMC/FMCs in schools in a manner which speaks with the socio-cultural dynamics and migration pattern of the region considering low-income status and increased migration of one or both parents.		

1. Introduction

1. This report presents the findings, conclusions, and recommendations of the End-Line Evaluation (ELE) of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme (McGovern-Dole Programme), Financial Year 2017 (FY17) award cycle, implemented in the Lumbini, Karnali and Sudurpaschim Provinces of Nepal, commissioned by the World Food Programme (WFP), Country Office (CO) Nepal. The study was conducted between **November 2021 and May 2022**. The ELE report provides reliable evidence to assess whether the programme has achieved its overall objectives and delineated the progress made since baseline. It also provides recommendations for the current grant (FY20) period to ensure a smooth transition to government ownership in the coming years.
2. The ELE has been formulated in response to the terms of reference (ToR) shared by the World Food Programme-Country Office (WFP-CO) for conducting an ELE for the McGovern-Dole FY17 grant. The ELE has based itself on the research design adopted for baseline and mid-term evaluation (MTE), carried out for the FY17 award cycle. While the MTE could not adopt an in-person data collection mechanism due to the corona virus pandemic (COVID-19), the ELE has focused on in-person data collection. Prior to the data collection, the ELE had an elaborate inception phase, wherein the evaluation team interacted with stakeholders from WFP-CO to define the ELE scope. An inception meeting was held in Kathmandu on 17th December 2021 to get inputs from government stakeholders, programme partners, as well as other WFP staff on the ELE approach and design.

1.1. EVALUATION FEATURES

3. The decentralised ELE was conducted for the McGovern-Dole Programme (FY17 cycle) implemented in the three provinces of Nepal. The ELE covers 11 districts - one (Rukum East) from Lumbini Province, three districts (Rukum West, Jajarkot, and Dailekh) from Karnali Province, and seven districts (Achham, Bajhang, Bajura, Baitadi, Doti, Dadheldhura, and Darchula) from Sudurpaschim Province (see map in Annexure I). The FY17 grant cycle drew on the learnings of the two previous grant cycles, i.e., the FY11 and FY14 grant cycles. It was implemented from October 2017 to June 2021 in food-insecure municipalities of 11 districts across Lumbini, Karnali and Sudurpaschim Provinces.¹
4. The ELE is the third of a series of three linked evaluations for McGovern-Dole Programme FY17.² The ELE was originally scheduled for mid-2021 but was delayed due to the unforeseen COVID-19 pandemic-related school closure. Schools reopened during February 2022, and data collection was conducted between the last week of February and mid-March 2022. Despite the delayed timelines due to the COVID-19 induced lockdowns and school closures, the findings from the evaluation will help identify lessons which can feed into and contribute to the FY20 implementation cycle.

Rationale and Objectives of the Evaluation

5. As part of the contractual obligation between USDA and WFP, the ELE, commissioned by the WFP CO, Nepal, provides evidence-based insights about the performance of the project and evaluate the project's success while also documenting the best practices and lessons learned during project implementation. Specifically, end-line evaluation:
 - Provides insights on the project's relevance, effectiveness, efficiency, coherence, impact, and sustainability report performance indicator data for outcomes envisioned by the project.
 - Assesses whether, and to what extent, the project has succeeded in achieving USDA's two strategic objectives, i.e., **Improve Literacy of School-Aged Children (SO1) and to Increase Use of Health and Dietary Practices (SO2)**.
 - Identifies best practices and lessons learned that the GoN, WFP, USDA, and relevant stakeholders can apply to future programming.

¹ Five out of the 11 districts have transitioned to a government led cash-based MDM provision. In the remaining six districts, the programme, since July 2020, has moved to a universal coverage of schools.

² The evaluation series of FY17 cycle consists of a baseline (2018), midterm (2021) and endline (to be completed in 2022).

6. The main objectives of the ELE are to reinforce:

- a. **Accountability:** The ELE assesses and reports on the performance and results of the USDA McGovern-Dole supported Food for Education and Child Nutrition FFECN Programme. Alongside performance assessment, the ELE provides recommendations that could strengthen the FY20 design and programme implementation.
- b. **Learnings:** The ELE determines the reasons for specific results, as well as derives good practices and pointers for learning. These will inform operational and strategic decision-making, help in future planning and implementation procedure of the next phase. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. The ELE further investigates the impact, both positive and negative, of COVID19 on achieving FFECN results.

The ELE will equally reinforce accountability and learnings i.e., assess performance of the FY17 cycle and achievement of objectives to shape learnings which will inform the design and strategy for the next phase of programme implementation.

7. In addition to these goals, the ELE makes recommendations to sustain and strengthen the impact of programme implementation, including technical assistance components for strengthening National School Meals Plan (NSMP) policy framework, as well as other complementary interventions such as Water Sanitation and Hygiene (WASH), Digital Literacy (DL) and Early Grade Reading (EGR). The strategy and implementation approach for the upcoming McGovern-Dole award cycle (FY20) will be informed by these recommendations.
8. The evaluation uses the Gender Equality and Women Empowerment (GEWE) lens to comment on intended and unintended changes attributable to the intervention. It has attempted to place a sufficient emphasis on the gender dimension for each evaluation criteria by introducing gender enquiries and gender disaggregated analysis at all stages.

Expected Users of ELE Report

9. As the programme takes a holistic approach to education programming, it has formed partnerships and collaborations with several stakeholders, who have shaped programme implementation and its vision for this operation, engaged actively throughout the evaluation, and are also the primary users for this report. The programme is implemented in partnership with the programme Center for Education and Human Resource Development (CEHRD), Ministry of Education, Science and Technology (MoEST) and Food for Education Project (FFEP), World Education (WE), Open Learning Exchange (OLE) Nepal, Integrated Development Society (IDS) and Partnership for Child Development (PCD), as well as USDA, WFP Headquarters (HQ) and Office of Evaluation (OEV). WFP's commitment to accountability includes beneficiaries as the key stakeholder of their work. The stakeholder matrix is provided in Annexure II. The expected internal users of this ELE Report include the WFP stakeholders including the CO, the Regional Bureau (RB) based in Bangkok, the WFP Headquarters (HQ), the Office of Evaluation (OEV), the WFP Executive Board (EB) and other WFP country offices. Externally, this report will find the interest of the GoN, the United Nations Country Team (UNCT), the USDA Food Assistance and Local Education Development Partner Group (LEDPG), amongst others. The detailed list of users is mentioned in Annexure IV.
10. For this evaluation, Sambodhi Research and Communications Pvt. Ltd. partnered with a reputed local development sector organization, NARMA Consulting Pvt Ltd. a highly relevant and effective team with an in-depth contextual understanding and experience of evaluations in Nepal. Sambodhi and NARMA have worked closely during baseline as well as the Mid-Term Evaluation (MTE) of the FY17 cycle, and the ELE of the FY14 cycle. Experts from relevant fields, including gender, nutrition, education and EGR were onboarded at the inception stage. They provided expertise and guidance at each stage of the research. Annexure V contains a detailed description of the members of the evaluation team.

1.2. CONTEXT

11. Over the years, various national and international organisations and the GoN have made sincere efforts to alleviate poverty and encourage economic growth in Nepal. The Human Development Index rating for Nepal in 2019 was 0.602, placing it 142 out of 189 countries and territories.³ According to the latest update from Nepal's National Planning Commission, multidimensional poverty in the country reduced from 30.1% to 17.4% in just

³ Baumann, F. (2021). The Next Frontier—Human Development and the Anthropocene: UNDP Human Development Report 2020. *Environment: Science and Policy for Sustainable Development*, 63(3), 34-40.

five years, resulting in a reduction in the Multidimensional Poverty Index (MPI) from 0.133 to 0.074. Despite a significant reduction in the MPI index and improvement in social and development indicators, poverty and food insecurity are still widespread in Nepal.⁴

12. **Geographical heterogeneity:** The country is organised ecologically into three eco-regions: mountains, hills, and lowland (plains) *Terai*. Geographical disparities are a major impediment to Nepal's poverty reduction target. With half of Nepal's population living in rural areas, 28% of the rural population is multidimensionally poor vis-à-vis 12.3% in urban areas. Similar discrepancies exist at the provincial level as well. Karnali Province has the highest presence of multidimensionally poor individuals (MPI) (39.5%), followed by Sudurpaschim Province (25.3%), and Lumbini Province (24.2%). Children have a higher rate of multidimensional poverty than adults. About 21% of the children (< 18 years) are multidimensionally poor vis-a-vis 15.1% adults.⁵ Around 21% households are found to be food insecure in the targeted provinces in Nepal. The diets of Nepali children aged 6–23 months are largely suboptimal, with 36% receiving a minimum acceptable diet⁶. It is noted that the food insecurity in Nepal is largely governed by social, political, and geographical factors. This necessitates the development of additional child-centred food insecurity and poverty reduction programmes and policies. With higher levels of poverty in the Karnali, Sudurpaschim, and Lumbini Provinces, the region needs a well-planned long-term development strategy.
13. **Governance structure:** The new Constitution of Nepal (2015) has envisaged federalisation and decentralisation of the state structure and comprehensive local government reform, i.e., transfer of political, administrative, and economic authority from national to sub-national level, with the latter having substantial autonomy.⁷ The country's recent shift to a federal administration gives sufficient opportunity for the government to decentralise development advantages and improve service delivery effectiveness and accountability. However, governmental reorganisation on this magnitude is uncharted terrain, therefore ensuring a seamless transition might come with its own set of challenges,⁸ especially the lack of capacity of newly structured LGs when compared to the list of functions they are supposed to perform.⁹
14. **Sustainable Development Goals (SDGs) in Nepal:** Political transition, frequent natural catastrophes, migration, gender inequality, COVID-19, and geographical heterogeneity have all hampered Nepal's ability to achieve the SDGs. The reported rate of undernourishment was 6.1% during 2017 to 2019. The neonatal mortality rate was 20 per 1000 live births in 2019. In 2019, 83% females and 91% males participated in organised learning. In 2017, 27.2% of the population was using safely managed drinking water services. The country's unemployment rate was 4.4% in 2020.¹⁰ The creation of a new era, ushered in by the federal government, and allowing for progress toward the 2030 Agenda for Sustainable Development. The goal is to strengthen the coherence of relevant efforts in targeted areas by including SDG 2 targets in national policies, budgets, and subnational plans.¹¹ In 2017-18, a zero-hunger strategic review identified substantial food insecurity and made recommendations to address it. At the policy level, the review identified that while Nepal fares well on their incorporation of nutrition, there is a need to focus on food systems in a manner which ensures that food systems and diets are more sustainable. Also, there is a need to invest in the vertical coordination between different tiers of the government, as well as a horizontal coordination of programmes with implementing partners in the immediate term in the context of the existing provisions like Constitution, the Zero Hunger

⁴ Nepal Multidimensional Poverty Index 2021. (2021). Retrieved 19 April 2022, from <https://mppn.org/nepal-multidimensional-poverty-index-2021/>

⁵ Nepal Multidimensional Poverty Index 2021: Report. (2022). Retrieved 16 April 2022, from <https://www.unicef.org/nepal/reports/nepal-multidimensional-poverty-index-2021-report>.

⁶ <https://www.globalhungerindex.org/case-studies/2020-nepal.html>

⁷ Nepal's Constitution and Federalism: Vision and Implementation (2020). National Forum of Parliamentarians on Population and Development, Nepal. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://asiafoundation.org/wp-content/uploads/2020/10/Nepals-Constitution-and-Federalism_Vision-and-Implementation_English.pdf

⁸ World Bank Group. (2020, September 30). Supporting Nepal's historic transition to federalism. World Bank. Retrieved April 18, 2022, from <https://www.worldbank.org/en/results/2020/09/29/supporting-nepals-historic-transition-to-federalism>

⁹ Acharya, K. K., & Scott, J. (2022). A study of the capabilities and limitations of local governments in providing community services in Nepal. *Public Administration and Policy*.

¹⁰ Zhongming, Z., Linong, L., Xiaona, Y., Wangqiang, Z., & Wei, L. (2021). *Basic Statistics 2021*.

¹¹ Nepal Country Strategic plan 2019-23, World Food Programme

Challenge (ZHC), the Agriculture Development Strategy (ADS), the Food and Nutrition Security Plan of Action (FNSPA), the Multi-Sectoral Nutrition Plan (MSNP), and the 14th Plan.¹²

15. **Gender inequality:** Despite the government's efforts to address gender inequality, patriarchal traditions, and discriminatory practices such as *Chaupadi*,¹³ have a negative impact on Nepalese women's standing. Nepal ranks 115th out of 162 nations on the Gender Inequality Index, with a score of 0.476. Gender inequality and discrimination continue to be a problem in Nepal.¹⁴ Past research has also observed that disadvantaged caste/ethnic groups have much higher gender gaps. UNESCO's study on Forms and Patterns of Social Discrimination¹⁵ in Nepal found that Dalit women suffer the most in both hilly and *Terai* regions of Nepal, as compared to other categories of women. While overall female literacy is lower in Nepal, the literacy rate of Dalit females in rural areas was reported to be the lowest among all sections of the population (10.7%), as they have the disadvantage of being both a Dalit and a woman.¹⁶ While there was no significant difference in the status of women in rural and urban areas, the study observed disparities in matters of access to productive resources, educational attainment and the participation pattern in decision-making bodies and positions in the government. Furthermore, a low literacy rate was reported for Muslim women in Nepal.¹⁷
16. While Nepal's already-existing contingencies have had a negative impact on women's basic health and education parameters, the situation has worsened with the outbreak of the pandemic. The pandemic has resulted in an increase in overall home drudgery, along with increase in the incidence of intimate partner violence.¹⁸ Evidence suggests that when a household's access to food decreases, women's food consumption is particularly at danger. Furthermore, school closures have exacerbated the unpaid care burden placed on women and girls. These circumstances highlight the importance of programmes that push for greater gender equality and social inclusion of vulnerable groups.
17. **Education:** Over the years, Nepal has made significant progress in education, with the net enrolment rate (in elementary education) increasing from 66% in 1999 to 96% in 2019. Between 1973 and 2019, the gender parity index for school enrolments in elementary and secondary education jumped from 0.17 to 1.05, indicating that female enrolment in schools improved from being marginal to slightly higher than males.¹⁹ Despite the progress made, the school system remains plagued by high dropout rates, with girls still being more likely to leave school earlier than boys. According to the government's Economic Survey for 2021, more than two-thirds of students enrolled in the first grade drop out by the time they reach the final 12th grade.²⁰ Also, the education of girls is still not seen as a priority in some rural households, and child marriage is still a relatively common practice in the region.²¹
18. **Migration:** A large section of the population migrate out of Nepal for improved livelihood choices (IOM, 2019). According to the Nepal Labour Migration Report 2020, the Lumbini region accounted for 16.8% of labour migration in 2018/2019, while Karnali and Sudurpaschim Provinces accounted for roughly 3% in the same year. While migration has a significant positive effect on Nepal's economy, and remittance flow might lead to improvements in family well-being, the psychological repercussions of being left behind have clear and grave

¹² Towards zero hunger in Nepal a strategic review of food security & nutrition. (2018). Government of Nepal, National Planning Commission. Available at: https://docs.wfp.org/api/documents/WFP-0000102854/download/?_ga=2.154002928.950993176.1652687985-919122898.1650451140

¹³ Robinson H. (2015). *Chaupadi*: The affliction of menses in Nepal. *International journal of women's dermatology*, 1(4), 193–194. <https://doi.org/10.1016/j.ijwd.2015.10.002>

¹⁴ UNDP, H. (2019). Human Development Report 2019. Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century. Oxford University Press, 23, 308–311.

¹⁵ Pandey, TR., Mishra, S., Chemjong, D. Pokhrel, S., Rawal, N. (2006). Forms and Patterns of Social Discrimination in Nepal. UNESCO Office in Kathmandu. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000146086>

¹⁶ Ibid

¹⁷ Musawah and Nepal Muslim Women Welfare Society. (2018). Joint report on Muslim Women's Rights in Nepal. Available at: https://tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/NPL/INT_CEDAW_CSS_NPL_32673_E.pdf

¹⁸ UN Women. (2020). Gender Equality Update, Gender in COVID response, UN Women.

¹⁹ School enrolment, primary and secondary (gross), gender parity index (GPI) - Nepal | Data. (2022). Retrieved 16 April 2022, from <https://data.worldbank.org/indicator/SE.ENR.PRSC.FM.ZS?locations=NP>

²⁰ Ghimire, B. (2022, April 21). School Dropout Remains a Challenge, Survey Report Shows. Available at: [kathmandupost.com. https://kathmandupost.com/national/2021/05/30/school-dropout-remains-a-challenge-survey-report-shows#:~:text=The%20report%20shows%20that%20the,time%20they%20reach%20grade%201](https://kathmandupost.com/national/2021/05/30/school-dropout-remains-a-challenge-survey-report-shows#:~:text=The%20report%20shows%20that%20the,time%20they%20reach%20grade%201)

²¹ World Education News and Reviews, 2018. Available at: <https://wenr.wes.org/2018/04/education-in-nepal>

consequences on the children of migrant labour.²² These include vulnerability to exploitation, child labour, abuse, trafficking, decreased performance in school, dropping out of school, and behavioural problems.²³ According to the Nepal Living Standards Survey (NLSS) 2011 data, a quarter of the people aged between 6 and 24, who never attended school or college, were unable to do so because they had to help at home.²⁴

19. **Impact of COVID-19:** Nepal has been affected by the prolonged COVID-19 crisis that created unprecedented challenges in the social and economic sectors, further exacerbating the pressure on food security and the livelihoods of the most vulnerable households. With the COVID-induced lockdowns and job losses, 14.1% of households had inadequate food consumption. The percentage of children, who do not meet the minimal dietary diversity recommendations, increased to 40.4% in October 2021 from 38.5% in June 2021 but decreased from 45.9% and 42.7% in April and December 2020, respectively.²⁵ The pandemic has adversely impacted the service sector, tourism, the hospitality industry, revenue, remittances, and transportation. This will make it difficult for the country to make a smooth and sustainable graduation from the Least Developed Country (LDC) category.²⁶ Daily wage laborers have been under the brunt of the pandemic due to job losses and disruption in the food supply chain. This unique “income shock” has affected the household food insecurity issues. The MPI Report 2021 concluded that MPI population are more affected by COVID-19 related deprivations.²⁷
20. **Presence of WFP:** WFP has been working closely with the GoN since 1963 to inform policy decisions and to provide support on developmental issues relating to food security, focusing on social safety nets in the areas of nutrition, education, and rural livelihoods in the remote mountainous regions, as well as responding to natural calamities which Nepal experiences frequently. With the completion of the Transitional Interim Country Strategic Plan in 2018, WFP officially commenced its Country Strategic Plan (CSP) 2019-2023, in January 2019, which is guided by the zero-hunger strategic review. As part of the same, WFP continues to support vulnerable populations living in remote and hard to reach areas across Nepal by providing food assistance, designing a NSMP which provides a nutritious meal to over 2.9 million students, developing inclusive and coherent policy frameworks across national, provincial, and local levels of the government, and working closely with the Ministry of Home Affairs to strengthen emergency preparedness. WFP’s programme efforts resonate with the education initiatives in Nepal such as the School Sector Development Plan (SSDP) by focusing on improving the learning environment through a holistic set of interventions that include digital literacy, nutrition-sensitive learning, and construction and rehabilitation of kitchens and latrines, along with early grade reading and provision of food. In line with the SSDP, as well as with the earlier Education for All (EFA) policy (2002-2015), the McGovern-Dole Programme stresses reducing the gender gap in learning outcomes (Annexure VI). In line with SDG 17, which highlights the need to implement and revitalise the global partnership for sustainable development, WFP works in close partnership with a wide range of national and international actors including governments, other United Nations (UN) agencies, non-governmental Organisations (NGOs), private sector companies, and academia.
21. One of the key development programmes implemented and funded by the GoN is the National School Meal Programme, under which children are provided with mid-day meals (MDMs) at school. The NSMP adopts a cash-based modality and is implemented by the CEHRD, which was formerly the Department of Education (DoE). The model runs in 71 out of 77 districts serving as a social safety net as a part of the education equity strategy. WFP-Nepal provides in-kind support (food-based model) to certain districts in the Lumbini, Karnali, and Sudurpaschim Provinces. Under the current grant, in-kind support began with all 11 districts in the fiscal year 2017 with a gradual transition of the government cash support to five out of 11 districts in the subsequent fiscal years.
22. Due to school closures caused by COVID-19, the typical distribution mechanisms through which the NSMP operates have been disrupted, putting many children at risk of losing this critical source of nutrition. Worldwide,

²² Consolidated reply: Impact of labour migration on children that are left behind. Available at: http://www.migration4development.org/sites/default/files/children_left_behind_consolidated_reply.pdf

²³ Migration in Nepal: A country profile (2019), IOM UN Migration.

²⁴ Global Initiative on Out-of-School Children: Nepal Country Study (2016), UNICEF.

²⁵ The Impact of Covid 19 on Households in Nepal, Fifth round of mVAM Household Livelihoods, Food security and Vulnerability Survey, October 2021, WFP and UKaid.

²⁶ United Nations Sustainable Development Goals, Knowledge Platform: <https://sustainabledevelopment.un.org/memberstates/nepal>

²⁷ Multidimensional Poverty Index Nepal: Analysis towards Action (2021), National Planning Commission, GoN.

an estimated 39 billion in-school meals have been missed due to school closures in 2020, with children in some countries missing nine out of ten in-school meals, resulting in denying children nutrition along with education.²⁸

23. **School Meals Programme (SMP)**, implemented by WFP since 1974, plays a significant role in bolstering the government strategy to strengthen the education system as well as reducing child malnutrition. The programme, moving beyond its initial approach of providing school meals, now encompasses diverse child development aspects while maintaining its flagship activity of school feeding. The SMP has adopted a holistic approach to education by introducing several non-food activities like **Early Grade Reading Programme (EGRP)**, **Water Sanitation and Hygiene (WASH)**, **digital literacy (DL)**, **Home-Grown School Feeding (HGSF)** and **School Infrastructure Development Programme (SIDP)**. The programme works closely with the MoEST and development partners to complement and support the government education and school feeding objectives. As per the Cost-Benefit Analysis (CBA) report for the programme implemented in 2017-2018, for every 1 USD invested in the school meals, an economic value return of 5.2 USD is generated over the lifetime of a beneficiary in the country's economy.
24. For the programme, which operated over four years (2018-2021) to reach 218,815 children of school going age across the 11 districts in the three provinces, the COVID-19 pandemic resulted in a key roadblock for implementation. To restrict the spread of the disease, Nepal institutionalised a nationwide lockdown. The lockdown led to the closure of schools since April 2020 with partial re-opening of schools around March 2021 with the endorsement of the School Reopening Framework by the MoEST. With children not attending schools, the programme implementation came to a standstill, with only school meals being provided as a THR in June/July 2020 (first round), October 2020 (second round), December 2020 (third round), and June 2021 (fourth round). To adapt to the school closure due to COVID-19 and ensure continued learning, an alternative learning mechanism, i.e., Tole Shiksha or 'settlement-based education'²⁹, was leveraged by the programme. While the lockdown was lifted and schools gradually reopened during March and April 2021, they shut down again following the second COVID-19 wave, which restricted the programme implementation significantly.
25. The COVID-19 pandemic and the subsequent school closure have significantly impacted students' access to learning in Nepal. It has also nudged the government to expand its cash-based school feeding programme to all 77 districts in Nepal by 2024 and acknowledge that school meals are a strategic way to attract out-of-school children, especially as vulnerability increases. Further, to minimise the impact of COVID-19, WFP is supporting the GoN's response to the pandemic in Nepal by focusing on strengthening and expanding the social protection programme to address poverty, food insecurity, and malnutrition; sustaining food production, trade, distribution, and consumption; supporting national health systems through improved supply chains, data collection and targeted nutrition services for the most vulnerable; and providing alternatives to school feeding where educational activities have been suspended in the wake of the pandemic. WFP introduced take-home rations during school closure along with implementing alternative learning systems in programme districts.
26. Nepal has undergone an important political shift. The new federal, provincial, and municipal realms of administration were established by the country's 2015 constitution. The change in governance structure, coupled with the long-awaited political stability, presents a significant chance for Nepal to achieve its SDGs. WFP provides technical assistance to the government to decentralise food security and nutrition policies and services within the federal system. WFP also assists the government in creating an environment that fosters policy commitment and coordination, as well as strong capacities, data monitoring mechanisms, and accountability.³⁰

²⁸ Borkowski, A., Ortiz Correa, J. S., Bundy, D. A., Burbano, C., Hayashi, C., Lloyd-Evans, E., & Reuge, N. (2021). COVID-19: Missing More than a Classroom. The Impact of School Closures on Children's Nutrition. *Innocenti Working Paper* 2021-01. UNICEF.

²⁹ Tole Shiksha was introduced under the programme to ensure continuity of learnings for students during school closure period. With the help of reading motivators, hamlet or settlement-based classes were being organised by the RMs during prolonged school closure such as festivals. This was scaled up during COVID-19 induced lockdowns.

³⁰ Nepal Country Strategic Plan (2019-2023) | World Food Programme. (2022). Retrieved 19 April 2022, from <https://www.wfp.org/operations/np02-nepal-country-strategic-plan-2019-2023>

27. **International Aids in Nepal:** Assistance in these efforts have also come by other international bodies which have consistently supported Nepal in its initiatives.

Table 1: International Aids in Nepal

International body	Programme Domains	Geography
United Nations Development Programme (UNDP) Nepal	UNDP's programmes for 2018-2022 will focus on areas related to inclusive economic growth, democratic governance, rule of law and human rights and resilience, disaster risk reduction and climate change. ³¹	Primarily target 3 geographic areas with lowest Human Development Index (HDI) in Nepal Province 2,6 and 7 ³²
United States Agency for International Development (USAID Nepal)	Agriculture and food security, Education, Democracy, human rights and governance, Earthquake reconstruction and disaster resilience, Economic growth, and trade, environment, and global climate change.	20 focus districts in the west, mid-west, and far-west regions, as well as the 14 earthquake affected districts
Cooperative for Assistance and Relief Everywhere (CARE) Nepal	Women's Economic Empowerment and Climate Justice, Gender Justice & Health & Educational Rights, and Disaster Risk Reduction and Gender in Emergencies. ³³	Selected districts in Sudurpaschim, Lumbini, Gandaki, Bagmati, Province 1, Province 2
World Health Organization (WHO)	Advancing universal health coverage in a federalised governance structure, effective delivery of priority public health programmes, enhance health security, disaster preparedness and response, multisectoral engagement and partnerships for improved health outcomes.	Country level
United Nations International Children's Emergency Fund (UNICEF)	UNICEF's programmes for 2018-2022 will focus on areas related to health, nutrition, child protection, education, water, sanitation and hygiene, and social protection. ³⁴	Country level
Plan International, Nepal	Education and child protection in emergencies, WASH, shelter and non-food items, health, food security and livelihoods-Emergency Response. ³⁵ Education and early childhood development, health and hygiene, cash transfers, child protection-COVID-19 Response. ³⁶	Presence in 8 districts of Nepal and working through partners in 42 districts across the whole country
Helen Keller International, Nepal	Activities include essential nutrition actions, homestead food production, local multisector governance, and improved nutrition interpersonal communication. Also using ARCH research to advocate for improved	Country Level

³¹ Our focus | UNDP in Nepal. (2022). Retrieved 24 April 2022, from <https://www.np.undp.org/content/nepal/en/home/our-focus.html>

³² Country Programme Document for Nepal (2018-2022) | UNDP in Nepal. (2022). Retrieved 24 April 2022, from https://www.np.undp.org/content/nepal/en/home/library/legal_framework/cpd-nepal-2018-to-2022.html

³³ CARE Nepal. (2022). Retrieved 24 April 2022, from <https://www.carenepal.org/>

³⁴ Country Programme Action Plan 2019-2022, Available at: <https://www.unicef.org/nepal/media/191/file/CPAP%202018-2022.pdf>

³⁵ (2022). Retrieved 24 April 2022, from <https://plan-international.org/nepal/what-we-do/emergency-response/>

³⁶ (2022). Retrieved 24 April 2022, from <https://plan-international.org/nepal/what-we-do/covid-19-response/>

International body	Programme Domains	Geography
	programmes for infant and young child nutrition, and COVID-19 response. ³⁷	

28. Other organisations like World Bank, Save the Children-Nepal, Action Aid Nepal, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and Water Aid have also been working in Nepal and contributing to various development efforts of the government and civil society organisations (CSOs). (Annexure VII)

1.3. SUBJECT BEING EVALUATED

29. The endline evaluation is a summative evaluation of the USDA McGovern-Dole International FFEEN programme- FY17 grant which was approved in 2017, with implementation starting in 2018 and continuing into 2021. The ELE is directed towards reviewing the outcomes of different programme activities i.e., in-kind food transfer modality (SMP), EGR, SIDP and WASH, which was implemented in selected municipalities of eleven districts from Lumbini, Karnali, and Sudurpashchim Province as shown in the map (Annexure I). To improve the literacy of school-aged children and improve the use of health and dietary practice, the key subjects of evaluation, include the direct stakeholders of the McGovern-Dole programme involving students, head-teachers, teachers, parents of beneficiary students, cooks, and storekeepers. In addition to the direct stakeholders, strategic stakeholders such as representatives from MoEST, CEHRD, FFEP, Education Directorate (under the Ministry of Social Development), Education Development and Coordination Unit (EDCU) and implementation partners WE, OLE, PCD, and IDS are also subjects of the evaluation. Annexure III outlines the stakeholders of the ELE.
30. **Programme background:** In Nepal, the USDA McGovern-Dole International FFEEN programme has been instrumental in mainstreaming the school meals programme by the Ministry of Education, Science and Technology (MoEST). Prior to mainstreaming the WFP CO Nepal received three different McGovern-Dole grants: **1) the FY12-14 award cycle 2) the FY14-FY16 award cycle (referred to as FY14), and 3) the FY17-FY21 award cycle (referred to as FY17).** This report pertains to the ELE of the third grant of McGovern-Dole FFEEN, under which the programme's focus was on reducing hunger, improving literacy and primary education of children by providing school meals, teacher training and related support. Simultaneously, the programme focused on improving children's health and learning capacity.

Table 2: McGovern-Dole Funding in Nepal

Partner	Awarded	Budget	Duration	Areas covered
WFP	FY 2021-24	25 million USD	4years	Doti, Jajarkot, Bajhang, Darchula, Achham, Bajura
WFP	FY 2017-21	29 million USD	4 years	Karnali (West Rukum, Dailekh, Jajarkot); Sudurpaschim (Achham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti) and Lumbini (East Rukum) Provinces

31. **Geographical coverage and programme outreach:** The grants were to provide MDMs to targeted pre-primary, primary and lower secondary grade school students in moderately and highly food-insecure Village Development Committee (VDC), which following the change in governance structure, were merged into 460 Rural Municipalities (*Gaonpalika*) in 2017. A total of 2,003 schools are covered, serving 103,854 boys and 120,137 girl students across 11 districts in the Lumbini, Karnali, and Sudurpaschim Provinces, i.e., Achham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti, West Rukum, Jajarkot, Dailekh and East Rukum, as against the planned 218,815 students.³⁸ Annexure VIII details the planned and actual beneficiary numbers. The programme has transitioned in a staggered fashion with the GoN's NSMP taking over the SMP of the

³⁷ Using ARCH research to advocate for improved programmes for infant and young child nutrition, Available at: <https://archnutrition.org/where-we-work/nepal/>

³⁸ Dadeldhura and Baitadi transitioned in July 2019; Rukum East and West in July 2020; Dailekh in July 2021. Though these districts have transitioned, the cash based mid-day meal (MDM) through government was implemented only in Baitadi and Dadeldhura for one year. Due to COVID-19 from March 2020, the programme in other transitioned districts including Baitadi and Dadeldhura are on hold due to school closure.

programme in five out of 11 districts. The transitioned districts include Baitadi, Dadeldhura, East and West Rukum and Dailekh. The remaining six districts are not transitioned with the WFP's SMP still operational in these. The total food transfer amount has not been discussed here in the absence of available data.

32. Gender equality and empowerment of women/girls is an integral component of the programme. The FY 17 cycle has stressed interventions that could have an indirect impact on the gender dimension within the target group and society. For instance, the programme stressed on menstrual health and hygiene for adolescent girls. In addition, the programme worked towards increasing women participation in different school committees. A key requirement for the evaluation is to ensure that GEWE is integrated into the whole evaluation process, and that specific data on gender is collected during the survey (e.g., data collected on, and from male and female beneficiaries of different economic status of existing ethnicity/castes and disaggregated by age and gender).

Technical assistance provided using private funds

33. **Programme Result Framework:** Following the logic of intervention and critical assumptions (Annexure VI), the programme has two strategic objectives, i.e., to **Improve Literacy of School-Aged Children (SO1)** and to **Increase Use of Health and Dietary Practices (SO2)**. In the FY17 cycle, WFP has continued the holistic approach to programming with activities grouped into seven major interventions: a) Distribute Food: Provide School Meals; b) Improve Student Enrolment/Attendance: Parental Engagement; c) Promote Improved Health: WASH; d) Support Improved Literacy: EGRP; e) Promote Improved Nutrition: School Meals Menu Planner Package (SMMPP) and HGSF; f) Support Improved Safe Food Preparation and Storage and g) Build Capacity to strengthen the MoEST at the national and sub-national levels.

Table 3: Key and Intermediate Outcomes

Key Outcome	Intermediate Outcomes	Immediate Outcomes
SO1. Improve literacy of school-aged children	Improved quality of literacy instruction	Consistent teacher attendance, improved literacy instructional material, improved knowledge, and skills of teachers and administration, better access to school supplies and materials
	Improved attentiveness	Reduced short-term hunger, increased access to MDM
	Improved student attendance	Increased economic and cultural incentives, reduced health-related absences, improved school infrastructure, increased student enrolment, and increased community understanding of benefits of education
SO2. Increased use of health and dietary services	Increase in knowledge related to health	Particularly - health and hygiene practices, safe food preparation and storage, nutrition
	Improved access	Better access to preventive health intervention, requisite food preparation, and storage equipment, clean water, and sanitation services

34. The following are details for year-wise planned and actual transfers for the School Meal Programme.

Year	Planned distribution (metric tonnes)	Actual distribution (metric tonnes)
2017	5500	5596
2018	4883	2736
2019	5578	4101
2020	3691	3741
2021	4187	3000

35. **Analysis of results framework and planned activities to achieve outcomes:** The key component of the programme implemented by WFP, in close coordination and support from CEHRD, is the SMP. The programme envisages that through the provision of school meals, children in food-insecure areas will have access to one whole meal that will meet the basic nutritional requirement of the child, resulting in reduction of short-term

hunger and, in turn, **greater attentiveness in class**. The provision of regular school meals is also expected to increase the child's and the parents' willingness for the child to both enrol in and attend school, thereby, contributing to **improved student attendance**. Student attendance is also targeted through complementary interventions to improve school infrastructure like rehabilitating institutional improved cooking stoves. For a sustained and wider community impact, WFP, in partnership with WE, believes that raising awareness on the importance of education and encouraging active and functional PTAs and SMCs will contribute to increasing the community's understanding of the benefits of education, which will contribute to increasing student enrolment and attendance in the regions. Considering the recommendation of FY14 cycle, WFP focuses on encouraging women's participation in the SMC and FMC with the goal of promoting gender equality in the region. Alongside SMP, WFP with implementing support from WE, is looking towards the EGR intervention to **increase the quality of literacy instruction** by training teachers and school administrators, distributing reading material, promoting teacher recognition and attendance to ensure consistent teacher attendance. In partnership with OLE, the distribution of DL content is expected to increase access to school supplies and reading material, thereby, contributing to improved quality of literacy instruction. Through implementation of these activities and subsequent achievement of improvement in student attendance, increased quality of literacy instruction and greater attentiveness in class, it is envisaged that literacy of children of school going age in intervention schools will improve. Annexure XXVIII highlights the actions taken by the programme on the FY14 recommendations.

36. The programme has also significantly invested in building community and school level capacities on nutrition and health parameters. The SMP component of the programme is oriented towards reducing anaemia in primary school-going children and adolescent girls. It has engaged with parents to form school management committees (SMCs), where awareness about the importance of hygiene, toilet facilities, and safe drinking water has been promoted. Schools have been provided handholding support by Integrated Development Society (IDS) to rehabilitate toilets and establish safe drinking water supply in a manner that addresses the unequal distribution of gender-segregated latrines. In addition, the programme focuses on supporting girls to continue their education through menstrual hygiene support i.e., creating awareness among adolescent girls about menstruation, and establishing a safe discussion space. Based on discussions with the implementation team, programme activities are directed towards increasing gender equality in the regions where it is being implemented. However, the same is not clearly laid out in the results framework for the FY17 cycle.
37. The strategies being employed, and the resultant primary outcomes have a set of assumptions, which are drawn from theory, as well as WFP's implementing experiences (Annexure VI). However, the FY17 cycle was implemented at a time when Nepal was transitioning to federalism and was also experiencing significant socioeconomic setbacks owing to the COVID-19 pandemic. The critical assumptions, accounted for during the design phase, had to be modified, which had a bearing on other assumptions. Adapting to the COVID-19 induced school closure, WFP introduced THR and alternative learning mechanisms in implementation districts to sustain nutrition and literacy outcomes. However, despite significant changes in critical assumptions and an ongoing pandemic, WFP was required to handover the programme to the government, based on the MoU with the GoN. While this was executed, elaborate handover mechanisms were needed for the programme to ensure sustainability of results during the transition process.
38. The programme has been implemented by WFP CO in collaboration with national implementation partners. A brief description of the programme components is attached in Annexure VI. Over time, there have been certain changes and plans from the original programme design, which has been updated as follows:

Table 4: Key changes in programme design and implementation partners

Component	Implementation partner	Key plan or change in implementation
Food Distribution-providing school meals	Food For Education Programme, GoN	The SMP has witnessed significant changes. Five out of the 11 districts have transitioned to a government led cash-based MDM provision. In addition, in the remaining seven districts, since July 2020, the programme has moved to a

Component	Implementation partner	Key plan or change in implementation
		universal coverage of schools within the WFP programme districts.
Water, Sanitation and Hygiene (WASH)	Integrated Development Society	The three-star approach for WASH has been implemented in 9 programme districts in schools where SMP is functional. In the transitioned districts, the WASH programme has not been continued from WFP.
Early Grade Reading Programme (EGRP)	World Education Inc.	Early Grade Reading Programme (EGRP) was implemented in 6 programme districts (Doti, Darchula, Bajhang, Jajarkot, Rukum East, and Rukum West). However, with the transition of Rukum East and Rukum West in July 2020, the EGR component was slowly phased out in the four districts of Doti, Jajarkot, Rukum East, and Rukum West by June 2021. The EGR activity was scaled up throughout the district in 2021 before the completion of the FY17 cycle, therefore, there is no comparison group in Jajarkot. EGR interventions after the COVID19 induced lock down were adopted into Tole Shiksha for learning continuity, which was intensified in Darchula and Bajhang
Digital Learning (DL)	Open Learning Exchange, Nepal	DL is implemented in selected schools in the districts of Bajhang, Darchula, Jajarkot with support being expanded to 60 palikas of 7 districts, i.e., Jajarkot, Dailekh, Doti, Bajhang, Darchula, Bajura, and Achham, taking into consideration the Covid context and the associated need.
School Infrastructure Development Programme (SIDP)	Local contractors	SIDP is implemented in 20 schools each, selected from 3 districts, i.e., Achham, Dailekh, and Jajarkot.
School Meals Menu Planner Package (SMMPP) and Home-Grown School feeding	PCD, Nepal	WFP is adapting the SMMPP to the Nepal context and implementing the approach in the existing cash-based SMP districts in consultation with CEHRD. It will later be expanded to other NSMP districts. PCD piloted HGFSF in one municipality from Baitadi and Dadeldhura. Menu compliance and forward contract study will be conducted.

39. **Previous Evaluations:** A baseline study for the FY17 programme cycle was carried out in 2018, which focused on measure indicator standings to assess the achievements. With COVID-19 inducing movement restrictions, the MTE adapted itself from an in-person interaction-based study to a remote interaction led study to inform about the progress of the programme, while also commenting on the impact of COVID-19. The MTE was completed in 2021. Both baseline and mid-term evaluations found the programme relevant to address beneficiary needs that were coherent with the national plans and policies. The baseline reported no significant differences between project and comparison group students across all the six EGRA sub-tasks but reported higher attendance of students in project areas. The MTE too provided evidence indicating an increase in the enrolment and the attendance levels of students post the McGovern-Dole programme, with stakeholders perceiving a greater increase in these metrics for girls. Both evaluations concluded that the programme schools had better infrastructural facilities as compared to the comparison schools though the handwashing stations remained limited in both. The MTE findings further highlight the complementary role played by the supporting interventions on WASH, as well as learning interventions which aided the effectiveness of the programme. The ELE bases itself on the learnings to ascertain any change attributable to the programme.

1.4. EVALUATION METHODOLOGY

40. To provide relevant feedback to the WFP on the key changes that FY 17 grant has been able to bring forth, the ELE based itself on the programme Theory of Change and Results Framework. It has reflected the key evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, Coherence, and Impact.³⁹ The evaluation has also addressed questions related to adequacy, transparency, and timeliness of programme intervention. Given that the programme has a gender-specific output as well, the evaluation has mainstreamed GEWE throughout these six criteria, wherever appropriate. The table below gives the broad evaluation questions against each criterion. These have been adapted from the ToR. Annexure XI details the evaluation criteria and corresponding questions, while also discussing the tools that were used to address the questions.

Table 5: Key Areas of Enquiry

Evaluation Criteria	Key Evaluation Question
Relevance	The extent to which the intervention objectives and design respond to beneficiaries, global, country and partner/institution needs, policies, and priorities, and continue to do so, if circumstances change.
Coherence	The compatibility of the intervention with other interventions in the country, sector or institutions.
Effectiveness	The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups in the three provinces of Lumbini, Sudurpaschim and Karnali.
Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
Impact	The extent to which the intervention has generated or is expected to generate significant, positive or negative, intended or unintended, higher-level effects.
Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue.

41. The evaluation will also comment on the adequacy of the programme, i.e., whether the programme outreach is adequate, or improvements are needed to be brought about with respect to targeting? Transparency, i.e., to what extent have all stakeholders been involved in the programme's activities? And timeliness, i.e., to what extent have the programme activities been implemented in a timely manner?

³⁹ OECD-DAC Criteria for Evaluating Development Assistance <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

42. The ELE has continued with the quasi-experimental design adopted during the baseline. Owing to the changes in the programme, transitioning of schools, universalisation of the SMP, the ELE while continuing with the same sample frame of schools under treatment and comparison, required respondents to be freshly sampled. Unlike the MTE wherein telephonic means of data collection were employed, the ELE conducted in-person data collection activities from February 2022 to March 2022.
43. **Primary data collection:** A mixed-methods approach involving qualitative and quantitative modes of research were employed, wherein the quantitative component will provide statistical estimates. The ELE uses a mix of quantitative survey tools for early grade students, teachers, head teachers, parents, cooks and storekeepers. To provide a holistic understanding of the programme's achievement, as well as triangulate quantitative findings, the qualitative component was executed. Qualitative insights from focus group discussions (FGDs), in-depth interviews (IDIs), and observational data were proven to be useful to this effect. GEWE assessments were conducted using participatory techniques- mobility mapping exercise (Class VIII boys and girls), and field observations during FGDs.
44. **Secondary literature review:** A thorough desk review and analysis of secondary documents including programme documents, internal/external administrative records, collected data, monitoring plan/ reports, previous evaluation recommendations/action plan, and Project-Level Results Framework, was conducted to complement primary data, seek triangulation and complementarity across data points.
45. The study also reviewed monitoring data from the programme. While the outcome monitoring report was provided, there had been limited availability of cost and budget data. Similarly, data on transfer of commodity was not available.

Data Collection Method

46. The evaluation employed a judicious mix of quantitative and qualitative techniques to measure and explain the programme effects. The research instruments used for the ELE respond to the key indicators and measurable study components. Annexure XII lists the tools that were used to collect the data to measure the programme effects and understand the intended and unintended impact of the programme implementation on the target population. The details of data cleaning and quality checks that were employed for this evaluation are listed in Annexure XIII.

Quantitative sample calculation

47. The primary objective of the programme is to ensure change in the learning outcomes of early grade students. Hence, the sample has been determined for students who have recently graduated to Grade III. Using a two-sample standard error formula⁴⁰ to estimate a sample size for an 8% change over baseline prevalence of 22% on the key indicator, i.e., 'the percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text'. The minimum sample required for such a case is 625. The sample was inflated by 20% at the level of representation to factor for non-response. Thus, the sample at each level of representation is 750 students. It was also ensured that the sample outreach reaches out proportionately to both female and male students.
48. The broad implementation arms of the study currently pose to be SMP (transitioned + non-transitioned) + WASH and SMP (transitioned + non-transitioned) + WASH + EGR. Hence, a three-armed quasi-experimental design involving a) SMP+WASH; b) SMP+WASH+EGR, and c) a comparison group was used. The sample, however, has been limited to only Grade III students and non-EGR students belonging to Grades IV and V.
49. While the schools in the comparison group have received MDMs through the government's cash-based model since July 2020, due to COVID-19 related school closure, they have been exposed to MDMs for only about two months. Given the limited duration of exposure of the intervention received by these schools, the evaluation adopted the same sample frame of schools identified under treatment and comparison groups. From each of these groups, a sample of 75 schools was randomly selected. And from each school, 10 Grade III students (5 girl and 5 boy students) were sampled. The sampling distribution is depicted in Table 6.

⁴⁰ A significance level of 0.05, power of 0.8; design effect of 1.3.

Table 6: Sample Distribution

	Study arms			Total
	WASH+SMP	WASH+SMP+EGR	Comparison	
No. of schools	75	75	75	225
No. of students per school	10	10	10	10
Total	750	750	750	2250

50. A two-stage stratified sampling approach was adopted for the quantitative component. The stratified approach is detailed in Annexure XIV with the outline being: a) Stage I - Selection of schools b) Stage II - Selection of students.

Table 7: Total sample disaggregated for different research tools

Group	Treatment		Comparison	Total
	Arm I	Arm II	Arm III	
Combination	SMP+WASH	WASH +SMP+EGR	Non-programme	
No. of schools	75	75	75	225
EGR Assessment of Grade III students	750	750	750	2250
Parents' interviews	300	300	300	900
Head teacher interview	75	75	75	225
Cook interview	75	75	75	225
Storekeeper interview ⁴¹	27		-	27
Structured interviews of teachers teaching early grade	75	75	75	225
Classroom observation for teachers	75	75	75	225
Infrastructure observation	75	75	75	225
Student interview from grade 4-6 (Non-EGRA)	750	750	750	2250

51. The results have been analysed across types of districts and gender of students. Within a specific gender, further disaggregation, based on age or ethnicity, has not been carried out. This is primarily to ensure

⁴¹ Storekeepers are located at the Municipal level and not at the school level, with none catering to transitioned schools currently.

statistical robustness of the sample that gets analysed. Moreover, the population in these three provinces is highly homogeneous. Hence, further disaggregation was also avoided. Classification between L1 and L2 students have been carried out for EGR results but not for a specific gender to ensure statistical power of results.

Data Collection for Qualitative data

52. Qualitative assessments are critical to understanding the relevance and effect of the programme design and implementation mechanism. It helps comprehend whether the programme responds to the needs of the target community in an equitable manner. A mix of IDIs and FGDs were used for the qualitative deep dives across stakeholders selected purposively.
53. FGDs were conducted with male and female students separately of Grade VIII, as well as some of the community members to understand the effectiveness and overall impact of the different modalities of the programme, at the level of the school as well as the community. Two FGDs for students and one with community members in each of the 11 programme districts were conducted. The purpose of the FGD was to provide qualitative feedback and insights into programme implementation and overall gender and social inclusion dimensions of the programme amongst others. IDIs were conducted with supply-side stakeholders such as MoEST, CEHRD, implementing partners, local government, EDCU, WFP and FFECN officials. A key element of the IDIs were to assess whether the programme outreach has been equitably extended to all socio-economic groups and genders. The qualitative interactions also attempted to decipher gender-based dynamics within each of the community level groups.
54. While the quantitative survey provides numbers, the qualitative discussions help delineate the change process or uptake process of the programme across the targeted beneficiaries. Thematic and content analysis of the qualitative data was used to comment on sustainability of the programme.

Table 8: Qualitative Sample

S. No.	Respondents	Total
1	WFP officials (/CO/Field Co-ordinators/Knowledge Management Officer/Programme official) – IDIs	8
2	MoEST, Nepal – IDIs	1
3	CEHRD-IDIs	1
4	FFEP (provincial and federal level)-IDIs	5
5	Ministry of Social Development (Provincial)-IDIs	3
6	EDCU, district officials– IDIs	11
7	Implementing partners – IDIs	4
8	Local government -IDIs	22
9	Focus Group Discussion - Grade VIII students	22
10	Focus Group Discussion - Community members	22
11	Focus Group Discussion - Food Management Committee and School Management Committee	22
12	Case Study on Light Touch Interventions	22
13	New Era Official (baseline evaluation partner for FY20)	1

55. The data collection team, during the field visit, also collected data using observation of schools in the region; informal discussions with the school staff and community members; informal interviews with the implementing officials. Observational data and information gathered through informal conversations helped in building a holistic understanding of the context in which the programme is being implemented and the changes brought about by the same.
56. The study also looks at assessing efficiency through a CBA. An analysis of cost data made available to the evaluation team was conducted. In addition, benefits accrued to a beneficiary were modified using a tested methodology adopted in a previous CBA conducted for the programme. A ratio of the benefits and costs was calculated to measure programme efficiency.

1.5. ASSESSMENT APPROACHES FOR KEY STUDY COMPONENTS

57. **Early Grade Reading Assessments (EGRA):** One of the significant components of the evaluation is EGRA which helps to understand the progress made in student learning outcomes attributable to the programme. The national EGRA tool developed by Educational Review Office (ERO) under MoEST was administered with students who have recently moved to Grade III to measure oral reading fluency, reading comprehension, letter recognition, and phonemic awareness, among other skills predictive of future reading success. The EGRA also reached out to both male and female students in proportion to their actual presence in the classrooms. Interviews with schoolteachers of Grade II and classroom observations were conducted to triangulate findings.
58. **School Meal Menu Planner (SMMP) and the Home-Grown School Feeding (HGSF) programme:** In 2019, Baitadi and Dadeldhura transitioned from WFP's in-kind SMP programme to the government's cash-based programme. In one municipality of both the districts, PCD was to implement the SMP programme while facilitating linkages with local producers of homegrown produce for school feeding. However, due to the obstacles posed by the COVID-19 restrictions, the programme was implemented in a limited capacity in the districts. Since the HGSF programme was much applauded by different stakeholders, the ELE found value in understanding how HGSF, despite limited implementation, worked in the districts and to document best practices and lessons. Thus, case studies were conducted in two schools each, in the districts of Baitadi and Dadeldhura. The case studies delved deeper into the logistics of food delivery through the approach, the satisfaction from the food provided, the willingness of the community to participate, and the challenges in the model.
59. **School Infrastructure Development Programme (SIDP):** For the SIDP intervention as well, a case-study approach was employed for getting insights on what changes have been observed in schools and behaviour of children due to improved infrastructure and how have these changes led to improved outcomes. Two schools with SIDP intervention were selected randomly from each of the two districts i.e., Jajarkot and Dailekh. Using a mix of observational and interactive queries, the case studies aimed to understand the change in WASH infrastructure, the community and student awareness on WASH practices, the actual adoption of practices and the challenges faced by schools to ensure adoption.
60. **Digital Literacy (DL) initiative:** Like the baseline, a case-study approach of assessment was opted for the DL initiative as well. Two schools with DL intervention were selected from each intervention district. A qualitative checklist was developed for enquiry, comprising key interest areas with a mix of the observatory and interactive approaches. Questions were asked to understand aspects relating to session delivery, student response and enthusiasm, as well as the state of infrastructure and equipment and the sustainability of the intervention.

1.6. LIMITATIONS AND KEY CONSIDERATIONS

61. The research design of the ELE, following a remote MTE of the FY17 cycle, posed certain limitations, which are as follows:

Table 9: Limitations and mitigation measures

S. No.	Limitation	Mitigation
1.	Limited gap between MTE and ELE, as well as the COVID19 crisis, resulted in insufficient time for the programme to integrate the MTE recommendations effectively in the implementation.	The study has reviewed the programme, bearing in mind the contextual challenges faced by it.
2.	Given substantial changes in the programme design over the course of implementation, comparison with baseline results, in case of certain indicators, lean more towards being inductive than conclusive.	Significance testing of the results has been done to the extent possible to draw any conclusions as much as possible.
3.	Absence of complete 'non-intervention' schools in the programme districts limits the execution of a quasi-experimental design in its truest form.	Since the universalisation of programme took place in 2021, post which the schools have also mostly remained closed, we assume that the comparison schools are not very contaminated. However, difference-in-difference (DID) has been applied wherever possible to understand the treatment effect.
4.	Already existing unequal representation of L1 (speak Nepali as the first language) and L2 (who speak Nepali as the second language) students in the different programme regions, as well as lack of data regarding the groups resulted in (i) limited sample coverage, (ii) difficulty in disaggregating the data for L1 and L2 learners. This resulted in the varying and inadequate selection of either of the two categories from region to region.	The study tried to ensure equal representation as much as possible. Currently, the representation is in line with the proportion of L1 and L2 students in the population.
5.	The EGR tool used during ELE is a modified version of the baseline tool with key differences in tool administration rather than the EGRA test itself. While both measure student achievement, comparability with baseline, while possible for most subtasks, is not conclusive.	Although there is a difference in tool administration for subtask 6, ⁴² consultations with EGR experts in Nepal affirmed the possibility of comparison of EGR results across both timeframes.
6.	Limited availability of reliable school records due to COVID19 induced school closure proved to be a limitation during data collection.	Data was triangulated from other sources and stakeholders to ensure quality and validity.
7.	The available data, provided through outcome monitoring reports, did not suffice for a comprehensive analysis of the cost efficiency of WFP assistance.	The analysis of interview data suggests that there are no substantive concerns over cost efficiency under the country strategic plan period.

⁴² When EGRA was conducted during baseline, Subtask 6 i.e., oral reading comprehension, was not a timed task. However, for the ELE which followed the ERO guideline and tool, subtask 6 was a timed task where the child was given a total of 3 minutes to read the comprehension and answer questions based on the reading of the same.

62. To promote the aims of the research and navigate the precarious climate, the following ethical considerations were accounted for during the ELE:
- a. The ethical code of conduct for field work is based on international good practice and draws on the United National 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”.
 - b. Sambodhi Research and Communications’ ethical code of conduct is signed by all staff and associates.
 - c. With the current COVID-19 pandemic, the planning, timing, and management of this evaluation took account of safety of team members and participants. The evaluation team did not request any team member or participant to travel or engage in any in-person activity which was in contravention of national/international guidance relating to COVID-19. Only in accordance with the national and international guidance did the evaluation progress with face-to-face data collection/interviewing. The team followed guidance and protocol to ensure the safety and security of participants being interviewed, as well as of the team members.
 - d. Oral informed consent was obtained from interview participants while also ensuring data security and prevention of disclosure.
 - e. Detailed risks and ethical considerations can be found in Annexure XV.

2. Evaluation Findings

2.1. TO WHAT EXTENT DOES THE PROGRAMME RESPOND TO BENEFICIARY NEEDS, AS WELL AS GLOBAL, COUNTRY, PARTNER NEEDS, POLICIES AND PRIORITIES?

Findings 1: The provision of regular and fortified school meals proved highly relevant towards addressing access related food-insecurity in the targeted regions. Complementary interventions around EGR, WASH address enrolment and attendance related issues, as well as health related absenteeism, respectively. High focus on gender inclusivity addresses the entrenched gender inequality in Nepalese society. Programme adaptation to introduce THR and scaling up of Tole Shiksha during COVID related school closure proved relevant to the local contexts. However, the programme's outreach to only basic schools, while not acknowledging similar needs of secondary schools, highlights its relevance gap in this aspect.

63. The relevance of the FY17 programme has been examined by assessing whether programme objectives respond to the needs of beneficiaries, country priorities and global commitments. Relevance of the programme was also assessed in terms of its adaptation to the changing needs induced by the complex socio-political context of Nepal, especially in the aftermath of the COVID-19 pandemic.
64. In the decade preceding COVID-19, Nepal has demonstrated significant reduction in the incidence of multi-dimensional poverty from 39.1% in 2011 to 25.7% in 2016 and to 17.7% in 2019.⁴³ The COVID-19 pandemic has acted as a roadblock to this pro-poor reduction witnessed in the country. With lockdowns in neighbouring countries limiting business operations, remittance income inflow, which constitutes 26% of Nepal's Gross Domestic Product (GDP), got severely constricted. In addition, wholesale and retail operations were affected due to limited imports from China. This essentially led to imports from other countries leading to price escalation of essentials, derailing the advancement Nepal had made towards reducing poverty incidences.
65. Nepal has demonstrated significant improvement on the Global Hunger Index with the scores declining steadily from 22.0 in 2017 to 19.1 in 2021, putting Nepal in the 'moderate' category of hunger levels. Over the years, Nepal has also revealed significant progress on reducing undernourishment, a declining, though still high rate of child stunting, modest improvement in child wasting, and a substantial decline in child mortality.⁴⁴ Despite the encouraging developments in Nepal, the disparities between districts and provinces in Nepal affect the developmental indices. The three provinces under the McGovern-Dole grant (Sudurpaschim, Karnali and Lumbini) are also among the most chronically vulnerable provinces with high prevalence of food-insecurity.⁴⁵ Moreover, these provinces are also found to be high on the MPI. Karnali Province reports the highest prevalence of MPI with 39.5% people MPI poor followed by Sudurpaschim (25.3% MPI poor).⁴⁶ Children represent the poorest sub-group with almost 44% multi-dimensionally poor. The situation is exacerbated in Sudurpaschim, Karnali and Lumbini provinces with 60%, 48% and 29% children, respectively, categorised as multi-dimensionally poor.⁴⁷ The remoteness of these provinces limit access to basic amenities such as water, sanitation, and electricity. This adversely affects related indicators such as dietary intake, medical care and access to basic sanitation and hygiene. All of these have a direct bearing on child health, social, emotional, and cognitive development, behaviour, and educational outcomes.
66. Consequentially, Sudurpaschim, Karnali and Lumbini Provinces are also plagued by significantly lower enrolment and attendance rates from the national averages, resulting in poor learning levels of students in these regions.⁴⁸ The literacy rates of 5 years and above population in Sudurpaschim (63.4%) and Karnali (62.8%) were reported to

⁴³UNDP; Oxford Poverty and Human Development Initiative, 2021. *Global Multi-Dimensional Poverty Index 2021: Unmasking disparities by ethnicity, caste and gender*, s.l.: UNDP.

⁴⁴Delgado, C. & Smith, D., 2021. *Global Hunger Index: Hunger and Food Systems in Conflict Settings*, s.l.: *Welt Hunger Hilfe and Concern International*.

⁴⁵ The Impact of COVID-19 on Households in Nepal (2021) UK Aid and WFP Nepal. Available at: <https://docs.wfp.org/api/documents/WFP-0000135636/download/>

⁴⁶Nepal Planning Commission, 2021. *Nepal Multi-Dimensional Poverty Index: Analysis towards Action*, s.l.: Government of Nepal.

⁴⁷ Sustainable Development Goals (SDGs): Baseline of Sudurpaschim Province (2020). Ministry of Economic Affairs and Planning, Sudurpaschim Province, Government of Nepal. Available at: <https://www.np.undp.org/content/nepal/en/home/library/SDG-Baseline-Report-Sudurpaschim-Province.html>

⁴⁸ Pal, K. B., Basnet, B. B., Pant, R. R., Bishwakarma, K., Kafle, K., Dhami, N., & Bhatta, Y. R. (2021). Education system of Nepal: impacts and future perspectives of the COVID-19 pandemic. *Heliyon*, 7(9), e08014.

be lower than the national average, i.e., 65%, with a significantly lower female literacy rate (51.3% and 53%, respectively). The enrolment rate, however, has increased in all provinces with the net enrolment rate of basic level (Grades I-V) being above 95% in all the provinces across Nepal. The net enrolment rate in Grades VI-VIII for Lumbini and Karnali Provinces was reported to be lower (84% and 88%, respectively) than in other regions.⁴⁹ Additionally, the percentage of students who repeated Grade I, Grade II and Grade III for Lumbini and Karnali continue to remain higher than the national average, which is 12.8%.⁵⁰ With the issues plaguing the provinces 5, 6 and 7, the region awaits a sustainable development approach with proper planning.

67. In this context, the McGovern-Dole Programme focused at addressing nutritional and educational needs of children across 11 districts in these provinces. The programme targeted an outreach of 2003 schools across these 11 districts. The core intervention of the programme is the SMP. The SMP component and complementary interventions were designed to address the low attendance rates and poor learning outcomes of students through providing requisite nutrition in the form of fortified meals in these highly food-insecure districts of Nepal. The SMP began with the provision of a daily MDM comprising of daily rations of 80g of fortified rice, 20g of lentils, 10g vitamin A fortified vegetable oil, and 2g iodised salt for 200 days per year per student. This is also supplemented by vegetables and fruits from school gardens and community support, thus, presenting a diverse food basket to students. The programme, since 2019, has gradually transitioned from an in-kind model to a cash-based model. The transition has taken place across all schools in five districts with Baitadi and Dadeldhura having transitioned in 2019, East and West Rukum in 2020 and Dailekh in 2021. In the transitioned districts, the programme has stressed on capitalising on the local food basket by promoting procurement of food items based on a pre-designed school menu from the local farming community.
68. The GoN, since the transition to a federal structure, has established a strong vision for enhancing gender equity. Article 38 of the Nepalese constitution (2015) promotes women's rights to property, lineage and safe maternity and reproduction. The GoN has also worked towards incorporating gender equality in all development policies and programmes, including developing a gender responsive budget system.⁵¹ However, the distance to equity is still large. Patriarchal traditions and discriminatory practices still impede GoN's visions of reducing gender inequity in Nepal. The National Commission on Women Report⁵² indicates a gap between women's access to education, health services, property, social security, and freedom, as well as decision-making processes vis-à-vis men. The onset of COVID-19 has further disadvantaged this gap. Women's access to basic resources has been severely curtailed due to intra-household gender inequity. Moreover, gender-based violence has also seen an uptick since the lockdown in 2020.⁵³ Evidence suggests that when a household's access to food decreases, women's food consumption is particularly at danger. Furthermore, school closures have exacerbated the unpaid care burden placed on women and girls. These circumstances highlight the importance of programmes that push for greater gender equality and social inclusion of vulnerable groups.
69. Given this context, the programme's emphasis on participation of women and girls proves highly relevant. WFP encouraged girls and mothers to participate in literacy activities as part of its different programme components. The WFP School Feeding Policy (2013) and Gender Policy (2015-20) emphasised recognising and including specific needs of young girls, ethnic and religious minorities, and children with disabilities. To enhance the effectiveness of the McGovern-Dole initiatives, programme partner PCD in Baitadi and Dadeldhura introduced the concept of mother empowerment by involving mothers on a voluntary basis in the home-grown school feed supply chain. This initiative assumes that once well sensitised, mothers will show greater readiness to be actively involved in the overall SMP. Within the discourse of women empowerment, encouraging women's involvement in school activities through SMCs and FMCs seems to be a positive move towards achieving gender parity in the patriarchal context of Nepal. The programme design appears relevant given the high gender inequity that exists within the community.

⁴⁹ Education in Figures. (2017). MoEST, Government of Nepal. Available at: https://moe.gov.np/assets/uploads/files/Education_in_Figures_2017.pdf

⁵⁰ Flash Report, 2018/2019. (2019). CEHRD, Government of Nepal. Available at: <https://www.doe.gov.np/assets/uploads/files/cbe2b2b1ae68bb5bdaa93299343e5c28.pdf>

⁵¹ <https://blogs.worldbank.org/endpovertyinsouthasia/long-road-gender-equality-nepal>

⁵² <https://www2.unwomen.org/-/media/field%20office%20eseasia/docs/publications/2014/7/socio%20economic%20status%20of%20women%20in%20nepal%20nepali.ashx>

⁵³ <https://thediomat.com/2020/06/how-covid-19-worsens-gender-inequality-in-nepal/>

70. The SSDP (2016/17-2021/22) elaborates on the GoN's strategy of expanding school health and nutrition activities to tackle nutrition and food insecurity issues, especially in vulnerable provinces such as Karnali.⁵⁴ The National School Health and Nutrition Strategy (Nepal) also elaborates on the need to integrate education and health services to improve learning outcomes.⁵⁵ The NSMP by the GoN is identified by both these documents as a key strategy addressing the triad of education, nutrition, and health issues in children of school-going age in the country. The programme is considered to be one of the most effective interventions to simultaneously improve nutrition and education outcomes for school children in developing countries.⁵⁶ The NSMP programme is implemented through cash transfers to schools. The WFP has been supporting this vision of the Nepalese government by providing food transfers to improve education and nutritional outcomes in Nepal in select remote districts of the chronically vulnerable provinces of Sudurpaschim, Karnali and Lumbini. The SSDP also identifies improvement in learning outcomes as one of their key objectives. WFP-Nepal has been working towards that end through provision of fortified school meals that aim to enhance learning outcomes by addressing short-term hunger needs of children of school going age. The school meal initiative, as expressed by government officials, has become a necessity to not only be a driver for school enrolment but a programme that is helping ensure better education outcomes, thus, highlighting the continuing relevance of the programme in the current education development context.
71. One of the major educational challenges that Nepal faces is early grade reading. Assessments show that more than one-third of Grade II students and nearly one fifth of Grade III students could not read a single word of connected text.⁵⁷ Despite one to two years of schooling, most children are found wanting in basic literacy and numeracy capacities.⁵⁸ The EGR component under the McGovern-Dole grant works towards addressing this contextual challenge. It is identified that a key factor for children not demonstrating sufficient literacy capacities is the limited social interaction beyond household members. Hence, to enhance the reading capacities of children in the targeted areas, household members also need to be brought under the aegis of the programme. In partnership with WE, the programme provides early grade reading materials and supplementary reading materials to schools, training for teachers and administrators on early grade teaching and training for parent teacher associations and school management committees to create an ecosystem that helps improve the literacy of children of school going age. The intervention approach adopted by WE stresses on building literacy understanding of students. The WE led approach allows the use of local dialect. This is particularly relevant in the programme target areas where the proportion of non-native Nepali speakers are higher (~72%). This, however, is not completely aligned with the ERO's approach of strengthening Nepali language skills.

"WFP, along with its partners, has been supporting us in implementing the EGR programme. It has given feedback to the government so that it can expand to all districts and not only to WFP districts. WFP has truly proved to be a supplementing actor for the government to implement government policy owned programme throughout the country. What is further required is closer collaboration with the ERO. We are the resource agency for implementing a programme like this" -Central level government official, Kathmandu

72. The COVID-19 pandemic derailed the programme's momentum significantly. With schools being closed, the exposure of children to education was stalled significantly. However, this period highlighted the importance of digital means to ensure continuity of learning. Partnering with OLE, the DL component of the programme has worked towards introducing interactive digital content on computer devices, as well as training of teachers on use of digital teaching means. The DL component caters to increasing enrolment and retention of students in government schools and bringing these schools at par with the infrastructure and innovative teaching methods at private schools.
73. To reduce health-related absenteeism, WFP collaborated with IDS to improve access to water, rehabilitate toilets for boys and girls, and impart training on hygiene. This is in line with the country requirements for Nepal, which

⁵⁴Ministry of Education, 2016. *School Sector Development Plan*, Kathmandu: Government of Nepal.

⁵⁵Ministry of Education, 2006. *National School Health and Nutrition Strategy*, s.l.: Government of Nepal.

⁵⁶ Shrestha, R. M., Schreinemachers, P., Nyangmi, M. G., Sah, M., Phuong, J., Manandhar, S., & Yang, R. Y. (2020). Home-grown school feeding: assessment of a pilot programme in Nepal. *BMC public health*, 20(1), 1-15.

⁵⁷ RTI International, 2020. *Assistance to Basic Education-All Children Reading: USAID's Early Grade Reading Programme*, s.l.: USAID.

⁵⁸World Education Inc., 2015. *Early Grade Reading in Nepal*, Boston: World Education.

is a signatory of the 2010 United Nations Resolution on the Human Right to Water and Sanitation.⁵⁹ Also, the programme complements the government's 15th Periodic Plan (2019/2020–2024/2025)⁶⁰. This includes WASH sector objectives focusing on improving public health by ensuring accessibility of reliable, affordable, and safe drinking-water and sanitation facilities for all in urban, peri-urban, and rural areas.

74. The WFP's strategic partnerships with WE, IDS and OLE for implementation were necessary for the implementation of a holistic programme consisting of different but interrelated intervention components. Also, WFP's partnership with the government is relevant to the context of Nepal, as the same has helped them connect with the local government bodies - the tier of the government which is essential for the success of any development programme in the region, especially with the change in the governance structure from unitary to a federal form.
75. Given that the contextual difficulties exist not only for the basic school students but also for secondary school students, there is a need to address nutrition requirements of students in higher grades as well. While the McGovern-Dole programme, which is following the government policy, is covering students up to the primary level, the need to expand the same to include students at secondary school was expressed by stakeholders at the school and district level. The outreach then would be more equitable since the students of the same age group are currently not acquiring key development attributes such as food, education, and nutrition.
76. The programme's approach during the COVID-19 pandemic proved to be relevant given Nepal's economic and social plight. The programme's adaptation and decision of providing THR in June, July and October 2020 and March 2021, for school-going children from Grades I to V in rural Nepal, was extremely relevant during the extended closure of school during the COVID-19 pandemic. The school closure meant that 2.4 million children, who used to benefit from the government's school meals programme, were not getting supplementary nutritious food.⁶¹ The THR consisting of fortified rice, lentils, and vegetable oil and salt for the school-going children proved to be an important mitigation and coping strategy which helped in addressing the food and nutritional requirements of children even during the lockdown.

"THR was provided by WFP during the Covid lockdown and school closure. Children used to take the rations home and it was distributed smoothly. Almost 5-10 people used to come at one time to collect it, while maintaining safe distance. Men had come back due to lockdowns in other places so there were more people to help with the delivery and collection of the ration." -District level government official, Jajarkot

77. The programme's adaptation of the learning mechanism also proved to be relevant during the extended school closure. To ensure continuity of learning, the programme has also initiated the concept of Tole Shiksha. Originally designed to create community learning points during school vacations, the Tole Shiksha proved to be useful during the long period of school closure during the COVID-19 induced lockdown. The programme took the decision to scale up Tole-Shiksha from an additional learning mechanism to an alternative learning mechanism during school closure. This was also relevant to the requirement of reducing learning losses of children and keeping them engaged with the school curricula.
78. Family and community participation is critical for education. There is a need for communities to engage widely and actively as both beneficiaries and contributors. Studies have demonstrated that community engagement at all levels of the school have been seen to have significant short- and long-term benefits.⁶² The McGovern-Dole Programme has laid significant stress on involving communities in forms of SMCs and FMCs to increase their accountability towards learning outcomes of their children. Location of school land, ensuring water availability and contribution to MDMs is a significant function of the community's priority to education. The McGovern-Dole's

⁵⁹ United Nations General Assembly (UNGA) (2010) UN GA RES – The Human Right to Water and Sanitation. UN Doc. A/64/L.63/Rev1. Available at: https://www.waterlex.org/resources/documents/UNGA_RES64_292.pdf.

⁶⁰ Government of Nepal (2019). The 15th Periodic Plan (2019/2020 – 2024/2025). National Planning Commission. Available at: <https://www.npc.gov.np/images/category/14th-plan-full-document.pdf>.

⁶¹ WFP data

⁶² Parent, Family, Community Involvement in Education." National Education Association.

approach to institutionalising SMCs/FMCs proves to be relevant given that the sustainability of educational outcomes depends on community involvement.

79. Nepal is making a political transition from a unitary to a federal state. This has resulted in three main tiers of government, i.e., federal, provincial, and local. Through this process, many government functions related to children are to be devolved to local and provincial levels of government including health, nutrition, water, sanitation and hygiene, education, and child and social protection.⁶³ This transition of the government overlapped with the FY17 cycle. The programme had to alter its handover plan to increase focus on systemic capacity building of LGs. Operationally, the programme has witnessed gaps in managing the transitioning government, its visions, and the in-kind modality of school meals. The programme has instead worked towards engaging with the government in developing policies to streamline school meals, while ensuring the nutritional integrity of the meals. Although, this approach does not add significant relevance to the current grant cycle, it prepares the programme to be better prepared for the upcoming FY 20 cycle.

"Karnali is not very well equipped to take up the new modality. It should have been more gradual. We have started graduating but it will take time. We will have to invest more time in technical support and follow up, rigorous monitoring too. We need to link up with the market, with cooperatives, and make sure that SMP is run/implemented as per the guidelines. Earlier, WFP was providing everything, we now need to sensitise people. Our efforts need to be more now." -WFP field Official,

2.2. DOES THE PROGRAMME COMPLEMENT THE EXISTING EFFORTS AND PROGRAMMES OF WFP, THE GOVERNMENT AND OTHER ORGANISATIONS WORKING IN NEPAL?

Findings 2: The programme has been harmonious with the GoN's commitment to universal and equitable education complementing the SSDP. The WASH component compliments the WASH Sector Development Plan (2016–2030). In line with the GoN's vision of an inclusive society, the programme has worked towards including women in SMCs and making schools a safe and hygienic place for adolescent girls. The programme also upheld the WFP CSP-Nepal by aligning to the strategic objectives. The programme specifically addressed the nutrition and hunger needs of vulnerable communities from geographically disadvantaged locations. However, while the programme aimed at building capacities of local government and school administration, the plan for the same requires strengthening to also correspond to the fourth strategic objective of the CSP.

Coherence with Government Policies

80. Education continues to be a priority sector for the GoN. Historically, Nepal has allocated more than 12% of the total government budget to education, which has doubled since 2012/13. Provisions under the new constitution guarantee the right to free education up to the secondary level for all, along with focus on gender and social inclusion in education access, emphasised in the Right to Free and Compulsory Basic Education Act 2018 and National Education Policy 2019. The McGovern-Dole Programme complements the vision of the government by taking a holistic approach to education programming through four interventions: school meals, WASH, EGR, and DL. These efforts are also aligned with the government's SSDP⁶⁴ implemented by MoEST, which focuses on improving quality, equity, and efficiency in the school sector. The SSDP (2016-2021) addresses the holistic well-being of students and is expected to contribute to the SDG targets for education.

⁶³ Nepal Case Study: Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia (2021). UNESCO.

⁶⁴ School Sector Development Plan (2016/2017-2022/23). (2016). Government of Nepal, Ministry of Education. Available at: <https://www.globalpartnership.org/content/nepal-school-sector-development-plan-2016-2023>

81. Complementing the SSDP (2016-2021), the NSMP and the Multi Sector Nutrition Plan II (2018-2022) by the GoN, WFP, through the McGovern-Dole Programme, provides in-kind support to districts in the Lumbini, Karnali and Sudurpaschim Provinces. Under the current grant, in-kind support is continued with six districts with the remaining five having transitioned to the government NSMP. These efforts also compliment the Education Sector Plan (2021-2030), which covers the MDM programme as one of the key components, with the aim to improve children's enrolment at state-funded schools. In addition, collaborating with the Department of Food Technology and Quality Control (DFTQC), the programme aimed at strengthening the capacity of school cooks by providing them with training for better understanding of hygienic food preparation. Together with the bi-annual deworming medication and Iron/Folic Acid (IFA) supplementation that the government provides to school children and the nutrition intake they get from school meals, it is expected that the prevalence of micronutrient deficiencies and anaemia in school children will be gradually reduced; this is a shared objective with the government's anaemia control programme.

"The School Meals Programme is being implemented for more than 50 years now. It has been more than a 50-year journey between the Government of Nepal and WFP. We first made selective choices based on the remoteness of the geography, where poverty was high, and we launched the programme. Definitely, we have seen that this programme is like oxygen for children. It helped in enrolment, retention, achievement- these three ways we see the results." -Central level government official,kathmandu

82. The programme, moving beyond its initial approach of providing school meals, now encompasses diverse child development aspects while maintaining its flagship activity of school feeding under the McGovern-Dole-FY17 cycle. The SMP has adopted a holistic approach to education by introducing several non-food activities like DL, EGR, nutrition-sensitive learning and rehabilitation of kitchens and latrines. Following the three-star approach⁶⁵, the WASH component of the programme targeted rehabilitation of toilets, installation of child friendly group handwashing stations, mobilisation of Child WASH clubs and orientation on sanitation and hygiene which incorporated menstrual hygiene management components. This is aligned with the WASH programme in school (WinS) procedure under the Nepal Water Supply, Sanitation and Hygiene Sector Development Plan (2016–2030).⁶⁶ Along with this, the GoN aims at improving quality education of public schools. They have tried the same through the Education Amendment Act in 2016 and Education Regulations, which cover both the state and the private sector. These regulations stipulate the curriculum, textbooks, teachers' pay and conditions, and general norms and standards.⁶⁷ The DL component of the FY17 cycle aims at closing Nepal's digital divide, while also supporting the government's focus on closing the gap between private and public schools.
83. While Nepal has experienced significant success in access to schools during the period leading up to 2016, the government identified disparities that continue to limit the ability of some children to access quality education. In response, Nepal created the Consolidated Equity Strategy for the School Education Sector in Nepal adopted in 2014, which now underpins its policies and interventions. Aligning with the government objectives, McGovern-Dole also promotes gender and social equality by giving equal opportunity to engage in the SMP. As part of the programme, interactions were carried out with adolescent girls on menstrual health and hygiene, and female community members were encouraged to be a part of SMCs and FMCs.

Coherence with WFP's Country Programme

84. The WFP Nepal Country Strategic Plan (2019-2023) reflects the zero hunger strategic review recommendations to achieve zero hunger by 2030.⁶⁸ The plan is designed to align with the new federal structure and the constitutional

⁶⁵ The Three Star Approach for WASH in schools is designed to improve the effectiveness of hygiene behaviour change programmes. The approach ensures that healthy habits are taught, practised and integrated into daily school routines. The approach helps schools meet the essential criteria for a healthy and protective learning environment for children as part of the broader child-friendly schools initiative.

⁶⁶ Nepal Water Supply, Sanitation and Hygiene Sector Development Plan (2016 – 2030). Available at: https://www.fsmttoolbox.com/assets/pdf/25._SDP_-_Final-_Eng.pdf

⁶⁷ The debate over private and public provisions of Education, March 2019, Capacity4Dev, European Union. Available at: <https://europa.eu/capacity4dev/articles/debate-over-private-and-public-provisions-education>

⁶⁸ Nepal Country Strategic Plan (2019-2023). (2018). Available at: <https://www.wfp.org/operations/np02-nepal-country-strategic-plan-2019-2023>

right to food. The CSP provides support for the Government to achieve the Sustainable Development Goals. The CSP outlines five strategic objectives to address the SDG goals: 1) timely access to adequate food and nutrition during and in the aftermath of natural disasters, 2) food-insecure people in targeted areas to have improved nutrition throughout the key stages of their lives, 3) vulnerable communities in remote food-insecure areas have improved food security and resilience to climate and other shocks, 4) strengthened capacities of the government to provide essential food security and nutrition services and respond to crises, 5) government efforts towards achieving zero hunger by 2030 are supported by inclusive and coherent policy frameworks across all spheres of the government.

85. The McGovern-Dole FY17 is in alignment with the strategic objectives of the CSP. The McGovern-Dole programme extends in-kind support by providing MDMs with necessary nutritional fortification in the districts of Sudurpaschim, Karnali and Lumbini Provinces, which are some of the poorest, the most food-insecure regions of the country and are high on the vulnerability index in terms of exposure to natural disasters. The programme also proved to be instrumental during the period of the coronavirus pandemic (COVID-19). Although schools had been shut during the period, WFP initiated the provision of THR for the programme schools, thereby ensuring supply of meals to school students. The McGovern-Dole Programme, thus, plays a critical role in addressing and adapting to the needs arising due to food insecurity in the regions, even during times of crisis which corresponds to the first and second strategic objective.
86. The importance of building capacities of the different tiers of the government for making it responsive to community needs is critical for the success of a social safety programme, especially as Nepal transforms to a federal system of governance. As part of the transition plan for the intervention districts, the programme aims at building capacities of the government, as well as school administration. However, given the ambiguousness of roles and responsibilities of the tiers of the government, the plan is not clearly laid out. The capacity building component therein requires strengthening going ahead to also correspond to the fourth strategic objective of the CSP. WFP, over the years of collaborating with the GoN, has also taken on the role to provide consultation, expertise, and support to the GoN in formulating inclusive and coherent national policies directed towards better education and nutrition of children. This is aligned with the last objective of the CSP (2019-2023).

"The programme is useful. Earlier we did not have a school feeding programme with government support. The only programme was from WFP. Then government allocated money, i.e., cash was given to the children and the coverage of that has gradually increased. It is a universal programme now. The support provided by WFP, especially in the form of a balanced nutrition has been very helpful...especially for the retention of girls in schools." -Central level government official, kathmandu

87. In practice, the programme has been found to respond to the CSP which is highly coherent in the context of Nepal. Especially during the COVID19 induced lockdown, the programme proved instrumental in ensuring access to nutritious food through their THR delivery mechanism. Additionally, the programme has been instrumental in aiding the GoN's vision of ensuring basic and compulsory education in the country through the SMP, as well as other complementary interventions such as EGR and DL. The programme is also currently engaged with government systems at both local and central levels to not only build local delivery capacities but also strategic capacities in the formulation of policies around school meals.

Coherence with other development programmes

88. With the development of SDG in 2015, the SMP is now aligned to the SDG 2: Zero hunger, SDG 4: Quality education, and SDG 5: Gender equality. WFP's school feeding activity targets school-aged children in food insecure and remote areas. Working closely with USDA, UNICEF, the Asian Bank and the World Bank, WFP provides technical support to the government for the SSDP (2016-2022). In 2020, World Bank signed an additional grant to the SSDP to maintain access to basic education and continued learning for children amid the COVID-19 crisis.⁶⁹ Also, building on the lessons learnt from MSNP (2013-2017), WFP, along with European Union (EU)/UNICEF, USAID, SUA AHARA, World Bank, WHO, WFP, Food and Agriculture Organisation (FAO) and Civil

⁶⁹ US\$10.85 million additional grant to support learning and build resilient education sector in Nepal amid COVID-19 crisis. (2020). Retrieved 26 February 2021, from <https://www.worldbank.org/en/news/press-release/2020/09/04/us1085-million-additional-grant-to-support-learning-and-build-resilient-education-sector-in-nepal-amid-covid-19-crisis>

Society Organisations (CSOs), provided technical support to the GoN to formulate and develop Multi Sector Nutrition Plan II (2018-2022).

89. Going beyond the provision of school meals, the McGovern-Dole Programme, through complementary interventions like WASH, is also aligned with SDG 6: Clean water and Sanitation, which indirectly also extends to gender equality and social inclusion. The intervention is also in line with the support that UNICEF is extending towards the WinS programme through the regular development programme. This will ensure access and maintain WASH facilities in schools with focus on child, gender and disability-friendly WASH facilities, including menstrual hygiene management to reduce absenteeism and promote better learning opportunities. Similarly, Plan International has implemented programmes to support the building of girl-friendly toilets and other WASH facilities to inspire girls to continue their education, while also encouraging and helping women to take up more leadership roles in community-based WASH committees.⁷⁰ The programmes supported and implemented by these international organisations complement the various activities of the programme.
90. Further, the EGR component of the FY17 cycle complements USAID'S EGRP I (2015-2020) and EGRP II (2020-2022). EGRP II builds on EGRP I which supported the MoEST to improve the foundational reading skills of Nepali primary school students in Grade I to Grade III. EGRP II's support to the GoN is provided in the context of the shift towards the recently developed Integrated Curriculum (IC), ongoing decentralisation in Nepal's governance system, and prolonged disruptions to teaching and learning due to the coronavirus disease 2019 (COVID-19) pandemic. EGRP II aims to improve early grade literacy for students in Grades I to III in Nepal's public schools, by supporting IC development and rollout, strengthening local capacity for EGR service delivery, improving teacher professional support, and assisting with the COVID-19 response in the education sector.⁷¹
91. The programme's approach of including parents in children's education resonates with similar efforts being undertaken in other districts of Nepal. The International Child Development Programme (ICDP) implemented by Save the Children in Dolakha, Kavre and Mahottari districts during 2018, linked a government scheme (the Child Grant) to the parenting programme. It aimed at improving parents' sensitivity towards the child's development needs, which has been proven by research in other geographies to have a positive impact on the child's socio-emotional development.

2.3. TO WHAT EXTENT IS THE LEARNING AND NUTRITIONAL REQUIREMENTS OF SCHOOL GOING CHILDREN IN THE TARGETED PROVINCES MET BY THE PROGRAMME?

92. This section delves into the key results that have been observed through the ELE survey. The section speaks about the effectiveness of the programme interventions in creating an enabling ecosystem for SMP to achieve its strategic objectives.

Component: Improve Student Enrolment and Attendance

Findings 3: Enrolment and attendance in schools witnessed a decline, primarily due to COVID19 induced lockdowns. However, the resilience created by the programme gets demonstrated through the reduced decline seen in the programme areas. The programme's ability to create sustainable changes gets reflected through the improved performance of the transition districts across most indicators.

⁷⁰ Plan International Nepal Annual Highlights 2019. (2019).

⁷¹ USAID's Early Grade Reading Programme II (EGRP II) in Nepal Quarterly Progress Report: January 1 – March 31, 2021. Available at: https://pdf.usaid.gov/pdf_docs/PA00XGKB.pdf

93. The McGovern-Dole FFEEN Programme identifies improved learning outcomes as one of its strategic objectives. Enrolment is the first step to improved learning. With the advent of the new constitution,⁷² access to education has been made a fundamental right.⁷³ This, resultantly, has led to an increase in school enrolment with primary enrolment in schools crossing 96% in 2019.⁷⁴ Within the programme ambit, the gross enrolment rate was found to be 190% as compared to 156% in the comparison areas.⁷⁵
94. Aligning with the SSDP⁷⁶ objectives, the programme has focused on increasing community awareness about the importance of education by instituting SMCs which act as platforms to increase community awareness. Interactions with head teachers indicate an increase in the enrolment of students within the programme areas vis-à-vis the comparison areas. The increase is perceived to be higher for male students, as compared to female students across both programme and comparison areas [Refer Figure 1]. Within the programme areas, the difference in levels of enrolments between transitioned and non-transitioned districts is negligible, with 88% head teachers across both geographies reporting an increase in enrolment.
95. Studies^{77 78} from low income and lower-middle income countries indicate significant sociocultural factors affecting enrolment. While primary school enrolment data indicates gender parity, disparity is witnessed in terms of the extent of expenditure that is made on the education of girl children and the quality of education that is made available to them. Participation of boys in private and higher education is higher vis-a-vis that of girls.⁷⁹ The socio-cultural expectations on boys to shoulder financial responsibilities in future is identified as one of the factors for the higher investment in male child education.⁸⁰

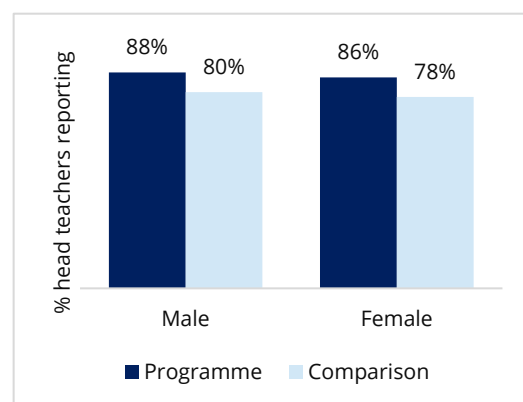


Figure 1: Head-teachers reporting increase in student enrolment

"Now the number of girls in govt. schools is good. In some schools, you will see more girls than boys. But parents also tend to send the boys to private school since they believe they will get better education there which will help them get a good job later,"- Head teacher, Jajarkot district

⁷²Charles, H. (2015). Why is Nepal's new constitution controversial? Retrieved 17 January 2021, from <https://www.bbc.com/news/world-asia-34280015>

⁷³ Constitution of Nepal – Nepal Law Commission. Retrieved 10 February 2021, from <http://www.lawcommission.gov.np/en/archives/category/documents/prevailing-law/constitution/constitution-of-nepal>

⁷⁴ School enrolment, primary (% net) - Nepal | Data. (2020). Retrieved 5 February 2021, from <https://data.worldbank.org/indicator/SE.PRM.NENR?locations=NP>

⁷⁵ <https://huebler.blogspot.com/2005/04/primary-school-gross-and-net.html>

⁷⁶Ministry of Education, 2016. *School Sector Development Plan*, Kathmandu: Government of Nepal.

⁷⁷ Annual Status of Education Report (Rural) (ASER) 2019.

⁷⁸ Ghimire, B. (2019), More daughters are enrolled in public schools while sons are sent to private ones, The Kathmandu Post. Retrieved 10 March 2021 from <https://kathmandupost.com/national/2019/03/22/more-daughters-are-enrolled-in-public-schools-while-sons-are-sent-to-private-ones>

⁷⁹Khanal, S. (2018). Gender Discrimination in Education Expenditure in Nepal: Evidence from Living Standard Surveys. *Asian Development Review*, 155-174.

⁸⁰LeVine, S. (2006). Getting in, Dropping out, and Staying on: Determinants of Girls' School Attendance in Nepal. In H. Ullrich, *The Impact of Education in South Asia* (pp. 11-36).

96. This premise about higher investment in male child education gets further validated with the declining average number of male students enrolled in public schools as grades advance. There is a strong and prevalent perception that the quality of education is better in private schools. Hence, the propensity of male children dropping out of the public schools increases as the student graduates to a higher grade. It is also seen that the net attributable male enrolment has remained constant for Grade I and V since baseline. As the figure (2) below highlights, female enrolment, has increased by at least three additional students joining in Grade I, and one additional student in Grade V. This DID estimate⁸¹ is also indicative of the overall change in community perception, within programme areas about the importance of education. The programme has been able to create a more effective shift in enrolment within its intervention areas vis-à-vis comparison schools, where the GoN led programme has been operational.

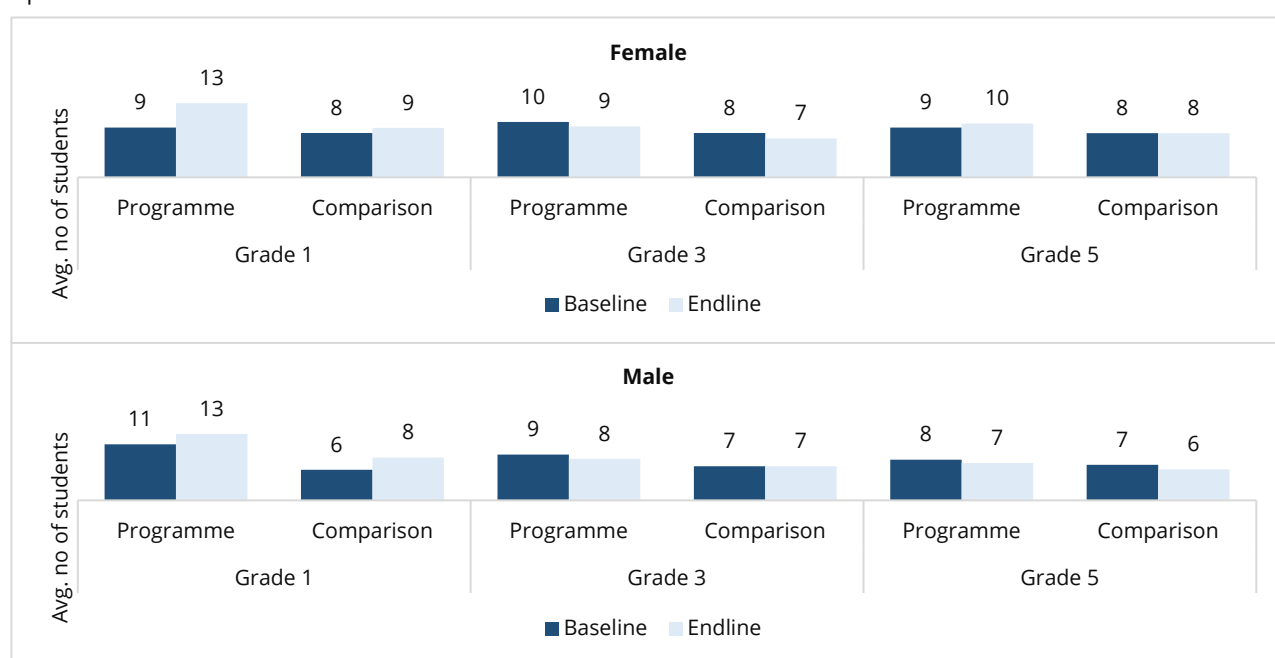


Figure 21: Grade wise enrolment disaggregated across gender Grade I, Grade III, Grade V

97. While a decline in enrolment rates is observed for both genders as grades advance across both programme and comparison schools, the drop is steeper for male students. On-ground discussions revealed that parents tend to send male children to private schools, which are very often residential. However, there are both financial and safety apprehensions in sending female children to residential schools.⁸²
98. School enrolment does not appear to vary with any demographic factor. In line with the low gender disparity, minimal divide was reported between students from various ethnic backgrounds. Discussions with FFEP officials bring out that one of the key results from receiving school meals is that parents are more eager to send their children to school, often ignoring ethnic distinctions.⁸³

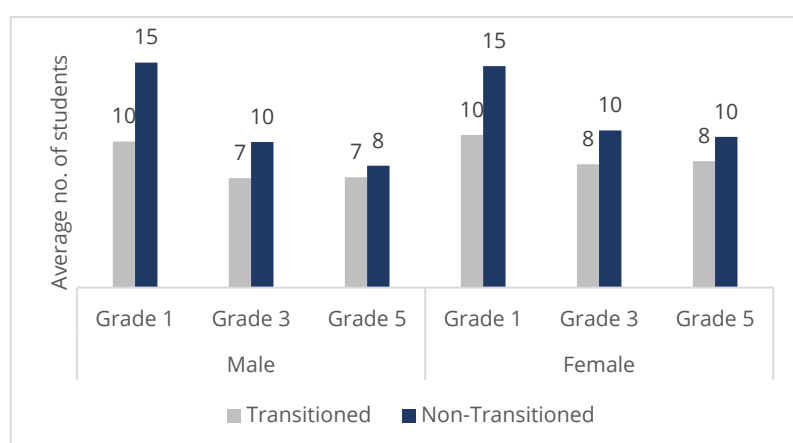


Figure 3: School Enrolment across transition/ non-transitioned districts

⁸¹ Significant at 95% CI, p-value 0.04.

⁸² Source: IDI with programme partners.

⁸³ Source: IDI with FFEP officials.

99. Enrolment is also a function of how mobilised a community is regarding education. In districts where WFP is still engaged in SMP, enrolment rates were found to be higher. In non-transitioned districts, the presence of WFP personnel aids sustains the level of encouragement around enrolment.

100. Studies identify school attendance as one of the key drivers for improved learning outcomes, especially in the context of developing nations.⁸⁴ Since March 2020, schools had undergone an extended closure owing to the COVID-19 induced lockdown. This prolonged school closure is expected to affect children's development in multiple ways. As schools resume and streamline their operations, ensuring attendance poses a critical challenge. Head teachers, however, are optimistic about attendance levels increasing. Around 92% head-teachers across both programme and comparison schools expect an improvement in attendance with normalisation of activities post COVID-19. Student attendance records show that across both programme and comparison areas, the attendance level is more than 78%. Comparison schools in these districts report a lower attendance level (75%). While there has been a decline since the baseline in attendance levels, the decline does not show statistical significance.

101. Learning outcome does not only affect only individuals, but it has a lasting imprint on generational development. Hence, it is critical to also look at the proportion of students attending schools regularly (>80%). Since baseline, there has been a drop in the proportion of students attending schools regularly. This drop can be attributed to the prolonged school closure. While head teachers are optimistic of attendance getting normalised⁸⁵, it is critical for the programme to ascertain 'return-to-school' for students.

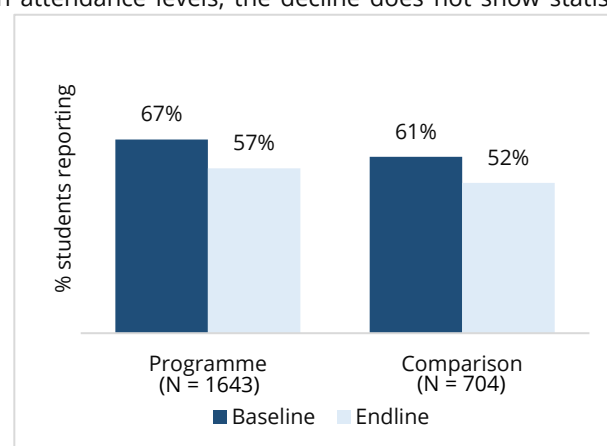


Figure 29: Proportion of students attending school regularly

"The schools have just opened in February 2022 properly. While students are coming to classes, it will take some time to normalise everything. You can't expect that a habit that has formed over two years to change immediately. Most children would have forgotten what school used to be like,"-Head teacher, Achham district

102. It is interesting to note that in the transitioned districts, the average attendance levels are higher at 82%, vis-à-vis the non-transitioned districts (77%).⁸⁶ Moreover, the proportion of students attending regularly (attendance level more than 80%) is also higher in the transitioned districts.⁸⁷ This is indicative of the sustainable systems created by the programme in the transitioned districts. While across both areas, the average attendance is above 75%, the programme has developed systemic capacities in a manner that it is not only able to sustain results but also enhance them. This becomes crucial given that schools have reopened

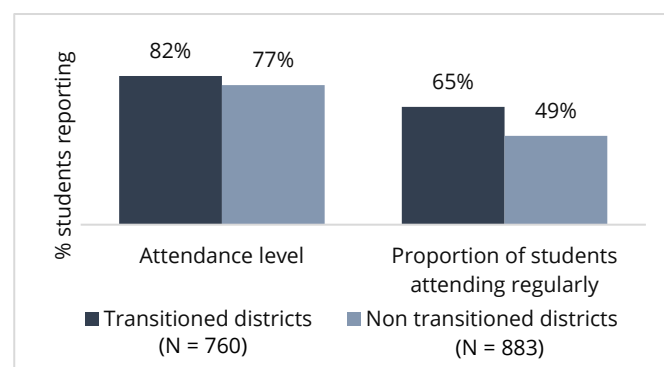


Figure 46: Level of attendance across transitioned and non-transitioned districts

⁸⁴ Sekiwu, Denis; Ssempala, Frederick; Frances, Naluwemba. Investigating the relationship between school attendance and academic performance in universal primary education: The Case of Uganda. *African Educational Research Journal*. April 2020.

⁸⁵ Source: IDI with Head teacher.

⁸⁶ Significant at 95% Confidence Interval (CI); p value: 0.00; t-stat: -9.68

⁸⁷ Significant at 95% CI; p value: 0.00; chi square: 58.92.

after a prolonged gap, and it is critical that students attend school to ensure continuity of learning.

103. Educational attainment is multi-dimensional and a function of enrolment, attendance, and achievement.⁸⁸ In Nepal, although the issue of enrolment has been addressed to a large extent by the constitutional provisions, the problem of attendance continues to persist.⁸⁹ This problem is more pronounced for girl students than for boys. Sociocultural norms have been found to be a key reason for limiting girl child attendance, especially in the higher grades. While the constitutional arrangements have incentivised households to ensure access of schools to the girl child, household dynamics often lead to reduction in school attendance as the girl child advances to higher grades.⁹⁰ Gender considerations come into play when the expected benefits and costs of schooling differ due to cultural norms surrounding female versus male work, and permanency in the household. With female children often viewed as 'temporary' household members, household efforts towards ensuring adequate education for them is often limited. The ELE survey corroborates this premise. It is seen that the proportion of female students attending school regularly declines at a rate that is higher than that for male students.

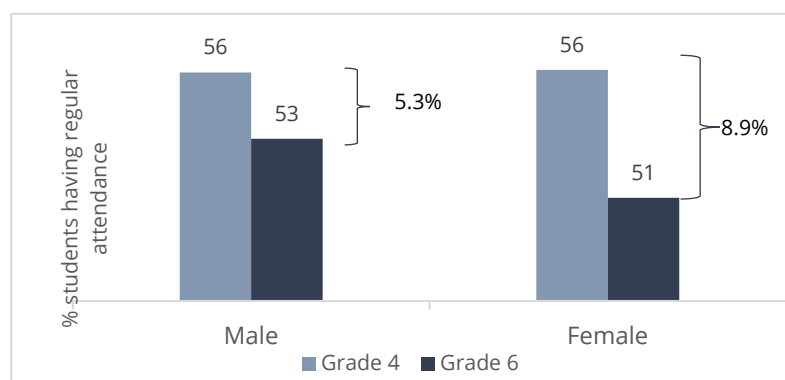


Figure 6: Proportion of Students regularly attending Schools

Student attentiveness and interest

Findings 4: Students in transitioned districts were observed to demonstrate higher attentiveness in class and take more interest in their lessons. Most parents feel, that over time, there has been a greater appreciation for the lessons that are being taught in school. Interestingly, a higher proportion of parents in the transitioned districts, identify improved teaching aids, as well as regular meals as a key factor aiding student performance in school.

104. The McGovern-Dole FFECN Programme goes beyond increasing enrolment and attendance and focuses on strengthening attentiveness and interest of the students in school to ultimately influence performance. Studies identify attentiveness as a key mechanism to initiate learning.⁹¹ ⁹²As thinking is based on attentiveness, students, who cannot pay attention have difficulties in following the instructions of the teacher, lose interest in the lesson quickly and discontinue their learning tasks. Attentiveness, therefore, becomes a prerequisite for the cognitive, social, and emotional development, especially during the formative years of children.⁹³

⁸⁸Bhattarai, N., Bernasek, A., & Pena, A. A. (2020). Factors Affecting School Attendance and Implications for Student Achievement by Gender in Nepal. *Review of Political Economy*, 1-25.

⁸⁹Dalas, D.B., & Cui, J. (2018). Education in Nepal - WENR. Retrieved 8 February 2021, from <https://wenr.wes.org/2018/04/education-in-nepal>

⁹⁰ World Health Organization. (2017). Adolescent Sexual and Reproductive Health Programme to Address Equity, Social Determinants, Gender and Human Rights in Nepal, Report of the Pilot Project.

⁹¹ Chen, C. M., & Huang, S. H. (2014). Web-based reading annotation system with an attention-based self-regulated learning mechanism for promoting reading performance. *British Journal of Educational Technology*, 45(5), 959-980. <https://doi.org/10.1111/bjet.12119>

⁹² Ainley, J., & Luntley, E. M. (2007). The role of attention in expert classroom practice. *J Math Teacher Education*, 10, 3-22. <https://doi.org/10.1007/s10857-007-9026-z>

⁹³Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. *Journal of Education and Learning*, 15-30.

105. The ELE assessed attentiveness of students through a classroom observation tool. These findings have further been triangulated through interactions with teachers and head teachers. The classroom observations indicate that around 60% students in programme schools, and 56% students in comparison schools show high attentiveness during classes (Figure 7). The proportion of students who are attentive in class has increased significantly from baseline in programme area, while it has dropped in the comparison areas. The DiD estimate indicates that an additional 18% students in the programme areas have been attentive in class over comparison schools.⁹⁴ These observations get further ratified with the teachers and head-teachers reporting an increase in student attentiveness over time.

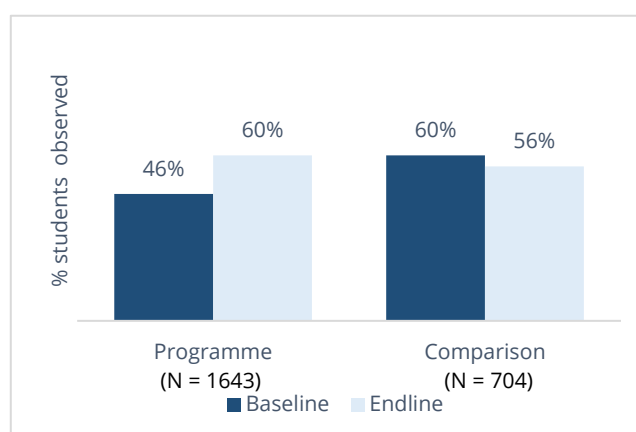


Figure 7: Change in the level of attentiveness of students.

106. Disaggregated across transitioned and non-transitioned districts, it is noted that the transitioned districts demonstrate better results. Almost 84% students in the transitioned districts were observed to demonstrate high attentiveness during classroom sessions vis-à-vis 72% in non-transitioned districts.⁹⁵

107. Interactions with teachers and head teachers also highlight a higher increase in attentiveness in the transitioned districts vis-à-vis the non-transitioned districts. Girl students seem to outperform boys at an overall level, although the difference is not statistically significant (Figure 8).

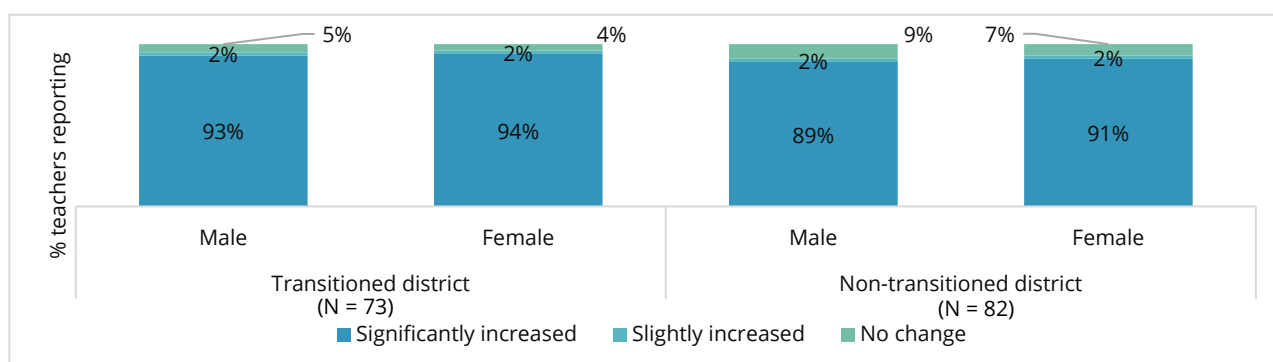


Figure 8: Teachers reporting on increase in attentiveness of students

108. A factor reported to have strengthened student attentiveness is their interest in the lessons being taught. Improved teaching mechanisms and learning methods are reported to be key factors increasing interest. This increase is similarly reported across the programme and comparison schools with a slightly higher proportion of head teachers from programme schools reporting increase in interest.

109. Interestingly, head teachers from transitioned districts report a higher increase in interest levels over non-transitioned schools. This trend is seen for both male and female students, as is reflected in Figure 9. Population level estimates reveal that, the odds of a student showing more interest in lessons increases by 1.6 times for female students

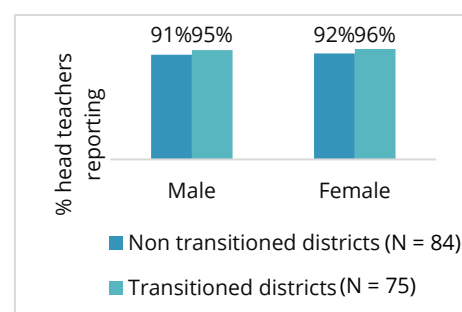


Figure 9: Head teachers reporting increase in interest levels of students

⁹⁴ Significant at 95% CI; P-value: 0.00.

⁹⁵ Significant at 95% CI; Chi2 square value: 9.19; P-value: 0.02.

and 1.7 times for male students in the transitioned districts as compared to non-transitioned districts.⁹⁶

110. Increased interest and attentiveness are critical contributors to student performance. In the programme schools, around 76% teachers report an increased pass rate for male students, vis-à-vis 55% in the comparison schools.⁹⁷ The difference is more pronounced for female students with 78% teachers in programme schools reporting an increase in the pass-rate vis-à-vis 56% in the comparison schools.

111. While the net increase in the pass-rate for both female and male students is higher in the programme areas, there lies a significant difference between the transitioned and non-transitioned districts. Consistent with indicators reported earlier, transitioned districts demonstrate better performance over non-transitioned districts.^{98 99} While girls are reported to demonstrate higher pass-rates as compared to boys, the difference is not statistically significant (Figure 10).

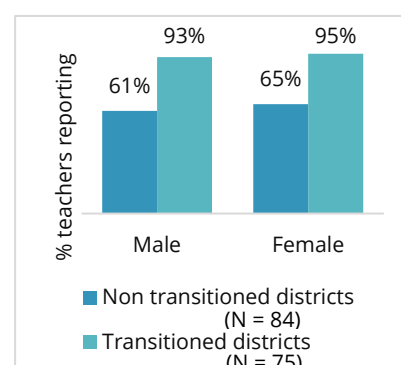


Figure 10: Teachers reporting increase in pass-rate of students

112. Parents attribute this change in the performance to a change in the overall approach of the students towards education in general. Most parents feel that over time, there has been a greater appreciation for the lessons that are being taught in school. Around 93% parents informed that their children show interest in studying at home. In the programme areas, children were found to study close to two hours at home vis-à-vis around 90 minutes in the comparison areas.¹⁰⁰ Parents feel the change in teaching methods has made studying more interesting for children. Moreover, there has been a cyclical effect of improved learning environment enhancing student performance. Parents also feel that with improved and more interesting learning mechanisms, students have started scoring better. 16% parents in project school attributed improved performance of the child to use of new teaching materials vis-a-vis 10% in comparison school. Better scores have in turn, encouraged students to further invest in learning. While the COVID-19 lockdown has slowed down the progress, the results indicate the sustainable changes that the programme can create.

113. It is interesting to note that in the transitioned districts, a higher proportion of parents identify improved teaching aids and improved health of the child (Figure 11) as the key factors that aid a student's performance in school. It is heartening to note that in areas where the programme has also already transitioned, key elements such as improved teaching aids and improved nutrition and hygiene practices have been better sustained. This suggests that McGovern-Dole FFECN Programme has been able to develop systems that can sustain the programme's objectives without WFP support in future. What is also important to note here is that there is no significant difference between transitioned and non-transitioned schools when it comes to higher interest of children in studies reported by parents. In both transitioned and non-transitioned schools, more than 85% parents reported increase of interests in studies.

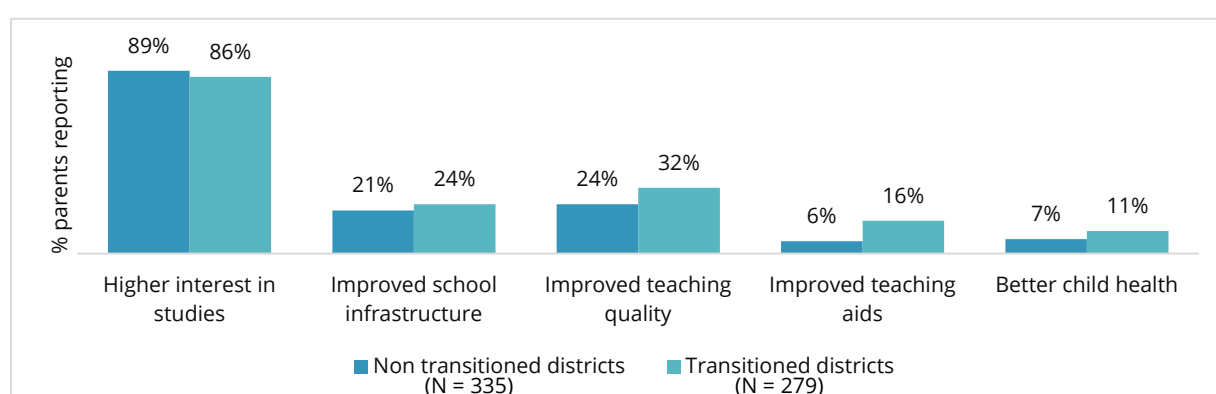


Figure 11: Factors identified by parents leading to improved performance

⁹⁶ Significant at 95% CI; P-value: 0.001; logistic regression has been used to generalize the odds ratio between the specified variables

⁹⁷ Significant at 95% CI; T-stat value: 3.26; P-value: 0.001.

⁹⁸ For girls: Significant at 95% CI; T-stat value: 4.84; P-value: 0.00.

⁹⁹ For boys: Significant at 95% CI; T-stat value: 5.03; P-value: 0.00.

¹⁰⁰ Significant at 95% CI; T-stat value: 5.15; P-value: 0.00.

Programme initiatives to enhance attendance and learning outcomes.

EGRP by WE

114. To strengthen the effectiveness of the SMP, the WFP has partnered with the WE to improve reading outcomes of Grades I to III students in six far and mid-western districts.¹⁰¹ The WE worked towards mobilisation of teachers, parents, and communities to enhance the reading skills of students both at home and school. As the ELE data also corroborates, engaging parents and the community in the learning process is important both for reinforcing student-learning outside the classroom and for helping parents understand the importance of their child's education and how they can support reading at home. Details of their intervention is mentioned in the Annexure XXVII
115. Over the implementation cycle of the FY 17, the programme has trained teachers and school administrators, as well as PTAs and SMCs to enhance the effectiveness of student learning interventions. The intervention focused on enhancing the effective use of learning materials during classroom sessions. The WE stressed on building capacities of not only teachers through Reading Motivators (RMs)¹⁰², but also the RMs themselves. The intervention also laid stress on the re-orientation of school administrators, such as the head teachers and school management committees (SMCs) on engagement with parents and communities.¹⁰³
116. In addition, WE has played a significant role in creating an exchange platform for teachers through mobile meetings. These meetings have necessarily facilitated sharing of experiences on using EGR teaching methodologies and materials. The mobile meetings acted as training grounds for teachers to get acquainted with information and communication technology (ICT) as well as a platform for sharing and exchanging challenges and mitigation approaches.
117. To adapt to the school closure due to COVID-19 and ensure continued learning, children were engaged in an alternative learning modality, Tole Shiksha. The objective of Tole Shiksha is to ensure continuity of learnings during school closure periods such as vacations. This approach proved very effective during the COVID -19 school closure. Tole Shiksha was expanded in July 2020, across programme areas, as an alternative strategy for education continuity. Most parents (96%) from programme schools were aware of Tole Shiksha as an alternative teaching mechanism during school closure.
118. Tole Shiksha has been a useful introduction as an emergency education intervention, especially during times of complete school closure. It allowed children a degree of access to learning in the absence of other means. Also, RMs who were engaged in delivering Tole Shiksha lessons helped in responding to the COVID-19 emergency and mitigate challenges posed by the same. However, because Tole Shiksha is driven by RMs, the success and effectiveness of it as an alternative education mechanism to ensure continued learning is dependent on the quality and capability of RMs who themselves are only entry level staff working on minimum wage. With the limited capacities and qualification of RM, effectively implementing Tole Shiksha as an alternative learning mechanism was a challenge. This was only aggravated by limited wage allocation which in turn makes it difficult to recruit well-qualified individuals to take up the role. About 41% headteachers from programme schools reported the use of Tole Shiksha as an alternative teaching arrangement during school closure.

DL intervention by OLE

119. Complementing the literacy initiatives and nudging the exposure further into the technology space has been the DL initiative by OLE. Operating in a subset of the entire programme catchment area, the DL intervention has been building capacities of teachers in digital instruction and facilitation techniques. Beyond building the teachers' capacities, the programme also focused on exposing children to technology-based learning.
120. The DL initiative worked towards enhancing the availability of digital content and tools to enable students access a wide range of learning materials through a learner-centred approach. Subject and grade specific learning

¹⁰¹ Baitadi, Bajhang, Dadeldhura, Dailekh, Darchula, Jajarkot.

¹⁰² WE provided orientations to Reading Motivators i.e., older students or parents from the community, and school administrators. Reading Motivators have been supporting teachers inside the classroom as well as working in the community to make parents more aware of the reading activities within the schools in coordination with FFEP, WASH partners, and other stakeholders.

¹⁰³ Source: IDI with WE.

materials that are based on Nepal's national curricula were loaded on computers which were made available at schools by OLE in close coordination with MoEST.

121. To enhance the effectiveness of the intervention, OLE adopted measures to improve community engagement and accountability in the DL programme. Since operations, maintenance and use are key attributes of the initiative that needed to be monitored, the OLE facilitated the establishment of a maintenance fund (~25,000 NPR per annum). The idea behind instituting this fund was to ensure that the intervention was carried out with greater effectiveness, and maintenance of devices could be taken care of. School representatives were engaged by OLE for capacity development on the maintenance and use of DL platforms. To ensure adequate connectivity, there are instances where schools with DL infrastructure have been supported by the local government through solar lighting systems for uninterrupted electricity connection.¹⁰⁴
122. Digital libraries and classrooms have also been developed in specific locations to gain access to digital resources developed by MoEST. The programme also worked towards building local government capacities on the use of a digital library. While this model demonstrated uptake of DL in some schools, it showed low uptake in others. Qualitative interactions with stakeholders reveal the uptake of DL is a highly individual level capacity rather than community level appreciation. In cases where the DL uptake has been favourable, it has largely been because of individual acumen and capacities. The DL intervention proved to be more successful in locations where the average age of the trained teacher was less than 30 years. Maintenance of the DL infrastructure has been the most critical challenge faced by the intervention. With no locally available service centre, addressing technical problems of the devices led to a long turnaround time.

Provision and distribution of food

Findings 5: Satisfaction from meals was reportedly higher in the transition districts. This has primarily been due to the the variety in diet. In non-transitioned districts, the students are provided a standardised 'dal-bhaat' meal. In transitioned districts, where the school plans the menu, the improved variety of diet has a higher appeal for the children, as well as parents. The impact of this variety also gets reflected through the improved dietary diversity condition for students from transitioned districts. The THR provided by WFP in the non-transitioned districts during school closure also helped household level food security during the lockdown period.

123. The link between nutritional deficiencies and the adverse impact on a child's cognitive ability and development concentration and activity levels has been established multiple times.¹⁰⁵ Basing on this outcome pathway, the McGovern-Dole FFEEN has identified provision and distribution of food to ensure adequate food and nutritional security as the programme's core component.
124. In the non-transitioned districts, the programme relies on an efficient value chain involving storehouses for appropriate storage of food supplied to schools by the USDA. In the transitioned geographies, the SMP has been taken over by the GoN's CEHRD under the MoEST. In these geographies, the schools are provided a fund of 15 NPR per student for 180 school days through the local government. The cash assistance to schools is expected to be utilised to locally source nutrition rich food materials to provide cooked MDMs to students.
125. Almost all beneficiary school head teachers said that they received school meal support under the SMP. In 95% schools in the non-transitioned schools, support was received in the form of cooked meals, while the remaining 5% reported receipt of dry rations. Around 87% transitioned schools reported to have received support in the form of cooked meals, while the remaining schools had to resort to local procurement of packaged food. Interactions with head teachers and local government representatives brings out a critical policy provision gap. The allotment of 15 NPR, although sufficient to ensure calorie adequacy, does not ensure provision of adequate quantity of meals. With most schools located at a distance, the supply cost of food items is expensive. Moreover, most schools have a low number of students. Hence, supply of food items for such a low number of students

"We are allotted only 15 NPR per student per meal, irrespective of the number of students in the school. We have few students in our school. However, the transportation rates are the same. This increases the per student cost incurred by the school. Hence, I had to engage a local grocery supplier to provide chow-chow to the school." - Head teacher, Baitadi

¹⁰⁴ Source: IDI with OLE.

¹⁰⁵ Sorhaindo, A., & Feinstein, L. (2006). What is the relationship between child nutrition and school outcomes? [Wider Benefits of Learning Research Report No. 18]. Centre for Research on the Wider Benefits of Learning, Institute of Education, University of London.

does not prove economically feasible. As a result, 13% schools have tried to forge agreements with local suppliers of packaged food items such as biscuits and chow chow (ready-to-eat) noodles.

126. Provision of food is a key driving factor for parents agreeing to send their children to school. The ELE indicates a higher increase in receipt of school meals in comparison schools vis-à-vis the programme (Figure 12). Although statistically significant, this change is a commentary on the GoN's universalisation of the NSMP initiative. With all schools getting covered under the NSMP, the coverage in comparison schools have increased. It must also be noted that despite universalisation of NSMP, programme schools demonstrate a higher receipt of school meals.¹⁰⁶

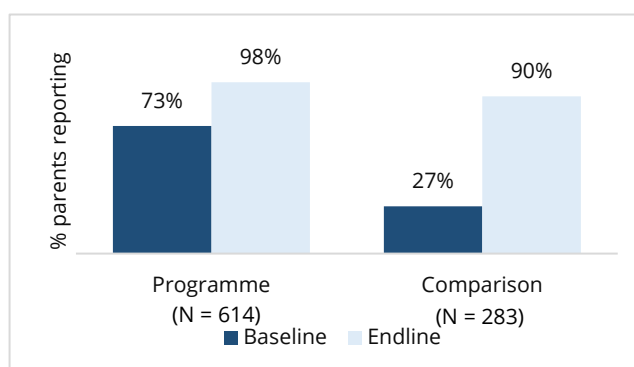


Figure 12: Parents acknowledging receipt of meals

127. While the availability of the MDM is of significance, the quality of the same is equally important. Around 39% parents in the programme areas, and 30% parents in the comparison areas were highly satisfied with the quality of meals provided. In line with the results above, the level of satisfaction was higher in the transitioned districts (46%) over the non-transitioned areas (35%).¹⁰⁷ The primary reason for this was the variety in diet. In the non-transitioned districts, the students are provided a standardised 'dal-bhaat' meal. However, in the transitioned districts, the school decides on the menu. Hence, the variety that is made available there is of higher appeal to the children, as well as parents.

128. While the transitioned districts reflect better satisfaction in terms of satisfaction from the MDMs, students in the non-transitioned districts were provided THR during the prolonged school closure. The WFP arranged THR delivery to all students in the schools in four instalments, spanning from October 2020 to June 2021. While this did not have any influence on school attendance and performance, it aided the household level food security during the lockdown period. Schools in the transitioned districts, on the other hand, did not receive any such support during the school closure period.

"THR was provided by the programme during school closure due to COVID-19. Children used to take ration home and this was very helpful for them and their families also who did not have to worry about the child's meal."-Head Teacher, Jajarkot

"THR as very beneficial for the students and the programme also. The students' meal and nutrition were taken care of even when schools were closed but also, the food quality would have reduced, and it (food) would have gone bad if it was just kept in the warehouses. It was a good decision to go ahead with THR" – Provincial level government official, Kailali

WASH- Access to water and sanitation services

129. Sustainable WASH facilities in schools, households, and communities in general are fundamental for the overall well-being and development of children. It is seen that poor water and sanitation facilities, which lead to regular bouts of diarrhoea, worm infestations, and dehydration, have severe repercussions on child growth, including impaired cognitive learning and learning performance.¹⁰⁸ In this evaluation cycle, 4% parents in project schools and 25% parents in comparison schools attributed reduced attendance of the child to his/her poor health.

¹⁰⁶ Significant at 95% CI, T-test value: 2.6; P value: 0.03.

¹⁰⁷ Significant at 95% CI, Chi2 value: 24.3; P value: 0.00.

¹⁰⁸ M. A. Gottfried, "Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: an instrumental variables approach," *The American Educational Research Journal*, vol. 47, no. 2, pp. 434-465, 2010

130. Water security is a critical issue in Nepal. The Department of Water Supply and Sewerage Management in Nepal points out that around 89% of Nepal's population has access to basic level drinking water facilities. However, the quality of water is mostly rendered unsafe due to several anthropogenic and natural causes.¹⁰⁹ The GoN recognises the multi-dimensional impact of sanitation and clean drinking water on human lives, with the federal government identifying access to these services as constitutional rights.¹¹⁰ However, there are multiple logistic, anthropogenic, and behavioural challenges before WASH services can be ensured.
131. A critical challenge to ensuring adoption of WASH practices is the lack of awareness and acknowledgement about the importance of these practices. To bridge the awareness gap and sensitise students further on WASH, as well as strengthen school infrastructure on WASH services, the programme has partnered with the IDS. The IDS collaborates at a national level focusing on local governments and schools to build their capacities on WASH and implement WASH practices in the school (WinS) framework, adopted by the CEHRD.¹¹¹ The prime issue with the WinS framework is the gap between policy and practice. While the CEHRD focuses on infrastructure, stakeholders identify gaps in guidance regarding operationalisation of WinS policies.¹¹² The FFEEN programme, in partnership with IDS, can help demonstrate how to integrate CEHRD mandates with the community level behaviour change at large to create a shift in WASH behaviour and practices. The IDS has devised mechanisms to influence this behaviour change by introducing innovative communication materials such as comic books, games, and flipcharts in consultation with and approval from CEHRD.
132. To create a more sustainable shift in behaviour, the IDS targets their Social and Behaviour Change Communication (SBCC) package at school levels. This approach has been endorsed by the CEHRD. The IDS has been instrumental in promoting handwashing practices in schools and communities which is an important introduction, given the COVID-19 externalities. Global handwashing day has also been promoted by IDS at school, household, and community levels.
133. Evaluation of the FY-14 grant highlighted the specific need to move beyond handwashing as part of WASH efforts. The FY-17 grant witnessed integration of knowledge of health and hygienic practices as part of their implementation approach. The programme also stressed on installation and maintenance of WASH infrastructure in schools as well. Since installation is largely a function of the local government's priorities, the programme has been working on influencing LGs to include WASH infrastructure in schools as a prioritised mandate. Schools are usually located in non-arable lands within a village which are faced with poor access to water. This has historically stemmed from the lack of perceived need for clean water in schools. With Nepal's water availability severely affected by climate change, the situation has become exacerbated. The IDS, thus, has been engaging with LGs to shift schools to downstream locations within villages to ensure better water access.
134. Beyond the availability of toilets, functionality of toilets is a critical determinant of programme effectiveness. The ELE observed that 85% of both programme and comparison schools have access to functional toilets. In comparison, baseline reported 74% programme and 62% comparison schools have access to functional toilets.
135. To encourage regular use, it is important for the toilets to be accessible and clean with adequate water supply. It is noted during the ELE, that there has been a high level of satisfaction regarding the adequacy (71%) and safety (69%) of the toilets being constructed. In the comparison schools, a lower proportion of head teachers (56%) feel toilets are adequate. More than 55% head teachers demonstrate satisfaction with the cleanliness, availability, and accessibility of the toilets in schools (Figure 13).

¹⁰⁹ <https://thewaterproject.org/water-crisis/water-in-crisis-nepal>

¹¹⁰ https://npc.gov.np/images/category/15th_plan_English_Version.pdf

¹¹¹ Source: IDI with IDS.

¹¹² <https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/WaterAid%20school%20WASH%20research%20report%20Nepal.pdf>

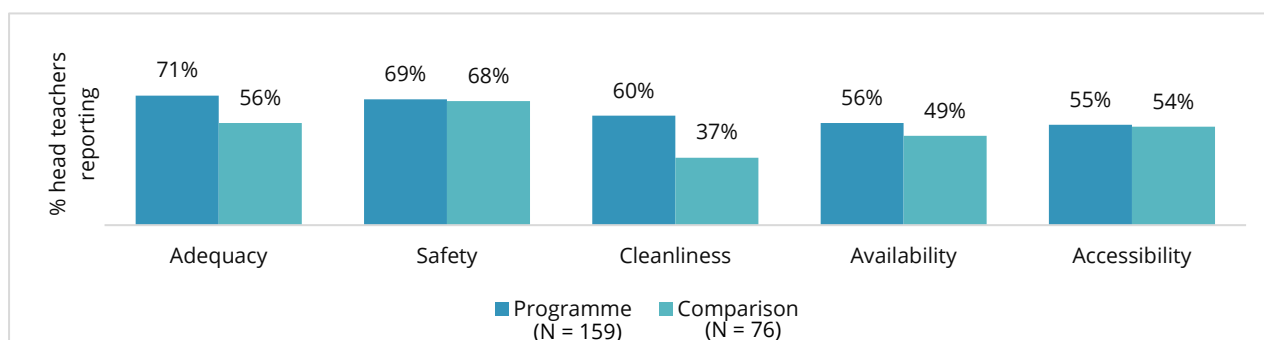


Figure 13: Head teachers reporting satisfaction level with toilets in schools

136. The satisfaction of parents from toilet and hygiene facilities are higher in the programme areas vis-à-vis comparison areas. In line with other indicators, satisfaction levels are noted to be higher in the transitioned districts as compared to non-transitioned districts. For instance, 64% headteachers in the transitioned districts are satisfied with the cleanliness of the toilets vis-à-vis 56% in the non-transitioned districts.¹¹³

137. Sanitation and the well-being of females are strongly interconnected. WASH interventions, hence, can be viewed as instruments to reduce gender inequity. Absence of basic water and sanitation facilities affect females disproportionately. Girls miss school because of the distances they have to carry water for household use. Also, the lack of adequate sanitation and hygiene facilities in schools does not allow them to manage menstruation. Furthermore, inadequate WASH facilities are also associated with increased cases of sexual assault and gender-based violence where toilets are unavailable or unsafe.¹¹⁴

138. The programme's interventions on menstrual hygiene demonstrated adequate effectiveness. It was reported in 72% programme schools (basic) that menstrual hygiene trainings were conducted, while only 46% comparison schools (basic) reported about similar trainings being conducted. Around 90% of the programme schools (basic) reported adequate availability of menstrual pads or sanitary napkins vis-à-vis 85% of the comparison schools (basic). Similarly, 90% programme schools acknowledged the presence of a focal teacher with whom girls could interact on sanitary issues, as compared to 87% comparison schools. One of the key changes that has been visible is the adequate use of sanitary pads and facilities provided for their disposal. Around 15% head teachers from the programme schools (basic) highlight this change vis-à-vis an insignificant 3% in comparison schools.

139. Safety becomes a critical driver for female attendance in schools. Safety, in the context of the ELE, has been defined as the toilet having adequate lighting, and the user being able to latch the toilet door from the inside. Around 71% head teachers in the transitioned districts and 68% in the non-transitioned districts were satisfied with the safety conditions of the toilets. Over the MTE, there has been a significant increase in the proportion of head teachers satisfied with toilet conditions in schools.

140. Handwashing is also a critical component of the McGovern-Dole FFEEN Programme. An enabling environment is important to foster hygiene behaviour change, with evidence pointing to the importance of the availability of soap and water, and the presence of a designated and established handwashing space to encourage sustained handwashing practices. A DiD model run for ELE indicates that an additional 19% schools in the programme areas have installed handwashing facilities vis-à-vis the comparison areas.¹¹⁵ (Figure 14)

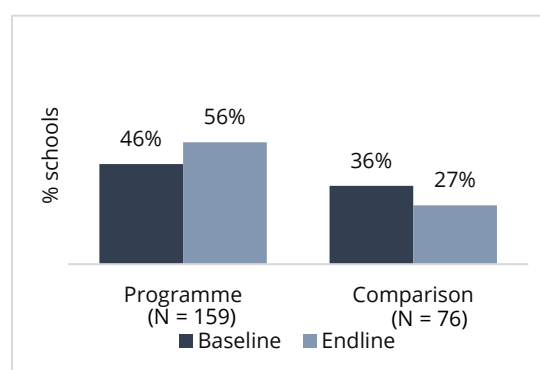


Figure 14: Schools with presence of handwashing facility

¹¹³ Source: FGD with SMC.

¹¹⁴ WaterAid (2013). Making Connections: Women, Sanitation, and Health.

¹¹⁵ Significant at 95% CI, T-stat: 4.34, P value: 0.00.

141. Around 62% schools in the transitioned areas demonstrate the presence of handwashing taps, while 51% schools in the non-transitioned areas demonstrate the availability of handwashing facilities. This critical information should be noted for the programme since WFP's support for the WASH components is not continued in the transitioned districts. Lack of focus on WASH services in schools make them vulnerable to poor hygiene. While the handover mechanism in the five transitioned districts has been executed by WFP and IDS, integration of WASH in SMP needs to be strengthened to have a stronger institutional acceptance. This aspect could be further worked upon in the remaining six non-transitioned districts.

Indicator: Infrastructure, food preparation and storage

142. The ELE assessed the availability and functionality of school infrastructure comprising of a kitchen, handwashing station, toilet as well as the condition of the warehouses for food storage through observational studies. As per the annual plan, WFP, in coordination with CEHRD and the McGovern-Dole Programme, implemented construction/rehabilitation of kitchens and improved cooking stoves, with basic furniture for improved storage facilities and water systems with child-friendly handwashing stations. It was seen that around 74% schools in the programme areas and 69% in the comparison areas had a dedicated kitchen. A higher proportion of schools (81%) in the transitioned districts report the presence of a dedicated kitchen over non-transitioned schools (64%). It was observed that in 75% of the programme schools, the kitchen was located within the school premises, while nearly 40% of schools in the comparison areas had kitchens located outside the school premises. Cooks reported that in case kitchens were not available in the school premises, food was generally prepared within the school premises. Around 45% cooks in the programme schools and 55% in the comparison schools reported that food is prepared in the open air in situations where the kitchen is not functional in the schools.

143. Qualitative interactions with cooks¹¹⁶ identified the most common problems were not having adequate supply of food materials, drinking water, storage issues and utensils. Because of the inadequacy of water, they sometimes had to walk long distances to fetch the same. Around 21% cooks in the programme areas, mentioned having faced inadequate supply of food materials. Around 10% cooks expressed concern over the low remuneration and delay in receiving payments.

144. All storekeepers reported the availability of a separate Final Delivery Point (FDP) and External Delivery Point (EDP) warehouses with basic infrastructure and safety measures like warehouses having windows and adequate ventilation, and all warehouses being lockable storage spaces. The same was observed on warehouse visits. The adequacy of hygienic conditions under which food is stored in the warehouses was also reported by the storekeepers and observed by the field team. Around 81% storekeepers denied the presence of rodents, while all denied the presence of insects in the past working month. Presence of mould and excessive humidity was reported by only 6% storekeepers.

Capacity Building

145. The WFP CO Nepal has been strengthening the capacities of the GoN representatives to carry out various monitoring activities (input/output and process) to enable evidence-based decision-making practices. Trainings have been organised for representatives from district offices in the McGovern-Dole Programme intervention zone, WFP Sub-offices and FFEP staff to improve their capacity to collect SMP process monitoring data and strengthen the use of information gathered from process monitoring to improve programme performance. Routine remote coaching and refresher trainings have also been provided to the McGovern-Dole Programme district staff about the process and input-output monitoring. The effectiveness of the trainings can be witnessed by FFEP having transitioned to paperless monitoring and institutionalised the routine process monitoring.¹¹⁷

146. Increased decentralisation, especially under federal systems, demands synthesis between the central and local government bodies. Hence, capacity building of LGs becomes a key requisite for effective and sustainable service delivery. The operations of the WFP have included capacity development of LGs and contributed to developing the capacities of partners and beneficiaries.

Teacher Training

¹¹⁶ Source: IDI with cooks.

¹¹⁷ Source: IDI with WFP CO staff, GoN officials.

147. Teachers are of critical importance in influencing teaching and learning processes in schools. Various studies reveal how teacher effectiveness is the most influential school-level factor in generating positive student outcomes.^{118 119} This makes it extremely important to focus on strengthening instructional and leadership capacities of teachers. The past end-term evaluation of the McGovern-Dole FY14 grant suggested the need for trainings to enhance service delivery. Recognising this need, WFP aimed at training teachers on the new methodologies of teaching-learning and providing regular support to teachers through hands-on training and classroom observations.
148. Since 2018, 31% of teachers had received training in programme schools. In schools which had only WASH and SMP programmes, around 16% teachers had received at least one training. These trainings range from training on EGR methods, phonetics, vocabulary etc. In almost 50% of schools, head teachers report that early grade teachers have received at least one EGR training vis-à-vis 19% in the schools where EGR has not been administered.¹²⁰ Schools in the transitioned districts report a higher proportion of teachers (48%) having been trained on EGR, as compared to schools in the non-transitioned districts (22%).¹²¹ Within transitioned districts, higher proportion of teachers reported being trained in EGR schools (46%) as compared to non-EGR schools (16%).
149. As highlighted in the outcome and monitoring report,¹²² under the utilisation of EGR tools and techniques, there were some teachers who demonstrated exceptional standards; around 94% of the teachers were competent (i.e., scored 80% or above in the 10 standards assessed) of using the new Techniques and Tools. Even in schools with the DL intervention, technical support provided by OLE and the trainings to teachers on digital infrastructure have strengthened systems that contribute to learning outcomes. The ELE points out that while DL interventions have been established and is also a strong focus point for the GoN, the teachers' exposure to DL needs to be strengthened.

Training of Cooks

150. The WFP focuses on training cooks to build on their existing knowledge and skills on food preparation, handling, and storage, as well as the importance of the proper use of water, sanitation, and hygiene practices. Around 37% cooks in the programme schools have received trainings on safe food preparation, while only 7% of the cooks in the comparison schools have been trained in the last one year.¹²³
151. As highlighted in the outcome monitoring report, 97% of the cooks demonstrated the use of new safe food preparation and storage practices.¹²⁴ The effectiveness of the trainings gets reflected through the practices that are followed by the cooks. Almost all cooks were found to be clean and well-groomed. Among them, 35% in the programme areas wear an apron while cooking, as compared to 7% of the cooks in the comparison areas.¹²⁵ Almost all cooks reported that they cleaned the kitchen, with almost 82% preferring to clean it before cooking the meal. Around 65% also clean the kitchen after cooking the meal. These practices are better adhered to in the transitioned districts, with almost 82% cooks cleaning the kitchen prior to cooking, as compared to 76% in the non-transitioned districts. It must be noted that almost 72% cooks in the transitioned districts also clean the kitchen after cooking, while only 59% in the non-transitioned districts were found to adopt this practice. The concern of the cooks around hygiene and safety also gets reflected by the fact that 85% of them check for the presence of pests, while 44% are also mindful of the expiry dates of packaged food items. In the transitioned districts, around 95% cooks were found to check for the presence of pests.
152. All cooks reported that they wash hands before and after cooking meals, with 99% of them washing hands with water and soap. It is interesting to note that while 82% cooks clean their kitchen prior to cooking, only 62% clean

¹¹⁸ Marzano, Robert J. (2007). *The art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

¹¹⁹ Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1)

¹²⁰ Significant at 95% CI, t stat: 6.05, p-value: 0.00.

¹²¹ Significant at 95% CI, t stat: 6.37, p-value: 0.00.

¹²² Scott Wilson Nepal (2020). Outcome Monitoring of United States Department of Agriculture McGovern Dole Food for Education and Child Nutrition Programme Nepal, 2018-2021.

¹²³ Significant at 95% CI, t stat: 4.87, p-value: 0.00.

¹²⁴ Scott Wilson Nepal (2020). Outcome Monitoring of United States Department of Agriculture McGovern Dole Food for Education and Child Nutrition Programme Nepal, 2018-2021.

¹²⁵ Significant at 95% CI, Chi2 value: 24.75, p-value: 0.00.

the utensils prior to cooking. Instead, 88% cooks clean the utensils after the meals are cooked. Most cooks (92%) were found to always clean vegetables prior to cooking.

153. The programme's effectiveness in this space also gets reflected through the involvement of the cooks in the manner children are being provided the food. All cooks are mindful of students washing their hands. It was found that 63% of the cooks provide food equally to children of all genders. The equal distribution is seen to be more prevalent in the non-transitioned districts. Around 21% cooks in the transitioned districts differentiate in the quantity of food being provided to children based on their gender.¹²⁶
154. The intensive training that cooks have been exposed to has played a significant role in this. Around 85% cooks report that they have been trained on health and hygiene, while 61% report to have received training on commodity management. Record keeping appears as a weaker domain with only 19% cooks having been trained on the topic. Most cooks found the training useful as they added to their knowledge of health and hygiene and enhanced their appreciation of hygienic conditions during food preparation. Many were appreciative about the management acumen the trainings had helped them to gather on safe storage and managing commodities effectively and efficiently.

Storekeeper Training

155. With knowledge of food preparation practices being one of the key quality assurance aspects for the SMP, WFP provides trainings not only to the school staff (teacher and head teacher, cooks) but also to the storekeepers on the same. Amongst the storekeepers, 96% reported that they were trained in safe food preparation and storage practices. All storekeepers reported that they maintain a record of food items and do not face any major challenges maintaining the same.
156. The effectiveness of the trainings with storekeepers gets demonstrated through the practices adopted by them. The storekeepers were found to check waybills for every consignment they received. They also kept records in the form of stacks cards. Almost 89% of the storekeepers inspected the warehouse before storing food. Around 37% of the storekeepers also ensured that the food items are kept in a cool and dry place, while being protected from any natural forces, and 92% stored food commodities in a manner that is safe from any damage. Apart from this, other common practices were to ensure that the warehouse is ventilated, and food commodities are checked from time to time.

2.4. DID THE PROGRAMME CREATE A DIRECTION OF ACHIEVEMENT OF WIDER RESULTS AT THE BENEFICIARY, PROGRAMME OR POLICY LEVEL?

Early Grade Reading Programme

Findings 6: The programme impact gets adequately reflected through the improved performance in EGRA by beneficiary students over students in comparison areas. The EGRA results, which show that though learning outcomes have decreased across all schools from baseline to endline, the dip in the same for the programme schools is lesser than in the comparison schools. The considerably higher scores of students for the reading comprehension sub-task in schools where EGR is implemented, as compared to the scores in the tasks, which are evaluated based on the child's pronunciation of words and *matras*, reflects that while oral reading skills have reduced, they have not affected the children's skill to understand texts. The engaged intervention on EGR by WE has played an important role in helping children gain conceptual clarity of the lessons taught.

157. Improved literacy outcomes and the increased use of improved dietary and health services outline the programme's strategic objectives. The vision of WFP aligns with the GoN's vision of reducing inequity in education access and outcomes. Identifying short term hunger as one of the biggest deterrents of educational understanding, and hence, outcomes, the WFP has worked towards strengthening school meal mechanism in Nepal, such that nutrition rich food is provided to every basic school going child for at least 200 days annually. Beyond meal provision, the programme also worked towards making school surroundings more hospitable through construction or rehabilitation of kitchens, toilets and water taps. In addition, the programme has worked towards enhancing learning outcomes through training teachers on early grade teaching, interactive learning methods, as well as digital mechanisms.
158. This section discusses the extent to which the programme has been able to achieve these objectives. The FY17 grant had been exposed to a plethora of unforeseen challenges. The transition of governance structure coincided

¹²⁶ Significant at 95% CI, Chi2 value: 15.08, p-value: 0.00.

with the programme's timelines. This essentially led to the programme restructuring its outreach mechanisms. School activities were no longer coordinated at the central level, but local government bodies were made primarily responsible under the new governance structure. Significant time and efforts have been invested by the programme to mobilise and train the LG bodies on the McGovern-Dole approach and mechanism. However, the effectiveness of programme execution heavily relied on LG priorities.

159. While the engagement was streamlined overtime, the COVID-19 pandemic acted as a significant roadblock to the programme's delivery of results. Over the final two years of the programme period, the schools faced a closure period of around 18 months. School closure essentially denied access to improved learning methods, sanitation trainings and regular meals. While the WFP ensured THR in the non-transitioned districts, students had no access to regular classes. This prolonged distancing from regular classes is expected to have learning losses, and hence, overall development.
160. Studies indicate that for almost 77% of the students' school textbooks have been the major form of remote learning during school closures. Only 31% of students had teacher interaction during this time. More than 25% of the parents did not spend any time helping the children learn.¹²⁷ The situation gets particularly exacerbated for economically disadvantaged households that had to engage children in economic activities at the cost of their learning.
161. This distancing from education puts the children at risk of moving off track on development. The Early Childhood Development Index (ECDI) survey conducted in August 2021 showed that children from lower income families, living in rural areas, with caregivers with no or low levels of education, and not attending ECE programmes, were at a higher risk of being developmentally off track. Early stimulation activities with caregivers like reading books, telling stories, singing songs, going outside, naming objects, counting, or drawing things were found to be important for young children's development and learning. Further, research shows that learning is a dynamic process that builds on prior learning and so stagnation leads to growing deficits.¹²⁸ Closure of schools not only means no new knowledge is being imparted but it also means loss of skills already acquired, on which further learning could be built.¹²⁹ While the details of closures require further investigation, early estimates of global studies show substantial learning losses in most countries.¹³⁰
162. Given this context, the ELE has assessed learning outcomes. While it has been understood that there has been a country-wide learning loss, the ELE has attempted to look at the difference in the decline in learning levels over baseline (conducted in 2018). Using EGRA as the assessment tool, the ELE has reached out to students who had recently graduated to Grade III (i.e., those who have completed Grade II) to understand the current learning levels. This has been compared with the baseline report to identify the change. The ELE has also tried to assess the resilience that the McGovern-Dole Programme has been able to develop for their beneficiaries, as compared to the non-beneficiary students.
163. The EGRA tool is a globally standardised tool that helps provide reliable and valid estimates of skills needed to build reading abilities. The tool deconstructs learning outcomes into smaller sub-tasks, which help delineate the pathway to improved reading skills. The EGRA assesses early grade students on six-subtasks: a) Listening comprehension; b) Letter sound knowledge; c) *Matra* knowledge; d) non-word reading fluency; e) Oral reading fluency; f) Reading comprehension.¹³¹ ¹³² Five of these sub-tasks are timed with children being assessed on their responses within a stipulated time. Listening comprehension is the only non-timed sub-task within the EGRA.
164. In Nepal, the ERO, GoN has contextualised the standard EGRA tool, and it is being administered under the larger NEGRP. The ELE has drawn reference from the ERO administered tool and has sought their guidance for

¹²⁷ Radhakrishnan *et al.*, Learning in the time of COVID-19: insights from Nepal. World Bank. 2021.

¹²⁸ OECD/Global Education Innovation Initiative, Harvard University (2020), Global Education Innovation Initiative at Harvard and OECD Rapid Assessment of COVID-19 Education Response.

¹²⁹ Oreopoulos, Philip., Kjell G. Salvanes (2011), "Priceless: The Nonpecuniary Benefits of Schooling", *Journal of Economic Perspectives*, Vol. 25/1, pp. 159-184.

¹³⁰ Kuhfeld, Megan., James Soland., Beth Tarasawa., Angela Johnson., Erik Ruzek., and Jing Liu (2020), "Projecting the Potential Impacts of Covid-19 School Closures on Academic Achievement", EdWorking Papers No. 20-226, Annenberg (May), Brown University.

¹³¹ Dubeck, Margaret M., and Amber Gove. The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. RTI International. *International Journal of Educational Development*. 2015.

¹³² August, D., Shanahan, T. (Eds.), 2006. Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates, Mahwah, NJ.

appropriate administration of the EGRA within the McGovern-Dole Programme areas. The ERO encourages administration of the EGRA in the Nepali language.

165. This section discusses the performance of students on all the six sub-tasks. The performance is compared at two levels: a) Intervention level with non-programme schools; b) Temporal level with baseline performance.

a. Sub-task 1: Listening comprehension

166. The listening comprehension ability of a student gets assessed through the number of answers that gets correctly answered by the student from a short passage (30 words) that is read out aloud by the assessor. The assessor presents three questions based on the content of the passage. The ELE indicates that there has been a decline in the level of students' performance on this sub-task for students both in the programme and in the comparison areas. However, it must be noted that the decline in performance in the programme schools (0.4 answers)¹³³ has been less than that in the comparison schools (0.5 answers).¹³⁴ The statistical significance of this difference indicates its relevance at the population level. This result indicates the positive impact that the programme has had on learning outcomes. A DID model suggests that students in programme areas can correctly provide additional 0.1 answers as compared to students in the comparison schools.¹³⁵ It was seen that students who are native Nepali speakers (0.6 answers) performed better than non-native speakers (0.5 answers) in the programme schools. In the comparison schools as well, native Nepali speaking students performed better (0.4 answers) than non-native speakers (0.3 answers). Interestingly, although this difference was not statistically significant across both groups, no difference was noted between male and female students on this sub-task.

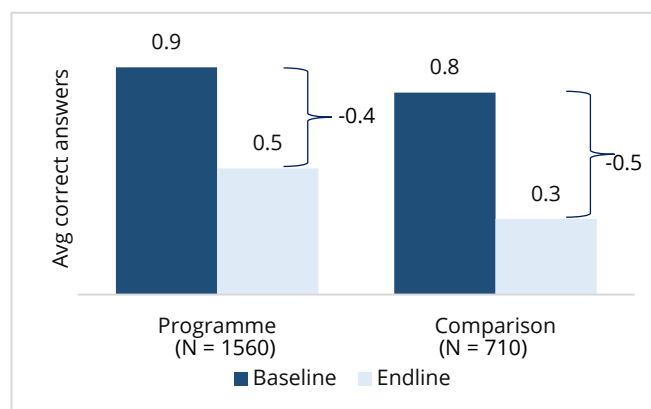


Figure 15: Performance on listening comprehension

167. The decrease in listening comprehension skills could be linked to the prolonged COVID-19 induced school closure. Empirical evidence on the impact of COVID-19-related school closures on academic achievement is only just emerging but studies indicate a negative effect of school closures on student achievement, specifically in younger students and students from families with low socioeconomic status.¹³⁶ Such challenges only get amplified for lower income countries like Nepal.

168. However, the comparatively lesser decline in the programme areas on the listening comprehension scores are indicative of the McGovern-Dole Programme's ability to build better resilience to learning losses. This argument gets further strengthened with students from schools, where the EGRP has been implemented by WE, performing better than students from non-EGR intervention schools (within the programme geography). The difference being statistically significant supports the effectiveness of EGR initiatives on sustaining learning outcomes. This sub-task is indicative of the understanding the intervention can generate among students who have been exposed to the EGR intervention by WE. While there has been a universal

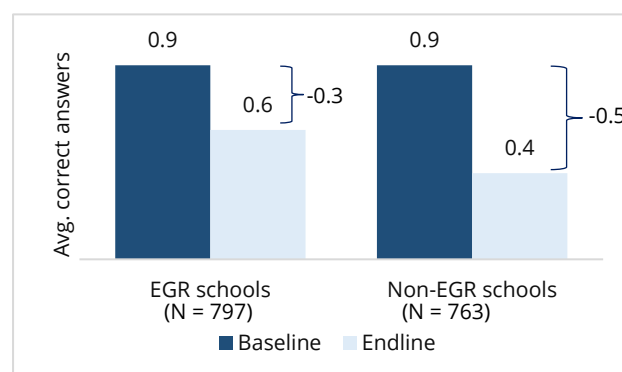


Figure 16: Performance on listening comprehension (across EGR intervention)

¹³³ Significant at 95% CI, p value: 0.00.

¹³⁴ Significant at 95% CI, p value: 0.00.

¹³⁵ Significant at 95% CI, p value: 0.03.

¹³⁶ Hammerstein, S., König, C., Dreisörner, T., & Frey, A. (2021). Effects of COVID-19-Related School Closures on Student Achievement - A Systematic Review. *Frontiers in Psychology*, 4020.

decline, students exposed to the EGR intervention recognise 0.2 additional words.¹³⁷

b. Sub-task 2: Letter sound knowledge

169. This timed sub-task gets assessed by recording the number of letters recognised by students from a list of 100 letters within the stipulated time of 60 seconds. Across both programme and comparison areas, there have been close to a 78% drop in the number of letters being correctly recognised by students. The statistical significance of the decline indicates the level of knowledge loss that has resulted over the COVID-19 induced school closure. Unlike in the first sub-task, the level of loss has been similar for both programme and comparison areas.

170. This sub-task essentially assesses a student's ability to recognise and correctly pronounce letters. With schools being closed over a significant part since March 2020, the exposure to learning materials and teaching support had reduced significantly. Unlike in urban areas, schools in the programme areas received no online classes. This further explains the learning loss children from economically disadvantaged households suffered, and more so because the parents were not able to provide time to their children as teaching support. Studies show that during the lockdown, the average teaching support received by an early grade child was 9.3 hours per week, as compared to 16-20 hours prior to lockdown.¹³⁸ This lack of learning and teaching exposure has led to a significant decline in the extent to which students are able to identify and correctly pronounce letters in the Nepali language. This situation is heightened in the 11 districts where McGovern-Dole Programme has been rolled out. Nepali is not the first language that is used by around 72% of the students. Hence, even though the students might be able to identify the letters, lack of regular refresher courses on correct pronunciation has led to the sharp decline.

171. Students from the EGR intervention schools were, however, seen to show slightly lower results with EGR exposed students recognising on an average 8.5 correct words vis-à-vis the 9.1 words for students not exposed to the intervention. However, this difference is not statistically significant, and it is not indicative of the situation at the population level.

172. Students, who are native Nepali speakers, were able to recognise a higher number of words (9.4 words), as compared to non-native Nepali speakers (7.7 words). This difference was found to be statistically significant.¹³⁹ In the comparison areas, while there was difference noted at the sample level, the difference was not found to be significant. In this sub-task as well, no difference was observed across male and female students for both programme and comparison schools.

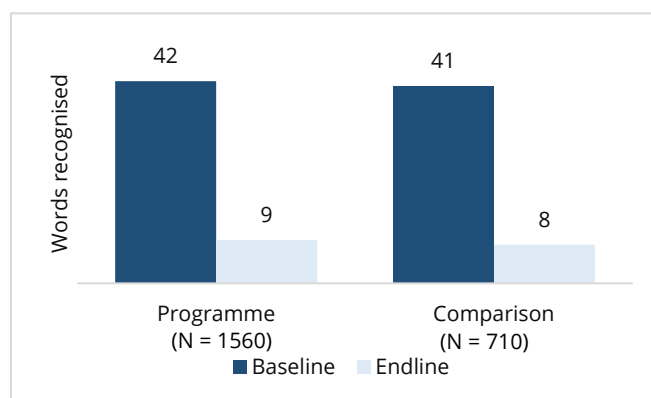


Figure 17: Performance on letter-sound recognition

c. Sub-task 3: Matra knowledge

173. This time sub-task assesses the students' acumen on identification of *matras* or syllables. From a list of 100 *matras*, students are assessed on the number of correct *matras* within the stipulated time of 60 seconds. Like the previous sub-tasks, a decline in student performance was also observed for this sub-task. The average of correct *matras* pronounced correctly by students has declined by 66% at the time of endline.

174. Unlike the previous sub-tasks, the decline has been similar for all sub-groups. Both programme and comparison areas have shown a similar drop in the number of *matras* recognised. Between students who have received the EGR intervention and students from

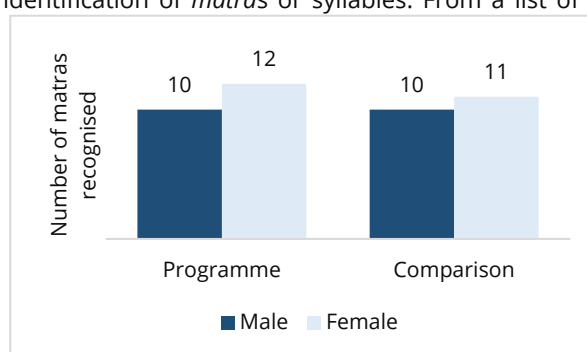


Figure 18: Matra knowledge performance

¹³⁷ Significant at 95% CI, p value: 0.00

¹³⁸ Radhakrishnan *et al.*, Learning in the time of COVID-19: insights from Nepal. World Bank. 2021.

¹³⁹ Significant at 95% CI, p value: 0.04.

the non-EGR schools, there was no statistically significant difference. This indicates a similar performance across both these sub-groups. However, it is interesting to note that the female students recognised a higher number of *matras* as compared to the male students.

175. Between native and non-native Nepali, native Nepali speaking students performed better (11.6 *matras*) than non-native speakers (9.5 *matras*)¹⁴⁰ in the programme areas. In the comparison areas as well, a significant difference was found between the two groups (L1=10.6; L2=9.2 *matras*).¹⁴¹

d. Sub-task 4: Non-word reading

176. This timed sub-task assesses the students' understanding on the relationships between sounds and symbols rather than reading words from memory. From a list of 50 pronounceable non-words that followed spelling patterns in Nepali but had no meaning in the language, students are asked to correctly pronounce non-words within the stipulated 60 minutes.

177. Since baseline, there has been a statistically significant decline in the number of non-words identified by students across both programme and comparison areas.¹⁴² This indicates the loss in reading and decoding skills that early grade children have encountered due to COVID-19 induced school closures. As seen for the third sub-task, the decline has been similar for all sub-groups with no statistically significant difference between programme and comparison areas. However, it is interesting to note that the students, who have received the EGR intervention by WE, are able to recognise more non-words than non-EGR students. A DID model indicates that EGR students can identify at least one additional non-word as compared to their non-EGR counterpart.¹⁴³ No difference was found between male and female students across both programme and comparison areas.

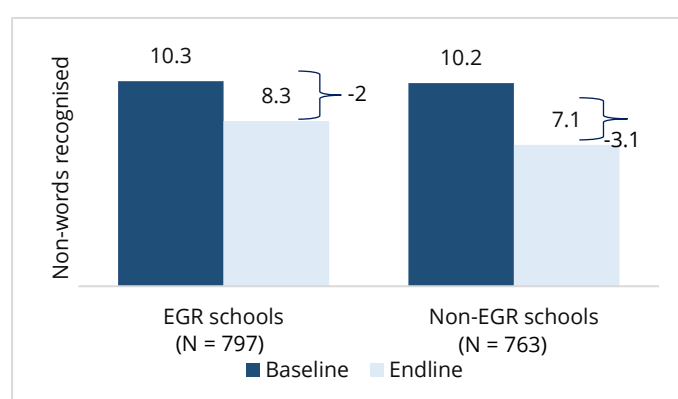


Figure 19: Non-word reading performance

178. The result above is consistent with the premise that for sub-tasks which revolve around understanding of reading parameters, EGR exposed students have demonstrated a stronger resilience to losses. However, for parameters which involve identification and pronunciation in Nepali language, EGR exposure has not demonstrated statistically significant differences. This can be attributed to the fact that the population in the geography is largely non-native speakers of Nepali. The EGR assessments of students show that while there is some difference at the sample level, it is not statistically significant across both programme and comparison areas.¹⁴⁴ Hence, the teaching support received by children from household members have also been affected by their non-native Nepali speaking attributes, which largely get reflected through pronunciations. The ELE, however, indicates that students from EGR intervention schools have not only been able to cement conceptual underpinnings of reading better but they have also been able to control their losses better than those in non-EGR schools.

e. Sub-task 5: Oral reading fluency

¹⁴⁰ Statistically significant at 95% CI, p-value=0.04.

¹⁴¹ Statistically significant at 95% CI, p-value=0.04.

¹⁴² Statistically significant at 95% CI, p-value=0.04.

¹⁴³ Statistically significant at 95% CI, p-value=0.03.

¹⁴⁴ Programme school: (L1= 8.1; L2=7.3 words); Comparison schools (L1=8.1; L2=7.7 words)

179. The oral reading fluency sub-task maps a student's ability to read and comprehend grade-level text. This is a critical indicator with respect to learning outcomes. This timed sub-task involves a student reading a short passage of 60 words. The performance of the student is calculated based on the number of words the student can pronounce correctly within the stipulated time of 60 seconds. A total of 18 students (0.79%) out of the total sample were able to correctly read at least 45 words in the assigned time of 60 seconds.

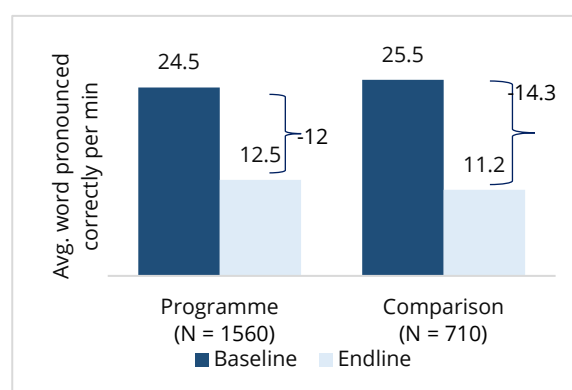


Figure 20: Oral fluency performance

180. The performance in this sub-task during endline, has dropped to almost half of the baseline benchmark. While a similar observation is noted for the comparison areas, the programme areas reveal a lesser decline. The DID estimate indicates programme students being able to read at least two additional words within the stipulated time. The statistical significance of the estimate indicates the impact created by the programme.

181. Within the programme schools, female and male students were found to be similarly fluent with both being able to read around 11 words correctly. This is indicative of the equitable outreach of the teaching activities under the programme. It was found that in the programme schools, native Nepali speaking students outperformed (12.8 correct words) non-native Nepali speaking students (10.5 correct words).¹⁴⁵ This is similar to the results of USAID's EGRP programme¹⁴⁶ which reported a higher positive impact of intervention on Nepali speaking students (+13.7 word per minute) as compared to non-native Nepali/ mother tongue speaking students (+7.1 word per minute). Similarly, in the comparison schools, native Nepali speaking students were seen to correctly identify 12.4 words, as compared to 11.1 correct words by non-native Nepali speakers.¹⁴⁷

f. Sub-task 6: Oral reading comprehension

182. This sub-task assesses students' comprehension of information. In a timed sub-task of three minutes, students re asked questions based on a passage read by them. The questions are limited to the extent to which the student would have read the passage in the three minutes allotted for reading. This task is a critical indicator of learning outcomes since it assesses a student's ability to read, understand and respond within a limited window of time.

183. The comparison with baseline for this sub-task might be inaccurate since during baseline, the sub-task was not considered as a timed task. While the students' comprehension was assessed based on the passage read by them, there had been no time stipulation. It is, however, interesting to note that the average number of correct answers provided by students during baseline (without time stipulation) and during endline (with time stipulation) are comparable. Students could answer 1.9 questions correctly across both timeframes.

184. Given that the sub-task during endline was conducted under a more controlled environment, similar results between baseline and endline indicate the programme's positive impact. This shows that despite the extended school closure, lack of regular lessons and a limited learning environment at home, the programme was able to maintain the learning outcomes which were otherwise expected to fall during these unprecedented times. This is apparent in the changing proportion of students scoring above competency (>80% correct answers) in sub-task 6 during the period of programme implementation. From 7% during baseline, the proportion of programme school students scoring above competency in reading

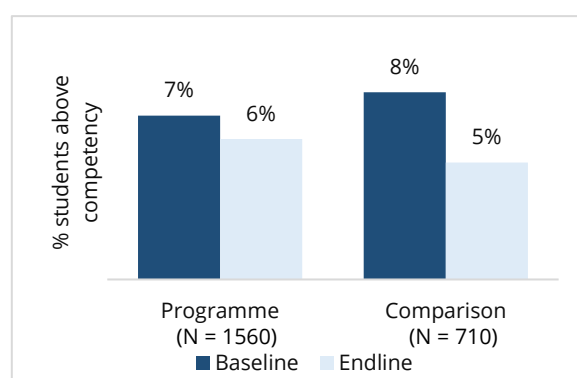


Figure 21: Reading comprehension performance

¹⁴⁵Statistically significant at 95% CI, p value: 0.00.

¹⁴⁶ Nepal Early Grade Reading Programme (EGRP), 2020. Endline Study: Intervention Impact, Early Grade Reading Barometer, U.S. Agency for International Development, last modified January 5, 2022. Available at: <https://earlygradereadingbarometer.org/results/Nepal/EGRP-2020/intervention>.

¹⁴⁷ Statistically significant at 95% CI, p value: 0.00.

comprehension was noted to be 6% during endline. While there is a decrease in the proportion of students scoring above competency from baseline to endline, this dip is smaller than the decline reported in case of comparison schools.¹⁴⁸ This shows a relatively lesser decrease in the reading comprehension ability of students in programme schools as compared to comparison schools. Also, in the endline, 29% of students from programme schools were unable to answer any question correctly vis-à-vis 31% in the baseline.

185. Within the programme schools, there was no statistically significant difference between native (2.1 correct answers) and non-native Nepali speakers (1.9 correct answers). In the comparison schools too, there were no statistically significant difference observed (L1=2.0; L2=1.9). There were no differences observed between female and male students across both areas.

Overall assessment

186. Two parameters, as specified in the ERO guidelines, were considered to ascertain the programme's progress towards increasing the 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. The parameters used were: (a) Children answering 80% of questions or more were considered as proficient in reading and comprehension and (b) Children scoring equal to or more than 45 correct words per minute.
187. The ELE EGRA results indicate that no student across both programme and comparison schools, demonstrates the capacity to read and understand grade-level text. The result is starkly different when compared with baseline results in which 6.6% students from programme schools and 8% of students from comparison schools demonstrated adequate competencies. The difference in baseline and endline results validate the apprehension of substantial learning losses, which can be attributed to the repeated and extended school-closure owing to the COVID-19 pandemic.
188. For many children globally, no lessons were held in schools for a portion of the first half of 2020 and a significant part of 2021. Thus, what students learnt throughout the last academic session would be much less than what they were learning during pre-covid times. It is important to note that the EGR test was conducted with Grade III students, who did not attend classroom lessons nor were regularly taught by EGR trained teachers for most part of their academic year as Grade II students.
189. While ELE results indicate learning losses, the programme's activities to strengthen the learning ecosystem needs to be acknowledged. The engaged intervention on EGR by WE have trained teachers on modern and interactive training techniques that aid better understanding and learning. Interactions with head teachers indicate the uptake of these aids by teachers. Around 65% head teachers have highlighted an improvement in the performance of early grade teachers. Around 60% head teachers report the use of improved teaching techniques by EGR teachers. This was corroborated during the classroom observation where 56% teachers in project schools were observed to be using teaching and learning materials properly vis-a-vis 38% teachers in comparison schools. The impact of this uptake gets reflected through the improved performance of students, who received the EGR intervention on tasks that revolve around understanding and comprehension. This is indicative of the intervention's potential to develop stronger learning systems.
190. Gaps were observed in the case of children who had to identify specific letters or syllables. As discussed earlier, the lack of access to regular reading and learning materials have led to children not being able to recollect. It is crucial for the programme to address these learning losses as they advance into the new McGovern-Dole grant cycle. In the absence of adequate and engaged handholding support, these learning losses can prove to be detrimental to the learning continuum. The loss of cognitive skills that emanate from the lack of exposure to learning platforms during the two years of COVID-19 restrictions, might have larger ramifications on generational social and economic development.

Strategic objective 2: Increased use of health and dietary practices

¹⁴⁸ Statistically significant at 95% CI, p value: 0.00.

191. A well-nourished and educated population is the foundation for growth and economic development. Thus, investing in children's nutrition, health, and education during middle childhood, and sustaining this into adolescence helps children reach their full potential, become productive adults, and break the intergenerational cycle of malnutrition. Developing strategies based on this principle, the SMP is seen as an integral part of the efforts to reduce child hunger and malnutrition in low-income countries, while also contributing to improving educational outcomes. The programme supplies 30% of a student's daily nutrient intake through fortified MDMs. Interactions with government officials and community level beneficiaries emphasised both the necessity, and the positive impact of the SMP on children's health across gender and caste groups. The programme, as stated by beneficiaries, as well as implementing partners, has increased both inclusiveness of previously excluded vulnerable population, as well as their nutrition and health status.

"The SMP has had a very positive impact on both students' health and learning outcomes, as well as the community... Earlier social discrimination was a major challenge which led to inequality in education and health status of children... caste and gender-based discrimination. I feel that has also reduced with the implementation of a programme like SMP. All children sit and eat together, get the same nutrition at school, more girls are now enrolled in public schools... a lot of things have changed because of the meals programme" -District level government official, Surkhet

192. Dietary diversity is recognised as a key component of healthy diet and measure of the same is an important indicator of diet quality for supporting nutrition and health.¹⁴⁹ Data on students' food diversity was collected from parents using a 24-hour recall to assess the present dietary diversity status. Seven food groups were determined using the WHO minimum acceptable diet (MAD) matrix as a reference for the students' nutritional intake.¹⁵⁰ Dietary diversity was defined as optimal if children received food from at least four of seven food groups i.e., (1) grains, roots, and tubers; (2) legumes and nuts; (3) dairy products (milk, yogurt, cheese); (4) flesh foods (meat, fish, poultry, and liver/organ meat); (5) eggs; (6) vitamin A-rich fruits and vegetables; and (7) other fruits and vegetables. The minimum dietary diversity (MDD) score gets calculated which identifies the proportion of students who have consumed at least four food groups the previous day.¹⁵¹

193. It shows that at endline, 71% students from both programme and comparison schools met the recommended MDD of at least four food groups the previous day. The proportion was found to be higher for both programme and comparison schools during endline, as compared to the 69% students who were at par with dietary diversity during baseline. The similar performance of both programme and comparison schools on student MDD can be attributed to the universalisation of the GoN's NSMP. There is an increase in the proportion of students meeting the MDD requirement from the start of the intervention.

194. The programme's positive impact towards increasing nutrition KAP among children and the parents was observed in the transitioned districts. Around 78% students, in the transitioned districts, were reported to be consuming at least four of the seven food groups vis-à-vis 65% in the non-transitioned districts.¹⁵² The primary factor that drives the difference in MDD is the limited food groups that is covered by the SMP provided meal. Although, the food is fortified with Vitamin A, it essentially covers two food groups (grains and legumes). In comparison, the transitioned schools adopt a diverse menu. Not only does the diversity in menu attract more students but is also able to cover more food groups.

195. As part of the government school health and nutrition programme, both programme and comparison schools ensured an increase in students' access to deworming medication, with 98% students from both programme and comparison schools reported having received deworming medication. WFP's partnership with IDS for coordinating the distribution of IFA tablet supplementation has led to a slightly higher proportion of adolescent girls receiving IFA supplementation in the last six months in programme schools (41%), as compared to comparison schools (39%). Regular school-based deworming and IFA programme reduces the prevalence of

¹⁴⁹ Arimond, M., & Ruel, M. T. (2004). Dietary diversity is associated with child nutritional status: evidence from 11 demographic and health surveys. *The Journal of Nutrition*, 134(10), 2579-2585.

¹⁵⁰ WHO, (2008). "Indicators for assessing infant and young child feeding practices (Part 1 Definitions)".

WHO, (2010). "Indicators for assessing infant and young child feeding practices (Part 2 Measurement)".

¹⁵¹ Food and Nutrition Technical Assistance III project (Fanta). (n.d.). Retrieved April 18, 2022, from <https://www.fantaproject.org/node/1199>

¹⁵² Significant at 95% CI, Chi 2=11.38, p-value=0.

nutritional anaemia among adolescents, especially girls, thereby contributing to reduction of anaemia in the community. The ELE also highlights students' perception about nutritious diet. Around 92% of students from programme schools were aware of the importance of a good and balanced diet. Amongst these, around 54% said that good and balanced diet gives energy, while round 33% said that it contributes to children's growth. In comparison schools, 88% students were found to be aware of the same, with 60% of the aware students identifying balanced diet as an energy contributor, while 34% identify balanced diet to contribute to children's growth.

196. The programme's effort towards mitigating the impact of COVID-19 pandemic on food and nutrition of schoolchildren was well recognised by various stakeholders. Given that the SMP catered to the vulnerable section of the population, the delivery of supplementary nutrition during the COVID-19 lockdowns became more critical. The THR provided by WFP ensured students received the required calories. Around 66% parents in programme areas confirmed having received THR during the COVID-19 lockdowns vis-à-vis 7% in comparison schools. The provision of THR is expected to have helped maintain children's health and nutrition status, while also reducing the financial burden of the family to provide an otherwise school supplemented meal.

"Though schools were closed, students got to eat nutritious food at home. This was a big relief for the children, as well as the parents during the time of pandemic." -SMC/FMC, Dailekh

197. According to parents, around 98% of the children's health and hygiene behaviours have improved during the intervention period, with most students practising hand hygiene behaviours, i.e., washing their hands with water and soap. Both girls and boys reported to be equally aware of the importance of WASH. The top reported hygiene behaviours practised by students were regular and proper latrine use at both home and school, as well as handwashing with soap and water after using the latrine/before preparing food and eating.

"Because of awareness about menstruation and ways to manage it, girls during their menstrual cycle don't leave school now. There is also more focus on cleanliness, as well in the form of daily use of soap, and a growing habit of washing hands daily." -SMC/FMC, Baitadi

198. Having clean toilets for both boys and girls, along with access to clean water and handwashing facilities at schools, not only prevents transmission of communicable diseases, but it also contributes to more children attending school and learning. The existence of separate toilets, menstrual hygiene management facilities can help girls stay in school and reduce dropouts. Working along these lines, WFP's WASH intervention targeted rehabilitation of toilets for boys and girls. However, the proportion of schools with separate toilets was reported to have reduced from 70% during baseline to 58% at the end of intervention. A steeper decline (around 30%) was also reported by comparison schools, with only 49% of them having separate toilets for boys and girls. The decline in separate toilets indicates the maintenance gaps that took place during the COVID-19 lockdowns. With most schools having been used as quarantine centres, the toilets had not been adequately maintained. Hence, post resumption of schools, the facility had been compromised. A DID estimate, however, indicates that an additional 18% schools in the programme areas have been able to ensure that their toilet facilities remain useful even after the COVID-19 related closure.¹⁵³

Overall impact on community through parents' engagement in the programme

199. Research on community and family involvement with schools has consistently shown that when schools, parents, families, and communities work together to support learning, students demonstrate higher learning, attend school more regularly, and enrol children in higher level programmes.¹⁵⁴ The FY14 ELE recommended increasing community engagement as a strategy to improve the programme uptake. Over the period of four years, WFP in

¹⁵³ Significant at 95% CI, p value: 0.00.

¹⁵⁴ Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.

its implementation of the SMP, has focused on increasing awareness of education among community members as well as the community's involvement in school level activities.

200. Parent Teacher Association (PTA), SMCs and FMCs are considered to play a pivotal role in effective and continued implementation of the programme. Over the period of programme implementation, there has been an increase in the proportion of schools that have reported having one of the three groups i.e., PTA, SMC, or FMC.

201. Besides this, in programme schools, 61% parents reported visiting school in the last one year vis-à-vis 56% in comparison schools. This has declined since baseline where 72% parents in programme areas and 64% parents in comparison areas visited school. It is interesting to note that 75% parents in the transitioned areas had visited schools, as compared to 49% in the non-transitioned areas. A key factor for this decline is the continued school closure due to COVID-19.

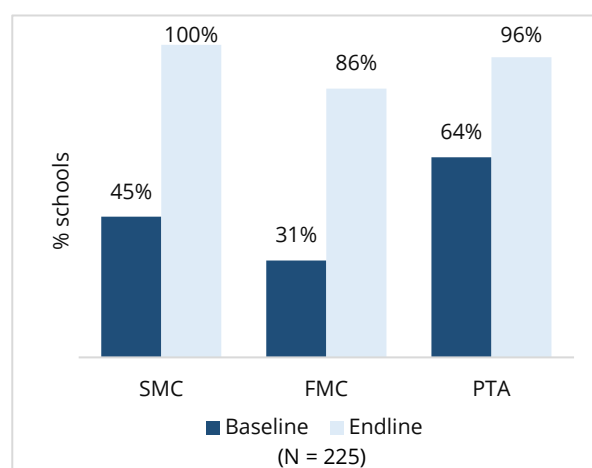


Figure 22: School committees

202. While parent involvement can improve students' overall performance in school, it can also help them in understanding the importance of education and increase their educational aspirations for their child. Most parents (>55%) do not identify a specific educational qualification as necessary. However, they feel education should be continued as long as it does not affect the household's economic needs. Around a fifth of parents feel that a college graduation and beyond level of education is critical.

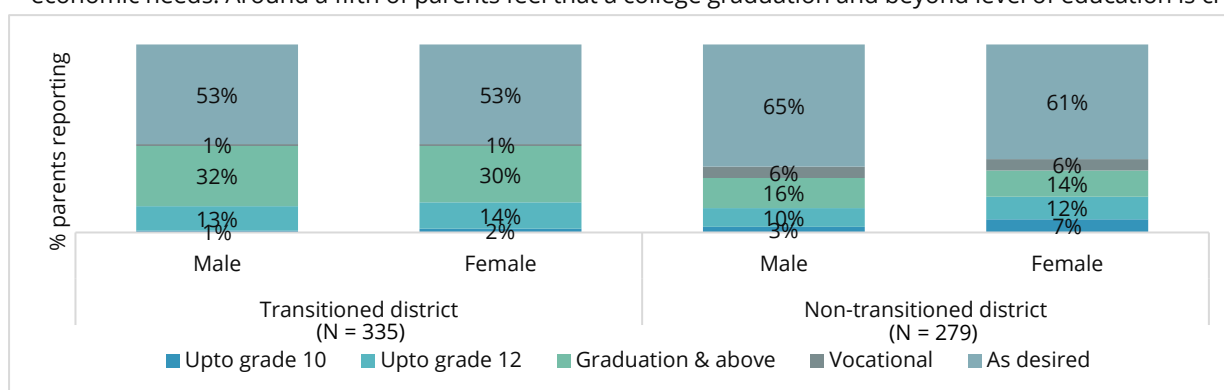


Figure 23: Parent's perception of the ideal education level of child disaggregated by gender

A slightly higher proportion of parents feel that boys should attain a graduation level of education vis-à-vis girls.

203. The FY17 intervention has stressed on interventions that could have an indirect impact on gender dimension within the target group and society. Programme components have gender-sensitive indicators, such as ensuring participation and involvement of women members in the SMC and FMC. ELE findings revealed that on an average, females comprise about 40% of SMC members in both programme and comparison schools. The data shows gender inequality in leadership positions, wherein a higher proportion of male members (around 68%) were reported to be leading these committees, as compared to female members.

204. As stated by different stakeholders, especially the implementation partners, the programme's engagement with the gender component has had a positive effect on the overall gender dynamic within the community. The low participation of women in FMC/SMC has indirectly impacted the enrolment and retention of girl students in the school. It is seen that the odds of girl children enrolling in schools increases by 3.16 times with increase in the participation of women in SMC/FMC activities. The programme has shown to be effective to promote the participation of women in SMCs, which in turn has encouraged parents to enrol their girl children in schools.

Participating in school level activities has also encouraged women to be actively involved in overall community development, as well as stand for electoral body elections.

"Direct impact can be seen in gender matters; female participation is ensured in SMC and Day-meal management committee. Women have gained more confidence by being part of such committees, so much so, that they also stand for local government body elections. I know someone who won it too."- Provincial level government official, Surkhet

205. To receive feedback and suggestions about programme delivery as well as information about teachers' performance and attendance at school and promote accountability of school representatives, WFP introduced "Namaste WFP"—a toll free beneficiary feedback system. While Namaste WFP was set up to strengthen beneficiary communication, almost none of the parents who were surveyed reported to have used the toll-free helpline and around 14% reported not being aware about the same. Rather, around 23% parents approached the SMC and 19% parents approached FMC in case of any problems, complaints, or suggestions regarding the school meal programme. Few (3.8%) informed FFEP Official / head in case of any redressal and less than 1% used Namaste WFP for the same. Similarly, only around 6% of headteachers had used the toll-free helpline number.

Policy

206. Given the positive impact of the FY17 cycle and the implementation of different programme components, the GoN's financial and policy commitment to expanding and strengthening SMP has only increased. The support of WFP in implementing the SMP across remote and food insecure regions of Nepal has been applauded by the government that now views the programme as a key strategy to abate malnutrition. This is reflected in the Education Sector Plan 2021-2030 and the SSDP which are better aligned with the country's SDG commitments. The programme implementation efforts of WFP, including their advocacy activities, have resulted in the government considering them as important partners in achieving zero hunger and improved nutritional status of children. This is reflected in the WFP's support to the MoEST for developing the School Health and Nutrition Strategy. Also, based on the learnings of the HGSF programme, the regional menu, based on ecological zones and availability of local ingredients were formulated by WFP and have recently been included in the government's School Day meal management booklet, which will be used by schools under the cash-based modality.

207. While the government views WFP as important partners in implementing and providing support for food and nutrition programmes, WFP's support in education planning is not as well acknowledged. As stated by a WFP official, 'The government sees WFP as food providers, so in a way they have not properly demonstrated the link between nutrition and education. But they are slowly making progress with that.'

2.5. TO WHAT EXTENT HAS WFP USED ITS RESOURCES EFFICIENTLY TO CONTRIBUTE TO THE COUNTRY STRATEGIC PLAN OUTPUTS AND STRATEGIC OUTCOMES?

Finding 7: The CBA results highlight that school meals have positive impacts on a beneficiaries' lifetime. The NPV in Nepal's GDP is estimated to range between 665 USD and 317 USD for the in-kind and cash-based modality of SMP, respectively. For every 1 USD invested in the programme, an economic value of 5.22 USD gets generated over the lifetime of a beneficiary in the country's economy, predominantly attributed to improved education and increased productivity, additional income to households under the in-kind modality. Under the cash-based modality, 2.11 USD gets generated against every 1 USD invested.

208. The SMP within the programme ambit follows two mechanisms: a) In-kind modality, wherein the raw materials are provided by the WFP; b) Cash-based modality where the LG, funded by the MoEST, provides a daily allowance of 15 NPR per student for school meals. In this section, we look at the value that gets generated from WFP's investment in the SMP across both modalities. Using a CBA approach (Annexure XIV), the ELE measures the net benefit created (in USD) against every dollar invested by WFP for the FY17 grant.

209. The CBA uses programme cost data provided by WFP CO Nepal and a compiled cost data for the programme duration since the year-wise segregation of cost information was not available. The CBA distributes the cost across the cash and in-kind modalities in proportion to the number of districts under each modality at the end of

programme duration. The cost per student has been computed based on the number of students under each modality at the end of programme duration.

210. In addition to the CBA, the section also discusses the efficiency of the programme's activities in terms of timeliness of deliveries and capacity building of stakeholders.

Efficiency of the School Meal Programme

A. Costs incurred by WFP under SMP

211. The cost heads analysed for the SMP across both modalities include:

- a) **Commodity costs:** The cost that has been borne by the programme to provide food materials to the locations where the in-kind modality has been adopted. Under the FY17 grant, the programme opted for a change in the food basket from corn-soya blend and vegetable oil (*haluwa*) to fortified rice, lentils, vegetable oil and salt (*dal-bhaat*) has been introduced in all the programme districts. Students are currently provided with a daily MDM comprised of a daily ration of 80g of fortified rice, 20g of lentils, 10g vitamin A fortified vegetable oil, and 2g iodised salt for 200 days per year per student. The cash-based modality within the programme has been transitioned from the in-kind modality gradually across the five districts. The total commodity costs have been distributed between both modalities factoring the transition plan.
- b) **Administrative costs:** Staff salary, expenditure on capacity building and other personnel costs constitute the administrative costs. This cost head is applicable for both in-kind and cash modality geographies.
- c) **Transport costs:** This involves costs incurred to transport food items to the schools. Since the cash-based modality has been a gradual transition, the total transport costs have been distributed between both modalities factoring the transition plan.
- d) **Support costs:** These costs include both direct and indirect costs incurred by WFP to ensure programme operations.

212. The SMP has reached out to 218815 students over its implementation period. Out of this, 143301 students had been reached through the in-kind modality (as of June 2021) and 75514 students through the cash modality. The total programme cost has been recalibrated for both modalities. The tables below summarise the cost incurred by the programme per child for the SMP. It is noted that the programme has invested 127.41 USD per student over the programme period under the in-kind modality, while 150.37 USD per student has been invested through the cash modality.

Table 10: Cost summary (in-kind modality: 143301 students)

Cost head	Total cost (USD)	Cost per child per year (USD)	Cost per child over programme duration (USD)
Commodity	5,541,947.73	7.73	38.67
Administrative	3,098,711.79	4.32	21.62
Transport	4,984,503.55	6.96	34.78
Support (direct)	1,582,830.52	2.21	11.05
Support (indirect)	1,993,031.59	2.78	13.91
Total	18,257,726.62	25.48	127.41

Source: WFP CO data

Table 11: Cost summary (cash modality: 75514 students)

Cost head	Total cost (USD)	Cost per child per year (USD)	Cost per child over programme duration (USD)
Commodity	2,586,242.27	6.85	34.25

Cost head	Total cost (USD)	Cost per child per year (USD)	Cost per child over programme duration (USD)
Administrative	2,582,259.82	6.84	34.20
Transport	2,326,101.65	6.16	30.80
Support (direct)	1,319,025.44	3.49	17.47
Support (indirect)	1,660,859.66	4.40	21.99
Total	11,355,073.38	30.07	150.37

Source: WFP CO data

B. Benefits created by WFP through the SMP

213. Value transfer for in-kind modality: This indicates the cost a household would need to bear to provide the closest market substitute to the '*daal-bhaat*' food basket in terms of nutritional value at the household level. The in-kind modality offers fortified rice and lentils with salt and fortified vegetable oil which is valued at **216.66 USD** over the SMP period of five years. To ensure a comparable meal option, households would incur a higher cost and, hence, a higher value transfer. The value is calculated based on the following inputs:

- **Daily ration size:** 80g of fortified rice, 20g of lentils, 10g vitamin A fortified vegetable oil, and 2g iodised salt
- **Functional school days:** 200 days
- **Five years** of SMP per student, wherein the mentioned ration was provided on school days (or an equivalent amount during the COVID-19 related school closure)

Table 12: Value created through supplied food basket

Diet item	Ration size/ student/day (g)	Local market price/kg (USD) ¹⁵⁵	Annual transfer value (USD)	Total transfer value (USD)
Rice	80	2.18	34.82	174.11
Lentil	20	1.06	4.24	21.19
Salt	2	0.08	0.03	0.16
Vegetable oil	10	2.12	4.24	21.19
Total			43.33	216.66

Source: WFP ELE analysis

214. Value transfer for cash-based modality: In the cash-based modality, MDMs worth **15 NPR** is provided per student. This amounts to an annual value transfer of **24.46 USD**. Schools in Nepal faced around 18 months of closure in the last two years of the programme. While students from schools covered by the in-kind modality of the SMP received an equivalent amount of THR, the schools which operated under the cash-based modality were denied any meal support. Hence, although the annual value transfer under this modality is 24.46 USD, the total value transferred during the programme period gets recalibrated at **85.60 USD**. This difference in net value transferred between the two modalities indicates the impact potential of the in-kind modality. Despite COVID-19 restrictions, the SMP could ensure access to nutrition rich diet with no additional cost being incurred by households during the economic crises of COVID-19.

¹⁵⁵[https://www.selinawamucii.com/insights/prices/nepal/rice/#:~:text=Nepal%20rice%20wholesale%20price&text=The%20price%20in%20Nepalese%20Rupee,was%20US\\$240.38%20per%20kg.](https://www.selinawamucii.com/insights/prices/nepal/rice/#:~:text=Nepal%20rice%20wholesale%20price&text=The%20price%20in%20Nepalese%20Rupee,was%20US$240.38%20per%20kg.)

215. The SMP leads to additional savings for households, of which around 85% gets expended while 15% gets invested into productive assets.¹⁵⁶ The model accounts for these micro-investments having an investment effect for a duration of 10 years, and with a rate of return on investment of 54%.^{157 158} The return on investment thus gets calculated based on the following inputs:

- Value transfer leading to an annual savings of **43.33 USD** (in-kind modality) and **24.463 USD** (cash-based modality).
- Average cost saved from averted private healthcare expenditures because of receiving a nutritious school meal of **2.50 USD** per year (in-kind modality) and **1.16 USD** per year (cash-based modality).¹⁵⁹
- 15% savings on total income
- 54% median rate of return on investment¹⁶⁰
- 10 years lifetime

216. The net return on investment is thus calculated to 92.81 USD under in-kind modality geographies and 51.86 USD in the cash-based geographies. Interactions with parents of children indicated investment of the savings in poultry or farm implements.

217. Interactions with teachers and head-teachers indicate that afternoon absenteeism has reduced and student attendance has increased. In addition, the SMP has also encouraged students who had dropped out to re-enrol, thus reducing dropouts. Increased enrolment and reduced dropout increase school life expectancy.¹⁶¹ The tables below compare the additionality created by the SMP for both modalities of the programme against the comparison geographies.

Table 13: School Life Expectancy (in-kind modality)

Parameters	Programme	Comparison	Change
Gross Enrolment Rate ¹⁶²	190%	156%	34%
Drop-out rate	2%	2%	0%
Attendance	77%	75%	2%
School Life Expectancy	7.25	5.77	1.45

Source: WFP ELE analysis

Table 14: School Life Expectancy (cash-based modality)

Parameters	Programme	Comparison	Change
Gross Enrolment Rate ¹⁶³	178%	150%	28%
Drop-out rate	2%	2%	0%
Attendance	82%	81%	1%
School Life Expectancy	7.18	5.97	1.11

¹⁵⁶ Abhijit Banerjee and Esther Duflo (2005), "Growth Theory through the Lens of Development Economics", in Philippe Aghion and Steven Durlauf (2005), *Handbook of Economic Growth*, Amsterdam: Elsevier, pp. 473-552.

¹⁵⁷ Alabi, Reuben Adeolu & ARUNA, M.B. (2006). TECHNICAL EFFICIENCY OF FAMILY POULTRY PRODUCTION IN NIGER-DELTA, NIGERIA. *Journal of Central European Agriculture* (jcea@agr.hr); Vol.6 No.4. 6.

¹⁵⁸ Ibid

¹⁵⁹ World Food Programme; Mastercard; Government of Nepal. Cost Benefit Analysis- National School Meal Programme, 2018

¹⁶⁰ Alabi Reuben Adeolu & ARUNA, M.B. (2006). TECHNICAL EFFICIENCY OF FAMILY POULTRY PRODUCTION IN NIGER-DELTA, NIGERIA. *Journal of Central European Agriculture* (jcea@agr.hr); Vol.6 No.4. 6.

¹⁶¹ <http://uis.unesco.org/en/glossary-term/school-life-expectancy>

¹⁶² <https://huebler.blogspot.com/2005/04/primary-school-gross-and-net.html>

¹⁶³ Ibid

Source: WFP ELE analysis [GER has been calculated using methodology from reference 162 with data from ELE]

218. School meals enable students to stay longer in school, which has a significant impact on their school performance and end of year results. This leads to better education in terms of quantity and quality by improving a student's cognitive capacities and test scores.¹⁶⁴ The economics of education considers schooling as an investment in human capital, which in turn increases a worker's productivity.¹⁶⁵

219. The Rate of Return of Education is equal to 7% in Nepal (increase in wage associated with one additional year of schooling in the given country).¹⁶⁶

220. The CBA results indicate school meals contribute to additional time spent in schooling by 1.45 years in in-kind modality districts and 1.11 years in cash-based modality geographies, as compared to non-programme areas. The actual rate applied to the base wage to assess the expected increase of time spent in schools due to school meals is calculated on a pro rata basis and is equal to 10.3% in food-based districts and 8.4% in cash-based districts.¹⁶⁷ The net value is created from improved education, and hence, productivity is 829.65 USD and 653.58 USD for in-kind and cash-based modalities, respectively. In the comparison areas, a productivity value of 336.79 USD gets generated.

221. The net benefits accrued over the comparison areas are:

Table 15: Net benefits accrued

Benefits	Comparison	In-kind	Net benefit	Cash-based ¹⁶⁸	Net benefit
Value transfer from meals (USD)	85.59	216.66	131.07	85.59	0
Return on investment (ROI) from savings (USD)	51.86	92.81	40.95	51.86	0
Productivity (USD)	336.79	829.65	492.86	653.58	316.79
Total benefit (USD)	474.24	1139.12	664.88	791.03	316.79

Source: WFP ELE analysis

222. The overall results of the CBA of the SMP concludes that school meals have positive impacts on a beneficiaries' lifetime in the short and longer term, as well as having broader social and national outcomes. The Net Present Value (NPV) in Nepal's GDP is estimated to range between **665 USD** and **317 USD** for the in-kind and cash-based modality, respectively. A positive Cost-Benefit Ratio is generated when comparing these values against the total cost of the programme, which ranged between 127 USD and 150 USD for the in-kind and cash-based modality, respectively. For every 1 USD invested in the programme, an economic value of **5.22 USD** gets generated over the lifetime of a beneficiary in the country's economy. This is predominantly attributed to improved education and increased productivity, additional income to households under the in-kind modality. Under the cash-based modality, **2.11 USD** gets generated against every 1 USD invested.

¹⁶⁴ Drake, L. *et al.*, (2017). "School Feeding" In Disease Control Priorities (third edition): Volume 8, Child and Adolescent Health and Development, edited by D.A.P. Bundy *et al.*

¹⁶⁵ Gary Becker (1964, 1993), Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education, Chicago: University of Chicago Press.

¹⁶⁶ Dunusinghe, Priya. Returns to Education: The Case of Nepal; *Journal of Economics and Development Studies*. March 2021.

¹⁶⁷ Base wage is 240.32 USD per year per capita which grows by an annual rate 2.63% as mapped by the OECD long term GDP forecast (2016-2060).

¹⁶⁸ This column represents schools that have been handed over to the government

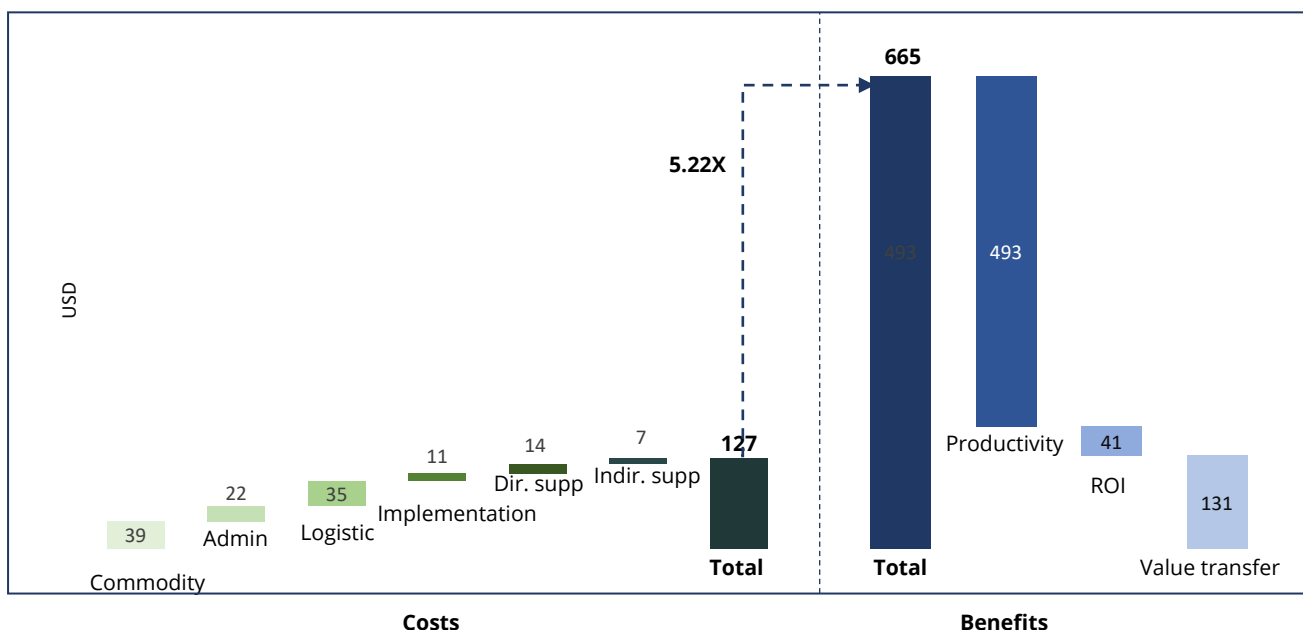


Figure 24: CBA of in-kind modality of SMP

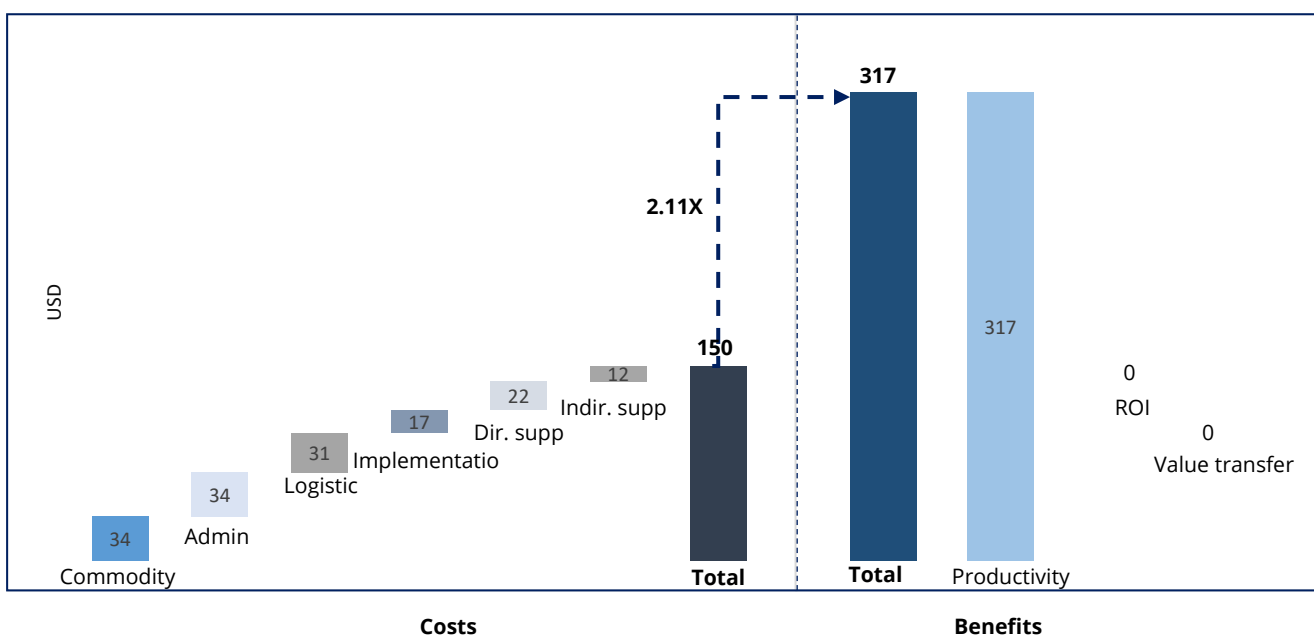


Figure 25: CBA of cash-based modality of SMP

223. It is noted that in the case of cash-based modality, the additional value and returns that the programme has been able to generate is in terms of productivity. Both the comparison arms and the cash-based modality geographies adopt the same food distribution mechanism. Hence, the values generated for the household due to additional savings and the resultant investment remain the same. The additional enrolment and attendance metrics in the cash-based geographies over comparison areas creates an additional value for the programme region.

224. The FY17 grant demonstrates moderate cost-effectiveness when compared to the CBA carried out in 2018 by MoEST, WFP and Mastercard. The CBA study showed comparable returns for the in-kind modality with a return of 5.2 USD per 1 USD invested by the programme. However, the cash-based modality during the FY17 showed lesser returns. This can be attributed to the shift in the GoN's focus to universalise the NSMP, which has led to an increase in the benefits getting accrued at the comparison school levels as well.

225. The CBA conducted by Mastercard for the McGovern-Dole Programme in Laos PDR in 2018 demonstrated higher returns. According to the study, **for every 1 USD invested in school meals, an economic value return of 6.1 USD (for the food-based programme) or 5 USD (for cash-based programmes) is generated over the lifetime of a beneficiary** in the country's economy. This is predominantly attributed to improved education leading to increased productivity and additional income, and better health outcomes due to the school meals programmes. The study noted that it is important to interpret the differences in the cost-benefit ratios for food- and cash-based programmes by looking at the total costs and net benefits created by each programme.

Timeliness: Supply of commodities for SMP

226. The remoteness of the schools poses to be a challenge for both modalities of the programme. This leads to delay in delivery of food commodities in the in-kind modality locations. For areas which have transitioned to a cash-based modality, high transportation costs due to remoteness of the location and difficult terrain make it difficult for schools to sustain at the stipulated allocation of 15 NPR per student per meal. Many head teachers hence resort to local procurement level agreements with storekeepers for supply of packaged food materials.

"There were no visible problems in the in-kind based SMP but the cash model schools are facing a problem to manage the school meal and meeting the minimum calorie requirement with just NPR 15/-, per day per student, in the hills and NPR 20/- in the mountains." Central level government official, kathmandu

227. As a COVID -19 impact mitigation measure, the WFP ensured supply of THR to its 156,000 students from July 2020. Till May 2021, supply of THR took place in four phases. The programme provided rice, lentils, vegetable oil and salt per student. The WFP ensured adequate safety protocols for the distribution by mandating only one household member for the collection within a specific timeslot. Acting on the recommendations of the first phase of THR distribution, almost all respondents reported that food was distributed on a planned schedule during the second phase of distribution. As the THRs were introduced to cater to beneficiaries during school closure, 47% of the storekeepers' faced problems while managing the same. The most common problem was the transportation of commodities in bulk, as well as timely distribution. Without sufficient tools for measuring quantities of commodities, storekeepers found the process of distribution to be difficult, especially when it came to distributing oil. It was also difficult to distribute the food uniformly. Storekeepers also expressed their concern regarding not being given adequate safety material like masks and sanitisers during the time they were required to manage food distribution.

Role of governance structure in influencing efficiency of the McGovern-Dole Programme FY17

228. The shift in the governance system has affected the efficiency of the interventions. While it has decentralised the activities and made decision-making easier, the EGR intervention has been adversely affected by the change. The transition to federalism in Nepal has led to the change from district education offices to education focal person at the local government (*gaonpalika* or *nagarpalika*) level. Education offices were replaced by local governance units which focus on activities beyond education as well. During the first year of the project (2018), most of these positions remained vacant since the districts where the EGR programme is implemented are remote. The education focal persons at the *local* level were left with little time to focus on teachers' training for the EGR programme. Moreover, trainings were also conducted by roster teachers who get paid to conduct trainings at various schools because of the lack of capacity to train everyone at the provincial level.

2.6. HAS THE PROGRAMME BEEN ABLE TO INFLUENCE POLICY OR SYSTEMS WITHIN THE SPACE OF LEARNING AND NUTRITION IN NEPAL OR FUTURE UPTAKE BY THE SYSTEM?

School Meal Programme

Findings 8: The GoN acknowledges the positive impact of the SMP towards education and health outcomes in Nepal. While the continuation of SMP is cemented by policy and GoN's increased commitment towards improving student education and health outcomes, it is expected that the implementation of the same will meet with some challenges. The stipulated amount of 15 NPR per meal proves insufficient to cover food and other management costs. This has led to schools resorting to locally available packaged food as school meals. With efforts underway to increase local government capacities, community ownership and accountability, district and school level stakeholders conveyed apprehension about the system's readiness for transitioning to a cash based SMP modality. Budgetary and implementation challenges could hamper the sustainability of the impact created by the programme.

229. The GoN has recognised the positive impact of the SMP which is reflected in the inclusion of school meals and nutrition as key components of the School Health and Nutrition Strategy in the recently developed Education Sector Plan 2021-2030 and the National School Health and Nutrition Strategy.^{169 170} This is considered a crucial strategy to both increase access and equity to education, as well as sustain impact of WFP efforts. The willingness of the government in continuing, expanding and taking over the SMP fully is also echoed in the SSDP (2016-2022) which calls for “MDMs in schools to reduce short term hunger among schoolchildren, and address micronutrient deficiencies through multi-fortified foods, and by diversifying the food basket, and including fresh and locally produced foods”. Like other low-income countries, Nepal has made great strides in policy and funding for school feeding and WFP’s strategic role is seen as being significant, even by government officials, in supporting government-led efforts. The Nepal government has shown its increased financial commitment to school feeding. From 2017 to 2020, the annual programme’s budget for school meals almost quadrupled (from 25 million USD to nearly 72 million USD). Given the positive impact of the SMP, as well as Nepal’s international commitments, the government’s MDM programme has expanded over the years to cover 71 of 77 districts, with WFP being scheduled to hand over operations in the remaining districts by 2024. However, WFP will continue to provide technical support to the local government as the districts transition gradually.

230. Under the decentralised cash based SMP modality, which will also be applicable to WFP transitioned schools, the Ministry of Education, Science and Technology disburses funds to the LG. The LG then transfers cash resources to the schools to outsource food items to provide MDMs for the children. Under this model, schools located in the *Terai* region receive 15 NPR per child per meal (~ 0.13 US\$), and schools in the mountainous regions receive 20 NPR (~ 0.18 US\$) per child to serve a MDM for children from pre-primary to Grade V. The cash based SMP is implemented via three mechanisms; a) SMC which uses cash to procure and prepare food, b) Catering modality, where the caterer procures and prepares food on or off-site school and distributes the MDM to students, and c) Tiffin modality, where parents are given cash to send a tiffin (packed lunch) from home. Based on qualitative findings from the field, each of these modalities face challenges which are as follows:

- i. Community engagement is an important aspect of the SMP. The FMC and the SMC play a critical role in facilitating the effectiveness of the SMP, especially with the programme transitioning from kind to cash-based modality. While the participation of women in SMCs has increased, their active involvement is hampered by the increasing male migration in the region, which results in increased burden of work for women. This, as stated by different officials including head teachers, results in food delays and mismanagement of meals - challenges which are anticipated to increase as more responsibility is handed over to the committee with the transitioning of schools from a kind-based to a cash-based model.

“Nepal has a new constitution, and it also highlights the right to food. There are things in which WFP helped us continue (this vision), which is great, and we appreciate it, but the government has its own perceptions, legal obligations, policies, and international commitment. Therefore, we are fully convinced that food is a requirement for children. We will now be covering districts all over the country (under the school feeding programme).” - Central level government official, Kathmandu

- ii. The amount allotted per day per child, while considered sufficient to provide a nutritious meal and cover the recommended dietary allowance (RDA), does not cover other management costs like transportation, cook’s salary, and expenditure on non-food items which may vary from region to region depending on the remoteness of the districts and schools, as well as the local production capacity of the region. This was also noted in a 2018 study conducted by the World Vegetable Centre to assess a Cash-based Pilot School Meal Programme Combined with Complementary Nutrition-sensitive Literacy Education in Nepal.¹⁷¹ While the

¹⁶⁹ Education Sector Plan (2021-2030), (2021). Nepal. Ministry of Education, Science and Technology Ministry of Education, Science and Technology, Available at: <https://planipolis.iiep.unesco.org/en/2021/education-sector-plan-2021-2030-draft-v-1-nepali-7154>

¹⁷⁰ Assessment of Implementation of Policies for Ensuring the Right to Education (2021). National Campaign for Education Nepal. Available at: <https://ncenepal.org.np/wp-content/uploads/2021/10/Assessment-of-Implementation-of-Policies-draft-6.pdf>

¹⁷¹ Assessment of a Cash-based Pilot School Meal Programme Combined with Complementary Nutrition sensitive Literacy Education in Nepal (2018). World Vegetable Centre. Available at: http://avrdc.org/download/workshops/course-flyers/WorldVeg_WFP_Nepal-school-meal-programme-assessment.pdf

costs for meals have been revised for mountainous regions, it remains to be insufficient. The costs of food management, especially transportation, are higher in the remote and mountainous regions, which also suffer from limited locally available food and supply systems.

- iii. As part of the HGSF pilot and to enable an effective functioning of the SMP programme, school meal menus have been developed by the government and WFP to match the availability of food in different parts of the country in a manner that each MDM delivers 30% of a child's daily nutrition needs. Based on the menu selected by the school, the ingredients required are to be procured locally from local farmers or cooperatives. This is to ensure that the money remains in the community itself. However, because of limited local production basket, gaps in the supply systems and lack of overall inter-departmental convergence between education and the agriculture departments effective implementation of the HGSF module is challenging.

"In very remote areas, there is no means of transportation...NPR 20 is not sufficient for the SMP. Another challenge is how to procure materials as per government procurement guidelines. The SMP guideline said promote home grown products. The procurement guideline says you need VAT above NPR 5000 but in the local context, there is no VAT registered supplier so there is a gap there...and it is difficult to procure material for the school meal. Also, to cook the school meal, you need support staff. There is no provision of this in the schools. To distribute food, you need cooking pots and utensils. In some districts it is there but not in all schools. To overcome these challenges, we assisted the local government and advocated that they top up the meal amount." -WFP Implementing partner official

- iv. Assessment of the HGSF pilot programme also concluded that to implement the plan successfully, a 20%-33% increase i.e., in the 15 NPR allocation, 3-5 NPR per meal is required to pay for non-food costs like fuel, transport and a cook, in addition to the cost of capacity building.¹⁷² In the absence of an adequate budget to cover the management costs, schools take recourse to hiring catering services which supply *chow chow* (instant noodles) or junk food as school meals. In some cases, schools were found to compromise on the quality of food to meet management expenditure.
- v. Since efforts are still underway to increase LG capacities, community ownership and accountability, district and school level stakeholders conveyed apprehension about the transitioning of the schools from kind to cash-based modality. With cash being directly provided to the schools, various stakeholders, including teachers foresee increased incidences of corruption and school meal fund manipulation.

Infrastructure- WASH and DL

Findings 9: The WASH intervention has facilitated the process of improving sanitation behaviour and hygiene practices among students. This behavioural change among school going children is expected to have a long-term positive impact on the community. The foreseeable challenges in sustaining WASH behaviour are related to maintenance and management of WASH infrastructure. Limited funds, shortage of non-teaching staff in schools, limited community support, coupled with scarcity of water in schools makes it difficult to maintain clean and usable toilets, as well as handwashing stations. At the policy level as well, there is lack of integration of the SMP guideline with a universalised WASH infrastructure in the school framework.

- 231. WFP, in partnership with IDS, constructed group handwashing stations and rehabilitated toilets, thereby, increasing access and usability of WASH facilities. This has also led to improved sanitation and hygiene practices, with children practising these hygiene behaviours at home and encouraging parents to follow the same. The practices were even reported to have increased due to the COVID-19 pandemic, during which handwashing behaviour became of utmost importance. While some schools have the necessary facilities including functional kitchens, water and toilets, proper maintenance of these is a challenge, especially with limited funds and shortage of non-teaching staff in schools. Coupled with lack of regular maintenance, the scarcity of water in schools located

¹⁷² Shrestha, R. M., Schreinemachers, P., Nyangmi, M. G., Sah, M., Phuong, J., Manandhar, S., & Yang, R. Y. (2020). Home-grown school feeding: assessment of a pilot programme in Nepal. *BMC public health*, 20(1), 1-15.

on non-arable lands far from the community, makes it difficult to maintain clean and usable toilets, functional handwashing stations, practice other WASH practices, as well as hygienic methods of food preparation.

"There is a huge impact of climate change in some districts like Jajarkot. Water scarcity is a huge challenge...the water table levels are also reducing drastically. Draughts, effect on food production, landslides are some challenges, and some districts are worst affected by these." -WFP implementing partner officials on regional challenges

232. Also, the continued usability of infrastructure requires community ownership of the WASH programme. However, based on field findings, as well as the IDS Programme closing report, lack of community ownership was reported as a challenge to sustain the necessary infrastructure. While efforts have been made to close the gaps between the perception of WASH and practice of the same, it is a slow-moving endeavour. The challenges get heightened given the different priorities of the LGs who might be more inclined to direct fiscal resources towards large scale infrastructure development projects like roads, rather than WASH infrastructure. The same has been noted in a policy brief submitted by International Water Management Institute on 'State restructuring and water, sanitation, and hygiene (WASH) in Nepal: Lessons learned.'¹⁷³

"There is no water scarcity in some districts but in schools, but there isn't enough water for drinking purpose and sanitation as there is lack of proper management of the school infrastructure. WFP supported school infrastructures (drinking water and sanitation facility, kitchen etc.) should be maintained well, but there is less possibility to continue these activities by the government in transitional districts."- Ex-government Official, Lumbini Province

"There are geographical difficulties too. For schools, government provides land, which is far from the community. It is generally located in a remote place where land is not arable- a useless land where there are limited water sources. Due to climate change and global warming this (problem of water) is becoming more challenging. Also, communities' perception is 'why do you need water in schools, water is needed at home and for irrigation purposes. There is reservation to supply water in schools..." -WFP Implementing partner

233. The DL component was reported to be an effective way to enhance student enrolment and motivation to participate in the lessons and learn. However, maintaining the DL infrastructure was cited as a major challenge in the continuation of the DL programme in schools. Given that DL was implemented only in select intervention schools in different districts, the programme coverage is very low with no common service centre point that is approachable by schools, in case of wear and tear of laptops or other devices. The financial and logistical challenges in ensuring maintenance of the digital literacy material is a hindrance in ensuring sustainability of the component and the positive impact that the same has had on children's motivation participation in classrooms.

Early Grade Reading

234. Over the years, Nepal's investment in education has only increased. Evolving alongside a global shift in emphasis through the SDGs, the GoN is focused on achieving equitable, high-quality basic education as measured through reading and math outcomes in Grade II or III of primary schools. Since the Incheon Declaration in 2015,¹⁷⁴ the government has taken important steps to revise its education sector strategies and indicators in ways that are better aligned with the country's global SDG commitments. The GoN's National Early Grade Reading Programme (NEGRP) supported by USAID's EGRP I (2015-2020) and EGRP II (2020-2022) is a key investment, with the objective of increasing the reading skills of public primary school students in Grades I - III.

¹⁷³ Pradhan, R. (2021). State restructuring and water, sanitation, and hygiene (WASH) in Nepal: Lessons learned. International Water Management Institute. Available at: <https://cgspace.cgiar.org/rest/rest/bitstreams/4e799fd9-7131-4e67-907b-f226b54d2d9a/retrieve>

¹⁷⁴ Assistance to Basic Education: All Children Reading (ABE-ACR) USAID's Early Grade Reading Programme (EGRP) in Nepal Final Progress Report, Years 1-5: March 2015–October 2020. (2020). USAID and Ministry of Education, Science and Technology, Government of Nepal. Available at: https://pdf.usaid.gov/pdf_docs/PA00X61V.pdf

235. Under the FY17 cycle, the EGR programme was implemented by WFP in partnership with WE. While the same has contributed to increasing an EGR trained cohort of teachers, the challenge related to high teacher attrition remains unaddressed. High teacher turnover negatively affects student achievement, diminishes teacher effectiveness and quality, while it also consumes economic resources that could be better deployed elsewhere. Teacher attrition is accounted to lower salaries and contractual hiring, overburdening due to a skewed class-teacher ratio and low teacher motivation, factors which do not allow for a sustainable education workforce which is necessary to ensure instructional continuity, which is an important requirement for the sustained education of children.
236. To improve efficiency at the primary level, the GoN introduced the twin policies of continuous assessment (CAS) and liberal promotion, starting with the Basic and Primary Education Project (BPEP) in 1999. CAS was revamped in the on-going SSDP (2016-2023), so that assessment of the intervention strategy focuses on both formative and summative assessments to be more skills- and learner-centred.¹⁷⁵ While the CAS is a suitable model to ensure need-based learning, there are challenges with effectively integrating it with a liberal promotion policy. As reported by Head Teachers and teachers, learners with learning difficulties were also promoted to higher classes, when for achieving basic competencies, repetition was the actual solution. Promoting low performing students and ensuring that they received learning support was thus challenging for teachers, including EGR trained teachers. A study reported that for students, CAS was understood as 'passing exam without taking test'- a conception that reduces the student's motivation to learn and the teacher's motivation to teach.¹⁷⁶

"During Covid-19 pandemic, the school remained closed for 13 months, there was no examination and students were promoted through class tests...some students in Grade II have not learnt the syllabus of Grade I. It becomes difficult to teach them. Moreover, because of the CAS, we pass the student internally even if we show that they have failed one exam. Internally we pass all students. This affects the student's motivation to perform well because they will pass anyway" -Head Teacher, Doti.

Programme Sustainability in the Federal Structure

Findings 10: The change in Nepal's governance structure has created foreseeable challenges, with LGs having the power to distribute resources arbitrarily without factoring their capacities. Moreover, there are imbalances between the functional authority and the budgetary authority at the province and local level, with little clarity regarding the functions and responsibilities among different levels of government. These dynamics could lead to a disparate effect in the quality of autonomy across different LGs, as well as the institutionalization of inter-governmental relations, thereby, affecting the sustainability of development programmes that are under the ambit of the LGs.

237. As a result of Nepal's political transition from a unitary to a federal state, many government functions related to children are to be devolved to local and provincial levels of the government including health, nutrition, water, sanitation and hygiene, education, and child and social protection. From 2016-2017, the GoN commenced allocating the budget directly to LGs under four schemes, viz., equalisation, conditional grants, special grants, and a matching fund, based on the provisions for revenue-sharing outlined in the 2015 Constitution.¹⁷⁷ Under the new system, the LG will be responsible for the smooth implementation and monitoring of the programmes like SMP, WASH and DL in the WFP transition districts. As stated by FFEP and EDCU officials, as well as the administrative staff in schools, there are foreseeable challenges in LGs having the mandate to autonomously choose their priorities and spend the resources at their disposal. One of them is that, given the difficult topography of regions, difficult connectivity and need for better infrastructure, the LGs might prioritise the construction of roads and development of infrastructure more than investing in education and schools. Secondly, the power and functions which distribute resources arbitrarily to the LGs do not match with the capacities of all the LGs. The WFP's handover plan is not clearly laid out to address the gaps in Knowledge Attitude and Practices (KAP) of LGs and the communities at large. Also, there are imbalances between functional authority and budgetary authority at the province and local level, with little clarity around the functions and responsibilities among different levels of the government. Finally, as highlighted by EDCU and FFEP officials, as well as research

¹⁷⁵ Final report of a study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at school level. (2017). Foundation for Educational Change (FEDUC).

¹⁷⁶ *ibid*

¹⁷⁷ Dhungana, R. K., & Acharya, K. K. (2021). Local Government's Tax Practices from A Cooperative Federalism Perspective. *Nepal Public Policy Review*, 1, 157-178.

from the region, the bureaucracy was corrupt and dominant at the local level in recent years in Nepal (Adhikari, 2015).^{178, 179} These dynamics adversely affected the quality of autonomy, institutionalisation of inter-governmental relations and thus the sustainability of programmes, like the SMP and complementary intervention, which are handed over to the LGs.

238. Apart from resource availability, stakeholder capacity, increased ownership and accountability, sustainability of a programme is driven by the close coordination among stakeholders where the communities and governments, at the local and national level, must work in tandem and have a shared understanding to sustain and improve the outcomes. This becomes more important in case of the federal structure in Nepal, where LGs hold significant power to effectively implement the development programme. Given that the transition to federalism is still underway and the process of transition of powers was also impacted due to the COVID-19 pandemic, concerns were raised by the different stakeholders regarding the coordination between different departments, different tiers of the government, as well as clarity of their roles for effectively implementing the programme and sustaining its impact.

"It seems like everyone is working alone, when everyone should be working together- the education department should work with the agriculture department. In the end, SMP affects everything- health, education, WASH. But there is no coordination among the different departments for this. SMP is everybody's programme. Until and unless it is treated as the responsibility of all departments, this programme will not work properly. The provincial government has no power over the LG and that is a gap. The channel between the provincial, local and central government is lacking." -WFP Official, Kailali

¹⁷⁸ Adhikari, B. (2015), "Salient features of the Constitution of Nepal 2015", Nepali Constitutional Law, Governance and Public Policy Issues, available at: <https://bipinadhikari.com.np/quick-comments/salient-features-of-the-constitution-of-nepal-2015-2072/>

¹⁷⁹ Adhikari, D. (2020). Nepal's Road to Federalism: From the Perspective of Grassroots Democracy. Research Triangle Institute.

3. Conclusions, Learnings and Recommendations

3.1 CONCLUSION

The pertinence and role of McGovern-Dole FY17 programme cycle in Nepal

Conclusion 1: The FY17 programme cycle was designed and has remained relevant to supporting the government to meet the food and nutrition needs of school going children in food insecure and remote regions of Nepal. The holistic approach of the programme is also coherent with the GoN's focus on equity in education.

239. The FY17 strategic plan and constituent strategic outcomes were relevant and appropriate for the economically disadvantaged and food insecure regions of Karnali, Sudurpaschim and Lumbini Provinces, while also being aligned with the vision and direction of the GoN. The McGovern-Dole Programme objectives and efforts towards providing regular and fortified school meals proved highly relevant towards addressing access related food insecurity, which also affects children's nutrient requirement, as well as their regularity in schools. The inclusion of other programme components like EGR were appropriate for improving the quality of lessons, children's attention and participation in classrooms and their willingness to study. The WASH component, coupled with efforts to rehabilitate the existing infrastructure, found significance in these regions which fall under the category of 'very low' adaptive capacity. This is because these regions have poor access to drinking water and sanitation,¹⁸⁰ and are also sensitive to climate change impacts. The McGovern-Dole programme concurs with the vision of reducing gender inequity and has emphasised on increasing enrolment, attendance, and retention for girls in schools. The WFP School Feeding Policy (2013) and Gender Policy (2015-20) emphasise the recognition and inclusion of the specific needs of young girls, and of ethnic and religious minorities. These approaches are highly relevant, given the socio-cultural fabric of the regions.
240. Under the FY17 cycle, WFP has focused on policy engagement to ensure a smoother handover and continuation of plan. The McGovern-Dole Programme has remained relevant in addressing the key challenges related to child education and health, while also supporting the government to meet the food and nutrition needs of the country. The design also adapted to the changing circumstances induced by the COVID-19 pandemic to support children's nutrition intake and at-home learning. With this, the programme, even during unprecedented times, has remained relevant. However, while the evidence points towards a need for initiatives such as SMP, the programme was limited in terms of its coverage of schools, as well as the classes it was covering. This has led to the schools and the community perceiving that programme efforts, while beneficial, are leading to an unequitable distribution of food.
241. The objectives of WFP were also found to be consistent with the country's goal towards zero hunger, as well as the constitutional right to food. The efforts and objectives are also aligned with government policies and programmes on health and nutrition, WASH and education. The programme has attempted to create an enabling ecosystem for girl students, who otherwise are hesitant in attending schools due to the absence of a hygienic infrastructure, especially during their menstrual cycles. The partnership with IDS focuses specifically on the rehabilitation of school toilets and ensured provision of water taps. These initiatives by the programme also find coherence with the existing government policies in Nepal and complements the GoN's Consolidated Equity Strategy for the School Education Sector and supports the education equity discourse. Over the programme period, WFP has strengthened its partnership with the government at all levels. The current cycle also furthered the WFP CSP and its objective of timely access to adequate food and nutrition to vulnerable communities even during a crisis, as well as supporting the formulation of coherent policy frameworks. The efforts of WFP are also aligned with those of other development actors in Nepal. The wide geographical coverage of the programme, and experience with delivery of SMPs, strong logistical capabilities and partnerships have made WFP a desirable partner for many development actors in the region.

The extent to which outcomes have been achieved and contributions made towards systemic shifts

¹⁸⁰ https://www.mofe.gov.np/downloadfile/WASH_VRA%202021_1633913262.pdf

Conclusion 2: The programme's efforts towards increasing attendance and enrolment have suffered a setback, largely due to the extended school closure owing to the pandemic.

242. A significant part of the McGovern-Dole programme implementation coincided with the COVID-19 induced school closure, which resulted in setbacks for most development plans across the world. A similar trend was observed for the McGovern-Dole programme from both quantitative results and qualitative insights. Since baseline, there has been a drop in the proportion of students attending schools regularly. Head teachers attributed the drop in attendance to the extended school closure, with most expecting the attendance to get normalised as schools gradually resume and streamline their operations. While head teachers are optimistic of the attendance getting normalised, it is critical for the programme to monitor the 'return-to-school' for students.

Conclusion 3: Through a holistic approach to education and focus on equity, the programme has created an intended societal behavioral change towards encouraging female education and unintended movement towards gender equality in other areas of the socio-cultural settings, like women's participation in local bodies. However, the model of increasing mother's involvement in school activities has an unintended negative consequence of disproportionate pressure and women's time spent in unpaid care work i.e., increased time poverty¹⁸¹, and hence inadequate participation in children's learning.

243. A decline in enrolment rates is observed for both genders with the drop being steeper for male students. This may be attributed to the sociocultural context of Nepalese society, wherein parents tend to send male children to private schools, which are believed to hold the prospect of better education, and hence, better job opportunities. However, the programme has been appreciated by various stakeholders for its contribution towards bringing about a societal behavioural change, which now encourages girls to enrol in schools and continue their education. A strong factor that has contributed to this behavioural change is the programme's focus on the greater involvement of women in SMC/FMC. Women's participation in such decision making and management bodies is reported to have a positive ripple effect in society, encouraging young girls and their parents to invest in girls' education. However, even within the SMC/FMC bodies, fewer women were observed to occupy leadership positions in comparison with their male counterparts. Also, while the participation of women in SMCs has increased, their active involvement is hampered by increasing male migration in the region which results in increased burden of work for women, leaving them with little to no time to invest in children's school activities. This is especially relevant for women who are acting household heads in the absence of their migrant male counterparts. This shows the need to focus not only on mothers' involvement in these committees but also (a) target caregivers, apart from mothers and (b) encourage gender parity in leadership roles in ways that also resonate with the sociocultural context of the region.

Conclusion 4: The programme, through creation of a more resilient ecosystem in which schools are located, has helped reduce the magnitude of nutrition and learning losses experienced due to school closure owing to the pandemic. It has also developed systems that can sustain the programme objective without WFP support.

244. With children's increased interest in lessons due to the use of improved teaching mechanisms and learning methods, the proportion of attentive students in classrooms has increased significantly from baseline for programme schools, while it has dropped in the comparison areas. Consistent with these results, the net increase in the pass-rate for both female and male students is noted to be higher in the programme areas. The programme's sustained impact is also felt in transitioned districts, where teachers reported a higher increase in the interest levels of both boys and girls, over non-transitioned schools. Similarly, where the programme has also already transitioned, key elements such as improved teaching aids and improved nutrition and health standards have been well sustained alongside the active participation of parents in school activities. This was corroborated by the dietary diversity results, according to which, a significantly higher proportion of students in transitioned schools reported meeting the MDD requirement of at least four of the seven recommended food groups to maintain the nutrient requirement and diet quality. This suggests that the programme has been able to increase parents' and children's awareness, influence behavioural change and develop systems that can sustain the programme's objectives without WFP support in future.

¹⁸¹ Women's economic empowerment: Are we doing it right (2019) International Centre for Research on Women. Available at: <https://www.icrw.org/wp-content/uploads/2019/09/Womens-Economic-Empowerment-Are-we-doing-it-right-Unintended-Consequences.pdf>

245. Despite the obstacles posed by school closure and lockdowns which limited programme implementation as planned, schools, both transitioned and non-transitioned, proved to be more resilient, as compared to non-intervention schools. This is especially evident in the EGRA results, which show that though learning outcomes have decreased across all schools from baseline to endline, the dip in the same for programme schools is lesser than in comparison schools. Also, the zero score, i.e., the number of students, who were not able to answer any question in a sub-task, reduced from the baseline to endline. What also stands out is the considerably higher scores of students for the reading comprehension sub-task in schools where EGR is implemented, as compared with scores of tasks which are evaluated based on a child's pronunciation of words and *matras*. This reflects that while oral reading skills have reduced, they have not affected the children's skill to understand texts. The engaged intervention on EGR by WE has played an important role in helping children gain conceptual clarity of the lessons taught. As results show, it has also trained teachers on modern and interactive training techniques that aid better understanding and learning.
246. WFP's nimble approach and adaptation to the COVID-19 crisis has also played an important role in maintaining the children's health and nutrition status, through introducing THR, and engaging them cognitively, through Tole-Shiksha. While the former was very effective in the delivery of supplementary nutrition, Tole-Shiksha was difficult to be properly implemented in the absence of motivated RMs.

Conclusion 5: During the programme cycle, WFP has become an important partner to the GoN in formulation of school nutrition programmes. However, the engagement at national levels in formulation of education specific programmes can be strengthened. WFP has demonstrated significant potential towards policy contribution over years which can further be incorporated within education policies.

247. WFP is considered an important partner by government stakeholders to achieve the country's SDGs, especially in the field of health and nutrition. The programme has involved federal, provincial and district departments in implementation activities, as well as providing capacity strengthening and technical assistance for policy development. The shift to increased focus on technical assistance, especially in the transitioned districts, has strengthened government partnerships and positioned WFP for greater engagement in strategic national legislation and policy development for health and nutrition programmes. However, it is still not considered a key player around literacy and education. This reflects the limited realisation of the comprehensive approach of WFP and its constituent strategic outcomes of not only increasing health and nutrition status, but also learning outcomes.

Foreseeable continuity of the programme impact post project cycle

Conclusion 6: Based on the positive impact of the programme, the **federal government's** commitment, and readiness to take over the SMP, **in form of policy**, has increased over the period of implementation.

248. The continuation of SMP, post project handover, is cemented by policy and the government's increased commitment towards improving student education and health outcomes. Also, the positive performance of transitioned districts reveals both the readiness to keep-up the impact of the programme, as well as effectively continue to work with the systems built by the same.

Conclusion 7: Owing to the consequential changes in the governance structure, differing priorities and limited capacities of **local government**, budgetary limitations, and lack of necessary coordination between different ministries, the sustainability of the **programme implementation** is challenging and uncertain.

249. Given the current ecosystem and change in governance structure, certain foreseeable challenges were flagged by the government stakeholders, and the key beneficiaries of the programme regarding the continuity of programme impact. One of the key obstacles in effectively implementing the cash based SMP across all regions is the insufficiency of budget allocated per child per meal. The current budget cannot cover food management and additional costs related to non-food items, especially in food insecure and remote regions. To address some of the budgetary challenges, local food procurement and models associated with the same, like HGSP, are viewed as promising solutions. However, because of a limited local production basket, gaps in supply systems and lack of overall inter-departmental convergence between education and the agriculture departments and other ministries, effective implementation of models like HGSP, the success of which requires coordination between ministries, market linkages and enhancing supply chain governance for effective functioning. Financial and logistical challenges, which are only exacerbated in remote regions, also jeopardise the sustainability of WASH and DL infrastructure, which necessitates regular maintenance and upkeep. The continuity of the positive impact of WASH on sanitation

behaviour and that of DL on children's interest in classroom lessons also requires increased focus towards integrating these components in education and nutrition programmes and policies at the national level.

250. Apart from resource availability, sustainability of a programme is driven by the close coordination among stakeholders, where the communities and governments, at the local and the national level, must work in tandem, and have a shared understanding to sustain and improve the outcomes. This becomes more important in the case of the federal structure in Nepal, where LGs hold significant power and responsibility for the implementation of various child development programmes, including nutrition, education and WASH. Concerns were raised by different stakeholders regarding the various priorities of LGs, which may not allow education or WASH to receive the necessary attention. Moreover, the capacities of local level functionaries to handle the increased work and responsibility are limited in view of the absence of proper skill set, experience, and training. Also, the lack of coordination between different tiers of the government and clarity of their roles is expected to be a hurdle in effectively implementing the programme and sustaining its impact.

3.2 KEY LESSONS AND RECOMMENDATIONS

251. This section presents recommendations in the form of the 'Way Forward' based on results and learnings from the FY17 cycle. The recommendations were also prepared using information obtained from the field observations, stakeholder interviews, beneficiary interactions, as well as policy, programme, and literature review. This section presents high-level recommendations related to policy, programme, and institutional arrangements, and enabling environments to ensure preparedness towards the sustainability of the programme post the complete handover of the same to the government. The key lessons drawn from the ELE are discussed below.
252. WFP's holistic approach to increase the education outcome and the nutrition of children capitalises on the complementary interventions of WASH, EGR, SIDP and DL to create a significant impact. The holistic education approach that supports school meals is well aligned with the emphasis of the GoN's integration of quality education with access and equity in the new phase of the SSDP, 2016-2022. The programme emerges as an important example for the need to link these dynamic components in a complementary manner to achieve significant impact and systemic changes across the interdependent areas of education, health, and nutrition. A similar convergence at the level of national programmes for education, nutrition and agriculture can prove to be useful for the effective sustainability of programme impact.
253. With the transitioning of districts from in-kind to cash-based modality and the slow phase out of the programme, the LG is expected to continue the efforts towards education, nutrition and health of school going children. While capacity building of local level functionaries has been an integral part of the FY17 implementation, the pandemic derailed the plans of a smooth handover. The lack of capacity of newly structured LGs, when compared to the list of functions they are supposed to perform, calls for increased focus on building local capacities and an enabling environment for programme continuity.
254. The programme design gives sufficient weight to involving the community in the effective implementation and sustainability of impact. This is coupled with the programme's vision of reducing gender inequity through the creation of FMC/ SMC and encouraging a greater participation of women members, especially mothers, in these local bodies. This has positively impacted gender relations in the communities and resulted in greater participation of women in the management committees, enabling an environment for gender empowerment. While this model has been impactful with the support of WFP, its effectiveness is questioned because of increased male migration and a high burden of work on women of female-headed households. To create a robust mechanism at the local level for smooth functioning of the meals programme, it may be useful to tweak the model, which currently focuses on involving mothers, and to borrow from other successful community driven interventions, which focus on involving the primary caregiver of children.

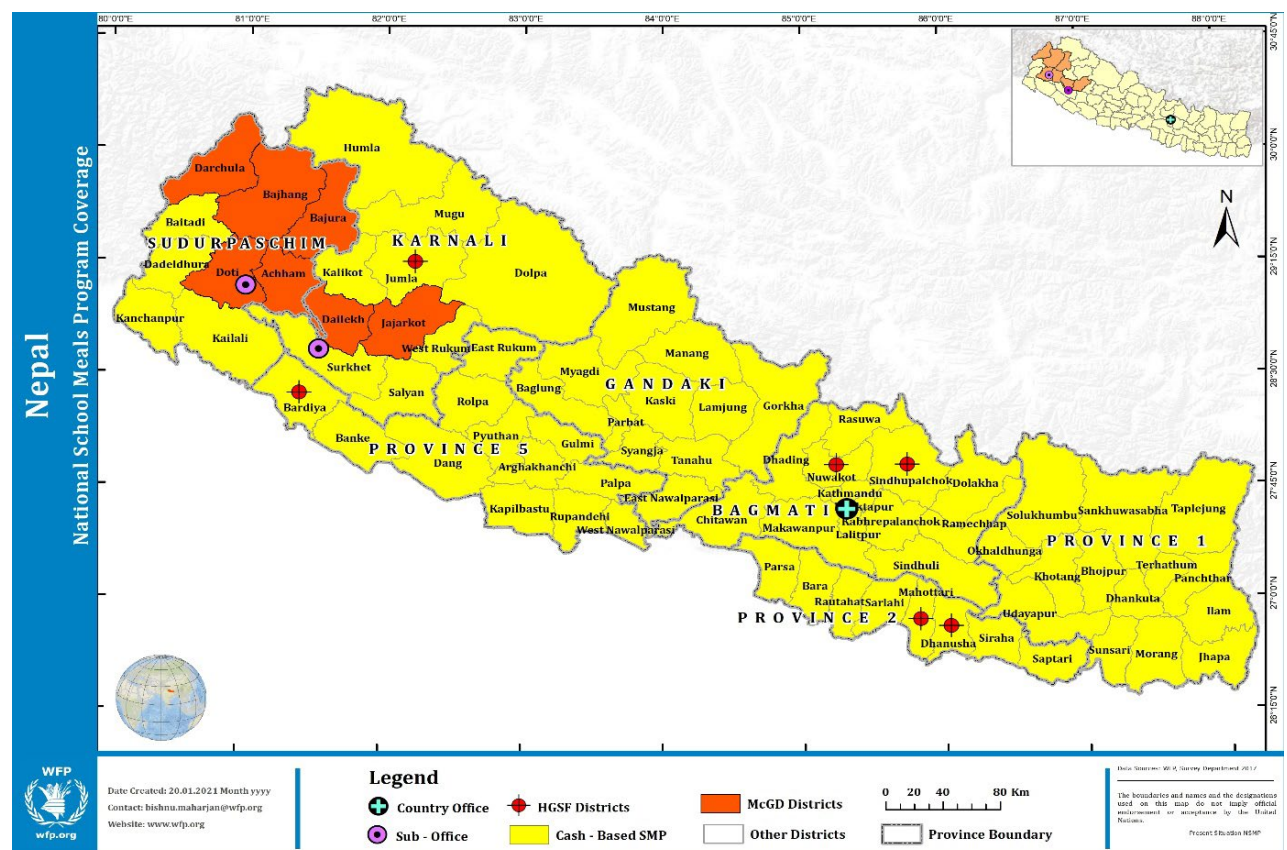
S. No.	Recommendation	Recommendation type	Responsibility	Other contributing entities	Priority: High/medium	By when
1	WFP to strategically engage with different ministries for better convergence of department objectives and activities to ensure sustainability of impact. Actions: 1.1 Development of long-term Memorandum of Understanding with health, education, agriculture, and other ministries that facilitate progress towards strategic objectives. 1.2 Coordinating an annual meeting of key nodal officers from the departments/ministries for cross learning and collaboration.	Strategic- Long-term	WFP CO with support from WFP RB	Government Stakeholders (MoEST, Ministry of Health and Population of Nepal, Ministry of Agriculture and Livestock development,	High	Mid of FY20 Cycle
2	Focus WFP efforts on building capacities of local level actors, developing market linkages, and enhancing supply chain governance for the effective functioning of the SMP to ease management of food. Actions: 2.1. Incorporate a robust capacity building plan for local level functionaries in the programme design, alongside regular monitoring mechanisms. 2.2. Direct efforts towards increased awareness and sensitization programmes for the local governments whose priorities may not be aligned with the national goals and WFP objectives. 2.3. Identify, sensitize, and mobilize farmer groups and cooperatives.	Strategic- Medium term	WFP CO with support from WFP RB	Partners like PCD and Mercy Corps and government stakeholders like Ministry of Agriculture and Livestock Development,	High	End of FY20 cycle.

3	WFP to advocate for streamlining of roles and responsibilities for monitoring and implementation between federal, provincial, and local level to establish clarity of roles between governance levels Actions: 3.1 Mapping potential role of provincial and local level government in supporting the functioning of SMP and complementary interventions to enhance literacy and health outcomes. 3.2 Incorporate a robust capacity building plan for provincial and local level functionaries in the programme design, alongside regular monitoring mechanisms.	Strategic- Long term	WFP CO with support from WFP RB		High	Mid of FY20 Cycle
4	Advocacy efforts towards increasing per student/per meal budget allocated to schools is needed as the programme transitions from in-kind to cash modality. Actions to achieve this include: 4.1. Conduct agro-ecological zone-specific study to provide updated data on cost of food, non-food, food management and transportation to determine cost of both- nutrient rich and sufficient quantity meal per child. 4.2. Use evidence-based advocacy to influence top tier of the government for expanding per capita budget for school feeding 4.3. Use evidence-based advocacy and communication to sensitize and influence local governments to adopt cost sharing mechanism on school feeding activities.	Strategic- Medium term	WFP CO with support from WFP RB	Partners like PCD, Mercy Corps and Government stakeholders (MoEST/MoALD)	High	End of FY20 cycle.
5	Strengthen the approach, objectives, and goals of WFP to supporting the GoN's strategy for taking over the school meals programme. 5.1. Conduct a structured and systematic series of participatory lessons with the federal, provincial, and local government to	Strategic- Medium term	Country Office with support from regional bureau.	Government stakeholders (MoEST, CEHRD, Local Government nodal officers)	High	End of FY20 cycle.

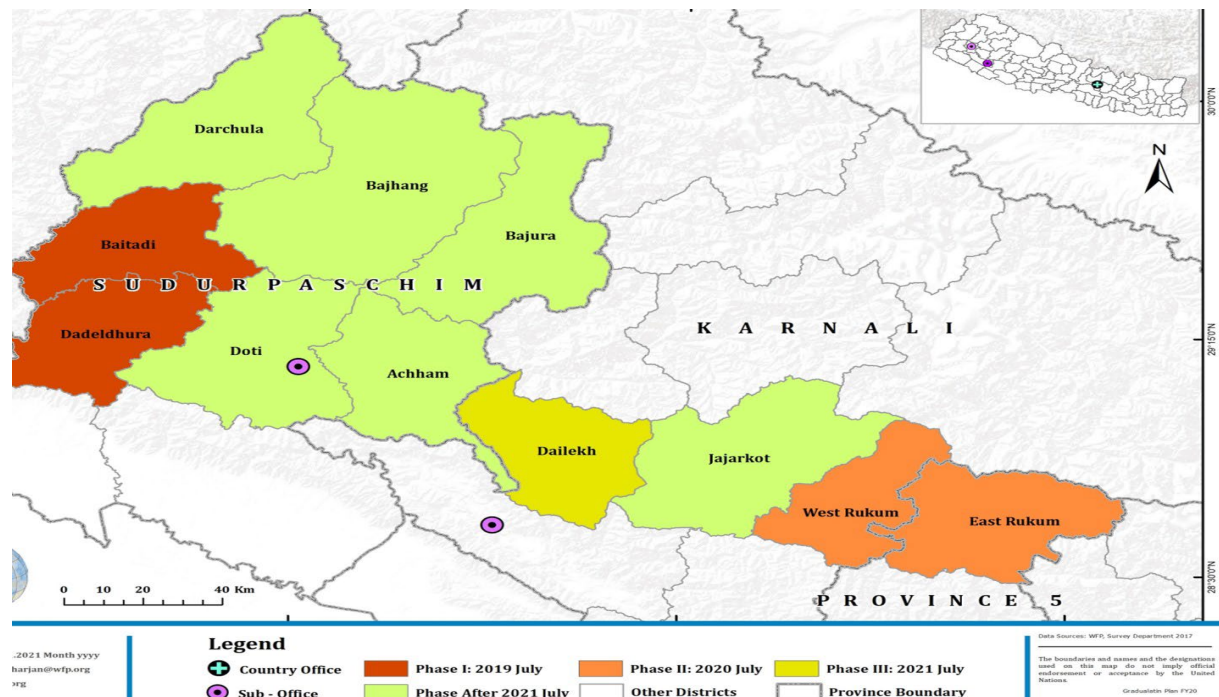
	facilitate the identification of solutions to the challenges that they may have faced in the successful transition of the school meals programme to the Government. 5.2. Develop a long-term transition plan with the GoN to ensure the sustainability of SMP. The plan should include required short term and long term strategic intervention with source of funding. And it should clearly define the technical assistance required, cost sharing, and role of WFP and partners in providing the same.					
Thought Points for Programme Consideration:						
The larger socio-cultural specificities i.e., high male migration and low economic status of households of the programme implementation regions, affects the participation of mothers in the successful functioning of the SMP (Finding 9 and Conclusion 3), As community and parent involvement is considered a key to the success of SMP, it becomes important to look beyond traditional models for improving children's health and learning outcomes, which are limited to parents, especially mothers participation in school activities. It also is important to look at the unintended outcome of interventions aimed at women empowerment. Considering all the above, we suggest that WFP reappraise project design for more effective engagement of SMC/FMCs in schools in a manner which speaks with the socio-cultural dynamics and migration pattern of the region considering low-income status and increased migration of one or both parents. Actions: 4.1. Understanding parents' capacities to be actively involved in management of food and other school activities. 4.2. Identifying factors that enhance or inhibit parent's involvement in school activities of the child. 4.3. Most policies and programmes on child nutrition focus narrowly on mother-child relation. There is limited consideration of the wider household in which other actors, hierarchical patterns of authority and informal communication networks operate and influence such practices. It could be valuable for the programme to expand the focus beyond the parent-child relationship to include caregivers.						

Annexure I: USDA McGovern-Dole International Food for Education and Child Nutrition programme Maps

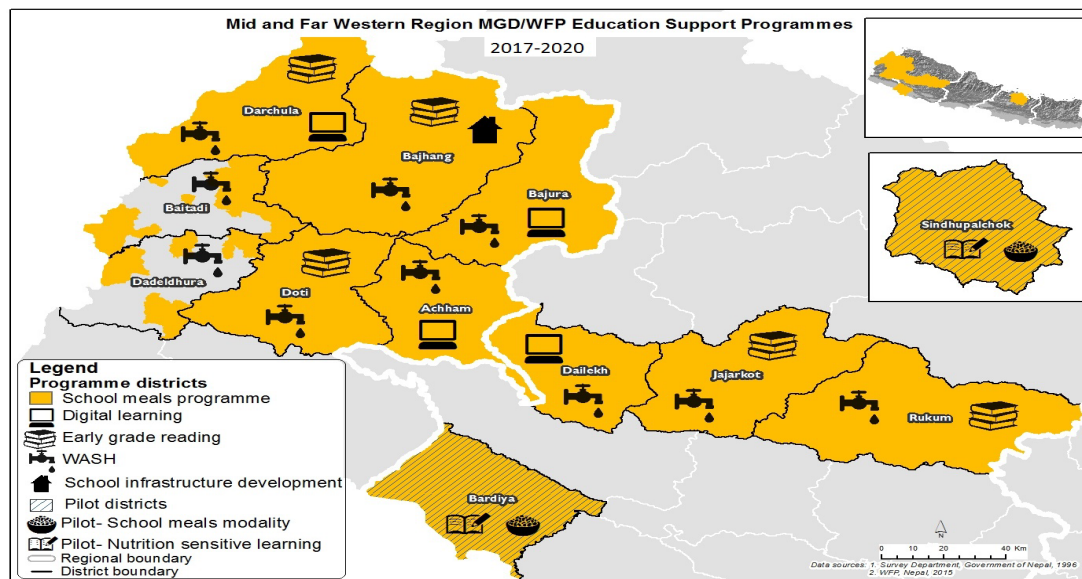
Map 1: Updated Food based and Cash based School meals programme



Map 2: Graduation plan FY17



Map 3: Karnali and Sudurpaschim provinces McGovern Dole/WFP Education Support Programme



Annexure II: Stakeholders and Involvement in the Evaluation

Stakeholder	Interest in the Evaluation	Involvement in Evaluation	Key stakeholder
Internal (WFP) stakeholders			
WFP Country Office (CO) Nepal	Responsible for the planning and implementation of WP interventions at country level. It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programme.	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)	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations	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 HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus.	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 has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations.	-OEV Management representative (not engaged in data collection process)

	accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.		-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 programme. This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.	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. As such, the level of participation of schoolboys and girls, and their parents, teachers and community members from different groups disaggregated by male and female, will be determined and their respective perspectives will be sought in the evaluation.	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, Cooks and storekeepers -Community Members
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 Science and Technology will have particular interest in issues related to capacity development as the direct institutional beneficiary. The Food for Education Project (FFEP) and Department of Education are the main implementing partners. The Ministry of Health and Population's Family Welfare Division and the	The Food for Education Project (FFEP), Department of Education/ministry of Education are the main implementing partners.	(Engaged in data collection process) -FFEP representative -MoEST/CEHRD representative -MoHP, Child Health Division, MoESTP, MoWCSW, MoALD, NPC

	Ministry of Forests and Environment, the Ministry of Women, Children and Social Welfare, the Ministry of Agriculture and Livestock Development, and the National Planning Commission (NPC) are WFP's collaborative partners.		
Local Government Bodies	The local government bodies will have an interest to know whether the programme is on track even after change in governance structure	Nodal point in extending the programme	Central Level • Ministry of Education Science and Technology (MoEST) • Center for Education and Human Resource Development (CEHRD) • Food for Education Project (FFEP) Provincial Level • Education Development Directorate under Ministry of Social Development District Level • Education Development and Coordination Unit (EDCU) • FFEP District Unit under District level Municipality Level • Education Section

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 programme 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)	WFP's cooperating partners – World Education Inc., Open Learning Exchange Nepal and Partnership for Child Development –collectively implement different activities (early grade reading, digital literacy, and school nutrition (digital menu planner) respectively for the McGovern-Dole FY17 grant cycle, at the same time, having their own interventions. 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 McGovern-Dole 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 -
USDA International Food Assistance Division (FAD)	USDA has specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions.	Findings from the evaluation may feed into annual syntheses and into corporate learning processes	(Not Engaged in data collection process) -USDA representative
UNDAF WASH group	UNDAF WASH group interested in evaluation 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) -UNDAF WASH group 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 programme.	Findings from the evaluation may feed into their developmental agenda	-LEDPG representative

Annexure III: Activity-wise Stakeholder Matrix

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 storekeeper/school administration Provide training on nutrition and hygiene to school staff including teachers	MoEST, USAID, STC, SSRP/SSDPs, MOHPP, UNICEF (WASH), NCE, UNICEF (Education), WASH District Committees, 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	MoEST, 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, UNICEF (WASH), NRCS, NCE, SSRP DPs, District WASH Committees
Construction and rehabilitation	Distribution of school furniture and equipment Provide kitchen and cooking utensils	NRCS, MoEST, 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, CEHRD, NRCS
Capacity development	Strengthening of the MoEST's ability to use the electronic Standard Report System (eSPR) Develop implementation guidelines for Nepal's national school feeding strategy	UNICEF (Education), WE, WFP

Component	Activity type	Stakeholder List
	Assist the MoEST 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) Capacitate the government to run home-grown school feeding programme. Organize study visits for key education officials as tool for learning	

Annexure IV: Expected Users of the report

S.No.	Expected Users
	Internal
1.	WFP Country Office (CO) Nepal
2.	WFP Regional Bureau for Asia based in Bangkok (RB)
3.	WFP Head Quarters (HQ)
4.	WFP Office of Evaluation (OEV)
5.	WFP Executive Board (EB)
6.	Other WFP Countries
	External
7.	Beneficiaries
8.	Government of Nepal
9.	Local Government Bodies

S.No.	Expected Users
	Internal
10.	United Nations Country Team (UNCT)
11.	Non-governmental organisations (WFP Nepal's cooperating partners)
12.	USDA Food Assistance
13.	Division (FAD)
14.	UNDAF WASH group
15.	Local Education Development Partner Group (LEDPG)

Annexure V: Team Profile

Dharmendra Chandurkar (Team Leader and Evaluation Specialist): A leading development sector expert in the South Asia region, Dharmendra has worked extensively for the past 16 years across a wide range of sectors such as education, health, nutrition, food security, agriculture, livelihoods and WASH. He has pioneered innovative Monitoring Learning and Evaluations (MLE) techniques, Results Based Frameworks and contemporary lean data analytics based MLE and in doing so, he has championed the cause of MLE and impact assessments for informed policy development and decision making. He is known for spearheading complex evaluations and impactful research with a focus on robust designs allowing for real-time learning loops for programme implementation and for providing critical and evidence-based insights on socio-economic, psychological, environmental stress and its causal linkages and resilience mechanism. His experiences encompass leading multidisciplinary teams in designing and implementing evaluations using both experimental and quasi-experimental techniques and mixed methods. With this unparalleled experience and unique expertise, Dharmendra has come to be regarded as a thought leader in the space and as a founding member of the Community of Evaluators, is involved in plotting the disciplines current and future discourse. His roster of clients cut across the development sector value chain to include government agencies, UN agencies, multi-lateral and bi-lateral organizations, international foundations and NGOs and grass root NGOs and civil society entities. Dharmendra currently serves as the Chief Knowledge Officer at Sambodhi. He is a Postgraduate in Management Studies and is currently pursuing a Master's degree in Public Administration from Harvard University.

Dr. Birendra Bir Basnyat (Deputy Team Leader and Project Coordinator): Dr. Basnyat holds a Ph.D. in Agriculture and Environmental Science and Master's degree in Extension Education and Rural Development. Dr Basnyat obtained his Ph.D. from the Department of Communication and Innovation Studies at Wageningen Agricultural University. With more than 40 years of experience in Agriculture and Rural Development in Nepal, Dr Basnyat has undertaken over 60 major consulting and technical assistance assignments on the planning formulation, implementation, monitoring, and evaluation of international and nationally funded agricultural and rural development programmes/projects in Nepal. He has extensive experience Monitoring and Evaluation, research studies on Food and Nutrition Security, education, and climate change. He has also good experience in climate change issues in the agriculture and natural resource management sectors including strategic review of Sustainable Development Goal 2 (SDG 2) in Nepal for the GoN/National Planning Commission and the WFP. He has a proven track record in providing leadership, strategic direction, and high-level management support for complex projects with focus on agriculture and rural development, fertilizer sector management, agricultural mechanization, seed sector improvement, climate change adaptation, and gender equality, involving multidisciplinary teams, donors, governments, private sector, and cooperatives.

Govind Prasad Koirala (Institutional Capacity Assessment Expert and Agri-Economist): Dr. Govind Prasad Koirala has over 43 years of experience in monitoring & evaluation, food security, rural development and agriculture economics, has worked as an institutional capacity and value chain expert for a vast number of projects. He has worked in the capacities of Monitoring and Evaluation Specialist to Asian Development Bank; Team Leader to National Planning Commission, Kathmandu, Nepal; Board Member and Consultant at NARMA, Kathmandu, Nepal and as a consultant/team lead in various monitoring and evaluation assignments where he was involved in economic analysis of value chains, assessment and design of local level value chain development strategies, preparing the monitoring frameworks and tools, survey methodology, participatory impact evaluations, identification and assessment of institutional models, infrastructure assessment, marketing linkages, sustainability and impacts on peoples' livelihoods. He has also worked with various national and international organisations on projects in Nepal focussed on evaluation of food security and nutrition, micro-enterprise development, livelihood development and capacity building. Govind holds a Ph.D. (Ag. Economic) from University of Minnesota, USA and M.A. (Economics) from University of the Philippines, Diliman, Quezon city, Philippines.

Sabeena Mathayas (Education Expert): Sabeena is an education researcher and specialist with over 12 years of experience working across education levels and systems, literacy assessment, TVET/Skill development, and alternative learning solutions – designing, implementing, and evaluating education and skill development products, policies and programs. She has previously worked as a governance and capacity development specialist on education, skill development, and livelihoods. Her research focuses on the future of learning, gender progressive policy, socio-economic histories of education and learning, and lifelong learning societies. She is currently leading a capacity building mandate on M&E for the DMEO, Niti Aayog for Sambodhi. Prior to this she was a senior education specialist with NSDC. Sabeena's dissertation for her doctorate in education was on India's agenda on women's education. Sabeena holds a Doctoral Degree in Education from University of St. Thomas, Minneapolis, MN.

Dr. Meenakshi Jain (Nutrition Expert): Meenakshi is a Health and Development Specialist with 20 years' experience in various leadership positions with donors and international NGOs. She is proficient in programme design and management, government liaising and partner coordination. She has subject matter expertise in maternal and child health, nutrition, sexual and reproductive health and family planning. She has experience of working with cross cutting themes such as health worker training, health systems strengthening, urban health, e-learning and digital health. She has led multi-disciplinary teams to directly implement projects in large provincial geographies in India. She has worked with bilateral donors, governments and national and international NGOs including USAID, BMGF, FHI360, PATH, Mamta and IntraHealth International. She is a trained medical doctor with a Master's degree in Community Medicine from Delhi University. She will participate in developing research design, methodology and framework, overall coordination of the project, Quality Assurance, Risk Management, analysis and Inputs in report writing. Meenakshi currently serves as Vice President – Public Health Practice at Sambodhi.

Dr. Laxman Acharya (EGRA Expert): Dr Acharya has over 30 years of experience in teaching, research, coordination, and project evaluation. Working as a Managing Director at National Institute for Research and Training (NIRT) since its establishment in 2011, he played a lead role in coordinating and managing all NIRT projects. He worked as a Project Coordinator for NIRT while providing technical and logistics support to Ministry of Education during the preparation of Nepal's ongoing School Sector Development Plan (SSDP 2016-2022). He also played a lead role in USAID-led dissemination programme of the National Early Grade Reading Program for all Districts Education Officers (DEOs). In addition, he worked as a team leader to design conduct EGRA and EGMA in various districts for multiple non-governmental organisations. Dr Acharya holds a Doctoral Degree in Education from Kathmandu University School of Education, Nepal, and Master's degree in Economics and Public Administration from Tribhuvan University, Nepal.

Mahendra Laxmi Sharma (Gender Expert): Mahendera Laxmi Sharma has over 25 years of experience working on various projects on gender and skill development. She has been associated with a plethora of national and international agencies like UN Women Nepal, CARE Nepal, Oxfam GB in Nepal, Centre for International Studies and Cooperation (CECI), Canada Nepal Gender in Organization (CNGO). An expert on Rights Based Approach to Food and Nutrition Security, Gender Based Violence (GBV) and Gender, Equality and Empowerment of Women she has experience of Monitoring, Evaluation and Learning (MEL) assignments and in providing technical assistance for mainstreaming of gender equality and empowerment. Mahendra holds a master's degree in Sociology from Sagarmatha Multiple College, Purbanchal University, Nepal and Post Graduate Diploma in Women's Studies from Tribhuvan University, Nepal. She is currently an expert consultant with NARMA.

Ramanshu Ganguly (Research Manager - Quantitative): Ramanshu, Assistant Vice President-Research, has 7 years of rich experience in driving evaluation studies in the domains of livelihoods, agriculture and climate change, renewable energy and natural resource management. He has worked in large scale livelihood projects for Bill and Melinda Gates Foundation (BMGF) and International Fund for Agricultural Development (IFAD). He has also provided consultancy support to evaluation studies under NABARD and PRADAN. Apart

from these, he has also been engaged in socio-economic assessments of renewable energy projects such as Smart Power for Rural Development (SPRD) for the Rockefeller Foundation, Renewable Energy Supply in Rural Areas (RESRA) for GIZ and Rural Electrification Programme (REP) for the MLINDA Foundation. He has been extensively involved in conceptualizing various socio-economic welfare measurement tools and has successfully ensured their application on the ground. Ramanshu also brings on table the proficiency of handling different statistical analysis software such as SPSS, STATA and R. He is a Postgraduate in Management studies from IIFM, Bhopal.

Zenia Taluja (Research Manager - Qualitative): With over 5 years of experience as a researcher and evaluation practitioner, Zenia is experienced in utilizing mixed methods across themes such as gender, education, public health, and advocacy. Most recently she has been involved, as a core team member and evaluator, with the mid-term evaluation of USDA's McGovern-Dole Food for Education programme in Nepal for the UN WFP and the evaluation of BMGF's Policy, Advocacy and Communication Initiative (PAC) Investment to understand and assess the effectiveness of their advocacy investments in India. Zenia holds a master's degree in Anthropology of Development and Social Transformation from University of Sussex.

Elizabeth Lyn (Deputy Research Manager): Elizabeth has over 2 years of experience on evaluation of project studies on Education, Health, International Trade. She has previously worked as Research Associate at National Council for Applied economic Research, Delhi and Indian Institute of Foreign Trade, Delhi. She holds a master's degree in Economics from University of Madras.

Annexure VI: WFP Strategic outcomes and interventions

Strategic Outcome	WFP's intervention/ support
Strategic Outcome 01- Affected populations in Nepal have timely access to adequate food and nutrition during and in the aftermath of natural disasters and/or other shocks	- Organized general food assistance using both food and cash modalities, followed by emergency nutrition assistance through the distribution of specialized nutritious food. - Supported the Government to implement a blanket supplementary feeding programme in the five most affected districts for a period of three months. - Integrated social and behaviour change communication (SBCC) sessions into the overall emergency nutrition assistance for PLW and other caretakers of the children affected by floods.
Strategic Outcome 02- Food-insecure people in targeted areas have improved nutrition throughout the key stages of the	- WFP's mother and child health and nutrition programme provided nutritious food to prevent malnutrition for PLW and children aged 6-23 months in districts of the Karnali where high stunting rates are most prevalent. - Supported nutrition education to health post staff in the Karnali, as part of the delivery of infant and young child feeding messages. - Strengthened the capacity of female community health volunteers to deliver these messages through health mothers' group meetings.

Strategic Outcome	WFP's intervention/ support
life cycle by 2025.	- Renewed field level agreements with two cooperating partners – Manahari Development Institute (MDI) and Support Activities for Poor Producers of Nepal (SAPPROS) – which supported the distribution of WFP's nutritious food. - Continued to provide meals of fortified rice, lentils and oil for children between pre-primary and eighth grade for over 200 school days in 11 food-insecure and remote districts. Also placed field coordinators in all implementing districts, increasing its oversight and technical assistance to schools receiving food. - Supported the Government to develop its first integrated national school meals implementation guideline, which sets up nutritional standards and management modalities for school meals in Nepal. - Expanded an evidence-based menu planner for nutritious school meals and continued receiving support on menu design, programme budgeting, food and nutrition education, and resource mobilization to scale-up Nepal's national home-grown school feeding programme.
Strategic Outcome 03- Vulnerable communities in remote, food-insecure areas of Nepal have improved food security and resilience to climate and other shocks by 2030.	- Worked with the Ministry of Forests and Environment, United Nations (UN) agencies and cooperating partners to assist vulnerable communities in shock-prone areas to adapt to climate change and build long term resilience against these shocks through technical assistance, capacity strengthening and creation of assets. - Applied the food assistance-for-assets and food assistance-for-training modalities under the CAFS-Karnali and joint UN RWEE programmes to address the immediate needs of the target population through short-term employment, while also improving their long-term food security, access and resilience through productive assets. - Supported targeted community members in establishing innovative micro agri-businesses, such as food processing methods, production-based enterprises and forest-based enterprises. - Carried out orientations to local governments and communities to further support their understanding of climate change, how it impacts them and measures to mitigate related shocks. - Under the Purnima and Build Back Better projects, WFP supported the rehabilitation of trails, roads and trail bridges in six districts of Province 3, helping to improve livelihoods, road access and connecting food-insecure communities to local markets.
Strategic Outcome 04- The Government of Nepal has strengthened capabilities to provide essential food security and nutrition services and respond to crises by 2023.	- In 2019, WFP completed construction for two of seven planned provincial Humanitarian Staging Areas (HSAs) in Dhanghadhi and Nepalgunj airports. - Supported the setup of Food Security Information Centres in three provinces and 12 municipalities as part of its support to the federalization of the Nepal Food Security Monitoring System, also known as NeKSAP and worked to strengthen household food security monitoring. - Supported the Ministry of Agriculture and Livestock Development in crop yield forecasting and related capacity strengthening and cooperation. - WFP implemented Forecast-based Financing (FbF) activities in collaboration with GoN and other partners. - WFP supported the organization of disaster preparedness exercises (including simulations) and the installation of non-food item warehouses in four highly flood-prone communities.
Strategic Outcome 05- Government efforts towards achieving Zero	Supports the Government's formulation of rules and regulations for the Right to Food and Food Sovereignty Act 2018.

Strategic Outcome	WFP's intervention/ support
Hunger by 2030 are supported by inclusive and coherent policy frameworks across all spheres of government by 2023.	• Contributed to finalizing the National 15th Five-year Plan Approach Paper (2019/20—2023/24), providing substantive inputs on the sections on food security and nutrition, agriculture, cooperatives and poverty alleviation. • Provided inputs for the Food Bill (Karnali Province) to promote the production and conservation of food as well as to ensure the right to food for its population. • Providing Technical support to the Karnali and Sudurpaschim provincial governments in several ways like preparing sectoral profiles, conducting food security and nutrition stakeholder mapping, contributing to the formulation of Disaster Risk Reduction Management Regulations, etc. • Supported the National Planning Commission to strengthen its National Nutrition and Food Security Secretariat in organizing food security-related policy and international, multisectoral meetings and events.

Annexure VII: International Aids in Nepal

International body	Programme Domains	Geography
United Nations Development Programme (UNDP) Nepal	UNDP's programmes for 2018-2022 will focus on areas related to inclusive economic growth, democratic governance, rule of law and human rights and resilience, disaster risk reduction and climate change ¹⁸²	Primarily target 3 geographic areas with lowest HDI in Nepal Province 2,6 and 7 ¹⁸³
United States Agency for International Development (USAID Nepal)	Agriculture and food security, Education, Democracy, human rights and governance, Earthquake reconstruction and disaster resilience, Economic growth, and trade, Environment, and global climate change	20 focus districts in the West, Mid-West, and Far-West regions as well as the 14 earthquake affected districts.
Cooperative for Assistance and Relief Everywhere (CARE) Nepal	Women's Economic Empowerment and Climate Justice, Gender Justice & Health & Educational Rights, and Disaster Risk Reduction and Gender in Emergencies ¹⁸⁴	Selected districts in Sudurpaschim, Lumbini, Gandaki, Bagmati, Province 1, Province 2
World Health Organisation (WHO)	Advancing universal health coverage in a federalized governance structure, effective delivery of priority public health programmes, enhance health security, disaster preparedness and response, multisectoral engagement and partnerships for improved health outcomes	Country level
United Nations International Children's Emergency Fund (UNICEF)	UNICEF's programmes for 2018-2022 will focus on areas related to health, nutrition, child protection, education, water, sanitation and hygiene, and social protection. ¹⁸⁵	Country level
Plan International, Nepal	Education and child protection in emergencies, WASH, shelter and non-food items, health, food security and livelihoods-Emergency Response ¹⁸⁶ Education and early childhood development, health and hygiene, cash transfers, child protection-COVID-19 Response ¹⁸⁷	Presence in 8 districts of Nepal and working through partners in 42 districts across the whole country

¹⁸² Our focus | UNDP in Nepal. (2022). Retrieved 24 April 2022, from <https://www.np.undp.org/content/nepal/en/home/our-focus.html>

¹⁸³ Country Programme Document for Nepal (2018-2022) | UNDP in Nepal. (2022). Retrieved 24 April 2022, from https://www.np.undp.org/content/nepal/en/home/library/legal_framework/cpd-nepal-2018-to-2022.html

¹⁸⁴ CARE Nepal. (2022). Retrieved 24 April 2022, from <https://www.carenepal.org/>

¹⁸⁵ Country Programme Action Plan 2019-2022, Available at: <https://www.unicef.org/nepal/media/191/file/CPAP%202018-2022.pdf>

¹⁸⁶ (2022). Retrieved 24 April 2022, from <https://plan-international.org/nepal/what-we-do/emergency-response/>

¹⁸⁷ (2022). Retrieved 24 April 2022, from <https://plan-international.org/nepal/what-we-do/covid-19-response/>

International body	Programme Domains	Geography
Helen Keller International Nepal	Activities include essential nutrition actions, homestead food production, local multisector governance, and improved nutrition interpersonal communication. Also using ARCH research to advocate for improved programmes for infant and young child nutrition, and COVID-19 response ¹⁸⁸ .	Country Level

¹⁸⁸ Using ARCH research to advocate for improved programmes for infant and young child nutrition, Available at: <https://archnutrition.org/where-we-work/nepal/>

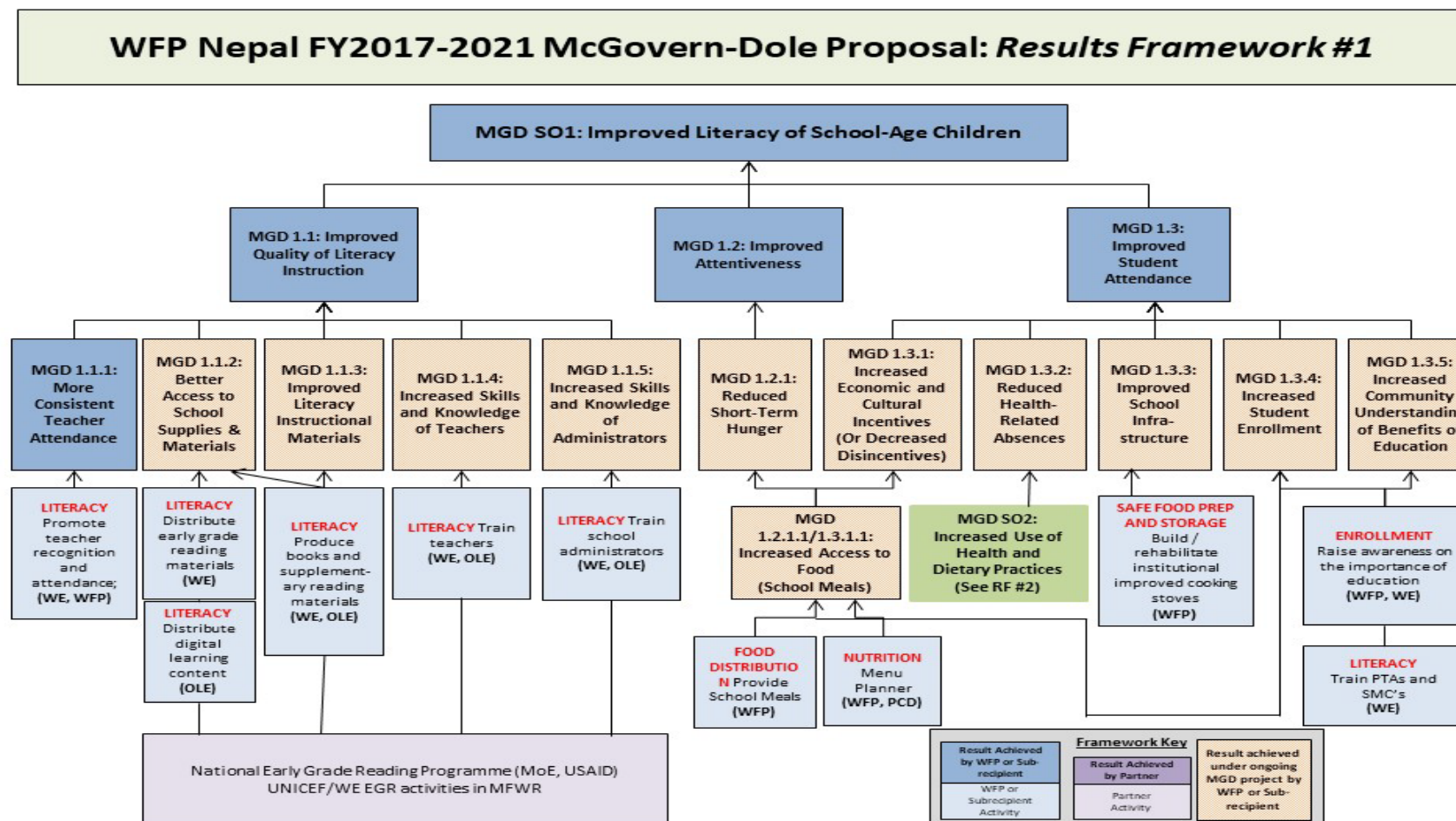
Annexure VIII: Planned and Actual Target Beneficiaries

Components		Districts											Remarks
		Achham	Bajhang	Bajura	Baitadi	Doti	Dadeldhura	Darchula	Rukum East	Rukum West	Jajarkot	Dailekh	
SM P	Actual Beneficiaries	33727	31240	16768	25952	22000	11999	13566	7218	10045	26000	20300	Figure includes number of school children of grade ECD to VIII
	Planned Beneficiaries	33727	31240	16768	25952	22000	11999	13566	7218	10045	26000	20300	
	Male	15826	14601	7917	12208	10321	5643	6385	3422	5158	12606	9767	
	Female	17901	16639	8851	13744	11697	6356	7181	3796	10045	13394	10533	
	Age (Range)	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	(2-17)yrs	
WA SH	Actual Beneficiaries	39,787	39,152	19,792	31,925	25,507	14,692	17,649	8,487	11,558	31,965	26,096	Figure includes school children and school teachers who were trained
	Planned Beneficiaries	39,466	38,694	19,556	31,517	25,174	14,566	17,425	8,328	11,370	31,573	25,568	
	Male	19,582	19,435	9,800	15,957	12,584	7,390	8,959	4,311	5,929	16,375	13,243	
	Female	20,205	19,717	9,992	15,968	12,923	7,302	8,690	4,176	5,629	15,590	12,853	

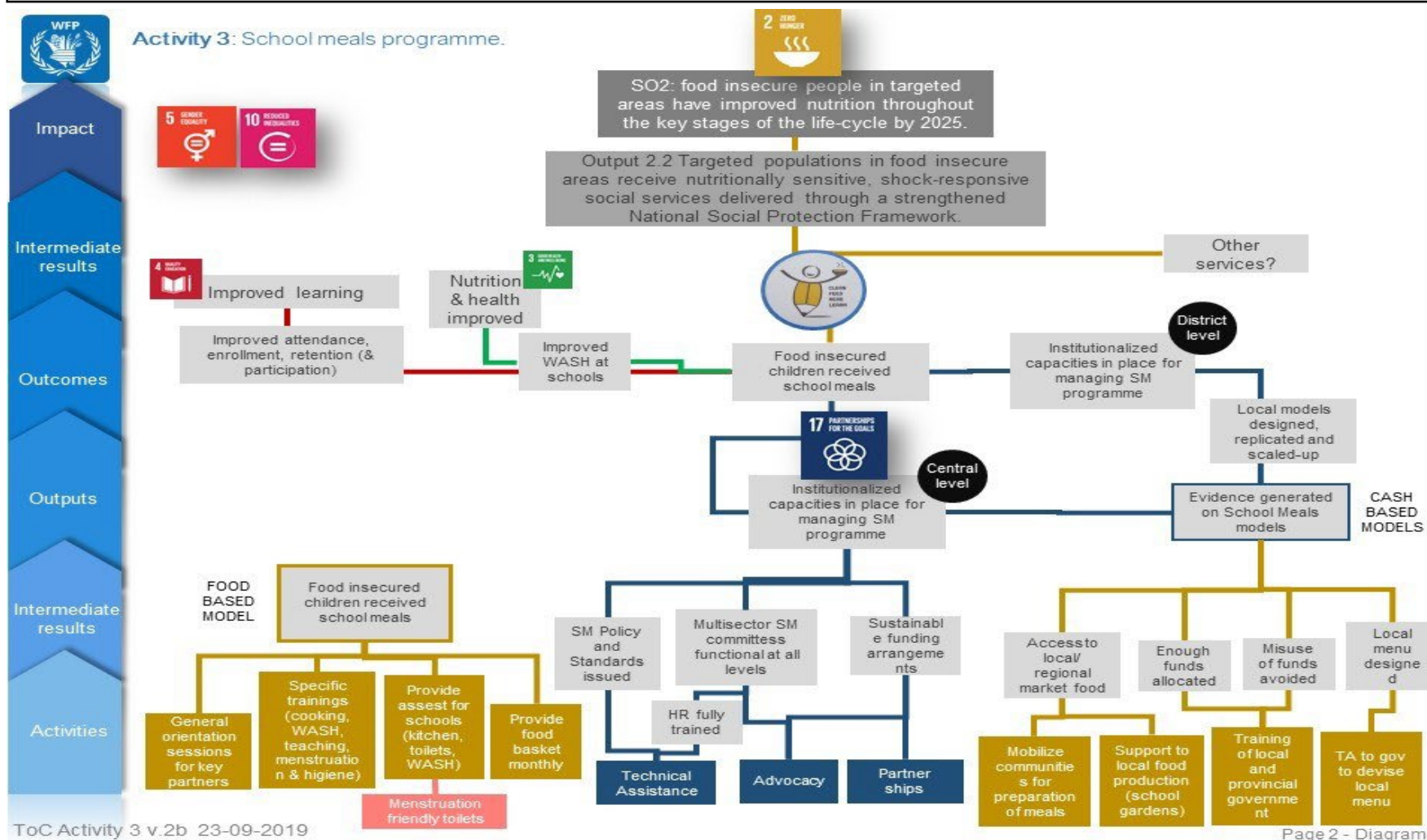
	Age (Range)	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	(5-60) yrs	
EGR	Actual Beneficiaries		69976			37266		29158	10113	11975	41986		Figure includes Students, School Teachers and School Administrators who were trained
	Planned Beneficiaries		70182			37398		29298	10179	11970	42253		
	Male		31333			15544		13566	5194	5924	17906		
	Female		38643			21722		15592	4919	6051	24080		
	Age (Range)		(5-70) yrs			(5-70) yrs		(5-70) yrs	(5-70) yrs	(5-70) yrs	(5-70) yrs		
DL	Actual Beneficiaries	182	3494	140	999	1595	524	955	0	0	1089	87	
	Planned Beneficiaries	70	5384	49	1800	2163	600	1503	0	0	1049	35	
	Male	163	1707	123	469	827	289	495	0	0	550	77	
	Female	19	1787	17	530	768	235	460	0	0	539	10	
	Age (Range)	(20-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(6-60) yrs	(20-60) yrs	
SID P	Actual Beneficiaries										3844 (3684 St	4044 (3811 St. +233 Wkr)	

											+ 160 wkr)		
	Planned Beneficiaries	3951(36 96 st + 255 Wkr)									3809 (3684 St +125 wkr)	4000(3800 St + 200Wkr)	
	Male	2026 (1826 St + 200 Wkr)									1883 (1778 St + 105 wkr)	2105 (1895 St + 210 Wkr)	
	Female	1925 (1870 St + 55 Wkr)									1926 (1906 St + 20 wkr)	1939 (1916 St. + 23 Wkr)	
	Age (Range)	5- 50years									5- 50years	5-50years	Wkr means construction workers who benefitted

Annexure IX: Results Framework



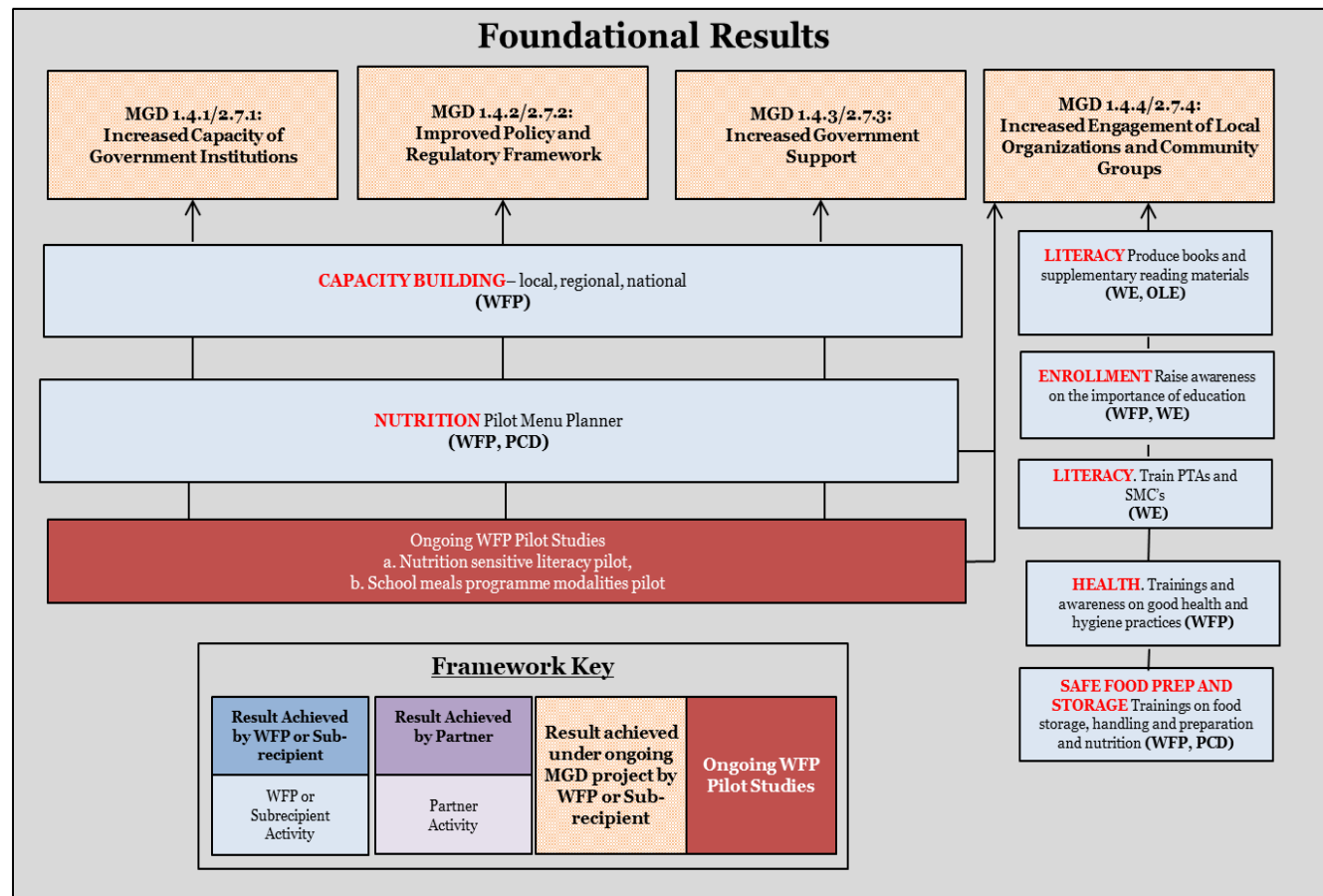
WFP Nepal FY2017-2021 McGovern-Dole Proposal: *Results Framework #2*



Critical Assumptions

- Continued government support for school meals from MoE as well as district level government structures
- Continued ability of Government and partners to provide complementary resources
- Ability of WFP to mobilize resources for the non-USDA commodities (e.g. salt, Food For Assets)
- Continued national economic growth and absence of large-scale natural disasters or macro-economic shocks that could hinder governments ability to support school meals
- Adequate quality of education and sufficient support for literacy activities at community level
- Good project performance of sub-recipient partners
- Availability of complementary assistance (non-food inputs)
- Stability of food supply
- Adequate linkages to health care and social services
- Allocation of sufficient government budget to NSMP
- Continued and uninterrupted WFP supply pipeline
- Continued support from USAID and other development partners
- Sufficient local agricultural production for local purchase of non-USDA commodities (to compliment school meal)
- Low turnover of trained government/ MoE/ FFEP staff who work on school meals
- A stable political environment in the country.

WFP Nepal FY2017-2021 McGovern-Dole Proposal: *Foundational Results*



Annexure X: Performance Indicators for Evaluation of FY17

Standard Indicator Number	Result Number and Type		Activities Indicators	Targets			
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Year 1 FY18	Year 2 FY19	Year 3 FY20	Year 4 FY21
1	1	Outcome	Number of students regularly (80%) attending USDA supported classrooms/schools	120,000	130,000	116,900	115,200
2	4	Output	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	63,066	63,066	63,066	53,544
3	4	Outcome	Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance	2,709	2,935	3,164	3,080
4	4	Output	Number of school administrators and officials trained as a result of USDA assistance	4,515	4,515	4,520	4,106
5	4	Outcome	Number of teachers and teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	2,054	1,785	1,931	1,739
6	4	Output	Number of teachers and teaching assistants trained or certified as a result of USDA assistance	3,020	2,445	2,475	2,095
7	7	Output	Number of educational facilities (school kitchens and institutionally improved cooking stoves) rehabilitated or constructed as a result of USDA assistance	0	70	70	70
8	2, 1	Outcome	Number of students enrolled in school receiving USDA assistance	200,000	200,000	167,000	144,000

Standard Indicator Number	Result Number and Type		Activities Indicators	Targets			
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Year 1 FY18	Year 2 FY19	Year 3 FY20	Year 4 FY21
9	1,4	Output	Number of Parent-Teacher Associations (PTA) or School Management Committees (SMC)/ Food Management Committees supported as a result of USDA assistance	1,500	1,500	1,000	1,000
15	1	Output	Number of daily school meals (lunch) provided to school-age children as a result of USDA assistance	40,000,000	40,000,000	33,400,000	28,800,000
16	1	Output	Number of school-age children receiving daily school meals (lunch) as a result of USDA assistance	200,000	200,000	167,000	144,000
17	3,6	Output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	200,000	209,115	176,115	153,115
18	3	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	1,500	1,500	0	2,000
19	3	Outcome	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance	750	900	0	1600
20	6, 5	Output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	4,000	4,060	2,000	4,000
21	6, 5	Outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	2,400	2,639	1,400	3,200
22	3	Output	Number of schools using an improved water source	0	20	40	60
24	3	Output	Number of students receiving deworming medication(s)	200,000	200,000	167,000	144,000
25	7	Number of child health and nutrition strategies and guidelines in each of the following stages of development as a result of USDA assistance:					

Standard Indicator Number	Result Number and Type		Activities Indicators	Targets			
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Year 1 FY18	Year 2 FY19	Year 3 FY20	Year 4 FY21
25	7	Output	- Stage 1: Analyzed	0	2	0	0
25	7	Output	- Stage 2: Drafted and presented for public/stakeholder consultation	0	0	2	0
25	7	Outcome	- Stage 4: Passed/Approved	0	0	1	1
25	7	Outcome	- Stage 5: Passed for which implementation has begun	0	0	0	2
26	4	Outcome	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	20	25	30	35
27	1,2,3,4,5,6,7	Output	Number of individuals benefiting directly from USDA-funded interventions	214,535	223,135	186,110	166,316
28	1,2,3,4,5,6,7	Output	Number of individuals benefiting indirectly from USDA-funded interventions	858,140	892,540	744,440	665,264

Programme level Endline Results:

Standard Indicator Number	Result Number and Type		Activities Indicators	Achievement					
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Project	Comparison	Transition	Non-Transition	WASH + SMP	WASH + SMP + EGR
26	4	Outcome	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	0 (N =1560) (n= 0)	0 (N =710) (n= 0)	0 (N= 559) (n= 0)	0 (N=1001) (n = 0)	0 (N =763) (n= 0)	0 (N =797) (n = 0)

Standard Indicator Number	Result Number and Type		Activities Indicators	Achievement					
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Project	Comparison	Transition	Non-Transition	WASH + SMP	WASH + SMP + EGR
1	1	Outcome	Percent of students regularly (80%) attending USDA supported classrooms/schools	57.3 (N = 1643) (n = 941)	53.0 (N = 704) (n = 373)	64.1 (N = 760) (n = 487)	51.4 (N = 883) (n = 454)	61.2 (N = 1032) (n = 632)	50.6 (N = 611) (n = 309)
2	4	Output	Percent of schools receiving textbooks and other teaching and learning materials provided as a result of USDA assistance	18.4 (N = 147) (n = 27)	5.6 (N = 71) (n = 4)	27.4 (N = 73) (n = 20)	9.5 (N = 74) (n = 7)	11.84 (N = 76) (n = 9)	25.4 (N = 71) (n = 18)
3	4	Outcome	Percent of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance	22.5 (N = 40) (n = 9)	10.0 (N = 10) (n = 1)	5.6 (N = 18) (n = 1)	36.4 (N = 22) (n = 8)	33.3 (N = 21) (n = 7)	10.5 (N = 19) (n = 2)
4	4	Output	Percentage of school administrators and officials trained as a result of USDA assistance	32.1 (N = 159) (n = 51)	9.2 (N = 76) (n = 7)	28.0 (N = 75) (n = 21)	35.7 (N = 84) (n = 30)	36.7 (N = 79) (n = 29)	27.5 (N = 80) (n = 22)
5	4	Outcome	Percentage of teachers and teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance	4.17 (N = 48) (n = 2)	25.0 (N = 8) (n = 2)	3.3 (N = 30) (n = 1)	5.6 (N = 18) (n = 1)	8.3 (N = 12) (n = 1)	2.86 (N = 35) (n = 1)

Standard Indicator Number	Result Number and Type		Activities Indicators	Achievement					
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Project	Comparison	Transition	Non-Transition	WASH + SMP	WASH + SMP + EGR
6	4	Output	Percentage of teachers and teaching assistants trained or certified as a result of USDA assistance	30.1 (N= 155) (n = 48)	31.7 (N= 79) (n = 25)	41.1 (N= 73) (n = 30)	22.0 (N= 82) (n = 18)	15.6 (N= 77) (n = 12)	45.5 (N = 77) (n =35)
7	7	Output	Percentage of educational facilities (school kitchens and institutionally improved cooking stoves) rehabilitated or constructed as a result of USDA assistance	24.7 (N = 158) (n = 39)	3.9 (N = 77) (n = 3)	24.3 (N = 75) (n = 18)	25.3 (N = 83) (n = 21)	25.6 (N = 78) (n = 20)	24.1 (N = 79) (n = 19)
8	2, 1	Outcome	Average number of students enrolled in school receiving USDA assistance	67.21795 (N = 156)	52.63291 (N = 79)	59.71622 (N = 74)	73.9878 (N = 82)	67.94872 (N = 78)	66.48718 (N = 78)
9	1,4	Output	Percentage of Parent-Teacher Associations (PTA) or School Management Committees (SMC)/ Food Management Committees supported as a result of USDA assistance	100.0 (N= 159) (n= 159)	98.7 (N= 76) (n= 75)	100.0 (N= 75) (n= 75)	100.0 (N= 84) (n= 84)	100.0 (N= 79) (n= 79)	100.0 (N= 80) (n= 80)
15	1	Output	Percentage school-age children provided daily school meals (lunch) as a result of USDA assistance	91.2 (N= 147) (n= 134)	73.2 (N = 71) (n = 52)	87.7 (N= 64) (n= 73)	94.6 (N = 70) (n = 74)	89.7 (N= 97) (n= 87)	94.0 (N = 47) (n = 50)
16	1	Output	Percentage school-age children	92.4	90.1	90.2	95.0	90.9	93.9

Standard Indicator Number	Result Number and Type		Activities Indicators	Achievement					
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Project	Comparison	Transition	Non-Transition	WASH + SMP	WASH + SMP + EGR
			receiving daily school meals (lunch) as a result of USDA assistance	(N = 614) (n = 567)	(N= 283) (n= 255)	(N= 335) (n= 302)	(N= 279) (n= 265)	(N = 307) (n = 279)	(N = 307) (n = 288)
18	3	Output	Percentage of individuals trained in child health and nutrition as a result of USDA assistance						
			Head teacher	37.3 (N = 51) (n = 19)	42.8 (N =7) (N=3)	19.5 (N=21) (n=4)	50.0 (N=30) (n=15)	44.9 (N=29) (n=13)	27.3 (N= 22) (n = 6)
			Cooks	85.7 (N = 56) (n = 48)	66.6 (N = 6) (n = 4)	89.3 (N = 28) (n = 25)	82.1 (N = 28) (n = 21)	80.1 (N = 21) (n = 17)	88.1 (N = 35) (n = 31)
			Storekeepers	69.2 (N = 27) (n = 18)		70.1 (N = 17) (n =12)	66.7 (N=10) (n =6)		
19	3	Outcome	Percentage of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance						
			Cooks	95.5 (N=154) (n=147)	96.2 (N= 78) (n = 75)	98.6 (N= 73) (n = 72)	92.6 (N= 81) (n = 75)	92.0 (N= 75) (n = 69)	98.7 (N= 79) (n = 78)
20	6, 5	Output	Percentage of individuals trained in safe food preparation and storage as a result of USDA assistance						
			Cooks	36.3 (N = 154) (n = 56)	7.7 (N = 78) (n = 6)	38.4 (N = 73) (n = 28)	34.6 (N = 81) (n = 28)	78.0 (N = 75) (n = 21)	44.3 (N = 79) (n = 35)
			Storekeepers	94.3 (N = 24) (n = 27)		66.7 (N = 6) (n = 10)	70.1 (N = 17) (n = 12)		

Standard Indicator Number	Result Number and Type		Activities Indicators	Achievement					
Standard Indicator Number	Activity Number	Indicator Type	Performance Indicator	Project	Comparison	Transition	Non-Transition	WASH + SMP	WASH + SMP + EGR
21	6, 5	Outcome	Percentage of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance						
			Cooks	99.35 (N = 153) (n = 154)	97.4 (N = 76) (n = 88)	98.6 (N = 73) (n = 72)	100.0 (N = 81) (n = 81)	100.0 (N = 75) (n = 75)	98.7 (N = 78) (n = 79)
			Storekeepers	29.6 (N = 27) (n = 8)		40.0 (N = 10) (n = 4)	23.5 (N = 17) (n = 4)		
22	3	Output	Percentage of schools using an improved water source	82.3 (N = 158) (n = 130)	77.1 (N = 60) (n = 77)	80.0 (N = 75) (n = 59)	84.3 (N = 83) (n = 70)	84.6 (N = 78) (n = 66)	79.8 (N = 79) (n = 63)
24	3	Output	Percentage of students receiving deworming medication(s)	98.5 (N = 93)	98.3 (N = 40)	99.1 (N = 41)	98.1 (N = 52)	99.1 (N = 40)	98.1 (N = 53)

Annexure XI: Evaluation Matrix

Evaluation criteria	Importance of the evaluation	Areas of enquiry	Corresponding evaluation questions	Data Collection Sources	Data Analysis	Data Availability/ reliability
Relevance	Questions around the relevance of the programme will ascertain the extent to which the intervention, its objectives, and design continue to respond to beneficiary needs as well as global, country, partner needs, policies, and priorities.	- Alignment of programme activities and objectives with Nepal's education and school feeding policies and strategies. - Change in the Programme design and activities over the Programme duration	How well/ to what extent was the programme aligned with Nepal government's education and school feeding policies and strategies?	- Secondary Review: - Programme documents - Annual Plans - Programme monitoring reports - Qualitative Survey - Key Informant Interviews of District Officials, Project Implementors, Local government representatives, Officials from MoEST, CEHRD, FFECN - FGD with Community members	- Narrative review of secondary data - Data triangulation: secondary data and qualitative findings.	Strong
		Assess the extent to which programme design has a gender and other social indicators to address the GEWE issues in the Nepalese context	How well the programme was designed to address the GEWE issues in the Nepalese context?			
		- Assess the coverage of programme activities in terms of: - Gender equity - Socio-economic characteristics - Demographic and topographic characteristics	To what extent have the programme's interventions reached the right beneficiaries (boys, girls, women), with the right type of assistance?			

Effectiveness	Effectiveness will help understand the extent to which learning and nutrition requirements of the school-going children in Karnali and Sudurpaschim provinces of Nepal have been addressed.	• Assess improved literacy of school-age children 1. Improved quality of literacy instruction 2. Improved attentiveness 3. Improved student attendance • Assess increased use of dietary health practices 1. Improved knowledge of health and hygiene 2. Increase knowledge of Safe Food Preparation and Storage Practices 3. Increased knowledge of nutrition 4. Increase access to clean water and sanitation services 5. Increased access to requisite food preparation and storage tools and equipment	• To what extent are the programme achievements in accordance with the envisaged change? How effective was the school meal operation (all components) with regards to results (output, outcome, and impact) achieved by the project at this stage? • Have the activities been performed adequately to reach the intended outputs and outcomes? To what extent were the set targets met by the project? What were the best practices that contribute to meeting targets? What were the challenges and lessons learned? • To what extent have the outputs and outcomes for	• Quantitative survey: • Structured interviews with parents (PS412, PS431, PS432, PS433, PS434, PS435, PS437, PS445, PS446, PS4412, PS4413, PS452) • Structured interviews with teachers/ head teacher (HT49, HT410, HT413, HT51, HT52, HT53, HT54, HT517, HT527-530, HT531, HT61-628, HT71-711, Ht81-89, TS419, TS420, TS423-4216, TS431, TS441) • Structured interviews with cooks/storekeepers (CS4211, CS4213, CS4312-4319, CS441, SK331, SK332, SK336, SK341, SK343, SK345) • Qualitative survey: • Key informant Interviews of District Officials, Project Implementors, Local government representatives, Officials from MoEST, CEHRD, FFECN • Focus Group Discussions with community members and students (Grade VIII) • Case studies	• EGRA analysis • Gender disaggregated analysis • Thematic analysis • Data triangulation: Qualitative and quantitative findings	Strong

			men, women, boys and girls, and other relevant socioeconomic categories achieved (likely to be achieved)? To what extent have all stakeholders been involved in the programme's activities? (Including different community members)			
		Review the programme implementation and programme monitoring activity	To what extent have the processes, systems, analysis, and tools been put in place to support the project design and implementation? How do the systems support monitoring & evaluation and reporting, including the specific arrangements (e.g., third-party monitoring to	Secondary review: to ensure reliability of findings - Programme Documents - Programme monitoring reports Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, Officials from MoEST, CEHRD, FFECN - Case studies		

			complement WFP Nepal field monitoring)?			
		Assess whether WFP Programme objectives are in line with the revised education policy and programmes of other organizations such as GoN (MoEST MoHP, MoESTP, MoWCSW, MoALD, NPC), Development Partners (UN, INGOs, NGO)	- In the context of the changing structure of governance in Nepal (federal system), the current modalities and administrative structure would be affected? What has been the effect of these changes on each component of the school meals programme? - To what degree has the project resulted in the expected overall results? How have the internal and external factors affected the programme's ability to create changes during the FY17 cycle?	Secondary review: to ensure reliability of findings - National policy documents, - EMIS - FLASH reports - Reports and documents of relevant Programmes Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, Officials from MoEST, CEHRD, FFECN		

		- Assess if the programme has facilitated female leadership amongst teaching groups and has the same increased since the implementation of the programme/ baseline assessment. - Assess gender-sensitive programme design and implementation particularly in complementary activities	- To what effect does the programme influence the performance of girls? - What is the extent to which there is equal participation by women in running the School Feeding programme? - To what extent are gender-specific effects created by the project?	Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, Officials from MoEST, CEHRD, FFECN - Case studies - Focus Group Discussions with Grade VIII students Quantitative survey: - Structured interviews with parents (PS442, PS446, PS482) - Structured interviews with teachers/ head teacher (HT58, HT519, HT618, HT622, HT81-85, TS441, TS447) - Structured interviews with cooks (CS4317)		
		Assess the impact of COVID 19 in the programme areas and communities	To what extent has COVID 19 impacted the programme communities and beneficiaries of the programme, i.e., schools, students, parents, and teachers? How has the programme execution been affected by the pandemic?	Secondary review: to ensure reliability of findings - National policy documents - Reports and documents of relevant Programmes Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, Officials from MoEST, CEHRD, FFECN Quantitative survey:		

				• Structured interviews with parents (PS433C, PS471, PS472, PS473) • Structured interviews with teachers/head teacher (HT91-910, TS442-447) Structured interviews with cooks (CS4410-4412)		
Efficiency	Questions around efficiency will help us understand if the return from the programme, vis-a-vis investments was at par with other WFP initiatives in other countries as well as in Nepal.	• Review transfer cost, cost per beneficiary, and the timelines of delivery	• What was the efficiency of the programme, in terms of transfer cost, cost per beneficiary, logistics, timeliness of delivery? • At ELE, has the programme achieved the planned outputs? • Have the beneficiaries and other stakeholders received their benefits within the expected timeframe?	• Secondary review: to ensure reliability of findings ○ Programme Documents ○ Reports and documents of relevant Programme • Qualitative survey: • Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN • FGD with Community members	• Data triangulation: qualitative findings and findings from secondary review.	Fair

		• Assess the coordination and collaboration mechanisms between activities as well as their link to larger WFP operations. • Analyse the success of other similar development Programme in the region. • Review the extent of monitoring activity of the programme. • Assess the participation of Schools and communities in driving the programme	• How are the different activities of the McGovern-Dole programme synergetic with other WFP operations? • What are the other actors doing to contribute to WFP's overriding educational objectives in Nepal? • How were resources invested to address gender issues? Was the resource allocation sufficient to meet program targets? • What was the efficiency of the WFP Nepal's accountability mechanism "Namaste WFP"?	• Secondary review: ○ Programme Documents ○ Reports and documents of relevant Programmes • Qualitative survey: • Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN		
		• Influence of COVID-19 on resource allocation of FFECN	• How did the COVID-19 pandemic impact the fund flow of the programme? Did	• Secondary review: ○ Review of periodic budget charts • Qualitative survey:		

			the funding priorities change, considering the pandemic?	• Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN		
Impact	Impact questions will help us understand if the programme has been able to ensure or create a direction of the achievement of wider results at the beneficiary, programme or the policy level? Is it, intentionally or unintentionally, creating a systemic shift, or has been situated at a micro (beneficiary) level?	• Assess the intended and unintended long-term effects on beneficiaries and institutional arrangement and capacities	• What are the intended and unintended long-term impacts on beneficiaries, institutional arrangements, and capacities? • To what degree has the McGovern-Dole programme made progress towards the outcomes in the project-level framework? • What were the internal and external factors affecting the project's ability to deliver impact? How WFP Nepal work out to mitigate these challenges? • How was the impact of the project on direct beneficiaries (students,	• Secondary review: • National policy documents • Reports and documents of relevant Programme • Qualitative survey: • Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN • FGDs with community members and students • Quantitative survey: • Structured interviews with teachers/parents (PS453, PS455, HT55-527,TS441)	• Gender disaggregated analysis • Thematic analysis • Data triangulation: qualitative and quantitative findings	• Strong

			teachers, cook) and indirect beneficiaries (parents, community) of the project? Are local committees (parent-teachers associations (PTA), School Management Committee (SMC), Food Management Committee (FMC), Child Clubs, farmers groups, etc.) fully involved in and contributing towards school feeding? • How effective were the project interventions in changing cultural taboos in the community related to girl's education, menstruation and hygiene and caste discrimination? What were the effects of the intervention on different marginalized groups?			

		• Influence of COVID-19 on the programme?	• Are there any foreseeable influences of COVID-19 on the long-term impacts of the programme?	• Qualitative survey: • Key informant interviews • Case Studies • Semi-structured interviews		
Sustainability	This is crucial to understand whether the programme has been able to influence the policy or systems within the space of learning and nutrition in Nepal or other ways, the extent to which the benefits generated by the project will or are likely to continue post the project cycle.	• Assess the challenges and lessons learnt during 1. Programme Design 2. Implementation • Assess challenges and lessons learnt while working around 1. Institutional structures 2. Funding sources 3. Beneficiaries 4. Policy level implications	• To what extent the programme is sustainable in the following areas: a strategy for sustainability; sound policy alignment; stable funding and budgeting; quality programme design; institutional arrangements; local production and sourcing; partnership and coordination; community participation, equity, and ownership?	• Secondary review: • National policy documents • Reports and documents of relevant Programme • Qualitative survey: • Key informant interviews • Semi-structured interviews • Case studies	• Narrative review of secondary data • Analysis of qualitative data • Data Triangulation: Qualitative findings from stakeholder interviews and secondary data	Fair
		• Assess the stakeholder's views/needs on Programme take over in terms of 1. Funding 2. The interest of the DPs 3. Political environment	• How has the Nepal government progressed towards developing a nationally owned school feeding programme?	• Secondary review: • National policy documents • Reports and documents of relevant Programme • Qualitative survey: • Key informant interviews • Case studies • Semi structured interviews		

		4. Social/cultural context Collaborations and partnerships				
		• Assess the community settings and dynamics, the socio-cultural landscape of the areas where the programme is implemented • Assess if the Programme design is sensitive to these community dynamics and if they have the potential to pose challenges or support the programme • Assess if such conditions can affect the sustainability of the Programme and its acceptability	• To what degree the local communities (PTAs, farmers groups, etc.) of Nepal are involved in and contributing towards the school feeding? • What is the level of readiness of GoN to take full handover and implement a nationally owned school feeding programme? • What are community-level systems of governance and management required for the successful implementation and sustainability of school meal programmes? • How did the operational and maintenance mechanisms develop for the sustainability of this programme?	• Secondary review: • National policy documents • Reports and documents of relevant Programme • Qualitative survey: • Key informant interviews • Case studies • Semi structured interviews • FDG with Community members		

			Do policy shifts incorporate any gender-specific amendments? Have the participating schools ensured that no gender is discriminated against in any extension of the programme component?			
		Influence of COVID-19 on the sustainability of FFEEN in Nepal?	To what extent will GoN still prioritise institutional setup necessary for the programme after the COVID-19 aftermath?	Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFEEN		

Coherence	Coherence will enable us to comment on whether the intervention aided or undermined other interventions by WFP or the government and other development partners?	Assess the additionality of the intervention to existing initiatives by WFP or the government	- How has the McGovern-Dole project and its specific components complemented the already existing efforts and programmes of the GoN and/or other organisations working in the region? - To what extent is the intervention adding value without duplicating the efforts of other projects in the education sector in Nepal? - How is the project synergetic with other WFP operations and with what other actors are doing to contribute to WFP's overriding educational objectives in Nepal? - To what extent was the intervention design and delivery in line with human rights principles	Secondary review: - National policy documents - Reports and documents of relevant Programme Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN - Semi-structured interviews	- Narrative review of secondary data - Data triangulation: secondary data and qualitative findings.	Strong

			and standards, including gender equality and women empowerment, and wider equity issues?			
Adequacy	Questions around adequacy will help understand the programme outreach.	Assess the extent to which the Programme targets (outcomes and Impact) have been met	Have the activities been performed adequately to reach the intended outputs and outcomes?	Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN - Case studies. - FGD with community members and students Quantitative survey: - Structured interviews with parents (PS431, PS432, PS435, PS436, PS4413, PS461, PS471) - Structured interviews with teachers/ head teacher (TS419-427, TS421-423, TS4212, HT49, HT410, HT51-54, HT517, HT530, HT531, HT612, HT184, HT88)	- Thematic analysis - Gender disaggregated analysis - Data Triangulation: Quantitative and qualitative findings, as well as secondary data	Fair

				Structured interviews with cooks/storekeepers (CS421, CS441, SK341)		
		- Assess the reach of the activities in terms of - Geographic coverage - Demographic coverage	Have their scope and reach been adequate?	Secondary review: - Programme Documents		
Transparency	It will help in understanding if relevant stakeholders were involved.	- Assess the engagement/participation of beneficiaries/stakeholders during - Design phase - Implementation - Programme monitoring	To what extent have all stakeholders been involved in the programme's activities?	Qualitative survey: - FGDs with community members - Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN - Case studies	Thematic analysis of qualitative data	Fair
Timeliness	Assessment of timeliness will provide information on the planned and actual execution.	Assess the planned and actual timeline for implementation of each component	- To what extent have the programme's activities been implemented in a timely manner? - Have the beneficiaries, and other stakeholders received their benefits within the expected timeframe? - What measures were taken to	Secondary review: to ensure reliability of findings - Programme implementation reports - Programme Monitoring reports/database - School database Qualitative survey: - Key informant interviews of District Officials, Project Implementors, Local government representatives, officials from MoEST, CEHRD, FFECN	- Thematic analysis - Data Triangulation: Quantitative and qualitative findings, as well as secondary data	Weak

			avoid delays, given the COVID context?	• Case studies • Quantitative survey: • Structured interviews with parents/teachers (PS437, PS471, HT49, HT413, HT52, HT91-97, TS443, TS444)		

Annexure XII: Data Collection Tools

Structured Interview Tool for Cooks

USDA McGovern-Dole Food for Education Programme in Nepal- Evaluation

General Instruction: The present tool consists of 3 sections; Introduction and consent form, semi-structured interview with cook, food preparation and storage

Section 1: Interviewer Information (for creation of a file)

Q. No	Question	Response	Skip
CS11	Code of the Interviewer		
CS12	Name of the Interviewer		
CS13	Start Time	HH MM	Auto generated
CS14	End Time	HH MM	Auto generated

Section 2: Identification of the School

Q. No	Question	Response	Remarks/Skip
CS21	Code of the school (Government)		
CS21A	School EMIS Code		
CS22	Name of the school		
CS23	Name of the Gaunpalika/ Municipality		
CS23A	Ward Number		
CS23B	Name of village		
CS24	Code of the Gaunpalika/ Municipality		

CS25	Code of the District		
CS25A	Name of the District		
CS25B	Type of school	1=Project 2=Comparison	If coded 2, skip to CS28
CS26	ASK ONLY IF, CODED 1 IN CS25A Type of Implementation?	1=WASH + SMP 2=WASH +SMP+EGR	
CS27	UID of the Cook		It is Auto-filled, will not show in the tab
CS28	Contact Number:		

Section 3: Introduction and Consent

1. Consent Form for cooks

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary and hygiene habits among students in grade 3, 5, 6 and 8. The study will be carried out across 225 primary schools in Nepal, and the primary school in your area has been selected for this purpose.

In this regard, we want to interview you to understand the how you prepare food for mid-day meal programme. Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and proceed for the interview)

0= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED		
Sl. No.	Item	Check
1	Do you confirm that you have understood the information for the above study and have had the opportunity to consider the information, ask questions and have had these answered satisfactorily?	1= YES 0=NO
2	Do you confirm that you understand that your participation in this study is voluntary and that you can stop the interview at any time without giving a reason?	1= YES 0=NO
3	Do you confirm that you understand that if you decide to stop the interview all data collected will be destroyed?	1= YES 0=NO
4	Do you confirm that you agree to take part in the study?	1= YES 0=NO
5	Do you confirm that you understand that any information used in writing up the study findings will be used anonymously, and that you give your consent to this?	1= YES 0=NO
6	Do we have permission to continue?	1= YES 0=NO

Section 4: Cook Interview Schedule			
Module 1: Cook Characteristics			
Q. No	Question	Response	Skip
CS411	Name of the cook		
CS412	Sex of the cook	1= Male 2= Female 3= Transgender 4=Prefer not to answer	
CS413	Age of the cook		In completed years
CS414	What is your caste? (Only ask if caste cannot be clearly determined from surname)	1=Brahmin, Chhettri, Thakuri, Sanyasi Caste 2=Dalit 3=Newar 4=Ethnic group (other than Newar)	

		5=Madhesi 6=Muslim 7=Don't want to specify 88=Others (Specify)	
CS415	How long have you been working as a cook in this school? (if more than 2 years please specify)	1= 6 months to 1 year 2= 1 year to 2 years 3= more than 2 years (please specify)	

Module 2: Kitchen safety and availability of equipment/resources			
Q. No	Question	Response	Skip
CS421	Does your school have a dedicated kitchen?	1 = Yes 2= No	If yes, go to CS423
CS422	If no separate kitchen, where do you prepare food?	1= Inside school premise (open air) 2= Inside school premise (roofed shed) 3= Outside school premise (open air) 4= Outside school premise (roofed shed) 5= At village 6=At own home 88=Others (specify)	Skip to CS427
CS423	Is the kitchen lockable? ASK QUESTION +OBSERVATION	1 = Yes 2= No	
CS424	Is the kitchen properly ventilated and hygienic? Look for windows, ventilation, chimney ASK QUESTION +OBSERVATION	1 = Yes 2= No	
CS425	Is there any evidence of water spillage or leakage from roof in the kitchen? ASK QUESTION +OBSERVATION	1 = Yes 2= No	
CS426	Is there any evidence of presence of insects over the last month in the kitchen? ASK QUESTION +OBSERVATION	1 = Yes 2= No	

CS427	Do you use improved cooking stoves? ASK QUESTION +OBSERVATION	1 = Yes 2= No	If yes skip to CS428
CS427A	If no, what do you use?		
CS428	Do you have adequate cooking utensils? ASK QUESTION +OBSERVATION	1 = Yes 2= No	
CS429	What is the main source of drinking water?	1=Piped water into dwelling, plot, or yard 2= Public tap/standpipe 3= Tube well/borehole 4= Protected dug well 5= Protected spring 6= Rainwater collection 7= Unprotected spring 8= Cart with small tank/drum 9= Tanker truck 10= Surface water (river, dam, lake, pond, stream, canal, or irrigation channel) 11= Bottled water 12= Children carry water from home 88=Others (specify)	
CS4210	What is the main source of water for cooking?	1=Piped water into dwelling, plot, or yard 2= Public tap/standpipe 3= Tube well/borehole 4= Protected dug well 5= Protected spring 6= Rainwater collection 7= Unprotected spring 8= Cart with small tank/drum 9= Tanker truck 10= Surface water (river, dam, lake, pond, stream, canal, or irrigation channel) 11= Bottled water 12= Children carry water from home	

		88=Others (specify)	
CS4211	Are the cooks clean and well-groomed? (Clean hands and clothes) DIRECT OBSERVATION	1 = Yes 2= No	
CS4212	Do you have a uniform or apron for use in the kitchen? (SQ) ASK QUESTION +OBSERVATION	1 = Yes 2= No	
CS4212A	Do you use cooking gloves in the kitchen?	1=Yes 2=No	
CS4213	How often to do you clean the kitchen? Multiple response possible	1 =Before food preparation 2 =Often during the day and after use 3 = After food preparation 4 = At the end of the week 88 = Others (specify)	
CS4214	Have you ever fallen short of food materials?	1 = Yes 2= No	If no, Go to CS 431
CS4215	What do you fall short of the most?	1 = Rice/Lentils 2 = Oil 3 = Salt 4 = Vegetables 88 = Others (Specify)	
CS4216	Why do you fall short of food materials? Multiple response possible	1= Inadequate supply 2= Lack of funds 3= Erratic supply 88= Others (specify)	

Module 3: Food Preparation			
Q. No	Question	Response	Skip
CS431	What is the most important thing to check in food before cooking? Multiple response possible	1= Expiry date 2= Packaging 3= Color of the food 4= Presence of pests	

		5= Source of food 6= Color of the package 88=Others (specify)	
CS432	How do you ensure that food is safe and clean before cooking? (SQ) Multiple response possible	1=Rinse it in water and cook 2=Remove unwanted food matters then cook 3= Use clean containers to collect it from the store 4=remove foreign matters and then wash it with clean water thoroughly before cooking 88= Others (specify)	
CS433	How do you store cooked food prior to serving the pupils? (SQ) Multiple response possible	1=Store cooked food in covered cooking pots in a clean, safe place before serving the pupils 2=Store cooked food in open containers 3=Store cooked food outside the kitchen without covers	
CS434	Are there measures in place to prevent food from contamination from pests and rodents? (SQ) Name them:	1= Response 1 _____ 2= Response 2 _____ 3= Response 3 _____ 99= Do not know	
CS435	What are the occasions you have to wash your hand while cooking? Multiple response possible	1=Before handling food and often during food preparation 2=After using the latrine 3= After finishing food preparation 4= Never 88=Others (specify)	
CS436	How should you wash your hands?	1= Only with Water 2= Water with Soap 3=Water with Mud 4=Water with Ash 88= Others (Specify)	

CS437	How often do you wash your cooking utensils (cooking pots, lids, scoops, knives, plates etc.) with clean water and soap? Multiple response possible	1= After use 2=Prior to using them 3= Prior to, after using them and drying them in a rack before storage	
CS438	Do students wash their hands before the meal?	1=Yes 2= No	
CS439	How do you get the number of students present on the day?	1= doing a manual headcount of students during school 2= checking the attendance register for the day 3= confirming with the Head teacher or the teacher in charge 4=Do not count 88= others (please specify)	
CS4310	How do you measure the quantity of various food items (rice, lentil, oil, spices) on the basis of student and staff head count?	1= using pre-defined units of measurements. 2= use roughly estimated measurements. 88= Others (specify)	
CS4311	What do you check for, in the food item, to determine if it is fit for cooking or not? Multiple response possible	1= Expiry date 2= Packaging 3= Color of the food 4= Presence of pests 5= Color of the package 6= Do not check 88=Others (specify)	
CS4312	How often do you clean the food items before cooking?	1= Always. 2= Clean depending on the food item. 3= Occasionally 4= Do not clean	
CS4313	Do you check the food after cooking?	1= yes 2= No	If coded 2, Skip to CS4315

CS4314	How do you check the food after cooking? Multiple response possible	1= Taste the food 2= Look for the presence of foreign particles. 3= Smell the food 4= Touching the food 88= Others (please specify)	
CS4315	On what basis do you serve the cooked food to the students?	1= Equal distribution of food for all students. 2= Different quantities according to grade/age of the students. 3= Different quantities according to Gender of the students. 4= Different quantities according to the need of the students. 5= Based on experience (please specify) 88= Others (specify)	
CS4316	Do you ensure prevention of nutrient loss of fortified food?	1=Yes 2=No	If coded 2, skip to CS4318
CS4317	How do you ensure the nutrient loss of fortified food?	Rice:	
		Salt:	
CS4318	Is there any wastage of food in your school?	1 = Yes 2= No 99= Do not know	

Module 4: Trainings and incentives			
Q. No	Question	Response	Skip
CS441	Did you receive any training on safe food preparation and storage practices in the last 12 months?	1=Yes 2= No	If no, go to CS446
CS441A	If yes, how many times have you received training in last one year?	___ no. of times	

CS442	What all topics were discussed during the training? Multiple response possible	1= Commodity management 2= Record keeping 3=Storage type and utilization 4= Health and hygiene 5=Food preparation and items required 6= Checking food items before cooking 7= Measuring food before cooking 8= ensuring personal health and hygiene 9= Ensuring cleanliness of food commodities before cooking. 10= Checking of cooked food 11= Prevention of nutrient loss 12= Storage equipment 88=Others (specify))	
CS443	Who provided the training? Multiple response possible	1= Non-government organization officials 2= Government officials 3=WFP officials 88=Others (specify)	
CS444	Where was the training held? Multiple Response Possible	1=At school 2=At district headquarter 3= Municipality 88=Others (specify)	
CS445	During the period between January 2021 and December 2021, in which all months did you attend training? Multiple response possible	1= January 2021 2= February 2021 3= March 2021 4= April 2021 5= May 2021 6= June 2021 7= July 2021 8= August 2021 9= September 2021	

		10= October 2021 11= November 2021 12= December 2021	
CS446	Do you get your salary on time every month?	1=Yes 2= No	If 1 skip to CS448, if 2 skip to CS447
CS447	During the period between January 2021 and December 2021, in which all months did you receive your salary? Multiple response possible	1= January 2021 2= February 2021 3= March 2021 4= April 2021 5= May 2021 6= June 2021 7= July 2021 8= August 2021 9= September 2021 10= October 2021 11= November 2021 12= December 2021	
CS448	Who pays for your salary?	1= School Management Committee 2= School Administration 3= Government/ Municipality 4= Community members 88= Others (Specify)	
CS449	Are you still receiving salary since the closure of schools due to COVID-19?	1= Yes 2= No 3= Partially 99= Do not know	
CS4410	How has the COVID-19 pandemic affected your income source?		
CS4411	How has the COVID pandemic impacted your motivation to return to school and work?		

Head Teacher Structured Interview Tool

USDA McGovern-Dole and WFP supported Food for Education Programme in Nepal

General Instruction: The present tool consists of 4 sections; Introduction and consent form for respondents; Interview information, School information, and Structured interviews for head teachers. Please request the respondent to keep records and registers ready for the interview - for convenience.

In case of multiple responses, do not accept other options if coded don't know or refuse to answer.

Section 1: Interviewer Information (for creation of a file)

Q. No	Question	Response	Remarks/Skip
HT11	School Code		
HT12	Code of the Interviewer		
HT13	Name of the Interviewer		
HT14	Start Time	HH MM	Auto generated
HT15	End time	HH MM	Auto generated

Section 2: Identification of the School

Q. No	Question	Response	Remarks/Skip
HT21	Name of the school		
HT21A	School EMIS Code		

HT22	Name of the Village		
HT23	Code of the Municipality/ Gaunpalika		
HT23A	Name of the municipality/Gaunpaliks		
HT24	Code of the District		
HT24A	Name of the District		
HT25	Type of school	1=Project 2=Comparison	If coded 2, skip to HT28
HT26	ASK ONLY IF CODED 1 IN HT25 Type of Implementation?	1=WASH + SMP 2=WASH + SMP+EGR	
HT27	ASK ONLY IF CODED 1 IN HT25 Is the school benefitting from any other light-touch intervention?	1= SIDP 2= Digital learning (DL) 3= HGSE 4= None of the above	
HT28	What is the school type?	1= Government pre-primary/lower basic (ECD to Grade III) 2= Government lower basic primary (ECD to Grade V) 3= Government basic (ECD to Grade VIII) 4= Government secondary (ECD to Grade X) 5= Government higher secondary (ECD to Grade XII) 88= Others (Specify)	
HT29	Number of teachers in the school	Total: Female: Male:	
HT210	How many special needs teacher in the school?		
HT211	UID of the Headteacher		It is Auto-filled, will not show in the tab

HT212	Phone Number of the head teacher		

Section 3: Introduction and Consent

1. Consent Form for Respondents

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary and hygiene habits among students and their communities. The study will be carried out across 11 districts in Nepal, and around 200 primary school. You have been selected for this purpose. In this regard, we want to interview you to understand details about the school such as; teacher's attendance, total school enrolment, details about present school committees and so on.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED

Sl. No.	Item	Yes	No
1	Do you confirm that you have understood the information for the above study and have had the opportunity to consider the information, ask questions and have had these answered satisfactorily?	1	0
2	Do you confirm that you understand that your participation in this study is voluntary and that you can stop the interview at any time without giving a reason?	1	0
3	Do you confirm that you understand that if you decide to stop the interview all data collected will be destroyed?	1	0
4	Do you confirm that you agree to take part in the study?	1	0
5	Do you confirm that you understand that any information used in writing up the study findings will be used anonymously, and that you give your consent to this?	1	0

6	Do we have permission to continue?	1	0

Section 4: Respondent Characteristics				
Q. No	Question	Response		Skip
HT41	What is your name?			
HT42	Gender of the respondent?	Male	1	
		Female	2	
		Transgender	3	
		Prefer not to respond	4	
HT43	Which caste /ethnicity do you belong to? (only ask if caste cannot be clearly determined from surname)	1: Brahmin, Chhettri, Thakuri, Sanyasi 2: Dalit 3: Newar 4: . Ethnic Group (Other than Newar) 5: Madhesi 6: Muslim 7: Prefer not to respond 88: Others (specify)		
HT44	What is your age?(in completed years)			
HT45	What is the head-teachers' disability status (through observation)	1: Physically disabled 2: Physically not disabled		
HT46	Years of experience as headmaster	Overall In this school		
HT47	As a head teacher, what are your job responsibilities? Multiple Response Possible	Monitor the performance of teachers and other staffs	1	
		Monitor the performance of Students	2	
		Keep attendance records of teacher	3	
		Keep records of student's enrolment/dropout/transfer	4	
		Facilitate SMC meetings	5	

		Facilitate PTA Meetings	6	
		Facilitate FMC Meetings	7	
		Keep stock of food supplies	8	
		Others (specify)	88	
HT48	Do you teach any grade in this school?	Yes	1	If No, skip to HT413
		No	2	
HT49	Which grade do you teach?	Grade 1	1	
	Multiple Response Possible	Grade 2	2	
		Grade 3	3	
		Grade 4	4	
		Grade 5	5	
		Grade 6	6	
		Grade 7	7	
		Grade 8	8	
HT410	How long have you been teaching in total?	Less than 1 year	1	
		1 – 5 years	2	
		6 – 10 years	3	
		More than 10 years	4	
HT411	How long have you been teaching at this school?	Less than 1 year	1	
		1 – 5 years	2	
		6 – 10 years	3	
		More than 10 years	4	
HT412	How long have you been in this current position at this school?	Less than 1 year	1	
		1 – 5 years	2	
		6 – 10 years	3	
		More than 10 years	4	
HT413		Yes	1	

	Have you received any training or orientation related to school meals and other complementary activities over the last academic year?	No	2	If no, Skip to HT416
HT414	What type of training have you received?	Safe food preparation and storage practices	1	
	Multiple Response Possible	Commodity Management	2	
		Supervisors, mentors, or coaches	3	
		Teaching methods	4	
		Digital learning techniques	5	
		Health hygiene and nutrition	6	
		Home grown school feeding programme	7	
		EGRA training	8	
		Others (Specify)	88	
HT415	Who organized the training?	Non-government organization other than WFP cooperating partner	1	
	Multiple Response Possible	Government	2	
		WFP	3	
		IDS)	4	
		World Education, OLE, PCD	5	
		Others (Specify)	88	
HT416	How do you monitor the school infrastructure and readiness?	Physical observation of school infrastructure without checklist	1	
	Multiple Response Possible	Physical observation of school infrastructure with checklist	2	
		Following up on complaints from students/teachers, FMC, SMC, PTA, LG, community	3	
		Discussion with WASH committees	4	
		Discussion with Food Management, committees, SMC, PTA, LG, Community	5	
		Others (Specify)	88	

Section 5: SMP Features			
Q. No	Question	Response	Skip
HT51	Is the school receiving support from the School Feeding Programme (WFP/Government)?	1= Yes 2=No	If no, skip to HT53
HT52	What type of support did your school receive (or currently receiving) from the School Feeding Programme / School Meal programme? Multiple Response possible	1=Cooked meal for students 2=Take Home Ration for students 3=Digital learning materials 4=Textbooks 5=Other print materials (supplementary books for students) 6=Kitchen gardens 7=Infrastructure support (kitchen/toilet/handwashing station/ storeroom etc.) 8=Training for teachers 9=Training for School administrators/parents/support staff 10=Training for students 11=Teaching materials / guidelines 12=Training for cooks, FMCs 13=Technical support visit by WFP and cooperating partners 14=Support for educational fair (reading mela), teachers mobile meeting 15=Support for child club 16=Support for creating SMC/FMC 88= Others (Specify)	
HT53	What are the avenues or communication channels through which parents and students get information about School Meal Programme? Multiple response possible	1=Regular meetings with school management committee / Food management committee 2=Regular meetings with School Administrators 3=Suggestion Box 4= Namaste WFP Helpline 5=Informal communication (verbal) with teachers / SMC / FMC members 6= Posters/ Media advertisement	

		7=None 99=Do not know 88= Others (Specify)	
HT54	What are the channels that are followed by parents to raise complaints about the SMP? Multiple response possible	1=Regular meetings with school management committee / Food management committee 2=Regular meetings with School Administrators 3=Suggestion Box 4=Namaste WFP Helpline 5=Informal communication (verbal) with teachers / SMC / FMC members 6= Posters/ Media advertisement 7=None 88= Others (Specify) 99=Do not know	
HT55	Does your school organize meetings with parents regularly?	1=Yes 2=No	If no, skip to HT58
HT56	What are the discussion points in parents meeting? Multiple response possible	1=Students' performance 2= Attendance of students 3= Student participation in classes 4=Role of SMC/FMC in helping the programme 5= Parents' support to children at home 88=Others (specify)	
HT57	What is the frequency of meeting with parents?	1=Fortnightly 2=Monthly 3=Quarterly 4=Semi-annually 5=Annually 88=Others (specify)	
HT58	Does the school have a Parent Teacher Association (PTA), or similar governance structure?	1= Yes 2=No	
HT59	Does the school have a School Management Committee (SMC)?	1= Yes 2=No	If No,SKIP

			TO HT518
HT510	How many members does the School Management committee (SMC) have?	___ no. of members	
HT511	How many female members does the School Management Committee have?	___ no. of members	
HT512	Who is the head of the committee?	1=Male 2=Female	
HT513	Does the SMC have plans for regular meetings?	1= Yes 2=No	SKIP TO HT515 IF NO
HT514	What is frequency of planned meeting per academic year? (Check records)	___ No. of Times	
HT515	How many times the committee has actually met in last two academic years? (Check records)	___ No. of Times	
HT516	In the last SMC meeting, how many members have attended?	___ no. of members	
HT517	In the last SMC meeting, how many FEMALE members have attended?	___ no. of members	
HT518	Does the school have a Food Management Committee (FMC)?	1= Yes 2=No	SKIP TO HT527 IF NO
HT519	How many members does the Food Management Committee (FMC) have?	___ no. of members	
HT520	How many female members does the Food Management Committee have?	___ no. of members	
HT521	Who is the head of the committee?	1=Male 2=Female	
HT522	Does the FMC have plans for regular meetings?	1= Yes 2=No	SKIP TO HT524 IF NO

HT523	What is frequency of planned meeting per academic year? (Check records)	___ ___ No. of Times						
HT524	How many times the committee has actually met in last two academic years? (Check records)	___ ___ No. of Times						
HT525	In the last FMC meeting, how many members have attended?	___ ___ No. of members						
HT526	In the last FMC meeting, how many FEMALE members have attended?	___ ___ No. of members						
HT527	What are the complaint and feedback mechanism in practice for communicating issues related to School meals programme? Multiple response possible	1=Regular meetings with School Administrators 2=Suggestion Box 3=Toll-free Helpline/ Namaste WFP 4= Interactions with FFECN programme partners (WE/OLE/IDS/PCD/ FFEP/WFP Co, SO, Field staff 97=None 99=Do not know						
HT528	Have you used Namaste WFP helpline?	1=Yes 2=No 98= Not Applicable					If no and 98, skip to HT530	
HT529	On a scale of 1-5, how satisfied are you with the redressal process of "Namaste WFP" (the toll-free helpline number of FFECN programme)? 1 being least satisfied while 5 being most satisfied	Ease of use of Namaste WFP	1	2	3	4	5	
		Timeliness of the redressal/response	1	2	3	4	5	
		Quality of the redressal/response.	1	2	3	4	5	
SMP Outcomes								
HT530	Do you think SMP influenced (positively or negatively) the learning outcomes of student?	1= Yes 2= No					If no skip to HT61	
HT531	What has been the impact of SMP on the school students for each of the following	Access	INDICATORS	BOYS	GIRLS			
			Enrolment					
			Attendance					

components, in the last two academic sessions? (Award number using the following scale) 1= Significantly increased 2= Slightly increased 3= Slightly decreased 4= Significantly decreased 5= No Change		Dropouts			
	Participation	Attentiveness			
		Interest			
	Learning	Average learning achievement for Nepali subject (grade 3)			

Section 6: School Infrastructure					
HT61	What is the average number of students per classroom?				
HT62	Do you feel this number is adequate?	1=Adequate 2=No, there are more students per classroom 3= No, there are less students per classroom 99= Do not know			
HT63	Does the school have a Library?	1= Yes 2=No			If no skip to HT64A
HT64	The number of books the library has (approximate)	___ No. of Books			
HT64A	Does the school have a book corner?	1=Yes 2=No			If no skip to HT65
HT64A1	The number of books the book corner has (approximate)	__ No. of Books			
HT65	Does the school have an e-Library?	1= Yes 2=No			
HT66	Does your school have a storage room/facility to store food items?	1= Yes 2=No			If yes skip to HT68

HT67	If not, where is the food stored?	1=In a classroom 2= Open space 88= Others (Specify)							If yes skip to HT610
HT68	Does your school have a kitchen?	1= Yes 2=No							
HT69	If not, where is the food normally prepared?	1=In a classroom 2= Open space 88= Others (specify)							
HT610	Does your school use Improved cooking stoves?	1= Yes 2=No							
HT611	For what has the school received WFP/USDA support for rehabilitation/construction after 2015?	1=Classrooms 2= Water stations/systems 3= Toilets 88= Others (specify)							If 2 skip to HT613, 3 skip to HT614. If 88 skip to HT615
HT612	How many classrooms have been rehabilitated/constructed with WFP/USDA support after 2015?	___ ___ No. of Classrooms							
HT613	How many water stations/systems have been rehabilitated/constructed with WFP/USDA support after 2015?	___ ___ No. of water stations/systems							
HT614	How many toilets have been rehabilitated/constructed with WFP/USDA support after 2015?	___ ___ No. of Toilets							
HT615	During school hours, where do children typically go for relieving themselves?	1=Toilet in school only 2= Toilet at home 3=Open space/ fields 4=Both school toilet and fields							2
HT616	On a scale of 1-5, where 1 is least satisfied and 5 is most satisfied, what is your perception of the school toilets in terms of:	Availability	1	2	3	4	5	6	
	Accessibility	1	2	3	4	5	6		
	Cleanliness	1	2	3	4	5	6		
	Adequacy of water	1	2	3	4	5	6		

	-Availability: can use when necessary, without having to wait. -Accessibility: easy to reach, easy to use, including for. -Cleanliness: facility is kept clean -Adequacy of water: there is adequate water in the toilet. -Safety: door can be latched, adequate lighting. 1= least satisfied 2= satisfied 3= Neither satisfied nor dissatisfied 4= dissatisfied 5= Highly dissatisfied 6= Not applicable/ No toilets	Safety	1	2	3	4	5	6	
HT617	Do school staff and students use the dustbins to dispose waste?	School staff and teachers	1=Yes	2=No					
		Students	1=Yes	2=No					

Module 7: School Staff Structure			
Q. No	Question	Response	Skip
HT71	How many teachers engaged in teaching early grade students (up to grade 3) are there in the school?	___ ___ Total number	
HT72	What is the total number of teachers engaged in teaching early grade students (up to grade 3)?	___ ___ No. of male teachers ___ ___ No. of female teachers	
HT73	How many of the total number of Nepali subject teachers have received EGR and/or DL training since 2018?	___ ___ EGR ___ ___ DL	
HT73 A	How many of the trained teachers have left the school since 2018?	___ ___ Number of teachers	
HT73 B	How many of the trained teachers have been transferred since 2018?	___ ___ Number of teachers	

HT74	How many of the trained EGR teachers are currently teaching Nepali subject from grade 1 to 3.?	___ ___ No. of Teachers	If 0, skip to HT76.
HT75	How many of these trainings were organized by the WFP or its cooperating partner WE or OLE (FFE Programme)?	___ ___ No. of Training	
HT76	Do you observe the Nepali subject class from grade 1 to 3?	1=Yes 2=No	If No skip to HT78
HT77	As per your observation, how many of the teachers engaged in teaching early grade students (up to grade 3) have demonstrated improved teaching Nepali subject after the trainings?	___ ___ No. of Teachers	
HT78	What is the practice of preparing lessons plan by teachers in your school?	1=Teachers prepare draft and submit 2= Headteacher prepare draft and provide it to teacher 3= Old lesson plans are followed 4= Project partner helps build lesson plan 5= Do not prepare lesson plan 88=Others (specify)	If code d 5 skip to HT710
HT79	Do you review the lesson plan prepared by the teachers?	1= Yes Always 2=Yes, sometimes 3=Do not review	
HT710	What are some ways in which you help teachers teach better? Note- Do not prompt the answer. Let the respondent provide the answer. Multiple Response Possible	1=Regular Communication with teachers to discuss about the status and challenges 2 = Regular Communication with students and parents to get feedback 3 = Encouraging teamwork among teachers 4 = Sharing knowledge with teachers 5 = Observe and give feedback to teachers 6 = Ensure teachers receive training 7 = Facilitate trainings/ workshops for teachers 8 = Provide teaching materials 9 = Provide job aids/ teaching aids	

		10 = Stay aware of current innovations in pedagogy and share it with teachers Demonstrate teaching to teachers 11=Bring external teacher to teach and demonstrate 88 = Others (Specify) 99= Do not know	
HT71 1	How often do you meet teachers to discuss their performance?	1 = Once or more than once a month 2 = Once every two or three months 3 = Once every four to six months 4 = Once per year 5 = Never	
HT71 2	What strategy do you use to improve a teacher's performance if he/she is not performing adequately? Multiple response possible	1 = Inform district authorities 2 = Give strict instruction discipline teacher 3 = Give low performance review 4 = Mentor and give constructive feedback 5 = Pair with a good performing teacher 6 = Develop teacher improvement plan 7 = Organize training 8 = Provide teaching materials 9 = Ask teacher college/ District Education Officer for assistance 10=Do nothing 88 = Others (Specify) 99= Do not know	

Module 8: WASH & EGRA OUTCOMES (Only applicable to intervention schools)			
WASH (Only for schools where WASH is being implemented)			
Q. No	Question	Response	Skip
HT81	Have there been any trainings on menstrual hygiene for girls conducted in your school? (only for basic schools)	1= Yes 2= No 98=Not applicable	If coded 2 skip to HT83,

			If coded 3 skip to HT84
HT82	In what ways did these trainings benefit the girls? Multiple response possible	1=Fewer girl absenteeism 2=Lesser reported health problems 3=Increased practise of using sanitary pads 4=Observed changes in community behaviour 88=Others(specify)	
HT83	Are menstrual pads/sanitary napkins adequately available at school?	1= Yes 2= No 99=Do not know	
HT84	Is there a focal teacher with whom girls can interact regarding menstruation issues?	1=Yes 2=No	
HT85	According to you, what are the changes you have observed in the hygiene knowledge and practices of the students since the implementation of WASH? Multiple response possible	1=Regular use of latrine at home. 2= Regular use of latrine at school. 3= Hand washing with soap after using latrine, before eating food. 4= Clean drinking water from a safe source (e.g. tube well, or treated water collected from river/lake) 5= Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins) 6= Keep the School building and compounds clean 7= Maintaining hygienic environment while eating food 8=Use and disposal of sanitary pads by adolescent girls during menstruation 98= Not Applicable 88=Other (Specify) 99=Do not know	
HT86	What changes have you observed in school dropouts and absenteeism since the implementation of WASH programme? Multiple response possible	1= Less male student dropouts 2= Less male student absenteeism due to sickness 3= Less girl student absenteeism due to sickness 4= Less girl student dropouts 5= No change	

		98= Not applicable	
EGRA			
HT87	ASK only for EGRA Schools In what ways have the teachers demonstrated improved skills after the training? Multiple response possible	1=Enhanced teaching methods 2=Increase in knowledge on lesson planning and management 3= explaining new material to students 4= use of reading resources 5= monitoring student performance 6= assisting students in class 7=Better coordination/engagement with students 8=Better record keeping and follow-up on lessons 9= Better record keeping and follow-up on student assessment 10=Effective use of teaching materials 11=Better understanding of lesson planning 12=Better classroom management 13=Better class delivery 14=Better use of reading materials 15= Better feedback to students 16=No improvement 98= Not Applicable 88=Others (specify)	
HT88	What, according to you, are the difficulties children face in learning? Multiple response possible	1=children speak different mother tongue 2=Willingness to learn 3=Class environment 4=Limited amenities (school infrastructure and stationery) 5=Manner of teaching/ limited capacity of teachers 6= Other household necessities 7= Absence of disabled child friendly teaching facility 8= None 9=Not sure 88= Others	

Module 9: Assessing impact of COVID-19			
Q. No	Question	Response	Skip
HT91	Is the school using any alternate teaching method during the extended closure due to COVID-19? Multiple response possible	1= radio 2= television 3= online resources 4= self-learning material 5= tole Shiksha 6= no alternate teaching method used 88= others (specify)	If CODED 6, skip to HT95
HT92	Who has initiated the alternate teaching methods in your school?	1= Local government body 2= School itself/ personal motivation 3= WFP and project partners (WE/OLE etc.) 88= others (specify)	
HT93	How many students have access to these alternate teaching methods?	1= Few (0-25%) 2= Little less than half (25-50%) 3= Little more than half (50-75%) 4= Almost all (75-100%)	
HT94	Is the school mobilizing teachers to support student learning, during school closure? If yes, specify how?	1=Yes 2=No	If yes, specify how
HT95	Has the school contacted the students/parents post closure of the school due to COVID?	1= Yes 2= No 99=Do not know	If coded other than 1, skip to HT98
HT96	How regularly has the school contacted the students/parents post closure of the school due to COVID?	1= Weekly. 2= Monthly 3= Fortnightly 4=Quarterly	
HT97	What were the reasons for the communication/contact between you and Students/parents?		
HT98	How do you think COVID-19 will affect student enrolment once school reopens?	1= Total student enrolment will decrease. 2= Only girl student enrolment will decrease	If CODED 4, skip to HT910

		3= Only boy student enrolment will decrease 4= No effect. 5= Total student enrolment will increase. 6= Only girl student enrolment will increase. 7= Only boy student enrolment will increase. 8= Not sure 88= Other(specify)	
HT99	Why do you think there may be a decline in enrolment due to COVID?		
HT910	What do you think will be the effect of COVID-19 on student literacy outcomes (reading/writing capability)?	1=reading/writing capability will decrease significantly due to lack of school exposure. 2=reading/writing capability will remain the same 3=reading/writing capability will increase 4= Not sure 88=Others(specify)	

Module 10 : Stakeholder Mapping			
Q. No	Question	Response	Skip
HT101	Is the school receiving support from any other organization (other than WFP) in providing better infrastructure, improving learning outcomes and ensuring holistic development of child ?	1=Yes 2=No	If no, end the interview
HT102	If yes, which is/are the organization/organizations?		
HT103	What kind of support are you receiving? Multiple response possible	1=WASH 2= EGRA 3=SIDP 4=DL 5=HGSE 88= Other (specify)	

HT10 4	How long have you been partnering with them?	___ no: of years	

Parent Structured Survey Tool

USDA McGovern-Dole and WFP supported Food for Education Programme in Nepal

In case of multiple responses, do not accept other options if coded don't know or refuse to answer.

Section 1: Interviewer Information (for creation of a file)

Q. No	Question	Response	Remarks/Skip
PS11	School Code		
PS12	Code of the Interviewer		
PS13	Name of the Interviewer		
PS14	Start Time	HH MM	Auto generated
PS15	End Time	HH MM	Auto generated

Section 2: Identification of the Household

Q. No	Question	Response	Remarks/Skip
PS21	EMIS Code of the school		
PS22	Name of the school		
PS23	Name of the Village		
PS24	Code of the Municipality/ Gaunpalika		
PS24A	Name of the Municipality		
PS25	Code of the District		
PS25A	Name of the District		
PS26	Type of school	1=Project 2=Comparison	If coded 2, skip to PS29

PS27	ASK ONLY IF CODED 1 IN PS26 Type of Implementation?	1=WASH + SMP 2=WASH +SMP+EGR	
PS28	UID of the Parents		It is Auto-filled, will not show in the tab
PS29	Parents name		
PS210	Contact number		
PS211	Name of respondent		
PS212	Contact number		

Section 3: Introduction and Consent

1. Consent Form for Parents

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary and hygiene habits among students in grade 3, 5, 6 and 8. The study will be carried out in around 200 primary schools in Nepal, and the primary school in your area has been selected for this purpose.

In this regard, we want to interview you to understand the supply and storage of food supply for mid-day meal programme. Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

2= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED

Sl. No.	Item	Yes	No

1	Do you confirm that you have understood the information for the above study and have had the opportunity to consider the information, ask questions and have had these answered satisfactorily?	1	2
2	Do you confirm that you understand that your participation in this study is voluntary and that you can stop the interview at any time without giving a reason?	1	2
3	Do you confirm that you understand that if you decide to stop the interview all data collected will be destroyed?	1	2
4	Do you confirm that you agree to take part in the study?	1	2
5	Do you confirm that you understand that any information used in writing up the study findings will be used anonymously, and that you give your consent to this?	1	2
6	Do we have permission to continue?	1	2

Section 3: Household Characteristics				
Q. No	Question	Response		Skip
PS31	Gender of the respondent?	Male	1	
		Female	2	
		Transgender	3	
		Prefer not to respond	4	
PS31A	How are you related to the child?	Mother	1	
		Father	2	
		Elder brother	3	
		Elder sister	4	
		Uncle	5	
		Aunt	6	
		Grandmother	7	
		Grandfather	8	
		Others(specify)	88	
PS32	What is your caste?	Brahmin, Chhettri, Sanyasi, Thakuri	1	
		Dalit	2	

		Newar	3	
		Ethnic group (other than Newar)	4	
		Madhesi	5	
		Muslim	6	
		Do not want to specify	7	
		Others(specify)	88	
PS33	What is your educational qualification?	No schooling	0	
		Signature Only	1	
		Upto Grade 5	2	
		Grade 6 to Grade 8	3	
		Grade 9 to Grade 10	4	
		Grade 11 to Grade 12	5	
		Graduate	6	
		Master or equivalent or even more	7	
		Do not know	99	
PS34	What is the main source of your household income?	Agriculture labour	1	
		Daily wage labour	2	
		Skilled labour (and specify)	3	
		Own agriculture	4	
		Fishing/aquaculture	5	
		Livestock/poultry	6	
		Migrant labour	7	
		Own business	8	
		Service	9	
		Others(specify)	88	
		Do not know	99	
PS34B		Nepali	1	

	Which language is mostly spoken at home?	Tharu	2	
		Doteli	3	
		Acchami.	4	
		Baitedeli	5	
		Bajhang	6	
		Kham	7	
		Other (specify)_____	88	
PS35	Number of family member in your household?	__ __ No. of People		
PS36	How many school age (5-18 yrs.) children are there in your households?	Male: Female		
PS37	How many of these children went to school? (Before COVID school closure)	Male: Female		
PS37A1	How many of these children are going to school now?	Male: Female		
PS37A	Child selected for the purpose of the interview:	Grade: Gender: Male=1 Female=2		
PS37B	Has the school reopened (Post COVID19 lockdown)?	Yes	1	
		No	2	
PS38	Is there a member of the household that needs help due to long term illness/ disabilities?	Yes	1	If no skip to PS411
		No	2	
PS38A	If yes, please specify the type of disability	Vision impairment	1	
		Hard of hearing	2	
		Mental health conditions	3	
		Intellectual disability (understanding, basic communication, etc.)	4	
		Physical disability	5	

		Others (specify)_____	88	

Section 4: Parents Interview Schedule				
Module 1: School Going Children Characteristics (Please choose one school going child randomly from the roster).				
Q. No	Question	Response		Skip
PS411	On an average, how many days in a week does the child eat breakfast or morning meal?	_____days		
PS412	On an average, how many school days in a week does the child eat mid-day meal at school?	_____days		
PS413	On an average, how many school days in a week does the child eat tiffin/snacks (after returning from school)?	_____days		
PS414	On an average, how many school days in a week does the child eat dinner?	_____days		
PS415	On school days, when school meals are provided, do you reduce the portion of food provided to the child compared to the weekend?	Yes	1	If no skip to PS416A
		No	2	
PS416	If yes, on average how much do you reduce the portion compared to the weekend?	Few (0-25%)	1	
		Little less than half (25-50%)	2	
		Little more than half (50-75%)	3	
		Almost all (75-100%)	4	
PS416A	In your opinion, what are the advantages of the School Meal Programme? Multiple responses possible	Motivates children to go to school	1	
		Motivates children to stay longer at school/ attend the complete school day	2	
		Promotes girl child enrolment	3	
		Improves children's ability to learn or	4	

		concentrate once they are in class		
		Improves awareness about nutrition among school aged children	5	
		Provides nutritional benefits	6	
		Economically beneficial for the household	7	
		No advantages	8	
		Others_____	88	
		Do not know	99	
PS417	Did/does your child show interest to study at home?	Yes	1	
		No	2	
		Do not know	99	
PS418	On an average, how many days does the child study at home (in a week)?	_____days		
PS419	On an average, how long did/does the child study at home in a day?	_____hours		

Module 2: Food Schedule and Dietary Diversity		
These questions are applicable for household-based feeding.		
PS421	PS422	PS423
Sl No.	Food Items	In the last 24 hours (during the day and night), did (CHILD NAME) eat any of these food items? 1=Yes; 2=No; 99 = Don't know
1	Food made from grains, such as bread, rice, noodles, porridge, or [other local grain food]	

2	White potatoes, white yams, manioc, cassava, [other local root crops] or any other foods made from roots	
3	Any foods made from beans, peas, or lentils, such as [add any local legume names]	
4	Any foods made from nuts or seeds such as [add any local nut/seed names]	
5	Milk	
6	Cheese, yogurt, or other milk products	
7	Eggs	
8	Any liver, kidney, heart, or other organ meats from domesticated animals, such as cattle, swine, goat, chicken, or duck	
9	Any liver, kidney, heart, or other organ meats from wild animals, such as [names of local commonly consumed wildlife]	
10	Any meat, such as beef, pork, lamb, goat, chicken, or duck	
11	Any flesh from wild animals, such as [names of local commonly consumed wildlife]	
12	Fresh or dried fish, shellfish, or seafood	
13	Grubs, snails or insects such as [add any local insect names]	
14	Any dark green leafy vegetables such as [local dark green leafy vegetables]	
15	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside or [other local yellow/orange foods]	
16	Ripe mangoes, ripe papayas or [other local vitamin A-rich fruits]	
17	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce (Vitamin A rich oil)	
18	Any other vegetables	
19	Any other fruits	
Additional Food Items		
20	Any oil, fats, or butter, ghee, or foods made with any of these	

21	Sweets: sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies and cakes	
22	Condiments for flavour, such as chilies, spices, herbs, fish powder or [add any local condiment names]	

Module 3: School Attendance				
Q. No	Question	Response		Skip
PS431	Have you observed any change in your child's attendance level in school since 2018?	Yes, more regular now	1	
		Yes, reduced attendance	2	Skip to PS432A
		No change	3	Skip to PS433
		Do not know	99	Skip to PS433
PS432	Why do you feel the child's attendance has increased? Multiple Response possible	Child is more interested in studies	1	If any response Skip to PS433
		School infrastructure has improved	2	
		Teaching quality has improved	3	
		Better teaching aids being used which sustains interest of the child	4	
		Better health of child/ reduced illness episodes	5	
		Other (specify)	88	
PS432A	Why do you feel the child's attendance has reduced? Multiple Response possible	Child is less interested in studies	1	
		School infrastructure has deteriorated	2	
		Teaching quality has become poor	3	
		No teaching aids are used to sustains interest of the child	4	
		Family's financial trouble	5	
		Child has to take care of younger siblings	6	
		Poor health of the child	7	
		Other (specify)	88	

PS433	During the past 30 days except the school holidays, did (NAME of the CHILD) miss any school days?	Yes	1	If No, Skip to PS433F
		No	2	
PS433A	What are the reasons for missing the school days? Multiple response possible	Transportation issue	1	
		Child work on farm or livestock tending	2	
		Child involved in taking care of family members and domestic work	3	
		Child engaged in work after COVID	4	
		Lack of food at home	5	
		Because of insecurity, fear of going to school	6	
		COVID related illness	7	
		Other illness except COVID	8	
		Health problem of family members	9	
		Ceremonies/festivals and family events	10	
		School Punishment	11	
		No specific reason, the child just skipped the school	12	
		Other (specify)	88	
PS433B	How many days did he/she miss due to lack of food at home / hunger? (Ask if coded 5 in PS433A)	__ __ No. of Days		
PS433C	How many days did he/she miss due to COVID related illness? (Ask if coded 7 in PS433A)	__ __ No. of Days		
PS433C1	How many days did he/she miss due to non-COVID related illness? (Ask if coded 8 in PS433A)	__ __ No. of Days		
PS433D	How many days did he/she miss for income generating activities? (Ask if coded 2 in PS433A)	__ __ No. of Days		

PS433E	How many days did h/she miss for domestic work? (Ask if coded 3 in PS433A)	__ __ No. of Days						
PS433F	Is there anyone at your home who guides/helps child to study or do homework?	Yes	1				If no skip to PS433H	
		No	2					
		Do not know	99					
	If yes, who helps the child to study or do homework at home (options- Father/mother, sister/brother, relatives, neighbors, tuition, Multiple response possible)	Father	1				If any response Skip to PS434	
		Mother	2					
		brother	3					
		Sister	4					
		relatives	5					
		neighbours	6					
		Tuition	7					
Others_____		88						
PS433G	If no, why?	Lack of family members' capacity to support the child	1					
	Multiple response possible	Too busy to help	2					
PS433H	Multiple response possible	No relatives/neighbours are available to help	3					
		Child does quite well in studies (does not require help)	4					
		Not interested	5					
		It is not our responsibility	6					
		Others (specify)_____	88					
PS434	How Satisfied were you with the quality of education provided at the school, when it was operational? (Rate on a scale of 1-5) 1= Highly dissatisfied	INDICATORS	SCALE					
		Regularity of class	1	2	3	4	5	
		Regularity of teachers/ teachers' attendance	1	2	3	4	5	
		Need based support to student	1	2	3	4	5	

	2=Moderately dissatisfied 3= Moderately satisfied 4= Highly satisfied 5= Can't say	Teacher's behaviour towards children	1	2	3	4	5	
		Homework with follow-up	1	2	3	4	5	
		Availability of supplementary reading materials for the child	1	2	3	4	5	
		Engagement of children in extra-curricular activities	1	2	3	4	5	
		Use of teaching materials	1	2	3	4	5	
PS435	How satisfied were you with the amenities at school that are provided to students, when it was operational? (Rate on a scale of 1-5) 1= Highly dissatisfied 2=Moderately dissatisfied 3= Moderately satisfied 4= Highly satisfied 5= Can't say	INDICATORS	SCALE					
		Mid-day meals	1	2	3	4	5	
		Textbooks and reading materials	1	2	3	4	5	
		School toilets and sanitation facilities	1	2	3	4	5	
		Deworming	1	2	3	4	5	
		Handwashing station	1	2	3	4	5	
		Iron folic acid	1	2	3	4	5	
		First aid tool kit	1	2	3	4	5	
		Library corner	1	2	3	4	5	
PS436	Did the school have grade level assessments of the student's academic performance?	Yes	1					
		No	2					
		Do not know	99					
PS437	How has your child's performance changed in the last two years?	Grades have improved	1					
		No change	2					Skip to PSS441
		Grades have reduced	3					Skip to PS437B
PS437A	What is the reason for the change in performance? (if grades have improved) Multiple response possible	Children more interested in studies now	1					If any response Skip to 441
		Teaching quality has improved	2					
		Improved learning material being provided	3					

		Children attendance has increased	4	
		Other (specify)	88	
PS437B	What is the reason for the change in performance? (if grades have reduced)	Children are less interested in studies	1	
		Teaching quality has deteriorated	2	
	Multiple response possible	Poor quality learning material is provided	3	
		Children attendance has reduced	4	
		Poor health of the child	5	
		Trouble in the family	6	
		Others (specify)_____	88	

Module 4: Knowledge and Awareness on Education/Diet/Health/Hygiene				
Q. No	Question	Response		Skip
PS441	What do you think are the main benefits from ensuring that your child goes to school? Multiple Response Possible Note- Do not prompt the answer. Let the respondent provide the answer.	Improves literacy rate	1	
		Social Skill Development	2	
		Increases ability to learn new skills (adoption of technology)	3	
		Girls remain more in school and early marriages are delayed	4	
		Improves cohesion in the community	5	
		Helps break the cycle of poverty	6	
		Increases the chances of the pupils' future economic self-reliance	7	
		Through girls' education, improves the general wellbeing of households (economic, nutrition, health etc.)	8	
		Other (specify)	88	
PS442	What according to you is the ideal education level for girls in your community?	Upto class 5 (Primary school)	1	
		Upto class 8 (basic school)	2	

		Upto class 10 (Secondary school)	3	
		Upto class 12(Higher secondary school)	4	
		Graduation and above (Higher education)	5	
		Vocational or technical field	6	
		Till they want to study	7	
		Others (specify)	88	
		Do not know	99	
PS443	What according to you is the ideal education level for boys in your community?	Upto class 5 (Primary school)	1	
		Upto class 8 (basic school)	2	
		Upto class 10 (Secondary school)	3	
		Upto class 12(Higher secondary school)	4	
		Graduation and above (Higher education)	5	
		Vocational or technical field	6	
		Till they want to study	7	
		Others (specify)	88	
		Do not know	99	
PS445	Why is it important to have a good and balanced diet? (Multiple Response Possible) Note- Do not prompt the answer.	Boost Immunity	1	
		Protect against diseases	2	
		Contribute to adequate body weight	3	
		Promote growth and development	4	
		Other (specify)	88	
PS446	Are you aware about the importance of personal hygiene?	Yes	1	If No, go to PS447
		No	2	
PS446A		Keeps us healthy	1	

	Why is personal hygiene important? (Multiple Response Possible) Note– Do not prompt the answer. Let the respondent provide the answer.	Prevents Diseases	2	
		Less Absenteeism from school	3	
		Other (specify)	88	
PS446B	Can you name good practices on personal hygiene? (Multiple Response Possible) Note– Do not prompt the answer. Let the child provide the answer.	Regular and proper use of latrine at home and school	1	
		Hand washing with soap after using latrine, before eating / preparing food / feeding a child	2	
		Personal hygiene like Brushing teeth, bathing, combing hair, wearing clean clothes	3	
		Drinking clean water from a safe source (e.g. tube well, or treated water collected from river/lake)	4	
		Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins)	5	
		Keep the School building and compounds clean	6	
		Maintaining hygienic environment during food preparation, handling and distribution	7	
		Using clean and hygienic utensils during food preparation, handling and distribution	8	
		Use and disposal of sanitary napkins during menstruation	9	
		Other (specify)	88	
		Do not know	99	
PS447	What are the crucial times of hand washing?	Before cooking	1	
		After handling food	2	

	Multiple Response Possible	Before eating	3	
		Before feeding the child	4	
		After cleaning infant faeces	5	
		After using the toilet	6	
		After returning home (from work/ outside)	7	
		After touching an animal/ animal feed/ animal waste	8	
		After touching garbage	9	
		After helping someone use the toilet	10	
		After sneezing, coughing, blowing one's nose	11	
		Other (specify)	88	
		Do not know	99	
PS448	What do you use to wash your hands?	Only Water	1	
		Water and Soap	2	
		Mud and water	3	
		Ash and water	4	
		Do not use anything	5	
		Other (specify)	88	
PS449	What does your child generally use to wash their hands?	Only Water	1	
		Water and Soap	2	
		Mud and water	3	
		Ash and water	4	
		Do not use anything	5	
		Other (specify)	88	
		Do not know	99	
PS4410		Before cooking	1	

	When does your child wash their hands? Multiple response possible	After handling food	2		
		Before eating	3		
		Before feeding the child	4		
		After cleaning infant faeces	5		
		After using the toilet	6		
		After returning home (from work/ outside)	7		
		After touching an animal/ animal feed/ animal waste	8		
		After touching garbage	9		
		After helping someone use the toilet	10		
		After sneezing, coughing, blowing one's nose	11		
		Other (specify)	88		
		Do not know	99		
PS4411	Do any of your household members practice open defecation?	Yes	1		
		No	2		
PS4412	Do you know about school feeding programme?	Yes	1	If no and 99, skip to PS4415	
		No	2		
		Do not know	99		
PS4413A	On an average, how many school days in a week does the child eat mid-day meal at school?	Everyday	1		
		Once/twice in a week	2		
		More than twice a week	3		
		Never	4		
PS4413B	If Yes, what are the benefits of the school feeding programme to the following stakeholders?		Children	Family	
		Response 1:			
		Response 2:			
		Response 3:			

PS4414	What do you do when you have any problems, complaints, or suggestions regarding the School Meals Programme? Multiple response possible	Inform SMC (School management Committee)	1					
		Inform FMC (Food management committee)	2					
		Inform RP	3					
		Inform FFEP	4					
		Inform EDCU	5					
		Inform distribution centre staff	6					
		Call Namaste WFP/ Toll-free helpline	7					
		Contact WFP Field Coordinator	8					
		Complain to local government officials	9					
		Inform teacher/head teacher	10					
		Do Nothing	11					
		Other (specify)	88					
Do not know	99							
PS4415	Have you ever used Namaste WFP/ Toll-free helpline, to register any complaint or feedback with WFP and other programme partners?	Yes	1					If 2 and 99 skip to PS451
		No	2					
		Do not know	99					
PS4415A	On a scale of 1-5, how satisfied are you with the redressal process of "Namaste WFP" (the toll-free helpline number of FFECN programme)? 1 being least satisfied while 5 being most satisfied	Ease of use of Namaste WFP	1	2	3	4	5	
		Timeliness of the redressal/response	1	2	3	4	5	
		Quality of the redressal/response.	1	2	3	4	5	

Module 5: Social participation of parents				
Q. No	Question	Response		Remarks/Skip
PS451	Have you or any other adult member of your household visited the school during this academic year?	Yes	1	If No, Skip to PS451B
		No	2	

PS451A	For what purpose have you (or that person) visited the school?	Talk to the teacher about the child's school performance/ attendance	1	If any response Skip to PS452
	Multiple Response Possible	Attend a parent's teacher's meeting/school committee meeting	2	
		Attend a food management committee meeting	3	
		Attend a FFE sensitization meeting (Specify)	4	
		Attend another school event (Specify)	5	
		To receive the child's result	6	
		To attend reading mela (education fair)	7	
		To provide support for mid-day meal (eg providing firewood, cooking in absence of cook, providing vegetables, carrying food from FDP to school)	8	
		Other (specify)	88	
		Do not know	99	
PS451B	If no, why did you not visit the school?	Schools were closed due to COVID	1	
		Too busy with work	2	
		Never visited the school before	3	
		Others (specify)_____	88	
PS452	What steps do you take to check the performance of your child in school?	Regularly check the dairy/notebook for task given in school	1	
	Multiple Response Possible	Meet the teachers in school regularly	2	
		Sit with the child before the exam	3	
		Ensure that he/she has a fixed time for study at home	4	
		Don't take any step	5	

		Other (specify)	88	
PS452A	Did you/ any other adult from the family, participate in reading mela (education fair)?	Yes	1	If 2 skip to PS452C If 99 skip to PS453
		No	2	
		Do not know	99	
PS452B	If yes, why did you participate in the mela?			Skip to P453
PS452C	If no, why did you not participate in the mela?			
PS453	Does the school have Parent Teacher meeting on a regular basis??	Yes	1	If No or Don't Know, skip to PS461
		No	2	
		Do not know	99	
PS453A	Did you attend PTA meeting on a regular basis?	Yes No		If no skip to PS461
PS454	During the period between January 2021 and December 2021, in which all months did you attend the PTA meeting? Multiple response possible	1= January 2021 2= February 2021 3= March 2021 4= April 2021 5= May 2021 6= June 2021 7= July 2021 8= August 2021 9= September 2021 10= October 2021 11= November 2021 12= December 2021		
PS456	What is discussed during Parent teachers meeting? Multiple response possible	1=Students' performance 2= Attendance of students 3= Student participation in classes 4=Role of SMC/FMC in helping the programme 5= Parents' support to children at home 88=Others (specify)		

PS457	Do you find it useful?	Yes	1	If no skip to PS457B
		No	2	
PS457A	If yes, why?			
PS457B	If no, why?			

Module 6: Training and Outreach Events				
Q. No	Question	Response		Remarks/Skip
PS461	Have you or any other adult member of your household attended training sessions on child health and nutrition?	Yes	1	If No, Skip to PS462
		No	2	
PS461A	What topics were discussed during the training? (Multiple response possible)	Dietary diversity	1	
		Iron and calcium supplements	2	
		Supplementary food (school meal)	3	
		Maintaining sanitation and hygiene	4	
		Using a toilet is beneficial for me and my family's health	5	
		Open defecation is harmful to me and my family's health	6	
		Other (specify)	88	
		Do not know	99	
PS462	Are you aware of any of the outreach programme on health and hygiene that happened in your village?	Yes	1	If No, skip to PS471
		No	2	
PS462A	What all topics were discussed during the outreach programme (Multiple response possible)	Dietary diversity	1	
		Iron and calcium supplements	2	
		Supplementary food (school meal)	3	
		Maintaining sanitation and hygiene	4	
		Using a toilet is beneficial for me and my family's health	5	

		Open defecation is harmful to me and my family's health	6	
		Other (specify)	88	
		Do not know	99	

Module 7: Effect of COVID-19 (during-pandemic)				
Q. No	Question	Response		Remarks/Skip
PS471	Were you informed about the alternative school teaching arrangements (like community learning (Tole Shiksha), on-line teaching, radio based teaching, television based teaching, or community teaching) after the closure of schools because of COVID-19?	Yes	1	If response is other than 1, go to PS472
		No	2	
		Do not know	99	
PS471A	If yes, is the child engaged in alternative school arrangements?	Yes	1	If 1, go to PS471B and if 2, PS471C
		No	2	
PS471B	If yes, what alternative school arrangement is the child engaged in?	Tole Shiksha	1	If any response Skip to PS472
		Television classes	2	
		Radio classes	3	
		Other_____	88	
PS471C	If not, why is the child not engaged in an alternative arrangement?	No access to devices (TV, internet, Radio)	1	
		Shortage of electricity	2	
		Not aware of the alternative education	3	
		Others_____	88	
PS472	Will the child be attending the school once it reopens?	Yes	1	If coded 2, go to PS473. If coded 1 or 99 go to PS474
		No	2	
		Do not know	99	

PS473	Why will child not attend the school after it reopens?			
PS474	Did your child receive take home ration distributed by WFP/ School since Baisakh 2077? (during the pandemic)	Yes	1	If coded 2 or 99, go to PS481
		No	2	
		Do not know	99	
PS474A	If 'Yes', how many times did your child receive take home ration distributed by WFP/ School since Baishakh 2077?	_____times		

Module 8: Parents perception on child education (gender disaggregated) (Both intervention and non-intervention)				
Q. No	Question	Response		Remarks/Skip
PS481	What are the activities that your male child has been engaging in since the extended closure of schools? Multiple response possible	Income- generating activity (paid labour)	1	Skip if no male child
		Helping the family in income-generating activity	2	
		Household work	3	
		Studying	4	
		Playing	5	
		Take care of younger siblings	6	
		No male child	7	
		Others (specify)	88	
PS482	What are the activities that your female child has been engaging in since the extended closure of schools? Multiple response possible	Income- generating activity (paid labour)	1	Skip if no female child
		Helping the family in income-generating activity	2	
		Household work	3	
		Studying	4	
		Playing	5	
		Take care of younger siblings	6	

		No female child	7	
		Others (please specify)	88	
PS483	What are your suggestions to improve the quality of education?			

Record Review Tool

USDA McGovern-Dole and WFP supported Food for Education Programme in Nepal

General Instruction: The present tool consists of 4 sections. Please request the respondent to keep records and registers ready for the interview - for convenience.

In case of multiple responses, do not accept other options if coded don't know or refuse to answer.

Section 1: Interviewer Information (for creation of a file)

Q. No	Question	Response	Remarks/Skip
RR11	School Code		
RR12	Code of the Interviewer		
RR13	Name of the Interviewer		
RR14	Start Time	HH MM	Auto generated
RR15	End time	HH MM	Auto generated

Section 2: Identification of the School

Q. No	Question	Response	Remarks/Skip
RR21	Name of the school		
RR22	Name of the Village		
RR23	Code of the Municipality/ Gaunpalika		
RR23A	Name of the Municipality		
RR24	Code of the District		
RR24A	Name of the District		
RR25	School EMIS Code		
RR26	Type of school	1=Project 2=Comparison	If coded 2, skip to RR29
RR27	ASK ONLY IF CODED 1 IN RR25 Type of Implementation?	1=WASH + SMP 2=WASH + SMP+EGR	
RR28	ASK ONLY IF CODED 1 IN RR25 Is the school benefitting from any other light-touch intervention?	1= SIDP 2= Digital learning (DL) 3= HGSH 4= None of the above	
RR29	What is the school type?	1= Government pre-primary/lower basic (ECD to Grade III) 2= Government lower basic primary (ECD to Grade V) 3= Government basic (ECD to Grade VIII) 4= Government secondary (ECD to Grade X) 5= Government higher secondary (ECD to Grade XII) 88= Others (please specify)	
RR210	Number of teachers in the school	Total: Female:	

		Male:	
RR211	How many special needs teacher in the school?		
RR212	UID of the Headteacher		It is Auto-filled, will not show in the tab
RR213	Phone Number of the head teacher		

Section 3: Introduction and Consent

2. Consent Form for Respondents

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary and hygiene habits among students and their communities. The study will be carried out across 11 districts in Nepal, and around 200 primary school. You have been selected for this purpose. In this regard, we want to interview you to understand details about the school such as; teacher's attendance, total school enrolment, details about present school committees and so on.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED

Sl. No.	Item	Yes	No
1	Do you confirm that you have understood the information for the above study and have had the opportunity to consider the information, ask questions and have had these answered satisfactorily?	1	0

2	Do you confirm that you understand that your participation in this study is voluntary and that you can stop the interview at any time without giving a reason?	1	0
3	Do you confirm that you understand that if you decide to stop the interview all data collected will be destroyed?	1	0
4	Do you confirm that you agree to take part in the study?	1	0
5	Do you confirm that you understand that any information used in writing up the study findings will be used anonymously, and that you give your consent to this?	1	0
6	Do we have permission to continue?	1	0

Section4: Record Review			
Module 1: School attendance records			
Q. No	Question	Response	Skip
RR411	Do you have a teacher attendance register?	1= Yes 0=No	If Yes, skip to RR413
RR412	If No, why don't you have the teacher attendance register?	_____	
RR413	Was the attendance record book physically verified?	1= Yes 0=No	If yes, skip to RR415
RR414	If No, why was the attendance record book not physically verified?	_____	
RR415	Who do you report to?		

Can you please see the register and tell me the number of days early grade (Grade 1-3) teachers were present during the following months?										
(Put the number of days he/she attended school. Put 99 if not applicable, i.e. if he / she was not working in that certain month)										
	RR416	RR417	RR418	RR419	RR4110	RR4111	RR4112	RR4113	RR4114	RR4115
Sl. No	Name of the Teacher (Optional)	Baishakh	Jestha	Asar	Shrawan	Bhadau	Aswin (Oct-Nov)	Kartik (nov-Dec)	Mansir (Dec-Jan)	Poush (Jan-Feb)
Nepali teachers only										

1										
2										
3										
4										
Other subject teachers										
	RR416A1	RR417A1	RR418A1	RR419A1	RR4110A1	RR4111A1	RR4112A1	RR4113A1	RR4114A1	RR4115A1
1										
2										
3										
4										
5										
Module 2: School Student Enrolment Information (Put 00 for cases where data is unavailable)										
Q. No	Question					Response			Remarks/Skip	
Can you please see the register and tell me the number of students in respective grades?										
	RR421	RR422	RR423	RR424	RR425	RR426				
Grade I (Use 00 if data is not available)										
Academic Year	Total number of students enrolled: Male	Total number of students enrolled: Female	Total number of students transferred out: Male	Total number of students transferred out: Female	Total number of students Dropout: Male	Total number of students Dropout: Female				
2077										
2078										
Grade III (Use 00 if data is not available)										
	RR427	RR428	RR429	RR4210	RR4211	RR4212				
Academic Year	Total number of students enrolled: Male	Total number of students enrolled: Female	Total number of students transferred out: Male	Total number of students transferred out: Female	Total number of students	Total number of students				

				d out: Female	Dropout: Male	Dropou t: Female
2077						
2078						
Grade V (Use 00 if data is not available)						
	RR4216	RR4217	RR4218	RR4219	RR4220	RR4221
Academic Year	Total number of students enrolled: Male	Total number of students enrolled: Female	Total number of students transferred out: Male	Total number of students transfere d out: Female	Total number of students Dropout: Male	Total numbe r of studen ts Dropou t: Female
2077						
2078						
Grade VIII (Use 00 if data is not available)						
	RR4222	RR4223	RR4224	RR4225	RR4226	RR4227
Academic Year	Total number of students enrolled: Male	Total number of students enrolled: Female	Total number of students transferred out: Male	Total number of students transfere d out: Female	Total number of students Dropout: Male	Total numbe r of studen ts Dropou t: Female
2077						
2078						

Q. N O	Gra de	Module 3: Record of Attendance																	
		Bhadhra						Mangshir						Poush					
		Bo ys Enr oll ed	Girl s Enr oll ed	To tal Sc ho ol da ys	B o y s	G i r l s	T o t a l	Bo ys Enr oll ed	Girl s Enr oll ed	To tal Sc ho ol da ys	B o y s	G i r l s	T o t a l	Bo ys Enr oll ed	Girl s Enr oll ed	To tal Sc ho ol da ys	B o y s	G i r l s	T o t a l

RR 43 1	ECD (Balkas)																	
RR 43 1A	Grade 1																	
RR 43 2	Grade 3																	
RR 43 3	Grade 5																	
RR 43 4	School days																	
RR 43 5	Number of class days																	

Module 4: Health and nutrition records				
Q. No	Question	Response	Skip	
RR441	Does the school maintain School Health and Nutrition Register (SHN)?	1= Yes 0=No	If Yes, skip to RR442A	
RR442	If No, why don't you have the School Health and Nutrition Register?	_____		
RR442 A	Is the record on students' absenteeism due to sickness updated?	1=Yes 0=No	If No skip to RR444	
RR443 Please refer to school records to check the number of students from class I, III, V, VIII who were absent due to sickness in the last two years				
Grade	Year	Boys	Girls	Total
Grade I	2077			

	2078			
Grade III	2077			
	2078			
Grade V	2077			
	2078			
Grade VIII	2077			
	2078			
Students receiving deworming medication				
RR444	Is there a record/information about deworming medication distribution for the year 2078?	1= Yes 0=No	If YES, skip to RR446 and review the record	
RR445	If no, why is there no record?			
RR446	Did students receive deworming medication in 2078?	1= Yes 0= No	If No, skip to RR449	
RR446A	Number of students enrolled in the year 2078(for the deworming initiative)	_____No: of boys _____No: of girls 99= Don't know		
RR447	How many students received deworming medication in 2078?	_____ No: of boys _____ No: of girls 99=Don't Know		
RR448	How are deworming tablets typically distributed?	1= Weekly 2= Biweekly 3= Monthly 4= Quarterly 5= Biannually 6= Never 88= Other (specify)_____ 99= Don't know		

RR449	If No, why didn't the students receive deworming tablets?	1= school closure 2= stocks out 3= provided through the health facility 4=refused the supplementation 88= Others (specify) 98= Not Applicable	

Thank the Head teacher for her time and cooperation.

School Infrastructure Observation – Schedule

USDA McGovern-Dole International Food for Education and Child Nutrition Programme

Note– Observe the school premises and respond to the questions in the CAPI tool in your tablet. Fill the answer by observing and asking wherever required

Module 1: School identification			
Q. No.	Questions	Responses	Instructions
IO11	Name of the Observer/Enumerator		
IO11A	Code of the Interviewer		
IO12	Name of the School		
IO12A	School Code		
IO13	Unique Identification number of the		Auto generated by
IO13A	School EMIS Code		
IO14	Code of the village		
IO15	Code of the Municipality		
IO15A	Name of the Municipality		
IO16	Code of the district		
IO16A	Name of the District		
IO17	Type of school	1=Project 2=Comparison	If coded 2 go to IO21
IO17A	Type of implementation	1= WASH +SMP 2= WASH +SMP +EGR 3= Non-intervention school	
IO18	Is the school benefitting from any light touch intervention	1=SIDP 2=Digital Literacy	

		3=HGSF 4= None of the above	

Q01 Do we have permission to continue?

Module 2: School Infrastructure Observation			
Q. No.	Questions	Responses	
IO21	Is there a library/reading room in the school?	1 = Yes	If no skip to IO29
		2 = No	
IO22	What is the kind of library observed in the school	1 = Standard Library	
		2 = Reading Corner	
		3 = Mobile Library	
		88 = Others (Specify)	
IO23	Number of books for early grades (grade 1-5) present in the library)	1 = Less than- 50	
		2 = 51-150	
		3 = 151-250	
		4 = 251-350	
		5 = More than 351	
IO24	Is there a book ledger in the library?	1 = Yes	If No skip to IO26
		2 = No	
IO25	Was the ledger updated till the last working day?	1 = Yes	
		2 = No	
IO26	Is there a borrowing ledger in the library?	1 = Yes	If No skip to IO28
		2 = No	
IO27	Was the ledger updated till the last working day?	1 = Yes	
		2 = No	
IO28	Are students allowed to borrow books from the library (take them out of the library)?	1 = Yes	
		2 = No	
IO29		1 = Yes	

	Is there a kitchen within the school premises?	2 = No	
IO210	Does the kitchen have an energy-saving/improved cooking stove?	1 = Yes	If no skip to IO211A
		2 = No	
IO211	Is the stove functional?	1 = Yes	
		2 = No	
IO211A	Does the School have dish-washing soap?	1 = Yes	
		2 = No	
IO212	Is there stock of food items meant for preparing the school meals?	1 = Yes	
		2 = No	
IO213	The food items are stored off the ground?	1 = Yes	
		2 = No	
IO214	Are there signs of leakage/pilferage of the food items?	1 = Yes	
		2 = No	
IO215	Is there a record book for keeping records of the food items?	1 = Yes	If no skip to IO217
		2 = No	
IO216	Record the date when the record was last updated	__DD/ __MM/ __YYYY(Record the date)	
IO217	Is there a record book to track the contribution of food items by the community?	1 = Yes	If no skip to IO219
		2 = No	
IO218	Record the date when the record was last updated	__DD/ __MM/ __YYYY\ (Record the date)	
IO219	Does the school have a functional toilet/latrine facility meant for use by the students and teachers/staff? Functional Toilet: Toilet with availability of water and facility for outlet of waste	1 = Yes	If No skip to IO225
		2 = No	
IO220	Is there a separate toilet facility for boys,girls and teachers/ staff?	1 = Yes	If No skip to IO224
		2 = No	

IO221	Details of its functionality Functional Toilet: Toilet with availability of water and facility for outlet of waste Is the boys toilet functional?	1= Yes	
		2= No	
IO221A	Is the girls toilet functional? Functional Toilet: Toilet with availability of water and facility for outlet of waste	1= Yes	
		2=No	
IO221B	Is the teachers/ staff toilet functional? Functional Toilet: Toilet with availability of water and facility for outlet of waste	1=Yes	
		2=No	
IO222	What kind of toilet facility is available for the boys?	1 = Flush/pour flush to piped sewer system	
		2 = Flush/pour flush to piped septic tank	
		3 = Flush/pour flush to pit latrine	
		4 = Flush/pour flush to elsewhere	
		5 = Ventilated improved pit latrine	
		6 = Pit latrine with slab	
		7 = Pit latrine without slab	
		8 = Pit latrine without slab/open put/	
		9 = Composting toilet	
		10 = Bucket	
		11 = No facility/bush/field	
		88 = Others (Specify)	
IO223	What kind of toilet facility is available for the girls?	1 = Flush/pour flush to piped sewer system	

		2 = Flush/pour flush to piped septic tank	
		3 = Flush/pour flush to pit latrine	
		4 = Flush/pour flush to elsewhere	
		5 = Ventilated improved pit latrine	
		6 = Pit latrine with slab	
		7 = Pit latrine without slab	
		8 = Pit latrine without slab/open put	
		9 = Composting toilet	
		10 = Bucket	
		11 = No facility/bush/field	
		88 = Others (Specify)	
IO223A	What kind of toilet facility is available for the teachers/staff?	1 = Flush/pour flush to piped sewer system	
		2 = Flush/pour flush to piped septic tank	
		3 = Flush/pour flush to pit latrine	
		4 = Flush/pour flush to elsewhere	
		5 = Ventilated improved pit latrine	
		6 = Pit latrine with slab	
		7 = Pit latrine without slab	
		8 = Pit latrine without slab/open put	
		9 = Composting toilet	
		10 = Bucket	
		11 = No facility/bush/field	
		88 = Others (Specify)	
IO224	What is the kind of toilet facility for boys, girls and	1 = Flush/pour flush to piped sewer system	

	teachers/staff? (in case there is a common toilet for boys, girls and teachers/staff)	2 = Flush/pour flush to piped septic tank 3 = Flush/pour flush to pit latrine 4 = Flush/pour flush to elsewhere 5 = Ventilated improved pit latrine 6 = Pit latrine with slab 7 = Pit latrine without slab 8 = Pit latrine without slab/open pit 9 = Composting toilet/Ecosan 10 = Bucket 11 = No facility/bush/field 88 = Others (Specify)	
IO225	Does the school have hand washing station/ "tippy taps"?	1 = Yes 2 = No	If 2 skip to IO228
IO226	Do the hand-washing station/ "tippy taps" have water for washing?	1 = Yes 2 = No	
IO227	Do the hand-washing station/ "tippy taps" have a soap?	1 = Yes 2 = No	
IO228	What is the main source of drinking water in the school?	1 = Piped water into school 2 = Piped water into yard/plot 3 = Public Tap/Standpipe 4 = Open well in school/ 5 = Open well in yard/plot/ 6 = Open public well/ 7 = Protected well in school/ 8 = Protected well in yard/plot/ 9 = Protected public well 10 = Spring 11 = River/stream 12 = Pond/lake 13 = Dam	

		14 = Rainwater	
		15 = Tanker truck	
		16 = Water vendor	
		17 = Bottled water	
		88 = Other (Specify)	

End of Observation

Storekeeper Structured Interview Tool

USDA McGovern-Dole Food for Education Programme in Nepal- Evaluation

General Instruction: The present tool consists of 3 sections: Introduction and consent form, structured interview with the storekeeper, supply, and storage mechanism.

In case of multiple responses, do not accept other options if coded don't know or refuse to answer.

Section 1: Interviewer Information (for creation of a file)

Q. No	Question	Response	Remarks/Skip
	Version		
SK00	Serial Number		
SK11	Warehouse Code		
SK12	Code of the Interviewer		
SK13	Name of the Interviewer		
SK14	Start Time	HH MM	Auto generated
SK15	End Time	HH MM	Auto generated
Section 2: Identification of the FDP/EDP/Warehouse			
Q. No	Question	Response	Remarks/Skip

SK21	Code of the FDP/EDP/Warehouse		
SK21A	Name of the FDP/EDP/Warehouse		
SK22	Name of the Village		
SK23	Code of the Municipality/ Gaunpalika		
SK23A	Name of the Municipality		
SK24	Code of the District		
SK24A	Name of the District		
SK25	UID of the Storekeeper		Auto-fill
SK26	Contact Number:		

Section 3: Introduction and Consent

2. Consent Form for Storekeepers

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary, and hygiene habits among students in grades 3, 5, 6, and 8. The study will be carried out in around 200 primary schools in Nepal, and the primary school in your area has been selected for this purpose.

In this regard, we want to interview you to understand the supply and storage of food supply for the mid-day meal programme. Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED

Sl. No.	Item	Check
1	Do you confirm that you have understood the information for the above study and have had the opportunity to consider the information, ask questions, and have had these answered satisfactorily?	1= YES 0=NO
2	Do you confirm that you understand that your participation in this study is voluntary and that you can stop the interview at any time without giving a reason?	1= YES 0=NO
3	Do you confirm that you understand that if you decide to stop the interview all data collected will be destroyed?	1= YES 0=NO
4	Do you confirm that you agree to take part in the study?	1= YES 0=NO
6	Do you confirm that you understand that any information used in writing up the study findings will be used anonymously and that you give your consent to this?	1= YES 0=NO
7	Do we have permission to continue?	1=Yes 0=No

Section 4: Storekeeper Interview Schedule			
Module 1: Storekeeper Characteristics			
Q. No	Question	Response	Remarks/Skip
SK411	Name of the storekeeper		
SK412	Sex of the storekeeper	1=Male 2=Female 3=Transgender 4= prefer not to respond	
SK413	How many years have you been working as a storekeeper?	1= 6 months to 1 year 2= 1 year to 2 years 3= more than 2 years (please specify)	
SK414	What is your caste? (Not to be asked to the respondent- determined from surname)	1=Brahmin, Chhettri, Thakuri, Sanyasi Caste 2=Dalit 3=Newar	

		4=Ethnic Group (Other than Newar) 5=Madhesi 6=Muslim 7= Don't want to specify 88=Others (please specify)	
Module 2: FDP/EDP Storekeeping- (observation)			
Q. No	Question	Response	Remarks/Skip
SK421	Does the FDP/EDP have a separate storeroom or warehouse?	1 = Yes 2= No	If no, go to SK428
SK422	Is the food storeroom/warehouse lockable?	1 = Yes 2= No	
SK423	Does the storeroom have windows and ventilators for ventilation?	1 = Yes 2= No	
SK424	Was there any evidence of the presence of rodents in the store during the last working month?	1 = Yes 2= No	
SK425	Was there any evidence of the presence of insects (weevil and others), during the last working month?	1 = Yes 2= No	
SK426	Is there any evidence of mold and excess humidity?	1 = Yes 2= No	
SK427	Is there any evidence of spillage or leakage?	1 = Yes 2= No	
SK428	Is the food stored off the ground?	1 = Yes 2= No	If no skip to SK4210
SK429	If yes, does the FDP/EDP use pallets for commodities' storage?	1 = Yes 2= No	
SK4210	Does the FDP/EDP have a pest/insects management plan?	1 = Yes 2= No	
SK4211	Does the FDP/EDP carry out pest/insects control measures?	1 = Yes 2= No	

Module 3 : Training on storekeeping			
Q. No	Question	Response	Skip
SK431	Are you trained in safe food preparation and storage practices?	1 = Yes 2= No	If no skip to SK436
SK432	If Yes, how many times have you received training in last year?	___ no. of times	
SK433	Who provided the training? MULTIPLE RESPONSE POSSIBLE	1= Non-government organization officials 2= Government officials 3=WFP officials 88=Others (please specify)	
SK434	What were the topics discussed during the training? MULTIPLE RESPONSE POSSIBLE	1= Commodity management 2= Record keeping 3=Storage type and utilization 4= Health and hygiene 5=Food preparation and items required 6= Storage equipment 88=Others (please specify)	
SK435	Where was the training held? Multiple Response Possible	1=At school 2=At district headquarter 3= Municipality 88=Others (please specify)	
SK436	Do you maintain a proper record of the food items?	1 = Yes 2= No	If no skip to SK441
SK437	What are the challenges faced during record keeping?? MULTIPLE RESPONSE POSSIBLE	1= Inadequate training 2= Insufficient details regarding inventories 3= Irregular supplies 4= No challenges 88= Others (please specify)	

Module 4: Warehouse Management			
Q. No	Question	Response	Skip

SK441	What are the steps taken by you as soon as the food commodities arrive at the FDP/EDP? (Do Not Prompt) MULTIPLE RESPONSE POSSIBLE	1= Check Waybills 2= Unload the Food commodities 3= Carry to the warehouse 4= Stack food commodities correctly 5= Record stack card 88= Others (please specify) 99= Do not know	
SK442	What precautions do you take while carrying food and storing it in the warehouse? MULTIPLE RESPONSE POSSIBLE	1= Check the warehouse before storing food bags. 2= Protect food commodities from rain 3= Not using hooks to pull/move food bags. 4= Handling food bags with care (Avoid stepping, throwing) 5= Store in a cool and dry place 6 = No specific actions taken 88= Others (please specify) 99= Do not know	
SK443	What are the steps taken by you to ensure that the food items are of good quality and fit for storing in the warehouse? MULTIPLE RESPONSE POSSIBLE	1= Check for lumps/damp/mold 2= Check for pests 3= Check for smell 4= check for damaged food packets 5 = No specific actions taken 88= Others (please specify) 99= Do not know	
SK444	What steps do you take before storing the food in the warehouse? MULTIPLE RESPONSE POSSIBLE	1= Clean the warehouse 2= Check for pests 3= Check for smell 4= Check for lumps/damp/mold 5= Remove weevils 6= Store according to LIFO/FIFO/FEFO as applicable 7 = No specific actions taken 88= Others (please specify) 99= Do not know	
SK445	Once the food is stored in the warehouse, what precautionary steps	1= Check for holes and leakages in the food bags/packets 2= Check for holes and leakages in the warehouse roof and walls 3= Use pallets to keep food stacks.	

	do you take to ensure its safety? MULTIPLE RESPONSE POSSIBLE	4= Use tarpaulins to cover the food stacks 5= Protect from condensation drips 6= Allow ventilation in the warehouse 7= Inspect the stacks from time to time 8= No specific actions taken 88= Others (please specify) 99= Do not know	
SK446	What steps do you take before dispatching the food items? MULTIPLE RESPONSE POSSIBLE	1= Inspect the truck 2= Check for lumps/damp/mold 3= Check for pests 4= Check for smell 5= Check for damaged food packets 6 = No specific actions taken 88= Others (please specify) 99= Do not know	
SK447	What precautionary steps do you take to ensure food items are loaded safely in the transportation vehicle? MULTIPLE RESPONSE POSSIBLE	1= Protect food commodities from rain 2= Not using hooks to pull/move food bags. 3= Handling food bags with care (Avoid stepping, throwing) 4= stack and load the food items correctly 5 = No specific actions taken 88= Others (please specify) 99= Do not know	
SK448	How do you keep a record of the food items dispatched? MULTIPLE RESPONSE POSSIBLE	1= issue waybills 2= record stack cards 3= maintain manual records 4= maintain digital records 5 = No specific actions taken 88= Others (please specify) 99= Do not know	

Module 5: Perception on FMC/SMC and Food Delivery			
Q. No	Question	Response	Skip
SK45 1	Are you satisfied with the way food is	1= Very satisfactory 2= Satisfactory	If 1,2,99 go to

	stored by the school?	3=Not satisfied 99= Do not know	SK45 3
SK45 2	If not satisfied, why are you not satisfied with the way food is stored at school?	1= Food is stored on the floor 2= Lack of ventilation in the kitchen or wherever food is stored 3= Unhygienic conditions of storage (signs of pests, rodents, water leakage) 88= Others (please specify)	
SK45 3	Do you provide feedback to the school for proper food storage?	1=Yes 2=No	If no skip to SK45 6
SK45 4	Does the school follow the feedback provided by you?	1=Yes 2=No 3=sometimes 99= Do not know	
SK45 5	What kind of feedback do you usually provide?		
SK45 6	What are the common problems encountered by you while fulfilling your role? MULTIPLE RESPONSE POSSIBLE	1= Absence of public transportation/ Fewer roads connecting schools 2= Delay in food collection 3= Communication gap with school authorities 4=Lack of network connectivity in areas 5=Insufficient tools for measuring quantities of commodities 6= Restrictions due to COVID-19 88= Others (please specify)	
SK45 7	Did you face any problems	1=Yes 2=No	If 2 go to

	while managing THR?		SK471
SK458	What were the challenges that you faced? MULTIPLE RESPONSE POSSIBLE	1= Absence of public transportation/ Fewer roads connecting schools 2= Delay in food collection 3= Communication gap with school authorities 4=Lack of network connectivity in areas 5=Insufficient tools for measuring quantities of commodities 6= Restrictions due to COVID-19 88= Others (please specify)	

Module 7: Community Feedback Mechanism			
Q. No	Question	Response	Skip
SK471	When you face any problem or have any feedback, what channels do you approach/use to communicate the same? Multiple response possible	1=SMC/FMC 2=School Principal 3=Namaste WFP toll-free numbers 4=WFP/ CP staff 5=Viber/ Facebook Messenger 6=Suggestion box 7=Email 8=SMS 88=Others (please specify)	
SK472	How would you like to receive information on WFP related activities?	1= Through WFP staff 2=Through WFP partner staff (NGO) 3=Through Government leader (Ward Chair, Gaupalika/ Nagarpalika member) 4=Viber/ Facebook messenger 5=Radio 6=Printed materials 7=Through SMC/FMC 88=Others (please specify)	

Module 8 Impact of COVID-19			
Q. No	Question	Response	Skip
SK481	How has the pandemic impacted your work?		

Student Structured Survey Tool

USDA McGovern-Dole Food for Education and Child Nutrition in Nepal- Endline Evaluation

General Instruction: The present tool consists of 4 sections; Introduction and consent form for parents and students; Interview information, School information and student Interviews. The first 3 sections be done using hard copy of the tool. Section 4 of the tool, structured interview schedule for students, should be done using the digital copy of the tool available in your tablets.

Section 1: Introduction and Consent

1. Consent Form for Parents

Hello, my name is _____. I am a representative of NARMA-Sambodhi consortium. We represent a group of researchers studying the **Food for Education and Child Nutrition** programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary and hygiene habits among students in grade 3, 5, 6 and 8. The study will be carried out in 225 primary schools in Nepal, and the primary school in your area has been selected for this purpose.

In this regard, we want to interview your child in his/her respective school to understand his/her literacy level and reading ability. Your child will be interviewed during the school hours and we will also request for prior permission from the head teachers before the interview.

Your child's participation in this research will be kept confidential and is entirely voluntary. Your child and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that your child provides will be kept private — only researchers will have access to this information. Your child may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by your child shall be kept confidential and will only be used for research purposes. We request you to provide your consent to interview your child during the school hours. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED			
Sl. No.	Item	Check	
1	I confirm that I have read and understood the information sheet dated_____ for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily	1=Yes 0=No	
2	I understand that my child's participation in this study is voluntary and that my child can stop the interview at any time without giving a reason	1=Yes 0=No	
3	I understand that if my child decides to stop the interview all data collected will be destroyed	1=Yes 0=No	
4	I agree to allow my child to take part in the study	1=Yes 0=No	
5	I understand that any information used in writing up the study findings will be used anonymously, and I give my consent to this	1=Yes 0=No	
Name of Participant: Signature Date:			
Q. No	Question	Response	Remarks
EGS11	Name of the parent?		
EGS12	Sex of the parent	1= Male 2= Female 3= Transgender 4= Prefer not to say	
EGS13	What is your educational qualification?	0=No schooling 1= Only signature 2= Upto class 5 3= Class 6 to 8 4= Class 9 to 10 5=Class 11 to 12 6=Bachelors degree 7= Masters degree and above 99=Don't know	
EGS14	What is your caste?	1= Brahmin, Chhettri, Sanyasi, Thakuri 2=Dalit	

		3=Newar 4=Janajati (Except Newar) 5=Madhesi 6=Muslim 7= Do not want to specify 8=Others (Specify)	
EGS15	Parents UID		
2. Consent from Students			
Hello, my name is _____. I am a representative of NARMA-Sambodhi consortium. We represent a group of researchers studying the FFECN FY17 programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutritional, dietary and hygiene habits among students in grade 3, 5, 6 and 8. The study will be carried out across 225 primary schools in Nepal, and the primary school in your area has been selected for this purpose. In this regard, we want to interview you to understand his/her literacy level and reading ability. We have requested the head teachers for permission before the interview. Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason. All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study. Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to interview. Do we have your permission to do so? 1 = Yes (Thank you and end interview) 0= No (Thank you and end interview) Do you have any questions for me now? Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED			
1	I confirm that I have read and understood the information sheet dated_____ for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily		1=Yes 0=No
2	I understand that my participation is voluntary and that I can stop the		1=Yes

	interview at any time without giving a reason	0=No
3	I understand that if I decide to stop the interview all data collected will be destroyed	1=Yes 0=No
4	I understand that recording the interview is optional. By ticking this box, I agree to have this interview recorded	1=Yes 0=No
5	I understand that any quotations used in writing up the study findings will be used anonymously, and I consent to this	1=Yes 0=No
Name of Participant: _____ Signature _____ Date: _____		

Section 2: Interviewer Information			
Q. No	Question	Response	Remarks/Skip
SS21	Date of Interview	DD/MM/YY	
SS22	Name of the Interviewer		
SS23	Code of the Interviewer		
Section 3: Identification of the School			
Q. No	Question	Response	Remarks/Skip
SS31	Name of the school		
SS32	Code of the school		
SS33	Name of the Village		
SS34	Code of the Village		
SS35	Name of the District		
SS36	Code of the District		
SS38	Type of School	1=Project 2=Comparison	
Section 4: Students Interview Schedule			
Module 1: Student Characteristics			

Q. No	Question	Response	Remarks/Skip
SS411	Grade of the student		
SS412	Name of the student		
SS413	Unique Identification Number of the student		
SS414	Sex of the student	1=Male 2=Female 3=Transgender 4=Do not want to specify	
SS415	Age of the student	years	
SS419	How long does it take for you to get to school?	mm	
SS4110	Do you have anyone at home to help you with reading?	1=Yes 0=No	
SS4113	Do you take extra lessons after school?	1=Yes 0=No	If No skip to SS4115
SS4114	How many days per week do you take extra lessons after school?	__ __ No. of Days	
SS4115	Do you have to work at home before going to school?	1=Yes 0=No	If No skip to SS4117
SS4116	How many hours in a day do you work at home before going to school?	__ __ No. of hours	
SS4117	Do you have to work at home after coming home from school?	1=Yes 0=No	If No skip to SS4119
SS4118	How many hours in a day do you work at home after coming home from school?	__ __ No. of hours	
SS4119	What language do you use at home?	1= Nepali Language 2= Tharu 3= Doteli 4=Achhami 5=Baitedeli 6=Bajhanghi 7=Kham 88=Others (Specify)	

SS4120	What language do you use at school?	1= Nepali Language 2= Tharu 3= Doteli 4=Achaami 5=Baitedeli 6=Bajhang 7=Kham 88=Others(Specify)	

Module 2: School Attendance			
Q. No	Question	Response	Remarks/Skip
SS421	In the past 6 school days, how many days did you eat breakfast before going to school?	__ __ No. of Days	
SS422	In the past 6 school days, how many days did you eat a meal after going to school (and before going to bed)?	__ __ No. of Days	
SS423	Do you like coming to school because food is provided?	1=Yes 0=No 98=Not applicable	
SS424	If no meal is provided do you return home before the end of the school day?	1= I will return 0= I will not return 98=Not applicable	
SS425	Normally, if you become aware that the school food is finished, do you go to school the next day?	1= I will go to school 0=I will not go to school 98=Not applicable	
SS426	In the last 30 days have you missed any school days due to illness?	1=Yes 0=No	If No, go to SS431
SS427	How many school days have you missed?	__ __ No. of Days	
Module 3: Knowledge and Awareness on Diet/Health/Hygiene			
Q. No	Question	Response	Remarks/Skip

SS431	Why is it important to have a good and balanced diet? (Multiple Response Possible) Note- Do not prompt the answer. Let the child provide the answer.	1 = Gives us energy 2 = Helps us grow 99=Don't Know 98=Other (Specify)	
SS432	Can you name 3 items that one should eat every day? (Multiple Response Possible) Note- Do not prompt the answer. Let the child provide the answer.	Record Answer 1: Record Answer 2: Record Answer 3: 99= Don't Know	
SS433	Why is personal hygiene important? (Multiple Response Possible) Note- Do not prompt the answer. Let the child provide the answer.	1 = Keeps us healthy 2 = Prevents Diseases 3 = Less Absenteeism from school 98=Other (Specify)	
SS434	Can you name 3 good practices on personal hygiene? (Multiple Response Possible) Note- Do not prompt the answer. Let the child provide the answer.	1=Regular and proper use of latrine at home and school 2=Hand washing with soap after using latrine, before eating / preparing food / feeding a child 3=Use and maintain tippy tap for hand washing 4=Drinking clean water from a safe source (e.g. tube well, or treated water collected from river/lake) 5=Maintain a waste disposal system (Water drainage, garbage pits, waste basket/dust bins) 6=Keep the School building and compounds clean 7=Maintaining hygienic environment during food preparation, handling and distribution 8=Using clean and hygienic utensils during food preparation, handling and distribution 9=Use and disposal of sanitary napkins during menstruation 98=Other (Specify) 99=Don't Know	

SS437	Can you name a few local sources from where you can get information good health practices? (Multiple Response Possible) Note- Do not prompt the answer. Let the child provide the answer.	1= Local health clinic / hospital 2= School Health and hygiene Brochures 3= NGO/GoN Community health workers 4= Poster and Pamphlet 5= Notice board/ wall magazine / Wall paintings/hording board 6= Local Radio 7= Video/Documentary Street Drama Show 8= Food Fair/Food making competition 98=Other (specify) 99=Don't Know	
SS437A	Have you received iron folic acid supplementation over the last 6 months?	1=Yes 2=No 98=Not applicable	If no skip to module 4
SS437B	How often do you receive iron folic acid supplementation?	1= weekly 2=monthly 3=bi-monthly 99= Do not know	

Module 4: Perception Based Questions on Diet/Health/Hygiene			
Q. No	Question	Response	Remarks/Skip
Now I will read some information and you will tell me if you think it is true or not true (Read each information to the student and put mark according to his/her answer)			
SS441	Sickness can be caused by eating healthy food	1=True 0=Not True 99=Don't Know	
SS442	You can prevent some of diseases by wearing shoes	1=True 0=Not True 99=Don't Know	
SS443	There is no way to prevent children from getting diarrhoea or dying from diarrhoea diseases	1=True 0=Not True 99=Don't Know	

SS444	Food gives us energy, immunity and helps us to grow	1=True 0=Not True 99=Don't Know	
SS445	We shouldn't wash our hands with water and soap	1=True 0=Not True 99=Don't Know	
SS446	We should wash our hands with water and soap before cooking	1=True 0=Not True 99=Don't Know	
SS447	We shouldn't wash our hands with water and soap before eating	1=True 0=Not True 99=Don't Know	
SS448	We should wash our hands with water and soap after using toilet	1=True 0=Not True 99=Don't Know	
SS449	We, students, can keep our school clean, safer and healthy	1=True 0=Not True 99=Don't Know	

Module 5: Teacher Verification

Note to the investigator- Answers to the following questions shall be procured by assessing the class register. Please thank the child for his/her participation and then request the class teacher to assist you with the following questions.

SS451	To be observed and noted from the class attendance record/register For how many days from 1 st July 2021 and 31 st December 2021 was the school open?	___ ___ No. of days 99 = Do not know 999= Record/register not available	Record numeric response (2 characters and no decimal places)
SS452	To be observed and noted from the class attendance record/register During the period of 1 st July 2021 and 31 st December 2021, how many days has the child attended school?	___ ___ No. of days 99 = Do not know 999= Record/register not available	Record numeric response (2 characters and no decimal places)

SS453	To be observed and noted from the class attendance record/register For how many days from 1 st July 2021 and 31 st December 2021, was the child absent from school?	___ ___ No. of days 99 = Do not know 999= Record/register not available	Record numeric response (2 characters and no decimal places)
SS454	To be observed and noted from the class attendance record/register How many numbers of days, between 1 st July 2021 and 31 st December 2021 was the child not able to attend school because of illness?	___ ___ No. of days 99 = Do not know 999= Record/register not available	Record numeric response (2 characters and no decimal places)
SS455	Did the child fall sick the same number of days as last year (2076)?	1 = Less this year than last year 2 = Same number of days 3 = More this year than last year 99 = Don't know/Don't have an answer	
SS456	Do you think the child is inattentive in the class? If so, how?		
SS456A	Was iron-folic acid supplementation distributed over the last 6 months?	1= Yes 2= No	

End of Interview

End Time: __ __: __ __

Teacher Structured Survey Tool

(Only for teachers teaching Nepali language to early grade (standard 1-3))

USDA McGovern-Dole Food for Education Programme in Nepal- Evaluation

General Instruction: The present tool consists of 4 sections; Introduction and consent form for respondents; Interview information, School information and Semi-Structured interviews for teachers. Please request the respondent to keep records and registers ready, if possible, for the interview for convenience.

Section 1: Interviewer Information (for creation of a file)			
Q. No	Question	Response	Remarks/Skip
TS11	School Code		
TS12	Code of the Interviewer		
TS13	Name of the Interviewer		
TS14	Start Time	HH MM	Auto generated
TS15	End time	HH MM	Auto generated
Section 2: Identification of the School			
Q. No	Question	Response	Remarks/Skip
TS21	School EMIS Code		
TS22	Name of the school		
TS23	Name of the Village		
TS24	Code of the Municipality/ Gaunpalika		
TS24A	Name of the Municipality/Gaunpalika		
TS25	Code of the District		
TS25A	Name of the District		
TS26	Type of school	1=Project 2=Comparison	If coded 2, skip to TS29
TS27	ASK ONLY IF CODED 1 IN TS26	1=WASH + SMP	

	Type of Implementation?	2=WASH + SMP+EGR 98= Not Applicable (NA)	
TS27A	Is the school benefitting from any other light touch intervention?	1= SIDP 2= Digital learning (DL) 3= HGSF 98= Not Applicable (NA)	
TS28	UID of the teacher		It is Auto-filled, will not show in the tab
TS29	Phone Number of the Teacher		

Section 3: Introduction and Consent

1. Consent Form for Respondents

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to assess the nutrition

al, dietary and hygiene habits among students and their communities. The study will be carried out across 10 districts in Nepal, and around 200 primary school. You have been selected for this purpose. In this regard, we want to interview you to understand details about the school such as; teacher's attendance, total school enrolment, details about present school committees and so on. Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. The interview will take 20-25 mins approximately. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

2= No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEE

Sl. No.	Item	Yes	No

1	Do you confirm that you have understood the information for the above study and have had the opportunity to consider the information, ask questions and have had these answered satisfactorily?	1	2
2	Do you confirm that you understand that your participation in this study is voluntary and that you can stop the interview at any time without giving a reason?	1	2
3	Do you confirm that you understand that if you decide to stop the interview all data collected will be destroyed?	1	2
4	Do you confirm that you agree to take part in the study?	1	2
6	Do you confirm that you understand that any information used in writing up the study findings will be used anonymously, and that you give your consent to this?	1	2
7	Do we have permission to continue?	1	2

Section 4: Structured Interviews				
Module 1: Respondent Characteristics				
Q. No	Question	Response		Skip
TS411	What is your name?			
TS412	Gender of the respondent?	Male	1	
		Female	2	
		Transgender	3	
		Choose not to respond	4	
TS412A	Which caste /ethnicity to you belong to?	Brahmin, Chhettri, Thakuri, Sanyasi	1	
		Dalit	2	
		Newar	3	
		Ethnic group (Except Newar)	4	
		Madhesi	5	
		Muslim	6	
		Do not want to specify	7	
		Others (specify)	88	
TS412B	What is your age?	__(in completed years)		
TS413	What is your job title?	Teacher (permanent/ regular)	1	

		Teacher (fixed source, Niji shrowt))	2	
		Teacher (volunteer)	3	
		Other (specify)	88	
TS414	What is your educational qualification?	<Grade 10	0	
		Grade 10	1	
		10+2	2	
		Bachelor or equivalent	3	
		Master or equivalent	4	
		Others (specify)	88	
TS415	How long have you been teaching in total?	Less than 1 year	1	
		1 – 5 years	2	
		6 – 10 years	3	
		More than 10 years	4	
TS416	How long have you been teaching at this school?	Less than 1 year	1	
		1 – 5 years	2	
		6 – 10 years	3	
		More than 10 years	4	
TS417	Which grade do you teach? Multiple response possible	Grade 1	1	
		Grade 2	2	
		Grade 3	3	
		Grade 4	4	
		Grade 5	5	
		Grade 6	6	
		Grade 7	7	
		Grade 8	8	
TS417A	Number of students present today in Grade 3	As per school records: _____ As per headcount: _____		

TS417B	Is there a deviation between the number of students present according to the school records and headcount?	1=Yes 2=No		If 2 Skip to TS418
TS417C	If yes, what do you think is the reason for it?			
TS418	Have you received any training in in last three years (since 2018)?	Yes	1	If 2 skip to TS4113
		No	2	
TS418A	During the period between January 2021 and December 2021, in which all months did you attend training? Multiple response possible	1= January 2021 2= February 2021 3= March 2021 4= April 2021 5= May 2021 6= June 2021 7= July 2021 8= August 2021 9= September 2021 10= October 2021 11= November 2021 12= December 2021 13= No training		
TS419	If yes, what was the content of the training? Multiple response possible	Phonics	1	
		Vocabulary	2	
		Reading fluency	3	
		Listening comprehension	4	
		Reading comprehension	5	
		Writing skills	6	
		Classroom management	7	
		Assessment and evaluation	8	
		Communicating with parents	9	
		Materials preparation and use	10	
		Raising parental awareness on	11	

		EGR		
		Conducting digital learning activities	12	
		Others (Specify)	88	
TS4110	Who organized the training? Multiple response possible	Non-government organization other than WFP cooperating partner	1	
		Government	2	
		WFP	3	
		IDS)	4	
		World Education, OLE, PCD	5	
		Others (Specify)	88	
TS4111	How have the trainings contributed towards your skills and knowledge base? Multiple response possible	Increased level of understanding of the subject	1	
		Enhanced teaching methods	2	
		Started to develop and use additional teaching materials besides text books	3	
		Better organization and management of classroom arrangement	4	
		Better communication with parents	5	
		Better communication with students	6	
		Helped prepare and use teaching plans	7	
		Use of continuous assessment chart	8	
		Provide better support based on student learning skills and personalized learning	9	
		Better record keeping and follow-up on lessons	10	
		Better access and use to technological equipment	11	

		Started to provide instructions to children in mother tongue	12	
		Started to make the class more interactive	13	
		Use of integrated curriculum	14	
		Use of continuous assessment chart	15	
		Enhanced teaching methods	16	
		Improved record keeping	17	
		No change	18	
		Others	88	
TS4112	How often do you use the teaching learning resources (Flash card, picture word cards, posters, lesson plan, teachers guide, foam letters etc)?	Frequently (almost every day)	1	
		Often (2-3 times/week)	2	
		Sometimes (once per week)	3	
		Rarely (bi-monthly/monthly)	4	
		Never	5	
TS4113	Have you been able to share/transfer your skills to other teachers/staff members?	Yes	1	If 2 skip to TS4115
		No	2	
TS4114	What has been the key challenges of sharing/transferring your skills to other staff members?			
TS4115	How often do you use the supplementary books and the library facility?	Frequently (almost every day)	1	
		Often (2-3 times/week)	2	
		Sometimes (once per week)	3	
		Rarely (bi-monthly/monthly)	4	
		Never	5	
TS4116	Do you have meeting with headteachers?	Yes	1	
		No	2	
TS4117		Frequently (almost every day)	1	

	How frequently are these meetings organised?	Often (2-3 times/week)	2	
		Sometimes (once per week)	3	
		Rarely (bi-monthly/monthly)	4	
TS4118	What are discussed in those meetings? Multiple response possible	Teaching achievements	1	
		New teaching methods (pedagogy)	2	
		Gaps in teaching approaches	3	
		Challenges in teaching	4	
		Challenges in engaging with parents	5	
		Others	88	
TS4119	How supportive is the school management in mitigating the shared challenges?	Highly supportive	1	
		Moderately supportive	2	
		Neither supportive nor unsupportive	3	
		Unsupportive	4	

Module 2: Literacy Support				
Q. No	Question	Response		Skip
TS421	Have you received any literacy support from the programme apart from training?	Yes	1	If no, skip to TS423
		No	2	
TS422	What type of support did you receive (or currently receiving) being a Nepali teacher from the School Feeding Programme / School Meal programme? Multiple Response Possible	Digital learning materials (audio-video, CD/DVD, online materials, laptops etc.)	1	
		Textbook/reading materials on teaching methods	2	
		Other print materials (i.e. supplementary books for students)	3	
		Reading motivator support	4	
		Book corner with level reader	5	

		Supplementary reading materials	6	
		Others	88	
TS422A	(If Book Corner mentioned in TS422), What types of supplementary reading materials are available in the book corner?	Levelled reading texts	1	
		Story books	2	
		Locally available live material	3	
		Informative books	4	
		Others(specify)	88	
TS423	Do you have a teachers guide to take to class?	Yes	1	If code d 2, skip to TS425
		No	2	
TS424	Do you carry your own teacher's guide when you go to take a class?	Yes	1	
		No	2	
TS425	Do you develop lessons plan for the class?	Yes	1	If no skip to TS428
		No	2	
TS426	How often you go to the class with a lesson plan in hand?	Often	1	If code d 3, Go to TS428
		Sometimes	2	
		Never	3	
TS427	Is the most recent lesson plan entry signed by the Head Teacher?	Yes	1	
		No	2	
TS 428	What materials in general do you use to teach? Multiple response possible	Yes	No	
	a) Textbooks	1	2	
	b) Teacher's Guide	1	2	
	c) Curriculum	1	2	

	d) Charts/ Pictures	1	2	
	e) Word cards/ Flash cards	1	2	
	f) Electronic audio- video	1	2	
	g) Online materials	1	2	
	h) CD/ DVD	1	2	
	i) Supplementary reading materials	1	2	
	j) Lesson plan	1	2	
	k)Others (specify)	88		
TS4210	How do you rate the sufficiency of available teaching learning materials?	Highly adequate	1	
		Moderately adequate	2	
		Adequate	3	
		Inadequate	4	
TS4211	How regularly are these materials used?	Frequently (almost every day)	1	
		Often (2-3 times/week)	2	
		Sometimes (once per week)	3	
		Rarely (bi-monthly/monthly)	4	
		Never	5	
TS4212	Do you encourage other subject teachers to use these resources while teaching?	Yes	1	
		No	2	
TS4213	What is the allocated time for Nepali language class for early grades?	45 min	1	
		60 min	2	
		90 min	3	
		Others (specify)	88	
TS4214	Is the knowledge and skills gained during training adequate to facilitate a 90 minutes Nepali language class?	Highly adequate	1	
		Moderately adequate	2	
		Adequate	3	

		Inadequate	4	
TS4215	Is there a library or provision of books (library corner) for students in the school?	Yes	1	If code d other than 1, skip to TS4217
		No	2	
		Do not know	99	
TS4216	How has the availability of supplementary books and library corner impacted the students? Multiple Response Possible	Increased student footfall in the library	1	
		Increased interest of students in reading and borrowing books.	2	
		Better reading ability	3	
		Increased motivation to study	4	
		No change	5	
		Do not know	99	
ATS4217	What, according to you, are the difficulties children face in learning? Multiple Response Possible	Language barrier	1	
		Willingness to learn	2	
		Class environment	3	
		Limited amenities	4	
		Manner of teaching/ limited capacity of teachers	5	
		Other household necessities	6	
		Absence of disabled child friendly teaching facilities	7	
		None	8	
		Others (specify)	88	
		Do not know	99	
TS4218	Are there any Special Need children in your class?	Yes	1	Skip to TS4223
		No	2	
		Do not know	99	

TS4219	If 'Yes', what type of Special Need children are there? Multiple response possible	Children with locomotor handicaps	1	
		Mildly and moderately hearing impaired	2	
		Partially sighted children	3	
		Mentally handicapped educable group	4	
		Children with multiple handicaps	5	
		Others(specify)	88	
TS4220	How are these children with special need identified (special focus on hidden disability)?	Through Interactions with parents	1	
		Identified during admission	2	
		Classroom observation	3	
		Through other students	4	
		Others (specify)	88	
TS4221	what strategy of learning facilitation do you implement to the children with Special Learning Needs? Multiple response possible	Keeping them in the front benches	1	
		Using audio- visual aids more	2	
		Giving assistive devices	3	
		No special facilitation strategy in place	4	
		Others (specify)	88	
TS4222	Did your school provided any trainings to facilitate the class for special needs children?	Yes	1	
		No	2	
TS4223	What has been the impact of school meal programme at school level? Multiple response possible	Increase in enrolment of boys	1	
		Increase in enrolment of girls	2	
		Increase in attendance amongst boys	3	
		Increase in attendance amongst girls	4	

		Less number of boys miss classes	5	
		Less number of girls miss classes	6	
		Increase in boy student's attentiveness	7	
		Increase in girl student's attentiveness	8	
		No impact	9	
		Others (specify)	88	
TS4224	According to you, if school meal programme would stop today, what would be the consequence on pupil attendance?	No consequence, attendance will remain the same	1	
		Attendance will drop slightly (10%)	2	
		Attendance will drop significantly (10%-30%)	3	
		Attendance will drop drastically (over 30%)	4	
		Students will drop out	5	
TS4225	In your observation, what percentage of students in grade 3 can be identified as attentive?	Few (0-25%)	1	
		Little less than half (25-50%)	2	
		Little more than half (50-75%)	3	
		Almost all (75-100%)	4	
TS4226	What has been the impact of school meal programme, on each of the following components of student performance, in the last two years? 1: Increased 2: Decreased 3: Remained the same	Enrolment rate	Boys	Girls
		Attendance rate		
		Absenteeism due to illness		
		Attentiveness of students		
		Pass rate		
TS4227		Rewarding certificates to students to take to home	1	

	What do you do to engage students and parents to improve the learning outcome?	Sending letters to parents explaining about children's reading performance	2	
	Multiple Response Possible	Conduct Parent Teacher Meeting	3	
		By telephoning parents	4	
		Others (specify)	88	

Module 3: Parental involvement				
Q. No	Question	Response		Skip
TS431	Do you interact with parents of your students?	Yes, parents of all students	1	If 3 skip to TS435
		Yes, parents of only special needs students	2	
		No	3	
TS432	When do you interact?	As per need	1	
		Only during PTA	2	
		Both	3	
TS433	What proportion of parents show interest in these interactions?	Few (0-25%)	1	
		Little less than half (25-50%)	2	
		Little more than half (50-75%)	3	
		Almost all (75-100%)	4	
TS434	What proportion of parents act on suggestions given by you?	Few (0-25%)	1	
		Little less than half (25-50%)	2	
		Little more than half (50-75%)	3	
		Almost all (75-100%)	4	
TS435	What proportion of parents are involved in the SMC?	Few (0-25%)	1	
		Little less than half (25-50%)	2	
		Little more than half (50-75%)	3	
		Almost all (75-100%)	4	

Module 4: Programme related open ended questions & Assessing impact of COVID-19

Q. No	Question	Response		Skip
TS441	How has the status of primary education changed in the area since 2018 ? <i>(probe: willingness of local communities to educate their children, perception on girl education, community participation, enrolment of students, female student literacy rate, effect of school meals)</i> Multiple Response Possible	Increased willingness to educate children	1	
		Decreased willingness to educate children	2	
		Increased focus on girl's education	3	
		Reduced focus on girl's education	4	
		Increased community participation in children's education	5	
		Decreased community participation in children's education	6	
		Increased student enrolment	7	
		Decreased student enrolment	8	
		Increased student attendance	9	
		Decreased student attendance	10	
		Others (specify)	88	
TS442	What has been the impact of the pandemic period on your overall motivation to return to school and teach?	Improved motivation	1	
		Reduced motivation	2	
		No change in motivation	3	
TS443	What do you think is the effect of extended school closure due to COVID-19 on students' learning achievements? <i>(probe: impact on reading/writing capability, psycho social status, interest and motivation to study, accessibility to alternate teaching methods,)</i> Multiple Response Possible	No changes in reading, capability	1	
		Deterioration in reading, capability	2	
		No changes in writing capability	3	
		Deterioration in writing, capability	4	
		No changes in understanding learning material	5	
		Deterioration in understanding learning material	6	
		Reduced concentration	7	
		No changes in concentration	8	

		Lower motivation/ willingness to attend school	9	
		Improved motivation/ willingness to attend school	10	
		No changes	11	
		Others (specify)	88	
TS444	How do you think COVID-19 will affect or has affected student's access (in terms of enrolment and attendance) to school post reopening? We need to further probe the reasons for the answer provided by the teacher. Multiple Response Possible	Improvement in student enrolment (male)	1	
		Improvement in student enrolment (female)	2	
		Reduced student enrolment (male)	3	
		Reduced student enrolment (Female)	4	
		Increased dropout	5	
		Decreased dropout	6	
		Reduced regular attendance	7	
		Increased regular attendance	8	
		No change	9	
TS445	In your opinion, will COVID-19 affect girl's education in the region? Please explain how?			
TS446	Are there any suggestions you would want to give to improve the functioning of the programme (Probe: specific for each component i.e., EGR, SMP, WaSH etc.)? If yes, what are those?			
TS447	Are there any suggestions you would want to give on improving the literacy, enrolment, and attendance in these areas?			

पठन सिपका आयम	कथन	ठिक (1)	बेठिक (0)
	b) विद्यार्थीहरूले पाठसँग सम्बन्धित वर्ण अक्षर वा शब्दको ठिक उच्चारण गरे । Students has pronounced word or syllables correctly		
1.2 लेख्यवर्ण सचेतना (Graphophonemic Awareness)	a) विद्यार्थीहरूले वर्ण अक्षर वा शब्दलाई छुट्याएर गर्ने अभ्यास गरे । Students practice the letter or words separately		
	b) विद्यार्थीहरूले वर्ण अक्षरलाई सँगै मिलाएर पढ्न वा उच्चारण गर्ने अभ्यास गरे । Students practice reading of the letter or words separately		
1.3 पठन प्रवाह (Reading Fluency)	a) शिक्षकले विद्यार्थीहरूले सुन्नेगरी गति यति वा लय मिलाएर नमुना Teacher read the word correctly and fluently		
	b) विद्यार्थीले एकलै वा जोडीमा बसेर गति यति वा लय मिलाएर पाठ पढ्ने अवसर पाए । Student read the word correctly and fluently		
1.4 शब्द भण्डार (Vocabulary)	a) शिक्षकले नयाँ शब्दहरूको परिचय गरे वा पाठमा भएका गाह्रा शब्दहरू अर्थसहित छलफल गरे । Teacher explained about the new words or explain the difficult word in the lesson		
	b) शिक्षकले मौखिक वा लिखित रूपमा विद्यार्थीहरूलाई शब्दहरूलाई वाक्यमा प्रयोग गर्न वा जोडा मिलाउने/ छुट्याउने जस्ता कार्यहरू गर्न लगाए । Teacher asked the students to use the words for making sentence or pair matching of the words, either orally or give class work		

पठन सिपका आयम	कथन	ठिक (1)	बेठिक (0)
1.5 बोध (Comprehension)	a) शिक्षकले पढ्नु वा सुन्नुभन्दा अगाडि वा पढ्दा पढ्दै पाठ केको बारेमा हो भन्ने अनुमान लगाउने वा पाठका बारे विद्यार्थीका पूर्वज्ञान आदिका बारेमा सोधे । Teacher asked the students about the lessons or ask the students about the prior knowledge of the lesson		
	b) विद्यार्थीहरूलाई पाठ पढिसकेपछि वा सुनिसकेपछि शिक्षकले त्यसै पाठसँग सम्बन्धित प्रश्न सोधे । Students asked questions to the teacher after reading lessons		
	c) शिक्षकले सोधेका प्रश्नहरूमध्ये कम्तीमा एउटा ठ्याक्कै पाठैबाट उत्तर नआउने खालको थियो । Of those questions asked by the teacher, at-least one answer could not come directly from lessons		
	d) शिक्षकले विद्यार्थीहरूलाई पाठ आफै पढ्न पनि लगाए । Teacher asked the students to read by themselves		
	e) धेरैजसो विद्यार्थीले पढेका पाठका आधारमा प्रश्नको उत्तर दिन सके । Majority of the students can respond to the questions correctly		
1.6 लेखाइ (Writing)	a) विद्यार्थीले शुद्ध लेखन जस्तै अक्षर लेखन/ हिज्जे मिलाउन/ अनुलेखन/ श्रुति लेखन/ स्वतन्त्र लेखन/ वाक्य लेखन गरे । Students write the words, letter and sentences correctly.		
	b) विद्यार्थीले मौलिक लेखन जस्तै प्रश्नहरूको आफ्नै ढङ्गले उत्तर दिने/अनुच्छेद लेख्ने/ मौलिक कथा लेख्ने अभ्यास गर्ने अवसर पाए । (यसमा कालो सेतो पाटीबाट सार्ने जस्ता कार्य पर्दैनन् ।) Students have opportunity to practice oral writing, paragraph writing and other innovative story writing in the class (Not copying from the blackboard)		

खण्ड 2 बाल शिक्षण पद्धति

[कक्षा अवलोकनपश्चात् अवलोकनमा आधारित रही सही विकल्पमा ठिक (✓) चिह्न लगाउनुहोस् ।]

कथन नं	कथन	सहमत Agree	आंशिक सहमत Partially agree	असहमत Disagree	असम्बन्धित Irrelevant
2.1	शिक्षकले पठनपाठन गर्दा सबै विद्यार्थीलाई समेटे । Teachers cover all students during the teaching				
2.2A	शिक्षकले छात्र र छात्रालाई समान रूपमा समेटे । Teachers cover both boy and girl child equally during teaching				
2.2 B	शिक्षकले समूहकार्य (जस्तै जोडा वा व्यक्तिगत वा साना समूह कार्य) गराए । Teacher gave group exercises in the classes				
2.3	कक्षा शिक्षणको समयमा अधिकांश विद्यार्थीहरूले शिक्षकको निर्देशनलाई पालन गरेका थिए । Students follow the teacher instructions during the class				
2.4	कक्षा शिक्षकको समयमा आधाभन्दा बढी विद्यार्थीले स्वेच्छिक (रूपमा हात उठाएर वा भन्छु भनेर) प्रश्न/ जिज्ञासाका उत्तर दिएका थिए । Half of the students voluntarily ask questions to the teacher				
2.5A	विद्यार्थीहरूले एकलै वा समूहमा पाठ पढ्दै गर्दा अधिकांशका आँखा पाठमै थिए । Majority of the students were keeping their eyes on the lessons during reading in a group or alone				
2.5B	विद्यार्थीहरूले दिएका सही जवाफमा शिक्षकले सकारात्मक पृष्ठपोषण दिए ।				

कथन नं	कथन	सहमत Agree	आंशिक सहमत Partially agree	असहमत Disagree	असम्बन्धित Irrelevant
	Teacher gave positive feedback for correct answer				
2.6	विद्यार्थीले गलत जवाफ दिँदा शिक्षकले सुधारका लागि पृष्ठपोषण दिए। (विद्यार्थीहरूलाई हप्काउने गलत जवाफलाई बेवास्ता गर्ने वा सही उत्तर नदिई भएन वा गलत भयो मात्र भनेमा पृष्ठपोषण बुझिन्न।) Teacher gave feedback for improvement to the students, who could not respond correctly				
2.7	शिक्षकले कक्षा शिक्षणमा उपयुक्त ढङ्गले शैक्षिक सामग्रीको प्रयोग गरेका थिए। Teachers' have used the teaching materials properly during the class				
2.8A	शिक्षकले शिक्षकको समयमा घुमीघुमी विद्यार्थीहरूको वैयक्तिक वा समूह कार्यको अवलोकन गरे। Teachers revolve around the classes to monitor group exercises of children				
2.8B	शिक्षकले “म गर्छु, हामी गर्छौं र तिमी गर” को विधिलाई अवलम्बन गरे। Teachers follow I do, we do and you do approaches				
2.8C	विद्यार्थीहरूले व्यक्तिगत कार्य गर्दा शिक्षकले अप्ठ्यारोमा परेका विद्यार्थीहरूलाई सहयोग गरे। Teacher supported the students who have difficulties in performing their task individually				
2.8D	विद्यार्थीहरूले समूह कार्य गर्दा शिक्षकले अप्ठ्यारोमा परेका विद्यार्थीहरूलाई सहयोग गरे।				

कथन नं	कथन	सहमत Agree	आंशिक सहमत Partially agree	असहमत Disagree	असम्बन्धित Irrelevant
	Teacher supported the students who have difficulties in performing their task in a group				
2.8E	शिक्षकले पाठ पढाइरहेको बेला विद्यार्थीहरूले बुझे वा नबुझेको मूल्याङ्कन गरे । Teacher evaluated a students whether they have learned lessons or not				
2.8F	शिक्षकले समय निर्धारण नै गरी विद्यार्थीहरूलाई प्रश्न सोध्ने वा समूहमा छलफल गरी नबुझेका कुरा प्रस्ट हुने मौका प्रदान गरे । Teacher allocated the time for discussion among the students to raise questions on the lessons which are not clear to them				

2.9 समग्र कक्षा अवलोकनको आधारमा पाठको समीक्षा गर्नुहोस् । Overall class observation

कथन नं	क्षेत्र	धेरै राम्रो Good	ठिकै Ok	सुधार आवश्यक रहेको Need improvement
2.9 A	शिक्षकको पूर्वतयारी Teacher's preparation			
2.9B	शिक्षकले विद्यार्थीलाई पाठप्रति गराएको उत्प्रेरणा Teachers' effort on motivating student			
2.9C	विद्यार्थीको सक्रिय सहभागिता Students active participation			
2.9D	बाल केन्द्रित विधिको प्रयोग use of child focused teaching methods			

कथन नं	क्षेत्र	धेरै राम्रो Good	ठिकै Ok	सुधार आवश्यक रहेको Need improvement
2.9E	पृष्ठपोषण Feedback			
2.9F	मूल्याङ्कन Evaluation			

खण्ड 3 कक्षा कोठाको वातावरण तथा शैक्षिक सामग्रीको व्यवस्थापन

[तपाईंको अवलोकनअनुसार सही विकल्पमा ठिक (✓) चिह्न लगाउनुहोस् ।]

कथन नं	कथन	सहमत Agree	आंशिक सहमत Partially agree	असहमत Disagree	असम्बन्धित Irrelevant
3.1	कक्षाकोठाको भित्तामा पढाइ लेखाइसँग सम्बन्धित पोस्टर रेखा चित्र वा पेन्टिङ टाँसिएका थिए । Poster and pamphlets are posted in the wall of the classes				
3.2	विद्यार्थीका कार्यहरू देखिने गरी भित्तामा प्रदर्शन गरिएका थिए । Student's work are demonstrated in wall of the classes				
3.3	कक्षा कोठामा विद्यार्थीहरूको पहुँचमा अतिरिक्त पाठ्यसामग्रीहरू (जस्तै पुस्तक कर्नर, कक्षा पुस्तकालय आदि) राखिएका थिए । Additional educational materials (library corner, book) etc. are available in the classes)				
3.4	सबै विद्यार्थीहरूलाई पुग्ने गरी डेस्क/ बेन्च/ म्याट उपलब्ध थिए । Desk bench are available for all students				

कथन नं	कथन	सहम त Agre e	आंशिक सहमत Partial ly agree	असहम त Disagr ee	असम्बन्धि त Irreleva nt
3.5	कक्षा कोठाको सरसफाई उपयुक्त थियो । Classroom is clean and hygienic				
3.6	कक्षा कोठामा पर्याप्त प्रकाश आउने खालको थियो । Classroom has proper lighting facilities				
3.7	कक्षा कोठाको तापक्रम उपयुक्त (साह्रै तातो वा चिसो नभएको) थियो । Temperate of the class room is appropriate				
3.8	कक्षा कोठामा विद्यार्थीहरूका लागि विभिन्न क्रियाकलाप गर्न पर्याप्त ठाउँ थियो । Working spaces is available for the students to perform group work				

धन्यवाद भन्दै अन्तरवार्ता टुङ्ग्याउनुहोस् ।

अवलोकन अन्त्य भएको समय (२४ घण्टे ढाँचा)

End of observation

मिति (गते/महिना/साल) ____/____/२०____

विद्यालयको छाप

अवलोकन कर्ताको सही

प्रधानाध्यापकको सही

Nepali Early Grade Reading Assessment: Student Response Form
Administrator Instructions and Protocol – 2016

Database ID: _____

विद्यार्थी प्रतिक्रिया फाराम
कार्यान्वयनकर्ता निर्देशन तथा शिष्टाचार, २०१८

सामान्य निर्देशनहरू:

सबैभन्दा पहिले कृपया विद्यार्थीसँग छोटो कुराकानी गरी रमाइलो र सहज वातावरण बनाउनुहोस् । (उदाहरणको लागि तल दिइएका शीर्षकहरू हेर्नुहोस् ।) यो प्रश्नावलीलाई विद्यार्थीले परीक्षाको रूपमा नलिई एउटा खेलको रूपमा रमाइलोको लागि लिन आवश्यक हुन्छ । यही समयमा बच्चालाई कसरी कुराकानी गर्दा बढी सहज हुन्छ भन्ने कुरामा ध्यान दिनुहोला । कोष्ठमा दिइएका खण्डहरू आफ्नो लागि मात्रै विस्तारै पढ्नुहोला र विद्यार्थीलाई आफ्नै भाषामा मिलाएर भन्नुहोला ।

🔊 मेरो नाम _____ हो । म _____ मा बस्छु । म तिमीलाई मेरो बारेमा केही कुरा भन्न चाहन्छु ।

(कार्यान्वयनकर्ताहरूको सङ्ख्या, उमेर, बच्चाहरूको सङ्ख्या, मनपर्ने खेल, रेडियो, टिभी कार्यक्रम आदि)

(१) 🔊 तिमीलाई विद्यालय नआएको बेला के गर्न मन पर्छ ?

(प्रतिक्रियाको लागि पर्खनुहोला । यदि विद्यार्थीले उत्तर दिन इच्छा नगरेमा प्रश्न नं. २ सोध्नुहोला । तर यदि उनीहरूले सहज रूपमा उत्तर दिने देखिएमा मौखिक सहमति लिई अगाडि बढाउनुहोला)

(२) 🔊 तिमीलाई कस्ता खेलहरू खेल्न मनपर्छ ?

मौखिक सहमति: तल दिइएको पाठ विद्यार्थीहरूलाई प्रष्टसँग पढिदिनुहोस् ।



- म शिक्षा मन्त्रालयको यो अनुसन्धानको लागि काम गर्छु र हामीहरू बालबालिकाले कसरी पठन सीप सिक्दछन् भनी बुझ्न कोशिश गरिरहेका छौं । तिमीलाई यो कार्यमा छनौट गरिएको छ ।

- यस कार्यमा हामीलाई तिम्रो सहयोग चाहिन्छ । यदि तिम्रीलाई यस कार्यमा भाग लिन मन नलागेमा मलाई भन्न सक्नेछौ ।
- हामी एउटा पठन खेल खेल्न गइरहेका छौं । म तिम्रीलाई केही अक्षरहरू, शब्दहरू र एउटा छोटो कथा पढ्न लगाउनेछु र सुनाउनेछु ।
- यो घडीमा म तिम्रीलाई पढ्नको लागि कति समय लाग्यो भनी हेर्नेछु ।
- यो जाँच होइन र यसले तिम्रो विद्यालयको पढाइलाई कुनै असर गर्ने छैन ।
- म तिम्रीलाई तिम्रो परिवारको बारेमा केही प्रश्नहरू पनि सोध्नेछु, जस्तै: तिम्रो परिवारले घरमा प्रयोग गर्ने भाषा र परिवारमा भएका केही सामानहरू आदि ।
- म तिम्रो नाम लेख्ने छैन, तसर्थ कसैलाई पनि यी तिम्रा उत्तरहरू हुन् भन्ने थाहा हुनेछैन ।
- पुनः यदि तिम्री चाहदैनो भने सहभागी नहुन सक्छौ । हामीले सुरु गरेपछि पनि तिम्रीले प्रश्नको उत्तर दिन नचाहे पनि फरक पर्ने छैन ।
- तिम्री मलाई केही सोध्न चाहन्छौ ?
- के तिम्री सुरु गर्न तयार छौ ?

मौखिक सहमति भएको बाकसमा जानुहोस्: ☐ हो

यदि मौखिक सहमति नभएमा उक्त विद्यार्थीलाई धन्यवाद दिई यही फारमसाथ अर्को विद्यार्थीसँग जानुहोस् ।

विद्यालय, विद्यार्थी तथा परिक्षण सम्बन्धी विवरण

A. परिक्षण गरेको मिति (गते/महिना/साल) _____/_____/20____

B. विद्यार्थीले घरमा बोल्ने भाषा ☐ L1 (नेपाली) ☐ L2 (नेपाली बाहेकका अन्य भाषा)

C. परिक्षण कर्ताको नाम

D. परिक्षण कर्ताको कोड नं

E. विद्यालयको नाम

F. विद्यालयको EMIS
कोड

G. नियमित विद्यालय सञ्चालन हुने
समय

पूरा दिन

बिहान

अपराह्नः

H. कक्षा

कक्षा
१

कक्षा
२

कक्षा
३

I. सेक्सन

J. विद्यार्थीको रोल
नं

K. लिङ्ग

पुरुष

महिला

L. परिक्षण गर्दाको
समय

पूर्वाह्न

अपराह्न

उपखण्ड १ श्रुतिबोध

📖 X	🕒 X
❖ अब म तिमीलाई एउटा सानो कथा ठूलो स्वरमा पढेर सुनाउँछु । त्यसपछि तिमीलाई म केही प्रश्नहरू सोध्छु । कृपया ध्यानपूर्वक सुन र सकेसम्म राम्रोसँग उत्तर देऊ । तिमीलाई जुन भाषा सरल लाग्छ, त्यही भाषामा उत्तर देऊ । ❖	विद्यार्थीको नजरबाट कथा लेखिएको पुस्तिका हटाउनुहोस् ।
मङ्गल र रमाला मङ्गल रमालाको पसल गयो । अचानक ठूलो आवाज आयो । ऊ डरले थरथर भयो । रमाला मङ्गलको नजिक आई । त्यो त साइकलको ट्यूव पड्केको रहेछ । दुवै गलल हाँसे ।	विद्यार्थीलाई पाठ वा प्रश्नहरू हेर्न नदिनुहोस् । यदि विद्यार्थीले आफूले नजानेको बताएमा त्यसलाई गलत भनी चिह्न लगाउनुहोस् ।

(✓) १ = ठीक (✓) ० = बेठीक (✓) ♦ = प्रतिक्रिया नदिएको	

प्रश्नहरू	१	०	♦
१) ❖ मङ्गल कहाँ गए ? (उत्तर: रमालाको पसलमा)			
२) ❖ मङ्गल किन थर-थर भयो ? (उत्तर: डरले)			
३) ❖ उनीहरू किन हाँसे ? (उत्तर: ट्यूव पड्केकोले)			

धेरै राम्रो प्रयास ! धन्यवाद !

उपखण्ड २ अक्षर ध्वनि पहिचान

यस पानामा नेपाली वर्णमालाका अक्षरध्वनीहरू (अक्षरहरू) राखिएका छन् । कृपया तिमीले जानेसम्म यी अक्षर ध्वनीहरू (अक्षरहरू) पढ्नुपर्ने छ ।

(सुरुमा तल दिएअनुसार यी तिन अक्षर ध्वनीहरू (अक्षरहरू) (अ, ग, न) को अभ्यास गराउनुहोस् ।)

[उक्त पानामा “अ” सङ्केत गर्नुहोस्, उदाहरणको लागि, यो / अ / हो ।]

[त्यसै गरी उक्त पानामा “ग” सङ्केत गर्नुहोस् र यो कुन अक्षर ध्वनी (अक्षर) हो भनी सोध्नुहोस् ।]

(ठीक उत्तर भएमा) ✓ ठीक, यो / ग / हो ।

(बेठीक उत्तर भएमा) ✗ यो त / ग / पो हो त ।

[उक्त पानामा “न” सङ्केत गर्नुहोस् र यो कुन अक्षर ध्वनी (अक्षर) हो भनी सोध्नुहोस् ।]

(ठीक उत्तर भएमा) ✓ ठीक, यो / न / हो ।

(बेठीक उत्तर भएमा) ✗ यो त / न / पो हो त ।

- जब म “सुरु” भन्छु, तिमीले पढ्न सुरु गर । प्रत्येक अक्षर ध्वनी (अक्षर) लाई देखाउँदै त्यो अक्षरलाई उच्चारण गर ।

- तिमीले सकेसम्म चाँडो तर ध्यानपूर्वक पढ्ने प्रयास गर ।

- यदि तिमीलाई थाहा नभएको कुनै अक्षर ध्वनी (अक्षर) आएमा तिमी अर्को अक्षर ध्वनी (अक्षर) पढ्न सक्छौ । तिम्रो औँला पहिलो अक्षर ध्वनी (अक्षर) मा राख त । राख्यौ ? राख्यौ भने ल अब पढ्न सुरु गर त । “सुरु”

- (“ / ”) विद्यार्थीले गलत पढेका अक्षर ध्वनी हरूलाई “ / ” चिह्न लगाउनुहोस् ।

- (“ Ø ”) तपाईंले अगाडि नै गलत भनी चिह्न लगाएका अक्षर ध्वनी (अक्षर) हरू सच्याउनु परेमा “ Ø ” चिह्न लगाउनुहोस् ।

- (“] ”) विद्यार्थीले पढेको अन्तिम अक्षर ध्वनीपछि “] ” चिह्न दिनुहोस् ।

जब विद्यार्थीले पहिलो अक्षर पढ्न सुरु गर्छन्, घडी हेर्न सुरु गर्नुहोस् ।

यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै अक्षरमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को अक्षर पढ्न सङ्केत गर्नुहोस् ।

घडीमा १ मिनेट पुगेपछि रोकिनभन्नुहोस् ।

यदि विद्यार्थीले पहिलो हरफमा (१० अक्षरहरू) सही रूपमा नपढेमा धन्यवाद भन्नुहोस् र यो उपकार्य यत्तिकै बन्द गर्नुहोस् । तल अन्त्यमा दिएको बाकसमा चिह्न (✓) लगाई अर्को उपखण्डमा जानुहोस् ।

ठ	स	क	उ	थ	य	ण	इ	झ	ध
उ	ओ	ढ	न	ञ	ऐ	ऊ	भ	त्र	झ

व	ख	ए	क्ष	ट	अ	ठ	आ	अ	ड
क	ब	ई	इ	ब	ष	म	क्ष	ख	ड
ग	अं	म	ऋ	त्र	ज	ज्ञ	स	फ	च
ज	ऊ	र	औ	ध	फ	र	ष	अः	ह
ड	घ	ज्ञ	ग	ण	भ	प	त	ट	थ
ग	औ	आ	छ	च	ज	ए	द	ह	इ
घ	द	श	त	व	ल	अं	न	ढ	ड
प	छ	ऐ	ल	ऋ	य	श	अः	ओ	अ
✍ यस कार्यको अन्त्यमा बाँकी रहेको समय (सेकेन्डमा) लेख्नुहोस् ।									
✍ विद्यार्थीले पहिलो हरफमा कुनै सही उत्तर नदिएकाले पठन कार्य रोकिएको ।									

धेरै राम्रो प्रयास ! अब अर्को उपखण्डमा जाऔँहै ।

उपखण्ड ३ मात्रा ध्वनि पहिचान

📖 ✓		🕒 ✓ ६० सेकेन्ड
🔊 यस पानामा नेपाली वर्णमालाका मात्रा ध्वनी (मात्रा लागेका अक्षर)हरू राखिएका छन् । कृपया तिमीले जानेसम्म यी मात्रा ध्वनी (मात्रा लागेका अक्षर)हरू पढ्नुपर्ने छ । (सुरुमा तल दिएअनुसार यी तीन मात्राहरू ा, ि, ू (का, घि, हु) को अभ्यास गराउनुहोस् ।) [उक्त पानामा “ का ” औँलाले सङ्केत गर्नुहोस्, उदाहरणका लागि, यो /का/ मात्रा ध्वनी (मात्रा लागेका अक्षर) हो भनी भन्नुहोस् । [उक्त पानामा “ घि ” सङ्केत गर्नुहोस्, अब यो कुन मात्रा ध्वनी (मात्रा लागेका अक्षर) हो भनी सोध्नुहोस्] (ठीक उत्तर आएमा) ✓ ठीक, यो \ घि \ मात्रा ध्वनी (मात्रा लागेका अक्षर) हो भन्नुहोस् । (बेठीक उत्तर आएमा) ✗ यो त \ घि \ मात्रा ध्वनी (मात्रा लागेका अक्षर) पो हो त भन्नुहोस् ।		जब विद्यार्थीले पहिलो अक्षर पढ्न सुरु गर्छन्, घडी हेर्न सुरु गर्नुहोस् । 🕒 यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै अक्षरमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को अक्षर पढ्न सङ्केत गर्नुहोस् ।

[उक्त पानामा “हु” सङ्केत गर्नुहोस् र यो कुन मात्रा ध्वनी (मात्रा लागेका अक्षर) हो भनी सोध्नुहोस् ।

(ठीक उत्तर आएमा) ✓ ठीक, यो / हु / मात्रा ध्वनी (मात्रा लागेका अक्षर) हो भन्नुहोस् ।

(बेठीक उत्तर आएमा) ✗ यो त / हु / मात्रा ध्वनी (मात्रा लागेका अक्षर) पो हो त भन्नुहोस् ।

✿ जब म “सुरु” भन्छु, तिमीले पढ्न सुरु गर । प्रत्येक मात्रा ध्वनी (मात्रा लागेका अक्षर) लाई देखाउँदै उच्चारण गर ।

✿ तिमीले सकेसम्म चाँडो तर ध्यानपूर्वक पढ्ने प्रयास गर ।

✿ यदि तिमीलाई थाहा नभएको कुनै मात्रा ध्वनी (मात्रा लागेका अक्षर) आएमा तिमी अर्को पढ्न सक्छौ । तिम्रो औँला पहिलो मात्रा ध्वनी (मात्रा लागेका अक्षर) मा राख त । राख्यौ ? राख्यौ भने ल अब पढ्न सुरु गर त । “सुरु”

- (“ / ”) विद्यार्थीले गलत पढेका मात्रा लागेका अक्षर (मात्रा लागेका अक्षर)हरूलाई “ / ” चिह्न लगाउनुहोस् ।
- (“ Ø ”) तपाईंले अगाडि नै गलत भनी चिह्न लगाएका मात्रा उक्त अक्षरहरू सच्याउनु परेमा “ Ø ” चिह्न लगाउनुहोस् ।
- (“] ”) विद्यार्थीले पढेको अन्तिम मात्रा युक्त अक्षर पछि “] ” चिह्न दिनुहोस् । “] ” विद्यार्थीले पढेको अन्तिम अक्षरपछि “] ” चिह्न दिनुहोस् ।

तो	फे	जु	दौ	मे	धू	ना	डौ	सै	सा
मे	झू	गै	चा	ज्ञा	टो	ठू	बौ	पा	मो
दै	वे	जौ	षो	से	ढा	लू	जा	रे	टू
खे	रु	दं	भे	खू	ढो	लौ	धु	घू	यो
थी	घो	क्षे	खु	क्षा	भू	धौ	का	नौ	मै
थै	बो	लु	झौ	पो	भै	फु	दु	छो	शै
कौ	धो	कि	ठे	डी	वो	ति	वु	थै	ले
बि	छू	त्रा	गृ	मा	फू	हे	हौ	तू	दे
पै	के	डि	शू	चि	गै	त्रू	ढौ	खी	चि
रो	छो	झो	नौ	छै	ने	घौ	चौ	पौ	ढौ

✎ घडीमा १ मिनेट पुगेपछि रोकिन भन्नुहोस् ।

✎ यदि विद्यार्थीले पहिलो हरफमा (१० अक्षरहरू) सही रूपमा नपढेमा धन्यवाद भन्नुहोस् र यो उपकार्य यत्तिकै बन्द गर्नुहोस् । तल अन्त्यमा दिएको बाकसमा चिह्न (✓) लगाई अर्को उपखण्डमा जानुहोस् ।

✎ यस कार्यको अन्त्यमा बाँकी रहेको समय (सेकेन्डमा) लेख्नुहोस् ।	
✎ विद्यार्थीले पहिलो हरफमा कुनै सही उत्तर नदिएकोले पठन कार्य रोकिएको ।	

धेरै राम्रो प्रयास ! अब अर्को उपखण्डमा जाऔं है ।

उपकार्य ४ निरर्थक शब्द (अर्थ नआउने शब्द) पहिचान

 ✓	 ✓ ६० सेकेन्ड
🔹 यस पानामा केही निरर्थक शब्दहरू (अर्थ नआउने शब्दहरू) राखिएका छन् । कृपया तिमीले जानेसम्म यी शब्दहरू पढ्नुपर्ने छ । (सुरुमा तल दिएअनुसार यी तिन निरर्थक शब्दहरू (अर्थ नआउने शब्द) (शाखिनै, छद्कु, फामो) को अभ्यास गराउनुहोस् ।) [उक्त पानामा “शाखिनै” सङ्केत गर्नुहोस्, उदाहरणका लागि, यो “शाखिनै” हो भन्नुहोस् ।] [उक्त पानामा “ छद्कु ” सङ्केत गर्नुहोस्, अब यसलाई उच्चारण गर भन्नुहोस् । (ठीक उत्तर आएमा) ✓ ठीक, यो “ छद्कु ” हो । (बेठीक उत्तर आएमा) ✕ यो त “ छद्कु ” पो हो त । [उक्त पानामा “ फामो ” सङ्केत गर्नुहोस्, एक पटक फेरि प्रयास गर । यसलाई उच्चारण गर ।] (ठीक उत्तर आएमा) ✓ ठीक, यो “ फामो ” हो । (बेठीक उत्तर आएमा) ✕ यो त “ फामो ” पो हो त । 🔹 जब म “ सुरु ” भन्छु, तिमीले पढ्न सुरु गर । प्रत्येक शब्दलाई देखाउँदै त्यो शब्दलाई उच्चारण गर । 🔹 तिमीले सकेसम्म चाँडो तर ध्यानपूर्वक पढ्ने प्रयास गर । 🔹 यदि तिमीलाई थाहा नभएको कुनै शब्द आएमा तिमी अर्को शब्द पढ्न सक्छौ । तिम्रो औँला पहिलो शब्दमा राख त । राख्यौ ? राख्यौ भने ल अब पढ्न सुरु गर त । “ सुरु ” - (“ / ”) विद्यार्थीले गलत पढेका शब्दहरूलाई “ / ” चिह्न लगाउनुहोस् ।	🕒 जब विद्यार्थीले पहिलो शब्द पढ्न सुरु गर्छन्, घडी हेर्न सुरु गर्नुहोस् । 👉 यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै बाकसमा तिन सेकेन्डसम्म पढ्न रोकिएमा अर्को पढ्न सङ्केत गर्नुहोस् । 👉 घडीमा १ मिनेट पुगेपछि रोकिन भन्नुहोस् । 👉 यदि विद्यार्थीले पहिलो हरफमा (५ निरर्थक शब्दहरू) सही

- (“ Ø ”) तपाईंले अगाडि नै गलत भनी चिह्न लगाएका शब्दहरू सच्याउनु परेमा गोलो “ Ø ” लगाउनुहोस् । - (“] ”) विद्यार्थीले पढेका अन्तिम शब्दपछि “] ” चिह्न दिनुहोस् ।					रुपमा नपढेमा धन्यवाद भन्नुहोस् र यो उपखण्ड बन्द गर्नुहोस् । तल अन्त्यमा दिएको बाकसमा चिनो (✓) गरी अर्को उपखण्डमा जानुहोस् ।
ऐकुलो	होनाका	जान्पु	जाऔर	च्योप	
लवोत	सम्पला	नारझ	वातावे	ताछा	
अंका	कमृ	गाङ्चा	तनाखे	वनाज	
गृम	रेधे	खबरा	लिभो	लफौ	
रेलिजु	पाल्का	त्रचि	नोकी	फेना	
दाभी	धापालु	कोनैबु	ऐलु	ज्ञाप्रा	
उँगा	नाउगै	शणे	पाथो	सान्धु	
पलस	टोछौ	चस्टा	यामौ	गोग्रो	
लफ	किढ	सुएलु	किर्फ	जाग्सा	
थफि	रन्जिम	डडारो	षवि	बित्रे	
✍ यस कार्यको अन्त्यमा बाँकी रहेको समय (सेकेन्डमा) लेख्नुहोस् ।					
✍ विद्यार्थीले पहिलो हरफमा कुनै सही उत्तर नदिएकोले पठन कार्य रोकिएको ।					

धेरै राम्रो प्रयास , धन्यवाद ! अब अर्को उपखण्डमा जाऔँ है ।

उपखण्ड ५ (क) मौखिक पठन अनुच्छेद

 ✓ (तपाईंले निर्देशनहरू पढ्दै गर्दा विद्यार्थीलाई कथा लेखिएको उद्धरण (अनुच्छेद) दिनुहोस्।)	 ✓ ६० सेकेन्ड
☛ यहाँ एउटा सानो कथा छ । म तिमीलाई यो कथा पढ्न दिन्छु । तिमीले ठूलो स्वरमा ध्यानपूर्वक छिटो पढ है । तिमीले पढिसकेपछि म तिमीलाई त्यही कथासँग सम्बन्धित केही प्रश्नहरू सोध्ने छु । जब म सुरु गर्न भन्छु त्यसपछि तिमी कथा पढ्न सुरु गर । यदि कथा पढ्दा तिमीले नजानेको कुनै शब्द आएमा तिमी अर्को शब्द पढ्न सक्छौ । तिम्रो औंला पहिलो शब्दमा राख त । राख्यौ ? राख्यौ भने ल अब पढ्न सुरु गर । “ सुरु ”	🕒 यदि विद्यार्थीले सङ्कोच मानेमा वा एउटै शब्दमा तीन सेकेन्डसम्म पढ्न रोकिएमा अर्को शब्दमा जान सङ्केत गर्नुहोस् ।
मिना बाटामा हिँड्दै थिइन् । उनले एउटा बिरालो देखिन् । बिरालो सानो थियो । त्यो म्याउँ म्याउँ कराइरहेको थियो । बिरालोको ढाडमा घाउ थियो । घाउ देखेर मिनालाई माया लाग्यो । मिना त्यसको छेउमा गइन् । उनले बिरालोलाई नजिकैको औषधी पसलमा लगिन् । डाक्टरले बिरालोको जाँच गरे । अनि बिरालोको घाउमा औषधी लगाए । मिनाले बिरालोलाई बोकिन् र खानेकुरा दिइन् । बिरालो कराउन छाड्यो । मिनाले डाक्टरलाई धन्यवाद दिइन् । मिना खुसी भइन् ।	👉 यदि विद्यार्थीले पाठको पहिलो हरफबाट कुनै पनि शब्दहरू सही रूपमा नपढेमा बोधसँग सम्बन्धित कुनै पनि प्रश्नहरू नसोध्नुहोला ।
- (“ / ”) विद्यार्थीले पढेकामध्ये गलत शब्दलाई “ / ” चिह्न लगाउनुहोस् । - (“ Ø ”) यदि तपाईंले अगाडि नै गलत चिह्न “ / ” लगाएका शब्दहरू सच्याउनु परेमा सर्कल “ Ø ” गर्नुहोस् । - (“] ”) विद्यार्थीले ६० सेकेन्डसम्म कथा पढ्न नसकेमा पढेका अन्तिम शब्दपछि “] ” चिह्न दिनुहोस् । - (“] ”) ६० सेकेन्डसम्ममा पढेको भए अन्तिम शब्दपछि “] ” चिह्न दिनुहोस् । - (“] ”) यदि विद्यार्थीले ६० सेकेन्डसम्ममा पनि कथा पढिनसकेमा तीन मिनेट (थप दुई मिनेट) पढिरहन दिनुहोस् र तीन मिनेट समयसम्म पढेको अन्तिम शब्दको पछाडि पुनः “] ” चिह्न दिनुहोस् । विद्यार्थीले पूरा कथा पढ्न लगाएको समयलाई टिपोट गर्नुहोस् ।	👉 यदि विद्यार्थीले आफूले नजानेको बताएमा त्यसलाई उत्तर नदिएको भनी चिनो (✓) लगाउनुहोस् । यदि विद्यार्थीले ३ मिनेटसम्ममा पनि पठन कार्य पूरा गर्न सकेन भने विद्यार्थीलाई धन्यवाद दिई उक्त कार्य बन्द गर्नुहोस् । त्यसपछि विद्यार्थीले

- यदि विद्यार्थीले ६० सेकेन्डभित्रमा कथा पढिसकेमा बाँकी रहेको समय टिपोट गर्नुहोस् ।	पढिसकेको अंशबाट मात्र बोध प्रश्नहरू सोध्नुहोस् ।
✖ यस कार्यको अन्त्यमा बाँकी रहेको समय (सेकेन्डमा) लेख्नुहोस् (यदि एक मिनेट अगावै कथा पढी सकेमा) ।	
✖ विद्यार्थीले पहिलो हरफमा कुनै सही उत्तर नदिएकोले पठन कार्य रोकिएको ।	

धेरै राम्रो प्रयास , धन्यवाद ! अब अर्को उपखण्डमा जाऔँहै ।

उपखण्ड ५ ख पठन बोध

विद्यार्थीले कथा पढिसकेपछि उसलाई दिइएको अनुच्छेदको पाना लिनुहोस् । विद्यार्थीलाई उसले पढेको कथासँग सम्बन्धित प्रश्नहरू मात्र सोध्नुहोस् । विद्यार्थीले १८० सेकेन्ड (३ मिनेट) भित्रमा जति कथा पढिसक्छ त्यहाँसम्मका प्रश्नहरू मात्र सोध्नुहोस् । तर प्रश्न नदोहोर्नुहोस् ।		
यदि विद्यार्थीले १० सेकेन्डसम्म पनि सोधिएको प्रश्नको उत्तर नदिएमा उत्तर नदिएको भनी चिनो (♦) लगाउनुहोस् । त्यसपछि अर्को प्रश्न सोध्नुहोस् ।		
🔥 अब म तिमीलाई तिमीले भर्खर पढेको कथाबाट केही प्रश्नहरू सोध्ने छु । प्रश्नहरूको उत्तर सकेसम्म सहीसँग दिने प्रयास गर ।		

तलका प्रश्नहरूको सहि उत्तर दिएमा “ ठीक (१) ”, गलत उत्तर दिएमा “ बेठीक (०) ” र उत्तर नदिएमा वा विद्यार्थीले जान्दिन भनेमा “ उत्तर नदिएको (♦) ” कोठामा ✓ चिन्ह लगाउनुहोस् ।

📖 x		🕒 x		
प्रश्न	शब्द/ शब्द सङ्ख्या	१	०	♦
१) 🔥 मिनाले के देखिन् ? (उत्तर: बिरालो)	मिना बाटामा हिँड्दै थिइन् । उनले एउटा बिरालो देखिन् । (८)			
२) 🔥 बिरालो कत्रो थियो ?	बिरालो सानो थियो । (११)			

(उत्तर: सानो)				
३) ❀ मिनाले बिरालोलाई किन माया गरिन् ? (उत्तर: घाउ देखेर)	त्यो म्याउँ म्याउँ कराइरहेको थियो । बिरालोको ढाडमा घाउ थियो । घाउ देखेर मिनालाई माया लाग्यो । (२५)			
४) ❀ मिनाले बिरालोलाई कहाँ लगिन् ? (उत्तर: औषधी पसलमा)	मिना त्यसको छेउमा गइन् । उनले बिरालोलाई नजिकैको औषधी पसलमा लगिन् । (३५)			
५) ❀ बिरालो किन कराउन छाड्यो ? (उत्तर:- औषधी लगाइ दिएकोले ।)	डाक्टरले बिरालोको जाँच गरे । अनि बिरालोको घाउमा औषधी लगाए । मिनाले बिरालोलाई बोकिन् र खानेकुरा दिइन् । बिरालो कराउन छाड्यो । (५३)			
६) ❀ मिना किन खुसी भइन् ? (उत्तर: बिरालो कराउन छाडेकोले/ बिरालोलाई निको भएकोले ।)	मिनाले डाक्टरलाई धन्यवाद दिइन् । मिना खुसी भइन् । (६०)			

धेरै राम्रो प्रयास , धन्यवाद ! अब अर्को उपखण्डमा जाऔँहै ।

Decentralized Evaluation for USDA McGovern-Dole Food for Education (FFE) Projects
USDA McGovern-Dole Food for Education (FFE)
Focused Group Discussion Guide with Community Members

This Focus Group Discussion will be conducted with the community members of 11 districts in the Karnali, Sudurpaschim and Lumbini provinces where this research will be conducted. We will identify and conduct Focus Group Discussion in these schools (preferably 5) according to the availability of the community members. The FGDs will be conducted in a private space and will take about 1-1.5 hours.

FGDs with the community members will help us understand the community settings and the socio-economic context of the areas where the programme is being implemented. They will be able to give valuable insights about how the programme has impacted the community as a whole and if the approach has been holistic. It will bring out community perspectives and an indepth understanding of the response and the improvements sought in the second phase. **An attempt will be made after understanding the community dynamics to have almost equal number of men and women in the FGD.**

Themes to be explored:

- Understanding of the status of education and the needs of the community through contextual exploration of the area
- Understanding if the needs of the community are in alignment with that of the programme
- Response of the community to the programme
- Involvement in the programme and the changes that have come henceforth
- Challenges, suggestions and way forward

Instructions for the Interviewer:

The following things should be kept in mind while conducting the FGDs:

Please make sure all participants have consented to audio recording before turning on the audio recorder. Audio recording may not take place if the participant(s) has not given consent for recording.

Please allow your group to discuss and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel is appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

In the beginning, let the participants know about the research and thhe community level response to the issue. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study. The FGD should be conducted by 4 people. There should be a moderator and a note taker. Try to ensure that everybody gets a chance to speak. The discussion can only be held with the consent of all Panchayat members who have chosen to participate.

Make sure group composition is cohesive and moderation is sensitive to allow for maximum participation of all members.

Details of the FGD Participants							
District Name:				Village Name:			
#	Name of the Participant	Age (in Completed Years)	Gender 1 = Male 2 = Female	Village name	Education	Education of child	Caste/ Caste/Ethnicity: Brahmin/Chhetri, Dalit, Newar Other Janajati (excluding Newars)- Madhesi, Muslim Others
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

1. Understanding community dynamics

- Can you tell me a little about the primary occupation of people in this community and their main source of income?(Probe: what do men and women do, the migration pattern in the area, what is the average income pattern of the community,agricultural and other activities)
- Can you also tell me what all social groups are there in this community and how are they geographically located? (**Probe:** caste groups present, the caste of the village head, any other social groups present, do they live in a segregated manner or together?, perspective on intercaste marriage)

2. Perspective on the status of education in the community

- Could you please tell me what in your opinion is the status of primary education in this area and if it has changed over the past few years? What do you feel have been the factors behind the change? How has COVID-19 affected this change?

(Probe: attendance ratio, if boys and girls both attend school, community influence on education, changes in the last few years, school infrastructure, general stage of development of the area, challenges in primary education due to COVID-19-availability of teachers, school infrastructure etc.)

- What do you think are some of the barriers to education?
(Probe: financial issues, lack of guidance, lack of infrastructure and faculty, gender inequality, lack of toilets and other requisite sanitation facilities, child labor, lack of quality education, lack of roads, child marriage etc.)
- Who in a household do you think takes the decision of a child dropping out of school? (Probe: father, mother, any grandparent, older/younger siblings, child himself/herself, any other) Why do you think children drop out of school? According to you, is it necessary for children to drop out of school? Under what circumstances do you feel children need to drop out of school?
(Probe: Dropout rate, difference between boys and girls, reasons of not going/dropping out)
- Do you think it is important to educate both boys and girls and what opportunities are available to both? Do you feel similar opportunities must be available for both? Why?
(Probe: community influence and constraints, the general trend as they have seen, importance given to education, age of marriage for girls and if it is a reason for dropping out)
- Do you think hunger affects the education of children? Does it affect boys and girls differently or in the same manner? How?
(Probe: what are these differences, do children carry their food, provision of food in the school, concentration/interest levels of children in classes before and after food is provided)
- What have been some of the effects of COVID-19 on the education of the children in your community? *(Probe: learning loss, gaps in lessons, study hours at home, children's involvement in other economic activities, concentration, willingness, and motivation to study, change in number of school dropouts on reopening of schools etc.)*
- Were the children from your community able to access any forms of alternative learning practices during school closure? If yes, what alternative learning practices were implemented in your community? in your opinion, how effective were these alternative learning mechanisms?
(Probe: Tole Shiksha, radio, tv, etc.)
- What are some of the other effects of COVID-19 on the community?: i) school closure on children; ii) economic effects on households; iii) changes in household employment patterns; and iv) health and nutrition status
- *(Only ask in case all members in the group are women)* What are the common practices during menstruation that are followed by the women in this community *(Probe: are there any stigmas attached to menstruation? Is there anything that women are restricted from or can't do during their periods? What kind of sanitary napkin do most women use? Where do you get them from and at what price? Do girls in the area go to school when they are menstruating?)*

3. Perspective on the programme

- Are you aware of the school meals programme by WFP? Can you tell us about the features of this programme? How do you think has the school meals programme affected the performance of students (grades, increase in awareness, attendance) of your child in the community?
(Probe: interest expressed by your child to attend school, changes in enrolment/attendance, is it the same for both boys and girls?)
- Has the school meals programme influenced any issues that existed in the community? How has it influenced? What has been the response from the community to it? As a community do you support the SMP? Why do you feel it is important? How have you, as a community, benefitted from the programme?
(Probe: girl's education, mobility of girls, issues of menstrual hygiene, hunger of children, awareness about health and hygiene-WASH, proper dietary practices, any other information, food supply, influencing community issues, if any, informing mindsets, awareness building, initiative taken by children in the community, if any)
- Do you, as a community, have any role to play in the school meals programme? Can you please elaborate about your role? Can you also discuss about how should the community be involved in the execution of SMP?
(Probe: voluntary participation in the programme, getting stock from the FDPs, are women engaged in this process, where is the stock procured from, any provision of food by the community, suggested role of community)
- Are any of you members of the School Management Committees or Food Management Committees of school/s in your area?
(Probe: what is the composition and structure of the SMCs/FMCs, when do they meet, how many members, representation of women, do women hold any posts like head/secretary of committee, issues discussed)
- Do you know if your children in your community are members of any clubs in school or is part of any initiative in school?
(Probe: part of the child club, takes a leadership role in class or library or any other?)
- How did the SMP function during the COVID-19 pandemic? Did the programme address nutritional requirements of children? How beneficial and effective has the SMP been during the pandemic? Can you please elaborate?

4. Perspective on other components

- Has digital literacy component been introduced in the school in your community, if yes, what do you think about it and if no, do you think it is beneficial? Did it play any role in continuing with the learning activities when schools were closed during the pandemic?
(Probe: when was it introduced, their own response and that of the students, any difficulty faced in using it)
- Has the availability of supplementary books and creation of library helped the students improve their reading ability? *(Probe: number and kind of books added, footfall in the library, interest of the students in the books, when were they established, are they digitized, how do students access it, change in levels of any motivation, difficulty in usage)*

- Have kitchens/latrines been rehabilitated/established in your school? Have they lead to any change in the attendance of students or any other changes?
(**Probe:** when were they rehabilitated, change in student's interest, improvement in hygiene practices, decrease in disease outbreak)
- (Only ask in case all members in the group are women) Have there been any trainings on menstrual hygiene for girls conducted in schools? Can you tell us about these trainings?
(**Probe:** discussion points of such trainings, female teachers were trained, provisions for menstrual hygiene in the school like availability of sanitary pads, other provisions, any constraints faced, feedback)
- What are the mechanisms in place to provide feedback or address any complaints that you might have with respect to the any of the programme components? Have you used these feedback mechanisms? If yes, how was your experience with using these mechanisms? (**Prompts:** accessibility of using the mechanism, ease of the process, effectiveness of the mechanisms)
- Do you face any difficulties/ barriers to voice your queries or provide feedbacks? If yes, what are the difficulties you face?

5. Challenges and suggestions

- What in your view are some of the challenges that the students face in accessing?
 - a. different components of the programme
 - b. accessing to school? (for non-intervention schools)

(Probe: any community backlash, social taboos and restrictions, non-availability of resources)
- Are there any suggestions you would want to give:
 - a. On the programme (**Probe:** specific for each component, how do you want to receive information on WFP current/ future projects)
 - b. On improving the literacy rate, enrolment in these areas (For non-intervention schools)
 - c. Do you think you can contribute to the project as community members? If yes, in what ways?

Notes for the Interviewer:

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she would like to ask you. Answer the questions honestly without promising too much or too little. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her time and cooperation.

Decentralized Evaluation for USDA McGovern-Dole Food for Education and Child Nutrition (FFECN) Projects

Focus Group Discussion Guide for Students of Grade VIII in schools

The Focus Group Discussion will be conducted with students of Grade VIII across the intervention schools in the 10 selected districts of the Mid- and Far-Western Development Regions (MFWR) where this research will be conducted. We will identify and conduct Focus Group Discussion in these schools (preferably 5) according to the availability of the students. The FGDs will be conducted in a private space and will take about 1-1.5

hours. **They will be conducted with boys and girls separately for the ease of talking and opening up as well as to understand if there are different needs/issues of boys and girls.**

The FGD aims to capture how the students of grade VIII, which is the highest grade to which the School Meals Programme reaches to, received/benefitted from the programme. The FGD will explore if the needs of the students are in line with that of the programme and their responses to the various components of it. Through this discussion, it is pertinent to see how questions to response, reach and sustainability can be met in the upcoming phase 2 (FY 17) since initially it was in the middle of phase 1 (FY 2014) that the programme went from Grade 5 to Grade 8. This discussion will also help understand the readiness of the programme for the government of Nepal to take it up.

Themes to be explored through FGDs are:

- Exploring the needs of the students vis-à-vis that of programme
- Response of the school students to the various programme activities, midday meal and other components, wherever applicable
- Experience of the school students of the various programme components
- Challenges that they faced in access, usage and consumption of the programme activities
- Feedback and suggestions of the students for the activities and improvements, if any

Instructions for the Interviewer:

The following things should be kept in mind while conducting the FGDs:

Please make sure all participants have consented to audio recording before turning on the audio recorder. Audio recording may not take place if the participant(s) has not given consent for recording.

Please allow your group to discuss and listen carefully. Make sure they know that their opinions are very important to you and the xproject.

If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel is appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

In the beginning, discuss the overall evaluation and how the current discussion will contribute and enhance the understanding, as the contextual experiences of the programme beneficiaries, is important. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study. The FGD should be conducted by atleast 2 people. There should be a moderators and a note takers. Try to ensure that everybody gets a chance to speak. The discussion can only be held with the consent of all those who have chosen to participate.

Make sure group composition is cohesive and moderation is sensitive to allow for maximum participation of all members.

For this particular research since the respondents are adolescents, it becomes imperative to take the consent of the parents.

Section 1 - Taking consent from parents

Introduction

Hello, my name is _____. I am a representative of Sambodhi - India. We represent a group of researchers studying the FFECN programme in Karnali, Sudurpaschim and Lumbini regions in Nepal. Our study aims to assess the nutritional, hygiene and learning outcomes of students in grade 8. The study will be carried out across primary schools in your area which have been selected for this purpose.

In this regard, we want to interview your child in his/her respective school to understand his/her nutritional, dietary and hygiene habit. Your child will be interviewed during the school hours, and we will also request for prior permission from the head teachers before the interview.

Your child's participation in this research will be kept confidential and is entirely voluntary. Your child and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that your child provides will be kept private — only researchers will have access to this information. Your child may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study. Once again, any information provided by your child shall be kept confidential and will only be used for research purposes.

We request you to provide your consent to interview your child during the school hours. Do we have your permission to do so?

1 = Yes (Thank you and start interview)

0 = No (Thank you and end interview)

Do you have any questions for me now?

Note: ANSWER QUESTIONS AS COMPLETELY AS POSSIBLE AND PROCEED

Item	Check
I confirm that I have read and understood the information sheet dated_____ for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that my child's participation in this study is voluntary and that my child can stop the interview at any time without giving a reason.	
I understand that if my child decides to stop the interview all data collected will be destroyed.	
I agree to allow my child to take part in the study.	

I understand that any information used in writing up the study findings will be used anonymously and I give my consent to this.

Name of Participant:

Signed:

Date:

Details of the FGD Participants				
District name				
#	Name of the Participant	Age (in Completed Years)	Gender 1 = Male 2 = Female	Caste/Ethnicity Brahmin/Chhetri Dalit Newar Other Janajati (excluding Newars) Madhesi Muslim Others
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

1. Experience of attending school

- Do you like coming to school every day? Can you tell us a few things that you like about your school?
(**Probe:** teachers, subjects, friends, library, food if they mention)

- How do you like the manner you are taught in school? Have there been changes in that? What have been the changes? How has that affected your learnings? (**Probe:** *motivation and willingness to learn, interests in studies, learning outcomes, etc.*)
- Are there any other changes that you have seen in your school and if yes, what are changes? (**Probe:** *change of location, building of library or latrines, water supply, handwashing stations, provision of food, teaching methods*)
- Are there any barriers or difficulties you face in attending school? If yes, what are the most common barriers to attending school? (**Probe:** *distance between school and home, household chores, involvement in an economic activity, health issues, etc.*)

2. Experiences on the Quality of Literacy Instruction

- What are your class lessons like and how are they taught? (**Probe:** *medium of teaching, availability of basic amenities like boards and chalks, use of digital interfaced teaching material and its usage, teacher-student ratio, regularity of teachers and classes*) What is the interface that is mostly used?
- Do you understand your class lessons and what are the difficulties that you face? What are the areas of improvement that you would want to see, if any? (**Probe:** *on attentiveness, willingness to learn, class environment, better amenities, manner of teaching*)
- Since last year, have you noticed any change in the style and method of teaching by teachers in your school? What are those changes that you have observed? (**Probe:** *detail the changes, textbook learning v/s digital learning, if they complement each other*)
- Do teachers give an equal chance to girls and boys to participate in classroom activities/ discussions? Can you mention some examples of how they ensure equal participation of students?
- Did you ever feel the need for a library in your school? Has a library been installed in your school, if yes, do you like spending time there and what do you do? (**Probe:** *when was the library installed, what do you do there, does it have digital medium, experience of using it*)
- What have been some of the effects of COVID-19 on your studies? How have you been managing your studies? (**Probe:** *Alternate mediums of learning*)
- During the COVID pandemic, were you able to access any kind of lessons? How were the lessons conducted? If no, what do you feel has been your loss by not being able to attend school/classes?
- Have you had access to digital classrooms/learnings during the lockdown? Before lockdown? How did you like it? Is it different from the regular classes? How? If exposed to digital classes during COVID, how effective did you feel were the classes vis-à-vis regular? Which is better? Why?
- What are some of the other effects of COVID-19 that you observed/ experienced? i) access to classroom teaching or alternative education (like radio/television, online classes; change in their household responsibilities during school closure ii) economic effects on households; iii) changes in household

employment patterns; iv) increased workloads on women and girls in particular; and (v) health and nutrition status.

3. Experience of the school-meals programme and access

- Are you aware of the school meals programme?
- Can you tell us about its various components of the mid-day meal? (**Probe:** at what time the meal is provided, is there a regularity and specific time allotted, did they get something different previously than now, the taste of the meal, level of satisfaction, duration in which they need to finish meal, drinking water in school)
- How are the meals distributed and is there any system/criteria that is followed? (**Probe:** class-wise, gender-wise, who serves the meal (boys/girls?) or self-service, the arrangement of sitting, if any, second helping if allowed)
- How do you feel after having the mid-day meal in school? (**Probe:** satisfaction after the meal, taste of it, ever skip the meal, get food from home)
- What is your take on the quality of food provided in the meal?
- Did you get meals during the time the school was closed due to lockdown? How was the food quality and quantity? Was there any difference between the food provided during school and during lockdown?

4. Experience of using/accessing better sanitation

- Are you aware about the school health and nutrition programme activities?
- Are there toilets for everyone in your school and can you describe the amenities available in some detail? (**Probe:** number of toilets for boys and for girls, their distance from each other, amenities available in each, responsibility and frequency of cleaning, regular water supply, adequacy of water in toilets, availability of handwashing facilities, disposal of waste, other amenities like soap)
- Do you ever go home to use the toilet, if yes, why?
- What is the way of waste disposal in your school, can you elaborate on this? Were you given any information on better hygiene practices, if yes, what were you told and when? (**Probe:** on handwashing, when, do you practice it, any information on menstrual hygiene for girls)
- (only for an all-girls FGD) Have you received training on menstrual hygiene? What are the menstrual hygiene practices that you follow? (**Probe:** type of pad used- disposable or reusable, sanitary pad disposal, other hygiene practices, etc.)
- (only for an all-girls FGD) Are sanitary pads available in the school? What is the mechanism to access the sanitary pads from your school? Do you feel comfortable going in and asking for the sanitary pads? Are you able to get sufficient pads required at school and at home? If not, can you share why?

- (only for an all-girls FGD) Do you and your friends attend classes while on periods? (**Probe:** lack of pad, no place in school to change pad, no place to dispose pad, feeling sick during menstruation)
- What are the key changes you have observed since the implementation of the WASH/SMC programme?
- Were you able to follow the sanitation practices during the lockdown at home? If no, why not?

5. Response to different programme activities and challenges to access

- Do you face any difficulty in accessing any of the amenities in school? (**Probe:** libraries, toilets, mid-day meals)
- Are there any concerns or hinderances that you would like to bring forth in the various activities of the school meals programme or school in general? (**Probe:** teacher instruction, poor facilitation, socio-cultural taboos if any, restriction to mobility, any other difference experienced/faced)
- Do you have any Child Club in your school and what are the issues discussed in it? (**Probe:** members, any new information given in the last one year, frequency of meeting, medium of communication, activities of the child clubs)
- What do you think are the benefits of SHN and midday meal (PROBE individually)
- Have you had any complaints/ suggestions regarding the activities at school or about the school infrastructure? If yes, how did you share your complaint? Was your complaint addressed?

6. Suggestions for improvement

- Do you think that there can be improvements made in any of the activities in school to support your learning? (**Probe:** improvement in teacher instruction, quality and availability of mid-day meal, types of books available in libraries, amenities in latrines, any other)
- Are there any additional areas where you would like to see changes to improve your learning? Would you want to elaborate on those and anything else you want to add?

Notes for the Moderators:

Just as it is important to begin a discussion with respondents, it is equally important to close. Close the discussion by thanking the respondent and asking if there are any questions that they would like to ask. Answer the questions honestly and to the best of your ability. Ensure them you can revert back to them with a response if you do not know it then and there. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondents for their time and cooperation.

CASE STUDY GUIDELINES FOR LIGHT TOUCH INTERVENTIONS

Background

These guidelines will be followed to develop a case study on the light touch interventions viz. Digital Learning, Home Grown School Feeding Programme and School Infrastructure Development Programme. The case study guidelines will be administered with the head teachers and teachers at the schools in which the light touch interventions are being implemented. The case studies will be conducted in-person and will take about 20-30 minutes. The case studies aim to capture the impact of the light touch interventions on learning, nutrition, and WASH outcomes. The case studies will document the success stories of each district in which the implementation has been carried out.

Date:

District:

Municipality:

School:

Name of the respondent:

Designation of the respondent:

A. INTERVENTION: DIGITAL LEARNING (E-paathi)

1. What are the types of teaching medium used in the school? Since when has the digital learning intervention been rolled out in your school?
2. Do you have any idea, how your school was selected for the intervention? How were you engaged in the process?
3. What are the supports provided through digital learning intervention? (Probes: training (types of training, length of training, its content, things covered and not covered), furniture, classroom refurbishment, digital library, technical support). Has your school received equipment in sufficient quantity? How sufficient are these supports to the school?
4. Have teachers from this school trained in using digital learning materials? Did you also receive the training? If yes, What was discussed in those trainings and how many trainings were conducted? Do you think the training on Laptop (E-paathi) capacitated your school adequately to implement the Laptop (E-paathi) programme? If so, what aspects of the training do you feel helped you conduct and fulfil your responsibilities? What do you feel about the motivation and capacity of the teachers with respect to uptake of technology? Do you feel any difference in the manner in which teachers have responded to the programme based on age and gender?
5. How is the school implementing the digital learning interventions? Please describe in detail (eg. when do you use it and how do you use it?). What do you feel is the preferred teaching medium for teachers? Which resources are mostly used by teachers?
6. How has it affected teaching quality? Has the Laptop (E-paathi) programme affected your teaching learning practices?

7. How have students been exposed to the DL intervention? How frequently do students use the digital means? How do you rate its usefulness specifically for your school? What have been the key benefits of the DL intervention?
8. In your experience, has the DL programme impacted children's learning? Do you see any difference in the performance of students because of the DL programme? What has been the added advantage for students who are exposed to the DL programme? Please elaborate. Probe for: positive (exam performance), and negative answers.
9. What is the motivation of students towards learning while using e-paathi as compared to textbook learning? How has it influenced learning capacities of students? How has it influenced the interest of students? What is the level of participation of boy and girl students? Is there a difference between the manner they have taken up the technology?
10. What do you feel about the capacity of the students in your school with respect to uptake of technology? How have they performed with respect to use of the digital means? What challenges have students faced with respect to using technology?
11. Has there been any change in the enrolment/attendance rate of the student following introduction of Laptop (E-paathi) programme? Are the observed changes attributable to this programme? How?
12. Have you faced any problems/challenges/issues with Laptop (E-paathi) program? (Availability of separate room for establishing lab (school infrastructure), colliding schedules with other subjects etc). How are the challenges mitigated? What kind of support do you get/ look for to solve such problems? Is there any support from Local governance structure/wards? Is it adequate? Does the school have to use its own resources for fixing such problems?
13. What are the other contextual challenges that your school has faced while executing the intervention?
probe: access to electricity, internet connectivity, mobile network, ease of use of technology, quality of digital resources, technical barriers (if any))
14. Has this programme received any support (technical, financial, materialistic, human resources, others) from programme partner, SMC/PTA, local government? If yes, please elaborate. Are they adequate? How? Do you have any suggestions for them?
15. Will the school be able to continue the programme on its own without active support from DL programme? How? What kind of support might be needed to do so? Do you think that it is the area which should be prioritized by the government? How? What do you suggest?
16. Do you see applicability of the laptop and digital learning resources to teaching even after the programme ends? If so, how? What can be done to ensure the sustainability of the use of these resources? What is your plan to transfer skills to other teachers?
17. How has COVID-19 impacted the DL programme?

B. INTERVENTION: HOME GROWN SCHOOL FEEDING PROGRAMME

1. How is the school meal programme executed in your school? Since when has the HGSF programme been implemented in your school? Have you received any training or orientation to implement the HGSF approach? Do you think the training was adequate to capacitate you for implementing HGSF. ***Probe further for how and why for both positive and negative answers.***
2. Can you tell us about its features? Can you explain how it synergises with the existing SMP? Is there a role played by the local government in the execution of HGSF? How is the HGSF operationalised in your school and who are the stakeholders?
3. Can you please explain in detail how HGSF is implemented in your school? What are the food items that are sourced under SMP? What proportion and what item are sourced under HGSF?
4. What do you think are the key benefits of HGSF in your school?(probes: its roles in facilitating access to education, improving the nutritional status of students, promote use of diverse, fresh, and locally available food items, benefits for small holder farmers and communities?
5. What is the engagement of parents, local government, communities, and other actors in home grown school feeding programme? Please elaborate
6. What are the key challenges experienced while implementing the HGSF?
7. What aspects do you feel need to be improved for the HGSF? Do you have any specific suggestions, experiences or lessons learned to be shared in relation to HGSF?

C. INTERVENTION: SCHOOL INFRASTRUCTURE DEVELOPMENT PROGRAMME

1. What is the type of infrastructure (boards/ water taps etc.) present in your school? What is the handwashing medium present? What type of cooking infrastructure is present in your school? Do the kitchens have adequate ventilation?
2. Since when has SIDP/WFP support on infrastructure been operational in your school? How has SIDP contributed to the school infrastructure? What infrastructure has been built/ reconstructed through the SIDP?
3. How do you think these have benefitted the school? What are the key changes that you have observed as a result of SIDP (Probe: use of toilets; hand washing etc.)?
4. How do you feel the SIDP has influenced hygiene conditions within the school? How have hygiene practices by students, teachers, cooks, storekeepers etc. changed due to SIDP? How has water-use and hand washing practices changed due to SIDP?
5. How have the kitchen ambience changed due to the SIDP? Are there improved cookstoves being used? Are there mechanisms in place now to reduce smoke emissions? If so, how do you think that has benefitted the school?
6. Do you see any health outcomes due to SIDP?
7. What are the challenges you have faced while executing the SIDP? Have you experienced any difficulty in sourcing infrastructure or getting people to adopt the infrastructure? If so, please elaborate. What

kind of support do you think is needed for effective implementation of SIDP and ensuring sustainability of the same?

8. Who is responsible for the maintenance of the infrastructure? How frequently is it maintained? Does the school receive any additional funding for maintenance? Is the extent of maintenance same as before SIDP?

Decentralized Evaluation for USDA McGovern-Dole Food for Education (FFE) Projects

USDA McGovern-Dole Food for Education (FFE)

Focused Group Discussion Guide with Food Management Committee (FMC) and School Management Committee (SMC) Members

This Focus Group Discussion will be conducted with the Food Management and School Management Committee members of 11 districts in the Karnali, Sudurpaschim, and Lumbini provinces where this research will be conducted. We will identify and conduct Focus Group Discussion in these schools (preferably among 6-8 members) according to the availability of the committee members. The FGDs will be conducted in a private space and will take about 1-1.5 hours.

*FGDs with the committee members will help us understand the status of the SMP implemented by WFP in the selected districts and the challenges faced during the course of implementation. They will be able to give valuable insights about how the programme has impacted the students and parents as a whole and if the approach has been holistic. It will bring out the perspectives of the beneficiaries and an in-depth understanding of the response and the improvements sought for during the future course of the programme implementation. **An attempt will be made to have an almost equal number of men and women in the FGD.***

Themes to be explored:

- *Structural changes brought about by the School Meals Programme*
- *Perspective and response on the impact of the programme*
- *Extent of programme implementation and the changes that have come henceforth*
- *Exploring the needs of the beneficiaries from the programme*
- *Challenges faced by beneficiaries in access, usage, and consumption of the programme activities*
- *Suggestions and way forward for programme sustainability and scale-up*

Instructions for the Interviewer:

The following things should be kept in mind while conducting the FGDs:

Please make sure all participants have consented to an audio recording before turning on the audio recorder. Audio recording may not take place if the participant(s) has not given consent for recording.

Please allow your group to discuss and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel is appropriate. You are requested to use these pointers as a guide to starting a full-fledged discussion.

In the beginning, let the participants know about the research and the community-level response to the issue. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study. The FGD should be conducted by 4 people. There should be a moderator and a note-taker. Try to ensure that everybody gets a chance to speak. The discussion can only be held with the consent of all Committee members who have chosen to participate.

Make sure group composition is cohesive and moderation is sensitive to allow for maximum participation of all members.

Details of the FGD Participants							
#	Name of the Participant	Age (in Completed Years)	Gender	District Name	Village name	Education	Caste
			1 = Male				
			2 = Female				
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

1. Committee Profile

- How many members does the School Management Committee (SMC) and Food Management Committee (FMC) have? What is the ratio of male to female members in the SMC and FMC? Who are the heads of the committees?
- Does the SMC and FMC meet regularly? What is the frequency of planned meetings per academic year? Did the committees meet during the last 2 years? If not, why? Was the meeting held during the school closures during COVID Pandemic?
- What is the role that you play as members of the SMC/FMC in general and in specific relation to the school meals programme? What are the kinds of issues that are discussed in the committee meetings?

- How did you come to join the SMC/FMC? What was your motivation to join the committees?

2. Perspective on the SMP programme and other components

- Are you aware of the school meals programme by WFP? Can you tell us about the features of this programme? Are you aware of how the schools were selected for the programme? Do you think the program has reached the right beneficiaries at the right time? In your opinion, how effectively has the programme reached the different groups of beneficiaries by gender, caste/ethnicity, socio-economic status, disability, etc?
- Do you think the school meals programme has benefited the students (grades, increase in awareness, attendance), teachers and, cooks in your school, and the community? **[Probe: interest expressed by students to attend school, changes in enrolment/attendance, is it the same for both boys and girls?]**
- Is the school receiving support from the School Feeding Programme (WFP/Government)?
- For how many years has this school been receiving support from the School Feeding Programme (WFP/Government)?
- What type of support did your school receive (or currently receiving) from the School Feeding Programme / School Meal programme (WFP/Government)?
- Did the (SMP)programme address the nutritional requirements of children? How beneficial and effective has the SMP been during the pandemic? Can you please elaborate?
- Have kitchens/latrines/handwashing stations been rehabilitated/established in the school with the support of the government, WFP, or any other development partners? How has the construction or rehabilitation of kitchen/latrines/handwashing stations benefited the students, school, and community? **[Probe: when were they rehabilitated, change in student's interest, improvement in hygiene practices, decrease in disease outbreak]**
- Have there been any training or support on improving menstrual hygiene for girls conducted in your school? If yes, how helpful was it to the students, school, and community? **[Probe: discussion points of such training, female teachers were trained, provisions for menstrual hygiene in the school like awareness of menstrual hygiene and taboos, availability of sanitary pads, sanitary pad disposal facilities at school, other provisions, any constraints faced, feedback]**
- Apart from this, has the school meal programme contributed to changes in community behaviour/ outlook towards education, gender, etc.? How? **[Probe: breaking the gender norms, social and cultural taboos, changed the community's perception about the importance of education (for girls and boys)]**
- What is the role of the SMC/ FMC in the functioning of the school meals programme? **[Probe: do you consider the role of SMC/FMC important? In your opinion, would the programme be as effective in the absence of the SMC/FMC? If not, why? What role does the FMC play in the case of a cash-based model?]**

3. For transitioned districts

- What type of feeding modality is practiced in your school? **[Probe: provide cash to parents, canteen, providing cooked meals at school]**
- Has the change in modality (from WFP in-kind based to government cash-based modality) affected students' performance? (e.g., enrolment, attendance, regularity).
- What are parents'/ community's perceptions about this changed modality?
- What changes have you observed/experienced after the transition of the WFP in-kind school meals programme to a government cash-based modality? Has it led to any changes in your role or responsibility?

- *Did you experience any challenges in managing the cash-based modality of the school meals programme? If yes, please elaborate. Have you been engaged in mitigating those challenges? If yes, how?*
- *What are your suggestions to improve/strengthen the cash-based modality?*

4. Training

- *Have you received any training or capacity-building support from WFP since 2018?*
- *If yes, what type of training or capacity-building support did you receive? How helpful were the training or capacity-building efforts in fulfilling your role? Please elaborate? **[Probe: Safe food preparation and storage practices, Commodity management, Teaching/learning techniques, Supervisors, mentors or coaches, Health, hygiene, or nutrition]***

5. Intervention during the COVID period:

THR

- *Was THR distributed for your school?*
- *Did the SMC/ FMC play a role in the planning and distribution of THR during the COVID period/ school closure? What role did you as a committee play in the planning and distribution of the THR?*
- *Did you face any challenges in fulfilling your role?*
- *Were the beneficiaries informed about the objective, quantity, date, time, and venue of the distribution? If not, why? What, in your opinion, could have been done differently for effective implementation?*
- *What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?*

Alternative education

- *Were there any alternative learning mechanisms put in place for your school children during COVID-related school closure? If yes, what alternative mechanisms were available? (e.g., through radio or television or tole Shiksha)*
- *Was the SMC/ FMC involved in the implementation of these alternative learning mechanisms? If yes, how?*
- *In your opinion, how effective were these alternative learning mechanisms?*
- *What are some of the challenges that the committee encountered/ observed in the implementation of the alternative learning mechanisms? What, in your opinion, could have been done differently for effective implementation?*

Others

- *Did the SMC/FMC play any other role (apart from THR and/or Alternative education) to reduce learning losses and/ or poor health/nutrition status of students during the COVID period? If yes, please elaborate.*
- *In your opinion, has COVID impacted students, parents, teachers, and the community at large? If yes, how?*
- *Are you informed about the school re-opening guideline? In your opinion, to what extent these guidelines are followed by schools and teachers?*
With the re-opening of schools, are the parents willing to send their children to school? (girls and boys). If not, why? How is the SMC/ FMC addressing the resistance from the community?

6. Challenges and suggestions

- Does your school have any mechanisms for registering and handling complaints? If yes, what are they? How frequently do the students and parents register their complaints? What are the majority of the issues?
- Do you think the committees have been effective in addressing the complaints raised by students and parents regarding the programme?
- Have you heard about Namaste WFP? Have you ever used it to report any issues or complaints? If yes, how satisfied are you with the redressal process? If not satisfied, can you please elaborate?
- What in your view are some of the challenges that the beneficiaries face in accessing?
 - a. different components of the programme
 - b. access to school? (For non-intervention schools)
- In your opinion, is there any difference in challenges experienced by different groups like gender, caste, and ethnicity, socio-economic status, disability?
- What are some of the challenges that you encounter while fulfilling your role as SMC/FMC members? How do you resolve the issues? **[Probe: Is there any resistance from the community? Are there any infrastructural challenges? Have you approached WFP to resolve issues related to the functioning of the SMP programme?]**
- Are there any new challenges that the committees are facing with the re-opening schools, following the COVID crisis? If yes, what are these challenges?
- Are there any suggestions you would want to give regarding the current WFP programme?
[Probe: specific for each component]
- Are there any additional areas where you would like to see changes to improve the programme? Would you want to elaborate on those and anything else you want to add? Are you aware that the current in-kind-based model will be transitioned to a government cash-based modality? (For non-transitioned districts)
- Do you think the current achievement made in-kind-based model will be sustained in cash-based modality? What are the actions from different stakeholders that need to be continued and initiated for the sustainability of the programme? (For non-transitioned districts)
- What role can the community play in achieving the goals of the school meals programme? Please elaborate

Notes for the Interviewer:

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she would like to ask you. Answer the questions honestly without promising too much or too little. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her time and cooperation.

Key Informant Interview (KII) guide for EDCU district offices

Key Informant Interviews (KIIs) will be held with the officials of the government of Nepal, mainly from the Ministry of Education science and technology, the CEHRD, and the EDCU in the districts where the WFP (World Food Programme) is implemented. KIIs will be conducted in person and in case it is not feasible to do so it will be conducted over the telephone. It will take about 45-60 minutes. The KIIs aim to capture the GoN's response to the School Meals Programme and its various components. Their perspective, understanding, and the impact of the programme on the overall state of education, nutrition, health, and sanitation of the province 5, 6 & 7 regions of Nepal. These KIIs will help us draw a complete picture of the programme and how it has brought changes structurally under the leadership of the government.

Themes to be explored through KIIs are:

- Structural changes brought about by the School Meals Programme
- Government support and involvement/role in the programme
- Perspective and response on the impact of the programme
- Challenges faced while working with different partners/organizations
- Suggestions and way forward for programme sustainability and scale-up

Instructions for the Interviewer:

Please make sure that the participant has consented to audio recording before turning on the recording function. Audio recording may not take place if the participant has not given consent for recording.

Please allow your participant to speak and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

In the beginning, discuss the overall research programme and how the current discussion will contribute to understanding how the programme fared and can be sustained. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study.

Introduction and consent:

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to understand the changes brought about by the FFECN programme in the education and nutrition status of children and the impact of COVID on the same.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

General Background of Participants

Name:

Gender:

Ethnicity:

Position:

Institution:

Province:

District:

Municipality:

Ward/ VDC name:

Location:

1. Understanding of the structural changes brought about by the SMP

- What is the current status of education in Nepal and how has it changed over the last 5 years? **[Probe: literacy rates, enrolment, infrastructure, policy changes]**
- Can you please tell me what in your opinion is the status of primary education in this district and in Lumbini, Karnali, and Sudurpaschim region? **[Probe: general overview of attendance and enrolment, how is it distributed across genders, caste/ethnicity, and marginalized groups what are the key reasons for dropouts and poor attendance, community influence on education, girls' role in the family, community perception on girls' education, changes in the last few years in terms of school infrastructure, WASH facilities, provision of the midday meal, enrolment of students, student performance and literacy]**
- What aspects of the government's NSMP, policy, and programme, do you feel, have helped this change?
- What do you think are some of the major barriers to education? **[Probe: Community constraints, cultural barriers, behavioral barriers, school infrastructure, terrain, remoteness, limited transportation facility, limited health facilities]**

2. Understanding the Programme design, roles, and responsibilities

- Can you please tell me how the USDA McGD FFEEN programme supports the government's school meals programme? **[Probe: what activities are carried out at the center and at the district level (primary roles and secondary roles, if any, coordination between them, linkages between cash and food-based transfers, longer-term plan on the coverage and modalities)]**
- What efforts are made by the FFEEN programme to build the capacity of the local structure to implement NSMP? How has it benefitted?

- Can you also elaborate on how has the government's NSMP has been influenced by the McGovern-Dole initiative? What components of the programme have you seen being taken up by the government?
- How has the interaction between EDCU and the local government evolved over time? Is there regular communication between the officials? **[Probe: Increased coordination, ease of communication, structural changes, etc]**
- How has the interaction between EDCU and the WFP's SMP evolved over time? Where do you see a semblance between both the programmes? **[Probe: factors behind these changes, benefits/disadvantages of the changes, the response of the stakeholder towards these changes, suggestions for further changes/adjustment]**
- Are you aware of the transition of the USDA McGD FFEP programme to government-owned NSMP? With the change in programme modality, do you feel that EDCU have adequate capacity to fulfill the assigned roles and responsibilities?
- What is the status of progress achieved with planned steps towards handover and sustainability? **(For transitioned districts only) [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality; institutional arrangements; provision production and sourcing; equity and ownership within various stakeholders; established community-level systems of governance required for the successful implementation, targets envisaged for the full handover of school feeding program to the govt]**

3. Understanding the perspective of the program and activities

- Are you aware of how the schools were selected for the programme? Do you think the programme has reached the right beneficiaries at the right time?
- What, in your view, were the activities that have worked, and were they in line with the GoN strategy, plan, and the needs of the schools in the community, and which ones could have been improved? **[Probe: mid-day meal, WASH component, school infrastructure, digital literacy; EGRP, SMMP & HGSF (if applicable) how were the community/school needs assessed, what are the responses of the schools and the local communities in the district)]**
- Do you think the school meals programme benefited the students, schools including teachers and cooks, and the community? **[Probe: students (grades, increase awareness, attendance), schools, and community in your school]** In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? **[Probe: equal participation by women in implementing the School Feeding programme, impact on the performance of girls, improvements in terms of girl friendly learning spaces, menstrual hygiene awareness, and separate toilets for girls and boys), behaviour changes in relation to personal hygiene, menstrual hygiene, and eating habits]**
- In your opinion has the teaching quality and involvement of the teachers improved over the last few years? **[Probe: training to teachers, topics covered, any changes in teaching methods, have the WASH facilities (maintaining toilets), provision of school meals/take-home ration, etc. influenced the interest/motivation levels of teachers)]**
- Can you tell us if there is any direct and indirect impact of this programme on the local community? **[Probe: community perception/receptivity, more footfall in schools, students' enrolment, and attendance, change in mindsets of the community towards education especially in case of girls, increased mobility of girls, voluntary community involvement, and responsibility in any aspect of the programme]**
- The programme also had several aspects beyond school feeding. How do you see a convergence of such activities with the GoN's mandate? How has the programme influenced the Government's approach to school feeding?

4. Understanding the challenges faced during implementing the activities

- How has been the experience of working with WFP on the school meals programme? Were there any challenges that you faced during implementation? **[Probe: with WFP and other partner organizations, local government CEHRD, MoEST, other stakeholders, community challenges, any programmatic level difficulty, presence of internal and external factors that affect the programme's ability to create a change (if any)]**
- Have there been any other constraints that were faced by you that you want to flag off? **[Probe: Community constraints, cultural barriers, behavioral barriers, school infrastructure, terrain, remoteness, limited transportation facility, limited health facilities, safety, and security of the staff, working with different partners, any other]**

5. COVID-19 mitigation and way forward

- What has been the impact of COVID-19 on the community in the district? Who according to you, out of the following, are the worst affected by the pandemic: students, teachers, headteachers, parents, cook, and storekeepers)? **[Probe: impact of School closure on children, Economic impact on households, changes in household employment patterns, health, and nutrition status]**
- What has been the impact of the pandemic on the programme and the impact that it had created? **[Probe: impact on different components of the programme, changes in funding priorities, timeliness in delivery of services, effect on long term goals of the programmes, suggestions to mitigate the impacts of COVID-19 on program implementation]**
- What has been the impact of the extended closure of schools due to COVID-19, on students' Learning and development? **[Probe: change in curriculum, impact on student performance, engagement with the programme]**
- What are the alternate teaching arrangements during the extended school closure, have been introduced at the district level for students? **[Probe: alternate teaching arrangements, the accessibility of these alternate methods by the students, effectiveness of the new teaching methods, challenges faced (if any)]** If in the future, similar types of natural disasters occur, what forms of alternative education would you like to continue?
- Are you informed about the school re-opening guideline? In your opinion, to what extent these guidelines are followed by schools and teachers in your district?
- How has the programme helped during COVID-19? What aspects of their role did you feel were useful? How did the programme complement GoN's effort in COVID relief, especially with respect to education and nutrition?

6. Complaint and feedback mechanism

- Does this EDCU have any mechanisms for registering and handling complaints? If yes, what are they? Are they active? What are the general challenges faced during fulfilling your responsibilities??
- Are you aware of WFP's community feedback mechanism, Namaste WFP?
- How would you like to collaborate for establishing a joint community feedback mechanism to support the smooth execution of this programme?

For transitioned districts

- What type of feeding modality is practiced in these districts? **[Probe: provide cash to parents, canteen, providing a cooked meal at school]**
- In your opinion, has/ will the change in modality (from WFP in-kind based to government cash-based modality) affect students' performance? (e.g., enrolment, attendance, regularity).
- Are you aware of any other changes in the regions since the transition? If yes, what are these changes?

- *Has the transition of districts led to change in your roles and responsibilities? If yes, how?*
- *Did you experience any challenges in managing the cash-based modality of the school meals programme? If yes, please elaborate. Have you been engaged in mitigating those challenges? If yes, how?*
- *What are your suggestions to improve/strengthen the cash-based modality?*
- *What components of WFP supported activities are being continued in the transitioned districts? If some components are not continued, can you please provide reasons?*

For non-transitioned districts

- *Are you aware of the transition plan? When is this district going to transition to government owned NSMP?*
- *Among the various components of the WFP supported activities like EGR, WaSH, School feeding, which components can be continued with governments resources after transitions?*
- *For the sustainability of the WFP supported interventions, do you need any support from WFP? If yes, if you are to choose three priority areas, what would that be?*

Intervention during the COVID period (For non-transitioned districts only):

THR-

- *Was THR distributed for your district? If yes, what was your role in the planning and distribution of THR during the COVID period/ school closure? Did you face any challenges in fulfilling your role?*
- *Were the beneficiaries informed about the objective, quantity, date, time, and venue of the distribution? If not, why? What, in your opinion, could have been done differently for effective implementation?*
- *What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR? Were you informed about the school re-opening guideline? In your opinion, to what extent these guidelines are followed by schools and teachers in your municipality?*

7. Suggestions and way forward

- *Are there any suggestions you would want to give?*
 - a. On the programme [Probe: specific for each component]**
 - b. On improving the literacy rate, enrolment in these areas (For non-SMP schools)**
- *Did you face any budgetary concerns while implementing the programme in the district?*
- *What are your plans for the way forward and the next phase of the programme? [Probe: Areas of priority for the GoN in the next phase, reasons for the changes, what is the difference that can be made by WFP and other programme partners]*
- *What in your view is the position of readiness of the programme for government to take it forward? [Probe: government support and promptness, future approach/capacity?]*

Notes for the Interviewer

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she/he would like to ask you. Answer the questions honestly without promising at all. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her/his time and cooperation.

Key Informant Interview (KII) guide for FFECN programme official at Federal Level

Key Informant Interviews (KIIs) will be held with the official of the FFECN programme at the federal level in. *KII will be conducted in person and in case it is not feasible to do so it will be conducted over the telephone. It will take about 20 minutes.* The KII aim to capture the response of official to the School Meals Programme and its various components. Their perspective, understanding, and the impact of the programme on the overall state of education, nutrition, health, and sanitation in Province 5, 6 & 7 of Nepal. This KII will help us draw a complete picture of the programme and how it has brought changes structurally under the leadership of the government.

Instructions for the Interviewer:

Please make sure that the participant has consented to audio recording before turning on the recording function. Audio recording may not take place if the participant has not given consent for recording.

Please allow your participant to speak and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

Introduction and consent:

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to understand the changes brought about by the FFECN programme in the education and nutrition status of children and the impact of COVID on the same.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and start interview)

0 = No (Thank you and end interview)

In the beginning, discuss the overall research programme and how the current discussion will contribute to understanding how the programme fared and can be sustained. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study.

General Background of Participants

Name:

Position:

Institution:

Province:

District:

Municipality:

Ward/ VDC name:

Location:

A. Understanding of the overall context of education in the region

1. We would like to understand your perspective on the status of primary education in Nepal as a whole? Does the situation vary from region to region? Can you please? **[Probe points: General status of literacy outcomes, attendance, and enrolment in schools; How is it varied across gender?]**
2. What is your perspective on the type of infrastructure present in the schools in the region? Do you feel that the infrastructure available is adequate or needs to be improved? If so, what are the gaps that you feel are there? **[Probe points: What are the sanitation facilities (WASH) available and if those are sufficient? adequacy of classrooms, students teachers' ratio, learning resources to students and teaching resources]**
3. How do you think has the situation changed over the last three years? Why do you feel there has been a change and what has led to it? What aspects of the government's NSMP, do you feel, have helped this change? How has the FFEEN contributed to this change?

B. Understanding of the programme and its activities

4. What is your understanding of the Government of Nepal's National School Meal Programme? How do you feel the FFEEN programme supports the GoN's initiative on NSMP? What efforts are made by the FFEEN programme to build the capacity of different tiers of government to implement NSMP? How has it benefitted? **[Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of school meals? How are the provisions linked?]**
5. What is your take on the outreach of the programme? Do you feel the programme has been adequately able to reach out to the correct beneficiaries? In case there are gaps, can you please highlight them and suggest possible means to address them?
6. Do you feel the programme has been effective in its endeavour? How has it influenced the Literacy outcomes, regular attendance, attentiveness, enrolment, and use of health and dietary practices in the region?

Education

- How do you think the programme has affected the educational status in the implementation regions? What aspect of the programme, do you feel, has been most successful in affecting the educational status?
- Do you feel that the positive changes brought by the project have been equitable across genders, caste/ethnicity, and marginalized groups?

Health and hygiene practices

- How has the programme contributed to the knowledge about health and hygiene practices of school students? What aspects do you feel are different now? **[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]**
- How has the food preparation; storage and distribution changed now? **[Probe: cooking practices; use of clean utensils; use of proper equipment].**
- Has there been any change related to the eating habits of students because of the program?

Infrastructure

- How do you think the programme has contributed to the infrastructure in schools **[Probe: Availability of clean drinking water; kitchen, hand washing stations, etc.]**

Gender

*In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives and in achieving the equity strategy? **[Probe: equal participation by women in the implementation of the FFECN programme, performance of girls, attendance of girls]***

7. What has been the effect of the change in governance structure in Nepal on the SMP component of the FFECN program? **[Probe: policy-level changes and its implications across program activities over the Programme duration, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes, Capacity of Government Institutions particularly local government, Policy or Regulatory Framework, Government Support]**
8. Could you also elaborate on how has the programme influenced the government's NSMP? Where do you see a semblance between the two programmes? How has the interaction with the government on school feeding evolved over time? **[Probe: factors behind these changes, benefits/disadvantages of the changes, the response of the stakeholder towards these changes, suggestions for further changes/adjustments]**

C. Understanding of the programme impact on the ecosystem

9. What, in your view, were the activities that have worked well, and were they in line with the GoN strategy, plan, and the needs of the schools in the community, and which ones could have been improved? Do you feel the programme has been effective in creating the intended impact? What, according to you, has been the programme's biggest achievement? Where do you feel the programme has lagged? **[Probe: quality of the meal, WASH component, school infrastructure, digital literacy; EGRP. how were the community/school needs assessed, what are the response of the school and the community?]**
10. What is the status of progress achieved with planned steps towards handover and sustainability? **[Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding programme food and cash modality]**
11. Has WFP's FFECN programme influenced the government to roll nationwide NSMP? If yes, how?

D. Challenges that they faced during implementing the activities

12. *How has been the experience of working with the MoEST on the school meals programme? Were there any challenges that you faced during implementation? **[Probe: with implementation partners, GoN, MoEST, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the programme's ability to create a change]***
13. *Did you face any challenge that specifically is contextual to Province 5, 6 & 7?*

E. COVID-19 mitigation and way forward

14. *How adequately the school meals programme is captured in the school re-opening framework?*
15. *How school feeding programme was adjusted during COVID to meet the nutritional requirement of school-age children? Please share your key learnings. What was the community's response to this?*
16. *What led to the initiation of the THR distribution?*
17. *How was the planning done for the distribution of THR during the COVID period/ school closure? **[Probe: coordination with the government]***
18. *Did you face any challenges in THR management?*
19. *What, in your opinion, could have been done differently for effective implementation?*
20. *What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?*

F. Sustainability

21. *How has the school meals programme been reflected in the new school education sector plan? **[Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns]***
22. *In your opinion, would the GoN still prioritize the institutional setup necessary for the programme handover and sustainability after the COVID-19 aftermath?*
23. *How has the programme helped during COVID-19? How did the programme complement GoN's effort in COVID relief, especially with respect to education and nutrition? **[Probe: assistance needed after the COVID-19 aftermath to progress towards a government-owned school feeding programme]***
24. *Do you think WFP needs to work differently after COVID19? If yes how and in what areas?*

G. Complaint and Feedback Mechanism

25. *What is your mechanism to resolve the issues/complaints registered through Namaste WFP? Is there any support that is needed to aid the process of resolving these complaints?*

For transitioned districts only

- *What is your view on the readiness of the government to take over WFP supported in-kind districts? What challenges do you foresee?*
- *For the sustainability of the achievements gained through WFP school meals programme, what is your take on the additional capacity building needs of federal, provincial, and local levels by WFP? if you are to choose three priority areas, what would that be?*
- *In your opinion would WFP's support be required for the management of NSMP after the transition of districts?*

H. Suggestions and way forward

26. Are there any suggestions you would want to give?
- c. On strengthening the programme delivery [**Probe: What are the priority areas that WFP needs to focus on?**]
- d. On improving the literacy rate, enrolment. How should the non-intervention schools gear up for enhancing education and nutrition status?
- Do you feel the current funding allocation to the programme is justified, or do you feel there needs to be budget reallocation? How do you think the reallocation should happen?
 - What in your view is the position of readiness of the programme for government to take it forward? [**Probe: government support and promptness, future approach/capacity?**]

Notes for the Interviewer

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she/he would like to ask you. Answer the questions honestly without promising at all. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her/his time and cooperation.

Key Informant Interview (KII) guide for GoN (MoEST, CEHRD, FFECN)

Key Informant Interviews (KIIs) will be held with the officials of the government of Nepal, mainly from the Ministry of Education science and technology, the CEHRD, and the FFECN in the districts where the WFP (World Food Programme) is implemented. KIIs will be conducted in person. It will take about 45-60 minutes. The KII aims to capture the GoN's response to the School Meals Programme and its various components. Their perspective, understanding, and the impact of the programme on the overall state of education, nutrition, health, and sanitation of the Karnali and Sudurpaschim regions of Nepal. These KIIs will help us draw a complete picture of the program and how it has brought changes structurally under the leadership of the government.

Themes to be explored through KIIs are:

- Structural changes brought about by the School Meals Programme (WASH, EGR, DL)
- Government support and involvement/role in the programme.
- Perspective and response on the impact of the programme.
- Challenges faced while working with different partners/organizations.
- Suggestions and way forward for programme sustainability and scale-up.

Instructions for the Interviewer:

Please make sure that the participant has consented to audio recording before turning on the recording function. Audio recording may not take place if the participant has not given consent for recording.

Please allow your participant to speak and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

In the beginning, discuss the overall research programme and how the current discussion will contribute to understanding how the programme fared and can be sustained. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study.

Introduction and consent:

Hello, my name is _____. We represent a group of researchers studying the Food for Education programme in your region in collaboration with World Food Programme, Nepal. Our study aims to understand the changes brought about by the FFECN programme in the education and nutrition status of children and the impact of COVID on the same.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any question. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0 = No (Thank you and end interview)

A. Understanding of the structural changes brought about by the SMP

1. We would like to understand your perspective on the status of primary education at the national level. Is the situation different for Province 5, 6 & 7 regions? How? What are the key problems in education standards in this region? **[Probe points: General overview of attendance and enrolment in schools; How is it varied across gender?]**
2. What is your perspective on the type of infrastructure present in the basic grade schools in Province 5, 6 & 7? Do you feel that the infrastructure provided to schools is adequate or needs to be improved? If so, what are the gaps that you feel are there? **[Probe points: What are the sanitation measures (WASH) being provided and if those are sufficient?]**
3. How do you think has the situation changed over the last three years? Why do you feel there has been a change and what has led to it? What aspects of the government's NSMP, do you feel, have helped this change?

B. Understanding of the program and its activities

4. What is your understanding of the Government of Nepal's School Meal Programme? It will also be helpful if you could share your perspective on the USDA McGovern-Dole FFECN program? Do you feel that there was a need for the USDA McGovern-Dole FFECN intervention? How do you feel it supports the GoN's initiative on SMP? **[Probe points: What are individual features? What are the synergies and linkages between them? What are the mechanisms of provision of school meals? How are the provisions linked?]**
5. To what extent does the program complement other donor-funded initiatives and Nepal government programs? **[Probe: the presence of similar interventions in the region, how has the program added value without duplicating the efforts of similar interventions]**
6. What is your take on the outreach of the program? Do you feel the program has been adequately able to reach out to the correct beneficiaries? In case there are gaps, can you please highlight them and suggest possible means to address them? **[Probe: Demographic, geographic and gender outreach of the program; Gaps in the targeted outreach; suggestions for increasing outreach]**

7. Can you also elaborate on how has the government's NSMP has been influenced by the McGovern-Dole initiative? What all components of the program have you seen being taken up by the government?
8. How has the interaction between MoEST and the WFP's SMP evolved over time? Where do you see a semblance between both the programs? **[Probe: factors behind these changes, benefits/disadvantages of the changes, the response of the stakeholder towards these changes, suggestions for further changes/adjustments]**
9. Do you feel the program has been effective in its endeavour? How has it influenced the education and nutrition conditions in the region?

Education

- How do you think the program has affected the educational status in the region? What aspect of the program, do you feel, has been most successful in affecting the educational status?
- Do you feel that the impact has been equitable across genders?
- Do you feel there has been a change in the teaching standards and mechanisms in this region? What is the program's contribution to it? **[Probe: changes in the topics being covered, interest and motivation of teachers, teachers' capabilities to take up modern methods of teaching, use of Digital resources, use of alternative teaching methods during extended closure of schools due to the pandemic]**
- Have the learnings of the school meal program been incorporated in the new education sector plan? If yes, please elaborate.

Nutrition

- Do you feel that the program has contributed to the knowledge about health and hygiene in the region? What aspects do you feel are different now? **[Probe: prevalence of malnutrition in the region amongst school-going children, impact on absenteeism due to sickness/medical reasons]**
- How has food preparation, storage, and distribution changed now? **[Probe: cooking practices; use of clean utensils; use of proper equipment]**

Infrastructure

- How do you think the program has contributed to the infrastructure in schools? **[Probe: Availability of clean drinking water, classrooms, kitchen, storage practices in the schools, infrastructure requirements of the school, lack of infrastructure (if any)]**

Gender-based impact

- In your opinion, to what extent has the project affected the gender-specific (intended and unintended) objectives? **[Probe: equal participation by women in implementation the School Feeding program, impact on the performance of girls]**
 - In your opinion, how is WFP's school meals program contributing to achieving the equity strategy?
10. What do you think is the contribution of the program in shaping up the role of local institutions? Do you feel the local institutions have created any influence on the approach of local communities towards education and nutrition? **[Probe: the presence of SMC/FMC/PTA in schools, the role of Gaonpalika/Village municipality in implementation of the program, benefits to local communities]**

C. Understanding of the program impact on the ecosystem

11. What, in your view, were the activities that have worked, and were they in line with the GoN strategy, plan, and the needs of the schools in the community, and which ones could have been improved? **[Probe: quality of the meal, WASH component, school infrastructure, digital literacy; EGRP, SMMP & HGSE, how were the community/school needs assessed, what are the response of the school and the community?]**

12. What is the status of progress achieved with planned steps towards handover and sustainability? [Probe: a strategy for sustainability/exit strategy; policy alignment towards school feeding program food and cash modality, targets envisaged for full takeover of school feeding program by the govt].

D. Challenges that they faced during implementing the activities

13. How has been the experience of working with WFP on the school meals program? Was your (government) expectation met? Were there any challenges that you faced during implementation? **[Probe: with WFP and other program partners, EDCU at districts, other stakeholders, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]**

E. COVID-19 mitigation and way forward

14. What has been the impact of COVID-19 on the community in the intervention regions? How has the pandemic affected the education status in the region? Who (students, or school staff) are the worst affected by the pandemic? How has the pandemic affected students' learning and development? Are there policy initiatives to encourage alternative learning arrangements? **[Probe: impact of School closure on children, Economic impact on households; changes in household employment patterns]**
15. In your opinion, would the GoN still prioritize the institutional setup necessary for the program handover and sustainability after the COVID-19 aftermath? **[Probe: assistance needed after the COVID-19 aftermath to progress towards a government-owned school feeding program, do you think WFP needs to work differently after COVID19? If yes how and on what areas?]**
16. How has the program helped during COVID-19? What aspects of their role did you feel were useful? How did the program complement GoN's effort in COVID relief, especially with respect to education and nutrition?
17. How adequately is the school meals program captured in the school re-opening framework?

F. Suggestions and way forward

18. Are there any suggestions that you would want to give?
- On strengthening the program delivery **[Probe: The priority areas that Government is planning to focus on for the next phase, priority areas for WFP to work on in the end term (2020-24) of the program]**
 - Did you face any budgetary concerns while implementing the program in the region?
 - On improving the literacy rate, enrolment in the region. How should the non-intervention schools gear up for enhancing education and nutrition status?
19. Are there any new aspects that the NSMP would want to imbibe in its current form? What in your view is the position of readiness of the program for government to take it forward? [Probe: government support and promptness, future approach/capacity].
20. Is there any plan from the government to include other development partners to support the national school meals program? Please elaborate

Notes for the Interviewer

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she/he would like to ask you. Answer the questions honestly without promising at all. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her/his time and cooperation.

Key Informant Interview (KII) guide for Project Implementors

Key Informant Interviews (KIIs) will be held with officials from WFP. KIIs will be conducted in person and in case it is not feasible to do so it will be conducted over the telephone. It will take about 20 minutes. The KIIs aim to capture the project implementors' response to the School Meals Program and its various components. Their perspective, understanding, and the impact of the program on the overall state of education, nutrition, health, and sanitation of the provinces 5, 6, and 7 of Nepal. Also, their efforts to mitigate the effects of the COVID-19 pandemic on project results will be noted using the KIIs. Their views on the way forward towards achieving a government-owned school feeding program will also be captured using the KIIs. These KIIs will help us draw a complete picture of the program and how it has brought changes structurally through the involvement of the government.

Themes to be explored through KIIs are:

- *Structural/institutional changes brought about by the School Meals Program*
- *Government support and involvement/role in the program*
- *Complementarity and coherence amongst all actors*
- *Perspective and response on the impact of the program*
- *Synergy among the development partners and NGOs*
- *Challenges faced while working with different partners/organizations*
- *Suggestions and way forward for program sustainability and scale-up*

Instructions for the Interviewer:

The following things should be kept in mind while conducting the KIIs:

Please make sure that the participant has consented to audio recording before turning on the audio recorder. Audio recording should not take place if the participant has not given consent for recording.

Please allow your participant to speak and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel is appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

In the beginning, discuss the overall research programme and how the current discussion will contribute to understanding how the programme fared and can be sustained. Remind them that the discussion is completely confidential in nature – no names or

references will identify the respondents during the study.

Introduction and consent:

Hello, my name is _____ We represent a group of researchers studying the Food for Education program in your region in collaboration with World Food Programme, Nepal. Our study aims to understand the changes brought about by the FFECN programme in the education and nutrition status of children and the impact of COVID on the same.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any questions. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0 = No (Thank you and end interview)

General Background of participants

Name:

Gender:

Ethnicity:

Position:

Institution:

Province:

District:

Municipality:

Ward/ VDC name:

Location:

1. Understanding of the structural changes brought about by the SMP

- Can you please tell me, what is your opinion about the status of basic education in Nepal? Is there any difference in the Lumbini, Karnali, and Sudurpaschim region (provinces 5,6, and 7) from the national level situation? and how, if it has changed over the past three years? Is there any difference in the project districts? **[Probe: general overview of attendance and enrolment, if boys and girls, children from different ethnic groups, marginalized groups both attend school, reasons why some do not attend school, community influence on education, girls' role in the family, external and internal**

migration of boys, community perception on girls' education, changes in the last three years in terms of school infrastructure, WASH, provision of midday meal]

- How do you feel the government has contributed to the change in education status in the areas that you have worked? How effective has their contribution been? Similarly, has the WFP FFECN program contributed to the change in education status in the areas that you have worked in? How effective has their contribution been?

2. Understanding the Program design, roles, and responsibilities

- Can you please tell me how the USDA McGD FFECN program supports the government's national school meals program? **[Probe: duration of the partnership between WFP and GoN, the experience of working with GoN, learning from project used for policy advocacy or program by GoN, what activities are carried out by WFP and other project implementors, complementarity and coherence amongst program partners, primary role and secondary roles (if any), coordination between them, distribution of food (food-based transfers), technical assistance and funding (cash-based transfers)]**
- Is the McGovern-Dole FFECN program in line with WFP's policy, guideline, CO CSP? If yes how? Are there other CSP activities that complement the McGovern-Dole FFECN program? Is there any duplication of efforts within Nepal CO?
- To what extent the recommendations from previous evaluations are incorporated in this cycle?
- Can you also elaborate on how has the government's NSMP has been influenced by the McGovern-Dole initiative? What all components of the program have you seen being taken up by the government? What efforts are made by the FFECN program to build the capacity of various tiers of government to implement NSMP? How has it benefitted?
- How has the program design and activities changed over the last three years? **[Probe: factors that triggered these changes (e.g., COVID), benefits/disadvantages of the changes, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes]**
- What has been the effect of the change in governance structure (federal structure) in Nepal on each component of the FFECN program? **[Probe: policy-level changes and its implications across key program activities over the Programme duration, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes, Capacity of Government Institutions, Policy or Regulatory Framework, Government Support]**

3. Understanding of and perspective of the program and activities

- What in your view were the activities that have worked well and were they in line with the needs of the beneficiaries in the region and which ones could have been improved? **[Probe: school meal, WASH component, school infrastructure, early grade reading program (EGRP), digital literacy, (if any), how were the community/school needs assessed, the response from the school and the community, modality preference, and reality of community members]**
- In your opinion, how has the program helped address gender-specific (intended and unintended) objectives? **[Probe: equal participation by women in the implementation of the School Feeding program, improvements in enrolment and attendance rate for girls, impact on the performance of girls, improvements in terms of girl-friendly learning spaces, menstrual hygiene awareness, and separate toilets for girls and boys]**
- Has the program reached, benefited, and impacted different caste/ethnicity and marginalized groups? How have the different groups been impacted?

4. Perspective on various/specific components of the program

- **Only for WE & OLE:** In your opinion has the teaching quality and involvement of the teachers improved over the last few years? **[Probe: training to teachers, changes in teaching methods, change in participation, effect on the motivation of teachers, achievement of the planned literacy outputs]**

and outcomes (targets) at this stage (2018-2020), outputs and outcomes (targets) to be achieved in the final term of the project (2020-2022)]

- **Only for IDS:** In your opinion, how have the WASH habits and practices of school-going children in the community changed over the last few years? **[Probe: availability of toilets and water connection at schools, use of toilets at schools, practicing hand wash, increase in female student enrolment in classes 6-8, reduced absenteeism due to medical reasons, menstrual awareness, and hygienic practices, breaking the cultural taboos particularly related to menstruation]**
- Can you tell us if there is any direct and indirect impact of this program on the local community? **[Probe: community perception/receptivity, engagement and ownership, more footfall in schools, change in mindsets of the community towards education especially in case of girls, voluntary community involvement and responsibility in the program through SMCs FMCs and PTAs]**
- To what extent have the local communities been engaged in the program design and implementation? **[Probe: equity and ownership amongst various beneficiaries, community engagement, the role of local governance bodies, accountability by community members]**

5. Understanding the challenges faced during implementing the activities

- What has been your experience of working with GoN MoEST, CEHRD and FFEP on the FFECN program? Were there any challenges that you faced during implementation? **[Probe: with MoEST, CEHRD, other project implementors, community challenges, programmatic level difficulty, internal and external factors that affect the program's ability to create a change]** Has the change in the structure added any new challenges in implementation and ownership for sustainability?
- Have there been any other constraints that were faced by you that you want to flag off? **[Probe: Community constraints, cultural barriers, behavioral barriers, school infrastructure, terrain, any other, working with different partners, any other]**. Were there any strategies adopted to mitigate these challenges? If yes, elaborate. How effective were these mitigation measures?

6. COVID-19 mitigation and way forward

- What has been the impact of COVID-19 on the community/ in the area? Who according to you are the worst affected by the pandemic? **[Probe: impact of school closure on children, Economic impact on households, changes in household employment patterns, impact on literacy and food security]**
- What is the impact of COVID on women and girls in the region? **[Probe: changes in living standard, health, livelihoods, willingness to return to school, engagement with PTA, FMC, and SMC, changes in community perceptions on girl's education, changes in nutritional levels, accessibility to clean water, sanitation, and hygiene facilities, program adaptations made easy to help women and girls in the region (if any)]**.
- How do you feel the program has addressed the gaps created by the pandemic? How effective were the program measures to address these gaps? How have the program initiatives complemented the government's effort to address the gaps in education in Nepal due to the pandemic?
- What has been the impact of the pandemic on the program and the impact that it had created? **[Probe: alternative plans or mitigations strategies implemented to limit the effect of the pandemic, impact on different components of the program, changes in funding priorities, timeliness in delivery of services, effect on long term goals of the programs, suggestions to mitigate the impacts of COVID-19 on program implementation, impact on the achievement of the FFECN project outcome]**
- How adequately is the school meals program captured in the school re-opening framework?
- How school feeding program was adjusted during COVID to meet the nutritional requirement of the school-age children? Please share your learnings. What was the community's response to this?
- What led to initiating the THR distribution?

- How was the planning done for distribution of THR during the COVID period/ school closure? Probe for coordination with government
- Did you face any challenges for the management of THR?
- What, in your opinion, could have been done differently for effective implementation?
- What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?
- Since the schools have reopened now, in your opinion, to what extent these guidelines are followed by schools and teachers in project districts?
- How has the school meals program been reflected in the new education sector plan?

Feedback mechanism and sustainability

- Are you aware of WFP's community feedback mechanism? How effectively has this been implemented? Can this be scaled up?
- What is the mechanism to resolve the issues/complaints registered through Namaste WFP? How effective are they?
- Transition related question
What is your view on the readiness of the federal and Provincial government to take over WFP supported in-kind districts? What challenges do you foresee? What are the activities carried by the McGovern-Dole FFECN program to capacitate the government to successfully take over the program and sustain the achievement?

7. Suggestions and way forward

- Are there any suggestions you would want to give on the following?
 - e. On the program component **[Probe: specific for each component]**
 - f. On improving the literacy outcome, enrolment, and attendance in these areas **(For non-intervention schools)**
- What are your plans for the way forward and the next phase of the program? **[Probe: plans for the next phase, change in priority areas (if any), reasons for the changes, what is the difference that can be made, resources requirement]**
- What in your view is the position of readiness of the program for government to take it forward? **[Probe: government support and promptness, future approach]**

Notes for the Interviewer:

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she would like to ask you. Answer the questions honestly without promising too much or too little. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her time and cooperation.

Key Informant Interview (KII) guide for WFP Officials

Key Informant Interviews (KIIs) will be held with officials from WFP. KIIs will be conducted in person and in case it is not feasible to do so it will be conducted over the telephone. It will take about 20 minutes. The KIIs aim to capture the officials' response to the School Meals Program and its various components. Their perspective, understanding, and the impact of the program on the overall state of education, nutrition, health, and sanitation

of the provinces 5, 6, and 7 of Nepal. Also, their efforts to mitigate the effects of the COVID-19 pandemic on project results will be noted using the KIIs. Their views on the way forward towards achieving a government-owned school feeding program will also be captured using the KIIs. These KIIs will help us draw a complete picture of the program and how it has brought changes structurally through the involvement of the government.

Themes to be explored through KIIs are:

- Structural/institutional changes brought about by the School Meals Program
- Government support and involvement/role in the program
- Complementarity and coherence amongst all actors
- Perspective and response on the impact of the program
- Synergy among the development partners and NGOs
- Challenges faced while working with different partners/organizations
- Suggestions and way forward for program sustainability and scale-up

Instructions for the Interviewer:

The following things should be kept in mind while conducting the KIIs:

Please make sure that the participant has consented to audio recording before turning on the audio recorder. Audio recording should not take place if the participant has not given consent for recording.

Please allow your participant to speak and listen carefully. Make sure they know that their opinions are very important to you and the project. If you think the discussion is losing focus, use your moderation skills to get back to the issue. The questions are not written to limit the discussion, but rather to keep it on track. There are no right or wrong answers. Though efforts should be made to follow the guide, skilled interviewers can change the sequence of the questions based on the flow of the discussion. However, each of the topics need to be covered during the discussion. The probes given are examples of the information we are interested in, but you can word them as you feel is appropriate. You are requested to use these pointers as a guide to start of a full-fledged discussion.

In the beginning, discuss the overall research programme and how the current discussion will contribute to understanding how the programme fared and can be sustained. Remind them that the discussion is completely confidential in nature – no names or references will identify the respondents during the study.

Introduction and consent:

Hello, my name is _____. We represent a group of researchers studying the Food for Education program in your region in collaboration with World Food Programme, Nepal. Our study aims to understand the changes brought about by the FFECN program in the education and nutrition status of children and the impact of COVID on the same.

Your participation in this research will be kept confidential and is entirely voluntary. You and other participants in the study will only be identified by a study number, not by name. Withdrawal with no adverse consequences is possible at any time without having to give a reason.

All the answers that you provide will be kept private — only researchers will have access to this information. You may choose not to participate in the interview and can stop the interview at any time or ask me to clarify any questions. There is no financial reimbursement for taking part in the study.

Once again, any information provided by you shall be kept confidential and will only be used for research purposes. We request you to provide your consent to conduct the interview. Do we have your permission to do so?

1 = Yes (Thank you and end interview)

0 = No (Thank you and end interview)

General Background of participants

Name:

Gender:

Ethnicity:

Position:

Institution:

Province:

District:

Municipality:

Ward/ VDC name:

Location:

1. Understanding of the structural changes brought about by the SMP

- Can you please tell me, what is your opinion about the status of basic education in Nepal? Is there any difference in the Lumbini, Karnali, and Sudurpaschim region (provinces 5,6, and 7) from the national level situation? and how, if it has changed over the past three years? Is there any difference in the project districts? **[Probe: general overview of attendance and enrolment, if boys and girls, children from different ethnic groups, marginalized groups both attend school, reasons why some do not attend school, community influence on education, girls' role in the family, external and internal migration of boys, community perception on girls' education, changes in the last three years in terms of school infrastructure, WASH, provision of midday meal]**
- How do you feel the government has contributed to the change in education status in the areas that you have worked? How effective has their contribution been? Similarly, has the WFP FFEEN programme contributed to the change in education status in the areas that you have worked in? How effective has their contribution been?

2. Understanding the Programme design, roles, and responsibilities

- Can you please tell me how the USDA McGD FFEEN programme supports the government's national school meals programme? **[Probe: duration of the partnership between WFP and GoN, the experience of working with GoN, learning from project used for policy advocacy or programmem by GON, what activities are carried out by WFP and other project implementors, complementarity and coherence amongst programme partners, primary role and secondary roles (if any), coordination between them, distribution of food (food-based transfers), technical assistance and funding (cash-based transfers)]**
- Is the McGovern-Dole FFEEN programme in line with WFP's policy, guideline, CO CSP? If yes how? Are there other CSP activities that complement the McGovern-Dole FFEEN programme? Is there any duplication of efforts within Nepal CO?

- To what extent the recommendations from previous evaluations are incorporated in this cycle?
- Can you also elaborate on how has the government's NSMP has been influenced by the McGovern-Dole initiative? What all components of the programme have you seen being taken up by the government? What efforts are made by the FFEEN programme to build the capacity of various tiers of government to implement NSMP? How has it benefitted?
- How has the programme design and activities changed over the last three years? **[Probe: factors that triggered these changes (e.g., COVID), benefits/disadvantages of the changes, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes]**
- What has been the effect of the change in governance structure (federal structure) in Nepal on each component of the FFEEN programme? **[Probe: policy-level changes and its implications across key programme activities over the Programme duration, the response of the stakeholders/beneficiaries towards these changes, suggestions for further changes, Capacity of Government Institutions, Policy or Regulatory Framework, Government Support]**

3. Understanding of and perspective of the programme and activities

- What in your view were the activities that have worked well and were they in line with the needs of the beneficiaries in the region and which ones could have been improved? **[Probe: school meal, WASH component, school infrastructure, early grade reading programme (EGRP), digital literacy, (if any), how were the community/school needs assessed, the response from the school and the community, modality preference, and reality of community members]**
- In your opinion, how has the programme helped address gender-specific (intended and unintended) objectives? **[Probe: equal participation by women in the implementation of the School Feeding programme, improvements in enrolment and attendance rate for girls, impact on the performance of girls, improvements in terms of girl-friendly learning spaces, menstrual hygiene awareness, and separate toilets for girls and boys]**
- Has the programme reached, benefited, and impacted different caste/ethnicity and marginalized groups? How have the different groups been impacted?

4. Perspective on components of the programme

- : In your opinion has the teaching quality and involvement of the teachers improved over the last few years? **[Probe: training to teachers, changes in teaching methods, change in participation, effect on the motivation of teachers, achievement of the planned literacy outputs and outcomes (targets) at this stage (2018-2020), outputs and outcomes (targets) to be achieved in the final term of the project (2020-2022)]**
- : In your opinion, how have the WASH habits and practices of school-going children in the community changed over the last few years? **[Probe: availability of toilets and water connection at schools, use of toilets at schools, practicing hand wash, increase in female student enrolment in classes 6-8, reduced absenteeism due to medical reasons, menstrual awareness, and hygienic practices, breaking the cultural taboos particularly related to menstruation]**
- Can you tell us if there is any direct and indirect impact of this programme on the local community? **[Probe: community perception/receptivity, engagement and ownership, more footfall in schools, change in mindsets of the community towards education especially in case of girls, voluntary community involvement and responsibility in the programme through SMCs FMCs and PTAs]**
- To what extent have the local communities been engaged in the programme design and implementation? **[Probe: equity and ownership amongst various beneficiaries, community engagement, the role of local governance bodies, accountability by community members]**

5. Understanding the challenges faced during implementing the activities

- What has been your experience of working with GoN MoEST, CEHRD and FFEP on the FFEEN program? Were there any challenges that you faced during implementation? **[Probe: with MoEST, CEHRD, other**

project implementors, community challenges, programmatic level difficulty, internal and external factors that affect the programme's ability to create a change] Has the change in the structure added any new challenges in implementation and ownership for sustainability?

- Have there been any other constraints that were faced by you that you want to flag off? **[Probe: Community constraints, cultural barriers, behavioral barriers, school infrastructure, terrain, any other, working with different partners, any other]**. Were there any strategies adopted to mitigate these challenges? If yes, elaborate. How effective were these mitigation measures?

6. COVID-19 mitigation and way forward

- What has been the impact of COVID-19 on the community/ in the area? Who according to you are the worst affected by the pandemic? **[Probe: impact of school closure on children, Economic impact on households, changes in household employment patterns, impact on literacy and food security]**
- What is the impact of COVID on women and girls in the region? **[Probe: changes in living standard, health, livelihoods, willingness to return to school, engagement with PTA, FMC, and SMC, changes in community perceptions on girl's education, changes in nutritional levels, accessibility to clean water, sanitation, and hygiene facilities, programme adaptations made easy to help women and girls in the region (if any)]**.
- How do you feel the programme has addressed the gaps created by the pandemic? How effective were the programme measures to address these gaps? How have the programme initiatives complemented the government's effort to address the gaps in education in Nepal due to the pandemic?
- What has been the impact of the pandemic on the programme and the impact that it had created? **[Probe: alternative plans or mitigations strategies implemented to limit the effect of the pandemic, impact on different components of the program, changes in funding priorities, timeliness in delivery of services, effect on long term goals of the programs, suggestions to mitigate the impacts of COVID-19 on programme implementation, impact on the achievement of the FFEEN project outcome]**
- How adequately is the school meals programme captured in the school re-opening framework?
- How school feeding programme was adjusted during COVID to meet the nutritional requirement of the school-age children? Please share your learnings. What was the community's response to this?
- What led to initiating the THR distribution?
- How was the planning done for distribution of THR during the COVID period/ school closure? Probe for coordination with government
- Did you face any challenges for the management of THR?
- What, in your opinion, could have been done differently for effective implementation?
- What is your opinion about THR? Was it beneficial to the households and community? If yes, how? Do you have any suggestions for THR?
- Since the schools have reopened now, in your opinion, to what extent these guidelines are followed by schools and teachers in project districts?
- How has the school meals programme been reflected in the new education sector plan?

Feedback mechanism and sustainability

- Are you aware of WFP's community feedback mechanism? How effectively has this been implemented? Can this be scaled up?
- What is the mechanism to resolve the issues/complaints registered through Namaste WFP? How effective are they?
- Transition related question

What is your view on the readiness of the federal and Provincial government to take over WFP supported in-kind districts? What challenges do you foresee? What are the activities carried by the McGovern-Dole FFEEN programme to capacitate the government to successfully take over the programme and sustain the achievement?

7. Suggestions and way forward

- Are there any suggestions you would want to give on the following?
 - a. On the programme component **[Probe: specific for each component]**
 - b. On improving the literacy outcome, enrolment, and attendance in these areas **(For non-intervention schools)**
- What are your plans for the way forward and the next phase of the programme? **[Probe: plans for the next phase, change in priority areas (if any), reasons for the changes, what is the difference that can be made, resources requirement]**
- What in your view is the position of readiness of the programme for government to take it forward? **[Probe: government support and promptness, future approach]**

Notes for the Interviewer:

Just as it is important to begin a discussion with respondents, it is equally important to close the interview. Close the interview by thanking the respondent respectfully and asking if there are any questions that she would like to ask you. Answer the questions honestly without promising too much or too little. Reiterate the purpose of the discussion and the confidential nature of the exercise. Thank the respondent for her time and cooperation.

Annexure XIII: Data Cleaning and Quality Check

Ensuring the quality of data is a priority throughout the entire assignment. All aspects — including survey design, questionnaire development, training of field staff, selection of respondents, conducting interviews, field as well as office editing, upload of data, etc. — adhered to rigorous quality standards. Ensuring data quality is not just restricted to the data collection phase, but also encompasses pre-and post-data collection phases as well. The measures adopted during these three stages i.e., Preparatory (Pre-Data Collection), Execution (During Data Collection) and Analytical (Post – Data Collection) had uniformly strenuous quality checks and standards.

a) Pre-data collection stage

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

Development of data collection tools: To understand the changes in the socio-political context of regions where the programme is being implemented, we reviewed secondary literature, relevant reports, and recent studies. The context, as necessary, along with learnings from the baseline and midterm were incorporated into designing tools and evaluation plan for the end-term evaluation. The study was carried on CSPro software. Using CSPro aided in quicker data pooling, effective monitoring, and faster data analysis. The data entry form developed in CSPro also had checks and measures to eliminate obvious entry errors i.e. Validity checks – to ensure that all fields are entered and no answer field is blank, Range Checks- to ensure that value entered falls between a permissible limit (ex: if the age of a respondent is beyond a normal value a pop-up window would apprise the investigator of the same) & Skips- the various skips and logical checks from the questionnaire will also be incorporated in the CSPro data entry form. CSPro data entry app will be developed after rigorous rounds of testing (both internal & external) and therefore, the data that will be gathered from the field will be in readily usable form.

Translation of tools/formats in regional languages: To ensure that the questions of interest are properly communicated to the respondents, we will translate survey instruments into Nepali. The translation will focus on all key aspects: semantic equivalence, conceptual equivalence, and normative equivalence of items (Behling and Law (2000).

Prototype Testing: Since data collected from the field will directly feed into servers and dashboards at near real-time frequency, the data flow channel must be thoroughly pre-tested before the launch of training and survey work. The prototype dashboard will be developed in parallel with the questionnaires. The pro-type will be thoroughly tested internally before the pilot study, during the pilot study, and once after the pilot testing.

Careful selection of data collectors and training: We believe that the field team must understand the study objectives to ensure quality data collection. We will recruit local enumerators who will be fluent in the regional language and understand the local context. A training curriculum comprising of the content, schedule, and data collection protocols would be developed and shared. Moreover, training will be provided to the enumerators by gender and EGRA experts from the team to ensure the sensitivity of questions are upheld, and boundaries are respected. The enumerators would be recruited based on their educational attainment, their ability to spend long duration in the field, and their prior experience with similar kinds of surveys. It is expected that 10 percent extra investigators attend the training to account for dropouts. Adopting the philosophy of “**learning-by-doing**”, the training exercise involved a detailed component of classroom sessions coupled with on-field practice sessions.

The field team responsible for data collection underwent a training session. The session included trainings on:

- **Use of laptop/tablet as a means of data collection**
- **Context of the USDA McGovern-Dole Food for Education programme and its objectives**
- **Quantitative data collection techniques**
- **5-6 days dedicated training on EGRA and remaining days for training on other indicators, gender-sensitive information and observational data.**
- **Ethical code of conduct during data collection**

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

It was ensured that the field team, especially the EGRA assessors, had at least have graduate-level education and one team member with extensive experience in EGRA will be present in each team.

b. Data collection: Some of the various quality checks that Sambodhi followed during data collection:

- 1) **Macros for data cleaning:** It is pertinent to note that data cleaning should exist in parallel with the data collection. One of the essential elements of data cleaning is to identify and spot erroneous issues and flag them off to the data collection team prior to them leaving the village. In order, to ensure the same, a Centralized Quality & Processing Team at Sambodhi builds in a customized macro for instantly identifying issues emanating from data collection. Data collected by the enumerators is uploaded to the cloud server and linked with the project dashboards, however, a copy of the same is also stored in Sambodhi's internal server. Once the data is uploaded on Sambodhi's server it is parsed through this macro, and erroneous issue are identified and flagged.
- 2) **Spot Checks:** Spot-checks are pertinent to observing the enumerator, and how he/she is asking the questions and soliciting the answers. Care is taken during spot-checks to not influence the interview (avoid the impact of Hawthorne Effect). Spot Checks and observations are guided by the below-mentioned principles:
 - Observe some (around 10%) of the interviews, to ensure that the investigator is conducting well, asking the questions in the right manner, and interpreting the answers correctly.
 - Conduct 10% spot checks of the structured interview. Feedback of the spot check would be communicated to the Investigators daily to minimize errors.
 - Help to solve any problems that investigator might have with finding assigned respondents, understanding the concepts in the questionnaire or with difficult respondents.

Since spot-checks allow research teams to directly observe how respondents answer questions, those questions that cause respondents to become upset, uncomfortable, or confused will be reworked and retrain enumerators as necessary.

- 3) **Back Checks/ Re-interviews:** A powerful tool in checking the quality of the data is to systematically check the information for households. This is done by conducting a short reinterview/back check with respondents and checking the results with what was collected by the investigator. Re-interviews help reduce the types of problems that affect the accuracy of the survey data.

The back-checks will be conducted by a specialized team from NARMA and overseen by the team at Sambodhi. Around 30% of the total number of back-checks to be conducted, will take place within the first two weeks of fieldwork. After the back-check surveys are complete, the responses in the original survey will be compared to the ones in the back-check survey. This will help the research team to identify early whether the questionnaire is effective, whether enumerators are doing their jobs well, and which changes to make to ensure high quality data collection. Back checks will be conducted with a total of 10% of the sample size in each district. The sample will be stratified across survey teams/enumerators. Missing respondents will be included in the back-check sample to verify that enumerators are not biasing the sample by not tracking hard-to-find respondents.

Using results of back-checks: Responses that vary significantly between the two surveys i.e., the backcheck survey and the original survey, will be flagged as an error. To determine the overall error rate, we will be looking at error rates by team and location. In case the overall error rate is higher than 10% for variables that should not vary like age, gender, etc, the evaluation team will modify the problematic questions, retrain surveyors, and even let some survey staff go if they continue to cause high error rates after retraining. In case of error rates above 10% for complex questions i.e., those which may have examples, options, skip questions as part of them, the evaluation team may resort to re-training enumerators, meeting with survey teams to review survey protocols, and editing the questionnaire as required. For variables that are necessary to understand the intervention, the team will analyze the overall error rates by the question and perform stability checks (e.g., a t-test) on these variables to see if there are statistical differences between original and back-check data. If high rates of errors are found, a discussion will be held with the data manager.

Post Data Collection Phase: Data validation and cleaning is crucial step in any kind of large-scale survey and Sambodhi gives special efforts to it. Sambodhi has an experienced and focused team dedicated to data management, validation, and cleaning. The Data managers execute this activity.

The data cleaning protocol that is followed by Sambodhi, is primarily be guided by the below three principles:

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

Annexure XIV: Methodology

Guidance, EGRA and Cost- Benefit Analysis

a. Sampling Methodology and Site Mapping

The quasi-experimental approach will necessarily entail the identification of two groups of schools in the programme districts, i.e., schools covered by the programme (treatment) and schools, currently covered by the programme but have been recently (post-mid-term inception) on-boarded into the programme catchment (comparison). From this selection of schools, the required sample of various target populations would be made. Measures across both groups will be done at the ELE to ascertain the net effect of the programme. We will be employing a sophisticated mix of quantitative and qualitative techniques to measure and explain the programme effects. Focus group discussions and in-depth interviews would be conducted with male and female students, teaching members, and community members.

b. Sample calculation and disaggregation for quantitative sample

The primary objective of the programme is to ensure the change in the learning outcomes of early grade students. Hence, the sample has been determined for students who have recently graduated to Grade II. Using a two-sample standard error formula¹⁸⁹ to estimate a sample size for an 8% change over the baseline prevalence of 15% on the key indicator- 'percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of the grade-level text'. The minimum sample required for such a case is 625. However, we propose to use PSM to enhance the rigour of the findings. It is seen that PSM necessarily entails a sample drop of 15%. Hence, we propose to further inflate the sample by 20% at the level of representation. Thus, the sample being proposed at each level of representation is 750 students.

The broad implementation arms of the study currently pose to be SMP (transitioned + non-transitioned) + WaSH and SMP (transitioned + non-transitioned) + WaSH + EGR. Hence, we propose a three-armed quasi-experimental design involving a) SMP+WaSH; b) SMP+WaSH+EGR and c) a comparison group.

While the comparison groups are currently under some intervention, given the duration of exposure of the intervention received by these schools, we propose to adopt the same sample frame of schools identified under treatment and comparison groups. From each of these groups, we propose to sample 75 schools randomly. And from each school, we propose to sample 10 Grade III students (5 girl and 5 boy students). The sampling distribution is depicted in Table 1.

Table 16: Sample distribution

	Study arms			Total
	WASH+SMP	WASH+SMP+EGR	Comparison	
#PSUs	75	75	75	225
#students	10	10	10	10
Total	750	750	750	2250

Sampling distribution

¹⁸⁹ a significance level of 0.05, power of 0.8; design effect of 1.3

A multi-staged stratified sampling approach was adopted for the quantitative component:

- **Stage I-Selection of schools:** During the baseline, sample frames for treatment and comparison were identified. While the comparison schools have been inducted into the intervention, we propose to use the same sample frame for comparison. From within this sample frame, we propose to randomly sample 75 schools. From the remaining treatment school, we propose to create two sample frames: SMP+WaSH and SMP+WaSH+EGR. From each of these sample frames, we propose to randomly sample 75 schools from each of these sample frames. There will also be a third sample frame of schools-the comparison arm. While this will not be a comparison group in its ideal sense, this frame will include schools that were part of the comparison sample frame during the baseline and have been recently taken over by the WFP interventions or the Government activities.
- **Stage II-Selection of students:** The sample will include 750 students of early grade III from each arm as well as the comparison group. We will sample 10 Grade III students (five girls and five boys) from each of the 75 schools in each treatment arm and from the 75 comparison schools. The students sampled in each school will be selected randomly. Given the lack of data on L1 and L2, the numbers cannot be decided upon a-priori. However, during data collection, it will be taken care that proportionate representations of L1 and L2 are sampled in each school to analyse EGRA performance in each group. However, it will be taken care that proportionate representation of L1 and L2 students are sampled in each school.

Executing the Early Grade Reading Assessment

Under the Education Data for Decision Making (EdData II) project led by RTI, the 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.

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).

The EGRA instrument consists of a variety of sub-tasks designed to assess foundational reading skills crucial to being 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**. For the ELE, the national EGRA tool developed by Educational Review Office (ERO) under MoEST will be used. The EGRA will help respond to the first strategic objective (**SO1: Improved literacy of school-age children**) which is measured as a percentage of students who, after two grades of schooling, can read and understand grade-level text.

EGRA methodology

Based on the EGRA tool developed and practiced by ERO in Nepal, this survey adopts the following methods for Early Grade Reading Assessment, in respect to the following six sub-tasks to assess student's ability in EGR.

Sub-task 1 (Listening Comprehension) = $\frac{\text{number of correct answers out of three questions}}{3}$

- Sub-task 1 is known as listening comprehension rather than phonological awareness
- In this task, data assessor first read a short story (about 30 words) for the students.

- From the read test, 3 questions are asked to student.
- This is not a timed task

Sub-task 2 (Letter-sound knowledge) = Number of letter read correctly by the child in 60 seconds

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

Sub-task 3 (Matra knowledge) = Number of Matra read correctly by the child in 60 seconds

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

Sub-task 4 (Non-word Reading Fluency) = Number of non-words read correctly by the child in 60 seconds

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

Sub-task 5 (Oral Reading Fluency) = Number of words read correctly by the child in 60 seconds

- Sub-task 5 consisted of 60 words passage to be read by the child
- This is a timed test and the data assessor put mark on the passage up to which was read by the child in sixty seconds.
- However, the data assessor allows the child to continue reading the passage up to three minutes. Then they request to student to stop reading.
- The fluency rate is to identify the number of words read correctly by the child per minute

Sub-task 6 (Oral Reading Comprehension) = $\frac{\text{Number correct answers out of five questions}}{5}$

- Sub-task 6 consisted of 5 questions linked to the comprehension in sub-task 5
- This is a timed task
- The student is asked questions only from the text which has been completed by the student in three minutes
- The objective of this sub task it to test the oral reading comprehension level

Cost-benefit analysis methodology

A Cost-Benefit Analysis was undertaken for both the decentralized cash-based and centralized food-transfer SMP modality separately. The CBA compares the benefits generated over the lifetime of a student

through the provision of school meals, across both modalities, against the cost incurred by the programme during the programme period.

A. Computation of costs

The CBA uses programme cost data provided by WFP CO Nepal and a compiled cost data for the programme duration since the year-wise segregation of cost information was not available. The CBA distributes the cost across the cash and in-kind modalities in proportion to the number of districts under each modality at the end of programme duration. The costs have been provided under the following heads: commodity costs, administrative costs, transport costs and support (direct and indirect) costs. The cost per student has been computed for both modalities of the programme, based on the number of students under each modality, at the end of programme duration.

B. Computation of benefits

Benefits under the programme have been categorised as: a) Value transfer due to meal provision (for both modality); b) Cost savings from averted private healthcare expenses; c) Savings on total income; d) Median rate of return from savings across 10 years lifetime¹⁹⁰; e) Net productivity generated from education

- a) Value transfer due to meal provision: For cash-based modality the daily allowance of 15NPR for each MDM for a student was extrapolated to an annual transfer value in USD. This was further recalibrated to the programme period, factoring in the COVID-19 related closures of 18 months.

For in-kind modality, the cost value for the meal being provided was extrapolated to an annual transfer value in USD. This was extrapolated for five years since the programme ensured food transfer, in form of THR.

- b) Cost savings from averted private healthcare expenses: Average cost saved on healthcare has been drawn from earlier CBA studies carried out in Nepal¹⁹¹.
- c) Savings on total income: The savings on total income has been drawn from studies conducted on development economics which indicates for every USD saved, 85% is expended by households while 15% is saved. This savings is calculated on the value transfer of food provided. That is, the amount saved by households due to provision of meals is considered as the base for savings.¹⁹²
- d) Rate of return from investment: Studies conducted in Nepal refer to a 54% rate of return on investments carried out from the savings. It is understood that households invest in quick return and shorter terms assets which have a high rate of return such as poultry and agri-machinery.¹⁹³
- e) Net productivity from education: Nepal has an annual rate of return from education of 7%. This indicates an additional increase of 7% in wages for every additional year spent in school. The gross enrolment rate and attendance level have been calculated based on ELE data to compute school life expectancy (SLE). The net productivity hence gets prorated to the SLE computed for both modalities.

Computing the Cost Benefit Ratio

A ratio of the total benefits calculated per student and the average costs provide the net benefit generated for every USD invested in the programme.

¹⁹⁰ A 10-year lifetime has been considered since the savings is usually invested in short term assets which have a lifetime of 10 years.

¹⁹¹ World Food Programme; Mastercard; Government of Nepal. Cost Benefit Analysis- National School Meal Programme, 2018

¹⁹² Banerjee, A., & Duflo, E. (2005), "Growth Theory through the Lens of Development Economics", in Philippe Aghion and Steven Durlauf (2005), *Handbook of Economic Growth*, Amsterdam: Elsevier, pp. 473-552.

¹⁹³ Adeolu, A.R, & Aruna, M.B. (2006). TECHNICAL EFFICIENCY OF FAMILY POULTRY PRODUCTION IN NIGER-DELTA, NIGERIA. *Journal of Central European Agriculture* (jcea@agr.hr); Vol.6 No.4. 6.

Annexure XV: Ethics and Risks

Phases	Ethical issues	Risks	Safeguards
Inception	- the need for conducting the evaluation - Research Quality and Design - Identifying and building on previous research - Unbiased identification of literature - Unbiased stakeholder mapping - Independence of research	- Delayed timelines	- Rationale for the evaluation: The inception phase offered a rationale for the research being conducted with particular people, at the chosen site, with the specified forms of research engagement (research instruments or methods) and for the proposed length of time. Providing such a rationale offers an opportunity to clarify the benefits accruing to the research participants or the communities or groups to which they belong – this is usually termed ‘benefit sharing’. The team will ensure that the evaluation is relevant and high quality with clear developmental and practical value - Appropriate design: Asking whether a design is appropriate is the overarching research quality question since it incorporates most of all the other elements that go into making up a ‘do-able’ research project. The inception phase will clearly state the research questions, clarify the aims and objectives of the research, techniques of data collection, sampling. - Securing necessary ethics approval for the study: evaluators are responsible for identifying the need for and securing any necessary ethics approval for the study they are undertaking. - The IR will demonstrate the ways in which the ELE builds upon or adds to existing research findings. Only by doing this can the rationale for conducting the current project be justified. An adequate exploration of the literature will be conducted to show the need for conducting the current study, seeking answers to research questions, and the ways the current proposal will add to the present state of knowledge. - Expert consultation: Local experts will be consulted to make sure that the evaluation team is not selectively reviewing literature which will justify the need for the study and the context. The experts will also be consulted to map the different stakeholders. - Uncertainties, like the COVID-19 restrictions, festival season, weather, etc. which could cause delays in timelines, will be accounted for.

Phases	Ethical issues	Risks	Safeguards
			- Independence: Independence of research will be maintained and any conflict of interest or partiality on behalf of the researchers, funding or commissioning body will be made explicit.
Data collection	- Voluntary participation and consent - Accountability and Transparency - Confidentiality - Avoidance of harm - Exclusion and Inclusion in the Study/ enabling participation and assessing vulnerability - Gender sensitive information	- Difficult terrain combined with poor weather conditions might lead to delays in data collection - Poor student turnout in schools after COVID - lack of distinction of L1 and L2 made in school - Difficulty in accessing school records - Newly inducted/New staff present may not be able to respond to questions pertaining to changes/ impact of the programme. - EGRA, a standardized test, needs to be carried out in a timed and prescribed manner. There will be some differences in dialects and to	- Accountability and Transparency: Before any data collection or interviewing, supervisors and interviewers were carefully explained the study outline so that each participant fully understands what is being requested of him or her. Participants were also be informed that they can stop the interview at any point in time without any adverse consequences. No compensation was given to participate in the study. - Consent: Research participants were given appropriate and accessible information about the purpose, methods and intended uses of the research, what their participation in the research entails, and what risks and benefits, if any, are involved. Only after the participant has consented to participating in the study, did the enumerator go on to collect data. - Anonymity and Confidentiality: Participants were assured that their privacy would be maintained, and any identifiers would be removed from data sets. - Avoidance of harm: No judgement was passed by the evaluation team on assessment of skills, knowledge and practices of the respondents, to avoid any intended and/or unintended harm. Enumerators were trained to be sensitive towards the respondents, to anticipate possible outcomes of the interview and weigh both benefits and potential harm while interviewing. Sensitive issues and potential conflict of interests were discussed during training. - Participation in the study was not hindered due to exclusion by means of any discrimination or difference of caste, religion, culture or region. - Specialized EGRA enumerators: The evaluation developed a common ground for all those involved in conducting EGRA tests and that meant having a trained, specialized cadre of enumerators for conducting EGRA. - Data storage and confidentiality: After data was collected i) data was saved on a secure drive only accessible to the research team, ii) files were saved in a way that participants could not be identified, iii) audio recordings did not contain names of research participants in the file names, iv) minimum number of copies were made in cases where personal data was sensitive, v) sensitive data was not emailed or transferred through portable electronic file device.

Phases	Ethical issues	Risks	Safeguards
		establish a common understanding on the phonetics of the tool for all the enumerators can be a challenge.	- Involvement of female enumerators: The execution of the ELE ensured appropriate sensitiveness during administration. Firstly, female enumerators were involved in cases where gender-sensitive information was required. Moreover, training was provided to the enumerators by gender experts from the team to ensure sensitivity of questions are upheld, and boundaries are respected.
Data analysis and Reporting	- Inaccurate reporting of missing data points - Using inconsistent graph ranges to magnify small differences between groups in potentially misleading ways - Failing to report all pertinent data - Failing to report negative results - Allowing funders to influence reporting of results - Reporting results of inappropriately applied statistical tests. - Reporting differences when statistical significance is not reached. - Data dredging i.e., merely performing multiple tests to search for significant associations. - Inappropriate use of terminology without precise definitions. - Reporting conclusions that are not supported by data. - Ignoring citations or prior work that challenges stated conclusions or call current findings into questions.	- Lack of data disaggregation with respect to the L1 and L2 groups.	- Share research findings with participants: Apart from verifying or extending interpretations and conclusions, using participant checks also helped maintain confidentiality, since respondents may notice less obvious information that could help identify them. - Two or more researchers to identify and analyze the themes: The evaluation team had two or more researchers identifying emerging themes in transcripts of qualitative interviews, focus groups or open-ended questions in surveys. - The team ensured that they clearly stated any a-priori hypothesis and outlined all statistical tests that were conducted during analysis. This included accounting for testing other variables than originally planned, omitting or including outliers, and potentially testing alternative models that fit the data but are based on different theoretical assumptions than the ones originally stated. - Reflexivity: Throughout the evaluation process, the team will reflect on their own biases, personal background, values and assumptions and make them explicit in report on research findings. - The ELE focused on understanding the impact disaggregated across boys and girls (students), as well as the impact of specific girl student-focused interventions. Through adopting a gender-sensitive approach, the ELE provides recommendations to address GEEW issues and priorities for actions to improve GEEW in school meal and child nutrition activity

Phases	Ethical issues	Risks	Safeguards
	- Gender sensitive analysis		

Annexure XVI: Terms of Reference

1. Introduction

1. This Terms of Reference (TOR) are for the end line evaluation (ELE) of the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition (FFECN) Programme Grant (NP02.02. 021.SMP1) implemented by WFP Nepal Country Office. This evaluation will cover the period from January 2018 to September 2021.
2. This TOR was prepared by United Nations World Food Programme (UNWFP) Nepal Country Office based upon an initial document review and consultation with stakeholders and following a standard Decentralised Evaluation (DE) template. The purpose of the TOR is threefold. First, it outlines how WFP will implement the ELE as approved in the Evaluation Plan; secondly, it provides key information to stakeholders about the proposed evaluation; and thirdly, it provides key information to the Evaluation Team (ET) and helps guide them throughout the evaluation process.
3. WFP has been implementing the FY-17 grant as a continuation of the previous phase of the same programme (2014-2016). The current grant continues programming for four years, 2018-2021. In the FY-17 cycle, WFP has continued the holistic approach to programming with activities grouped into seven major interventions:
 - a. Distribute Food: Provide school meals
 - b. Enrolment: Awareness building and training among parents and community on the importance of education
 - c. Health: Water, Sanitation, and Hygiene (WASH) activities (constructing or rehabilitating water systems in schools and creating awareness of good practices)
 - d. Literacy: Early Grade Reading (EGR) Programme (providing literacy support with material and teacher-training for early grade reading and digital learning)
 - e. Nutrition: School Meals Menu Planner Package (participation of the community and local farmers for the development of menus which includes the use of a digital tool for school menu planning)
 - f. Safe Food Preparation and Storage: Training and awareness on safe and hygienic food preparation and storage practices
 - g. Support to Capacity Building: To the Ministry of Education, Science and Technology (MOEST) for developing the integrated school meals strategy and national school feeding programme guidelines.

4. The two Strategic Objectives (SOs) of the programme are to Improve the Literacy of School Aged Children (SO1) and to Increase Use of Health and Dietary Practices (SO2) as per the USDA McGovern-Dole Results Frameworks (Annex 1).
5. The FFECN programme is implemented in partnership with the Center for Education and Human Resource Development (CEHRD), Ministry of Education, Science, and Technology (MoEST) and Food for Education Project (FFEP). The key implementing partners for the programme include World Education (WE), Open Learning Exchange (OLE) Nepal, Integrated Development Society (IDS) and Partnership for Child Development (PCD) collectively implement different activities viz. early grade reading, digital literacy, WASH, and school nutrition respectively. The total budget for the McGovern-Dole FY-17 grant cycle is USD 29.3 million.
6. A baseline study for the international food for education and child nutrition (FFECN) activity FY-017 cycle was carried out in 2018 which focused on collecting key programme indicators values before the implementation started as a basis for assessing the current situation. The mid-term evaluation was started in 2020 and the evaluation report is being finalised currently. The ELE is planned for July -December 2021.
7. This TOR will be finalized based on comments received on the draft version from all relevant stakeholders including USDA and, on the agreement reached with the research firm. The evaluation shall be conducted regarding the final TOR.

2. Reasons for the Evaluation

2.1 Rationale

8. The evaluation is being commissioned for the following reasons:
 - The ELE is part of the contractual obligations between USDA and WFP. The EL is part of the three evaluations (a baseline assessment, a mid-term evaluation, and a final evaluation) required by USDA during the project life span.
 - An ELE provides an evidence-based performance of the project to evaluate the project's success, ensure accountability, document learning/best practices, and generate lessons learned. Specifically, the EL will: (1) review the project's relevance, effectiveness, efficiency, coherence, impact, and sustainability; (2) collect performance indicator data for outcomes envisioned by the project; (3) assess whether or not the project has succeeded in achieving USDA's two strategic objectives; (4) investigate the project's overall impact; and (5) identify meaningful lessons learned that host government, WFP, USDA, and relevant stakeholders can apply to future programming.

2.2 Objectives

9. WFP evaluations serve the dual and mutually reinforcing objectives of accountability and learning.
 - a. **Accountability** – The evaluation will assess and report on the performance and results of the USDA McGovern-Dole-supported FFECN Programme. A comparative analysis of the ELE results with baseline and mid-term and activity targets will help to determine the progress made by the project so far. This evaluation will carry

out an independent ELE that will critically and objectively review the progress of implementation to generate recommendations that will strengthen project implementation and inform future project design.

b. Learning – The evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive best practices, and pointers for learning. It will provide evidence-based findings for future planning and adjustment of activities and implementation procedures for reaching targets within the set time frame. These evidence-based lessons will be used for operational and strategic decision-making. Findings will be widely disseminated, and lessons will be incorporated into relevant lesson sharing and utilisation mechanisms.

10. This evidence will provide an insight on how the school meals activity is impacting women, men, girls, boys, and differently able along with other disadvantaged groups and make recommendations on what is needed to strengthen and improve project implementation, including the technical assistance components, for example, improving SMP policy frameworks and pilots on home-grown school feeding on the cash-based and government-funded SMP.

2.3 Stakeholders and Users

11. Several stakeholders 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 and they are also main users¹⁹⁴ of the evaluation findings. (Annex 2) provides a preliminary stakeholder analysis, which will be deepened by the evaluation team as part of the Inception Phase. The evaluation team is required to use the DE template included in the Technical Note on Stakeholders Analysis (Annex 3), for this exercise.

12. Accountability to affected populations, 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 (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys, and girls from different groups. The evaluation will further investigate the distribution of benefits of the FFECN programme to women, men, boys, and girls from different groups. The evaluation team is expected to assess the efficiency of WFP Nepal's accountability mechanism "Namaste WFP" that is in operation in the International FFECN programme districts.

13. The primary users of this evaluation will be:

- WFP Nepal and its partners in decision-making, notably related to programme implementation, design and implementation, and partnerships.
- The Government at all levels is expected to take over the management and monitoring of the School Meals Programme over time, therefore, evaluation findings are of primary importance for them.
- WFP HQ may use evaluations for wider organizational learning and accountability.

¹⁹⁴ Project partners like Host government- MoEST, MoHP, Food for Education Project, Provincial Government, Local Governments, schools, the implementing partners-Integrated Development Society Nepal (IDS), World Education, Open Learning Exchange and other local NGOs and local communities, UN agencies, development partners like USAID, local I/NGOs working in education sector)

- Office of Evaluation (OEV) may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- USDA will use evaluation findings to inform changes in project strategy, results framework, and critical assumptions.
- Other COs may also benefit from the findings, which can contribute to corporate learning on the implementation of capacity development interventions.

3. Context and subject of the Evaluation

3.1 Context

14. 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 149 out of 189 countries on the 2018 Human Development Index. Approximately 34% of the population still lives in multi-dimensional poverty; with an additional 22.3% vulnerable to multi-dimensional poverty¹⁹⁵. One-quarter of the population (about 6.7 million people) lives below the national poverty line because of political instability, limited economic growth, high prices, and frequent natural disasters.
15. Malnutrition rates are high, as stunting for children below age five is 31.5% (male-32.8% and female-30%), underweight is 24.3% (male-24.8% and female-23.7%); and wasting is 12% (male-13.5% and female-10.4%),¹⁹⁶. Access to health services, safe water, and sanitation is inadequate.
16. As provisioned in the Constitution of Nepal, which was promulgated in 2015, the country has transformed into a federal democratic republic and is currently going through a rapid process of federalisation. Nepal now has seven provincial and 753 local level (including six metropolises, 11 sub-metropolises, 276 municipalities, and 460 rural municipalities) governments. Under this federal governance system, the local level government has been provided with the authority for planning, financing, and delivery of basic education (a year of pre-primary, followed by Grades 1 through 8), secondary education (Grades 9 through 12), and non-formal education programme. School enrolment rates have improved but access to adequate schools and quality instruction, which is necessary to improve literacy, remains a challenge. The federal structure in the governance system will bridge the gap between different layers of government, schools, and the community and allow for improved accountability, better-informed curriculum development, promotion of mother tongue-based instruction, and effective education service delivery.
17. WFP has started putting its efforts to building the capacity of the Ministry of Education, Science, and Technology to better provide service delivery in the federal system. WFP is currently expanding its support to federal, provincial, and local governments to mitigate the existing challenges related to providing education during the transition to federalism and to increase their capacity to ensure inclusive and equitable quality education for all. WFP has also enhanced the government's capacity to respond to food insecurity and natural disaster through several programmes in the past.

¹⁹⁵ UNDP, Global Multi-Dimensional Poverty Index, 2019.

¹⁹⁶ Nepal Multiple Indicator Cluster Survey 2019

18. Nepal has made remarkable progress in achieving a degree of gender parity in the education sector. Net enrolment rates have achieved parity at all levels of schooling, reflecting the government's success in ensuring the equal participation of girls in schools. However, while improvements in enrolment rates are a positive first step, this does not imply gender parity in the literacy rate. One of the biggest problems in Nepal's education system is female education. This issue has been neglected in the past. In fact, there is extreme inequality in the literacy rate between men and women. In Nepal, 71 percent of men can read and write, whereas only 44 percent of women can¹⁹⁷. This shows the inequality in women's education and is a direct cause of poverty among vulnerable communities in Nepal.
19. To address these interrelated challenges, the government has put in place a solid policy framework since 2015. Comprehensive, multi-sectoral policies including the agricultural development strategy 2015-2035, the national action plan for zero hunger 2016-2025, the multi-sector nutrition plan 2018-2022 and the school sector development plan 2016-2023 have been established to ensure Nepal is no longer considered a Least-Developed Country by 2022.
20. Nepal reached a lower-middle-income status in 2019. Better and more inclusive education for all is expected to be a crucial factor in helping the country graduate to middle-income status by 2030 and establish a 'Prosperous Nepal and happy Nepali' by 2043¹⁹⁸. The government has declared that the next ten years will be the 'Public School Enabling Decade' where schools will be centers of excellence and public faith in the national education system will be restored.
21. The above situation is exacerbated in Karnali and Sudhur Paschim Provinces where the geographic area is characterized by frequent natural disasters, severe food insecurity, malnutrition, poverty, and low educational outcomes. These provinces have the lowest national net enrolment rates and the highest under-nutrition rates. Consequently, the McGovern-Dole supported FFEEN programme focuses on educational and nutritional outcomes of school-age children living in the hills and mountains of 11 districts in Lumbini, Sudhur-Paschim and Karnali Provinces (in Sudhur-Paschim Province - Achham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti; and in the Karnali Province - West Rukum, Jajarkot, and Dailekh; East Rukum of Lumbini Province).
22. According to National Planning Commission (NPC), Nepal Government, which published its multidimensional poverty index in 2018¹⁹⁹, approximately 28.6% of the population lived in multi-dimensional poverty²⁰⁰. The most striking figure however is that of that proportion, 95% is rural and thus the key physical location of intervention by WFP in this programme.
23. Specific In-country Constraints: Weak infrastructure, geographical remoteness, and targeted beneficiaries' vulnerability to natural (flood, landslides, earthquake, and drought) disasters pose challenges and may limit access to these provinces. Similarly, the Government's capacity to monitor, supervise and manage the education system, including National School Meal Programme (NSMP) is fragmented, as highlighted in the WFP-Nepal comparative study on school feeding strategies in Nepal

¹⁹⁷ "Education in Figures 2017 (At A Glance)", Government of Nepal Ministry of Education, Science & Technology (Statistics, Policy and Research Section) Singhadurbar, Kathmandu

¹⁹⁸ Finance Minister Dr. Yubraj Khatriwada during the budget speech to parliament on 28 May 2020

¹⁹⁹ The Government of Nepal's multidimensional poverty index study was an internationally comparable measure of acute poverty, created by the Oxford Poverty and Human Development Initiative with the United Nations Development Programme Human Development Report Office (UNDP HDRO). The study uses DHS and MICS data.

²⁰⁰ NPC 2018. Nepal Multidimensional Poverty Index. https://www.npc.gov.np/images/category/Nepal_MPI.pdf

conducted in 2015²⁰¹. Funding and staffing at all levels (from schoolteachers to senior government officials) are not adequate. Lack of transparency, accountability, and weak governance are continuing challenges that need to be addressed through strong monitoring systems. Another potential challenge is avoiding an overlap of education-related complementary programme interventions implemented by many partners. WFP Nepal works closely with the MoEST and development partners to ensure that its programme interventions are not duplicated but rather complementary and supportive of the government education and school feeding objectives.

24. According to UNICEF, schools for more than 168 million children globally have been completely closed for almost a full year in 2020 because of COVID-19. The first case of COVID-19 in Nepal was reported in late January 2020. The school year concluded in mid-March, and since, the formal education system has remained shut down till the end of 2020 affecting millions of children however alternative forms of education was provided through online and offline means during this period like television, radio, tole Shiksha (community learning) by government and development partners. Learning is now difficult for many children, as limited access to internet connectivity and the limited capacity of the education system to sustain remote learning efforts have exacerbated existing inequalities. In response to this unprecedented crisis and recognizing the crucial safety net role that school feeding plays in many communities, the Government and WFP mobilized to ensure that children continued to be supported even while at home. Since March 2020, WFP has been supporting school children with take-home rations.
25. The COVID-19 pandemic has changed the landscape in many ways. And in some cases, such as in Nepal, it has created new opportunities. In June 2020, the government, recognizing the importance of social safety net systems to protect the most vulnerable in each district, decided to expand its cash-based school feeding programme to all 77 districts in Nepal by 2024. Although this was not foreseen in the initial transition plan, it has drastically accelerated the handover. Until June 2020, the government's cash-based programme was present in 43 districts. While the pandemic was not the sole reason for this impressive increase, the finance minister acknowledged that school meals are a strategic way to attract out-of-school children, especially as vulnerability increases.

3.2 Subject of the evaluation

26. For the proposed ELE, Team is expected to use the same WFP decentralized evaluation approach that was also used during the baseline to critically review and assess the progress made by the USDA McGovern-Dole FFECN Programme, FY-17 grant cycle.
27. The FY 17 grant cycle is implemented in partnership with Ministry of Education, Science and Technology (MOEST) Centre for Education and Human Resource Development (CEHRD, former Department of Education) Food for Education Project (FFEP) over the period of January 2018 to September 2021 in selected food insecure rural and urban municipalities of 11 districts across Lumbini, Karnali and Sudhur Paschim Provinces²⁰². A total of 2,003 schools are covered, serving 117,872 boy and 131,128 girl students. The programme takes a holistic approach to education programming through four interventions: school meals, water

²⁰¹ Nepal Demographic Health Survey (NDHS) 2016

²⁰² In 2019-2020 school year two districts of Province Sudhur-Paschim were handed over to the government-funded SMP (cash-based). Currently the food-based and USDA/WFP assisted SMP is implemented in 9 districts. The technical assistance component covers all the 42 districts of Nepal with SMP (9 districts USDA/WFP with food assistance, 33 districts with government funded/cash based SMP. Within the 33 cash based SMP districts, 8 are covered by the pilot on home-grown school feeding.

sanitation and hygiene (WASH), early grade reading (EGR)²⁰³, and digital learning (DL)²⁰⁴. WFP further complements these activities through school infrastructure development, including building and rehabilitating kitchens, latrines, and water stations, as well as the distribution of non-food items, particularly energy-saving stoves, cooking utensils, school furniture among others. School meals and WASH activities are implemented across selected municipalities of 11 districts. EGR is implemented in all SMP schools across six selected programme districts, while the DL programme is implemented in selected EGR schools over five districts. The digital literacy programme is currently implemented in 95 schools across five districts benefitting about 10,000 children from grades 2-5. The School Infrastructure Development Plan (SIDP) is also one of the components of this programme. This plan is targeted at three of the districts i.e., Dailekh, Jajarkot, and Achham and so far, WFP have completed the infrastructure construction at Dailekh and Jajarkot.

28. The government of Nepal has scaled up cash-based school meal programme to the remaining 71 districts of Nepal where selected 5 districts from Karnali and Sudhur- Paschim Province used to have WFP assisted SMP that been transitioned during FY 17 cycle. The map of the USDA McGovern-Dole International Food for Education and Child Nutrition Programme is attached in Annex 4. The four-year activity budget is USD 29.3 million out of which approximately, USD 1 million is budgeted for monitoring and evaluation.
29. During the four year implementation period, the programme plans to achieve the following results: (1) Improved literacy of school age children; (2) Improved attendance of students; (3) Improved knowledge and skills of school administrators on use of new and quality techniques and tools; (4) Improved knowledge and skills of teachers on the use of new and quality teaching techniques and tools; (5) Improved enrolment of students; (6) Improved ability of students who can read and understand grade-level text; (7) Improved individual knowledge and skills about child health and nutrition practices; (8) Improved individual knowledge and skills about safe food preparation and storage practices and (9) Child health and nutrition strategies and guidelines developed approved by the government, and implementation started. The Performance Monitoring Plan (PMP) detailing the indicators of the programme, including targets, is attached in Annex 5.
30. As per the transition plan of the Nepal Government, Baitadi, and Dadeldhura Districts from Sudhur Paschim province and Rukum West (Karnali Province) and Rukum East (Lumbini Province) have been transitioned from WFP in-kind modality to government's cash-based modality during this phase of programming, effective from July 2019. The ELE will therefore also cover the transition districts, including two of the eight home-grown pilot districts. They are benefiting from direct technical assistance funded by the McGovern-Dole project. The 8 home-grown pilot districts include Dadeldhura and Baitadi, and 3 other districts implementing the home-grown school feeding (HGSF) programme as per the Government of Nepal's transition plan on the International FFECN Programme (attached in Annex 6).
31. The specified results to be achieved through the twelve key activities are: (1) Distribute early grade reading materials through World Education Inc.; (2) Distribute digital learning content through Open Learning Exchange Nepal; (3) Train teachers to increase knowledge and skills of teachers; (4) Train school administrators to increase knowledge and skills of school administrators; (5) Provide school meals; (6) Build/rehabilitate institutional improved cooking stoves, toilet, kitchen, water systems; (7) Raise awareness on the importance of education; (8) Train parent-teachers association and school management committee; (9) Training and awareness on good health and hygiene practices; (10) Training and mobilization of child WASH clubs; (11) Training on food storage, handling and preparation, and nutrition;

²⁰³ EGR is the ability to read and understand a simple text is one of the most fundamental skills a student can learn. Grade 1-3 is considered as an early grade in Nepalese context.

²⁰⁴ "Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet"- Cornell University Australia

(12) Distribute non-food items to schools. The programme level Result Framework of the project is attached in Annex 1. The outcomes in the Results Framework are used to measure the achievements of the programme. The Results Framework provides the detailed and systematic linkages of the overarching programme objectives and planned activities.

32. The evaluations of the previous phase of the McGovern-Dole programme (FY-14 grant cycle) generated issues and recommendations for WFP's attention. For example, it recommended a greater focus on training teachers on new teaching methods (phonetic teaching) along with the provision of teaching aids and recommendations for refresher training. The ELE should also, therefore, assess whether these recommendations have been appropriately addressed in the current phase. The Evaluation Team will highlight the limitations of the evaluation into the inception as well as the evaluation report. The final report of the end-line evaluation of the McGovern-Dole FY14 grant cycle is attached in Annex 7.

4. Evaluation Approach

4.1 Scope

33. The ELE will cover the USDA McGovern-Dole FY-17 cycle, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Nepal Country Office, through an independent research firm, is expected to provide an evidence-based, independent assessment of the performance of the operation so that it contributes to informing any future programme design.
34. The evaluation will also assess the results of the project against the established baseline values. They will be assessed against the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) standard evaluation criteria of coherence, relevance, effectiveness, efficiency, impact, and sustainability as well as Adequacy, Transparency, and Timeliness and at the same giving importance to strengthen the gender equality, women empowerment, and social inclusion.
35. The ELE will assimilate both quantitative and qualitative data collected to help generate strategic recommendations for the programme for future investments. The analysis will also focus on the mechanism of change that gets measured during the ELE.
36. A key requirement for the evaluation is to ensure that Gender Equality and Women Empowerment (GEEW) is integrated into the evaluation process and that specific data on gender is collected during the survey (e.g., data collected on, and from male and female beneficiaries of the different economic status of existing ethnicity/castes//ethnic groups, data disaggregated by age, gender, caste/ethnic and different able groups).
37. The data collection tools, therefore, need to be GEEW sensitive, to specifically examine the gender and equity aspects of the programme.

38. The evaluation will focus primarily on the following activities:

- Desk review: Review of relevant secondary documents including project documents, internal/external administrative records, collected data, monitoring plan/reports, previous evaluation recommendations/action plan, and Project-Level Results Framework.
- Observation: Field visits to WFP school feeding sites, storage facilities, cooking places, Cooking stoves, Latrines and
- Interviews: interviews with teachers, cooks, storekeepers, Key Informants Interviews (KII) with representatives of government stakeholders implementing partners, as well as interviews with community participants, students, parents, Focus Group Discussion (FGD) with School Management Committee (SMC), Food Management Committee (FMC) and Child Club members both boys and girls, male and female of different age, ability and caste/ethnic groups impacted by the project.
- Stakeholders' consultation: WFP circulates the evaluation TOR, inception report, and evaluation report to a wider range of stakeholders for their inputs. An inception and result dissemination workshop will be organised for further consultation and to ensure proper use of the evaluation findings.

39. The ELE will cover the period from the start of the McGovern-Dole funded operation from January 2018 to the data collection of the ELE, planned on the last week of August to the 2nd week of September 2021.

40. The evaluation will cover all activities implemented in the eleven target districts including districts that have been transitioned to the government's cash-based modality.

4.2 Evaluation Criteria and Questions

41. Evaluation Criteria: The evaluation proposed herein should use the standard evaluation criteria of Coherence, Relevance, Effectiveness, Efficiency, Sustainability, and Impact as well as Adequacy, Transparency, and Timeliness and at the same time assess the achievement of the project interventions to generate learning for future. GEWE should be mainstreamed throughout these six criteria, with specific evaluation questions where appropriate.

42. Evaluation Questions: Aligned to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the Evaluation Team during the inception phase. Collectively, the questions aim to highlight the existing circumstances, performance of the school feeding activities during the project period, and key lessons learned, which could inform future strategic and operational decisions. The evaluation criteria and questions listed in Annex 9 are only an initial and indicative list of questions. The Evaluation Team should work further, improve and prioritise the questions in the Inception Phase.

4.3 Data and Information

43. The following sources of information are indicative of the information that will be made available to the Evaluation Team during the inception phase. Additional information will be provided as needed. The sources provide quantitative and qualitative information but not limited to:

- Project proposal of USDA McGovern-Dole International Food for Education and Child Nutrition Programme

- Report of the baseline survey and midterm evaluation
- Semi-annual and annual reports submitted to USDA
- Process and outcome monitoring reports
- WFP Country Strategic Plan
- National School Meal Programme Guideline
- Multi-sector Nutrition Plan (2018-2022)
- School Sector Development Plan (2016-2023)
- DEQAS (Decentralised Evaluation Quality Assurance System Process Guide
- USDA Monitoring and Evaluation Policy February 2019
- Food For Progress and McGovern-Dole Indicators and Definitions
- PowerPoint slides on the initial findings from Rapid Gender Equality and Women's Empowerment (GEWE) Assessment carried out in 2019
- Partners monthly output report
- Government eSPR report
- WASH in school procedure

44. Concerning the quality of data and information, the Evaluation Team should:

- a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3.
- b. systematically check accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

45. Ensure that sampling and data collection tools and methods are gender-sensitive and that the voices of women, girls, men, and boys are sufficiently heard, and the benefits are equally distributed.

4.4 Methodology

46. The methodology will be finalized by the Evaluation Team during the inception phase. The evaluation will be framed around DAC criteria. WFP Nepal proposes that the methodology of the ELE include the following:

- a. Follow the same methodology used during baseline study while incorporating the feedback and lessons learned from baseline study and midline.
- b. The evaluation will be a performance evaluation and will not be using an impact design with comparison groups.
- c. The design and methodology for the EL will be developed following the WFP DEQAS process as well as USDA's Monitoring and Evaluation Policy.
- d. We propose to continue with the quasi-experimental design for the FY17 end line evaluation, adopted during the baseline survey. The quasi-experimental design will enable to attribute of changes in the intervention area directly to the programme activities for the FY17 grant cycle. This evaluation will apply Difference-in-Differences with Propensity Score Matching (DID-PSM) design for the FY17 end-line evaluation. The evaluation will also adopt a mixed-methods approach involving qualitative and quantitative data sources. Qualitative insights from Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs) and DID-PSM analysis on quantitative data points will help in data triangulation and comment on attribution.

- e. For Gender Equality and Women's Empowerment Inclusion (GEWE) assessment, participatory techniques like mobility mapping exercise, attitude mapping, and field observations during FGDs will be used. The mobility mapping activity may help in understanding the mobility of girls vis-à-vis that of boys. Mapping exercises may then be accompanied by Barrier-enabler analysis which is another visual technique based on "before" and "after" scenarios.
 - f. This analysis is useful as a way of generating the shared vision and perception of the community on the programme. The technique also facilitates the identification of potential barriers to change. Mini FGDs with the girl students and women community members can be carried out to conduct this analysis.
 - g. The selection of the panel adopted, during the baseline, involved a random selection from a sample frame of primary and basic schools. The ELE adopts the same panel of schools identified during the baseline. Schools covered by the WFP intervention formed part of the treatment sample frame and schools not covered under the WFP intervention, identified through data obtained from the District Education Office and key informants such as schoolteachers, and local government officials formed the comparison sample frame. Employ the relevant evaluation criteria above [Coherence, Relevance, Effectiveness, Efficiency, Sustainability, Impact, Adequacy, Transparency, and Timeliness].
 - h. Demonstrate impartiality and unbiased approaches 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
 - i. The sample size will be calculated using a 95% confidence level, 5% margin of error, the prevalence rate of 50%, and a non-response rate of 15%. The total number of schools to be surveyed will be 225, thus be the students sampled in each school will adopt a similar approach as the baseline.
 - j. Use mixed methods (quantitative, qualitative, participatory, etc.) to ensure triangulation of information through a variety of means.
 - k. The survey will employ a diverse data collection tools and techniques based on the type of information required example (interview, key informant interview, focus group discussion, observation and secondary data review).
 - l. Ensure through using a mixed method that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used.
 - m. The evaluation team will work on the areas of gender-specific needs and the benefits generated by the project e.g., is the mid-day meal programme provides an opportunity for the mother of the school-going children to go the work for earning as they do not have to cook the snacks for their children, provide enabling environment for the girl child to attend school, increased awareness on the importance of education in a marginalized community.
 - n. The evaluation should be designed to mainstream the GEWE concerns as cross-cutting issues in the evaluation questions and tools. The study should give utmost priority to analysing the findings from GEWE perspectives.
 - o. Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget, and timing constraints.
 - p. The evaluation team should translate the data-collection tools according to its needs. (Should be in Nepali and other local languages)
 - q. The evaluation team will conduct training to enumerators for data collection. About 5-6 days dedicated training on EGRA and remaining days for training on other indicators, gender-sensitive information, and observational data. The evaluation team will coordinate with Education Review Office for the EGRA process, tools, indicators to report on, and support during EGR assessors' special training.
47. Incorporate methodological lessons learned during baseline survey and mid-line evaluation in the end line evaluation design as below:
- a. Onsite and face to face data collection
 - b. Elaborate evaluation questions and sub-questions.

- c. Organise face-to-face inception and dissemination workshops with relevant stakeholders.
 - d. Assess the impact of COVID19 to the school, students, teachers, parents, and overall programme.
 - e. Integration of L1 and L2 in sample design.²⁰⁵
 - f. Improvement in the measurement of indicators that are supposed to assess skills instead of knowledge.
 - g. Inclusion of indicator: 'number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance'.
48. The methodology should be tailored to gather gender-responsive information and conduct Gender Equality and Women's Empowerment (GEWE) related analysis, indicating specifically what data collection methods are employed to seek information on GEWE issues and to ensure the inclusion of women and marginalised groups. The methodology should ensure that data collected is disaggregated by sex, age; and caste/ethnicity; an explanation should be provided if this is not possible. The Evaluation Team must have a clear and detailed plan for collecting data from women and men in gender-responsive ways. The Evaluation Team must detail their plan to integrate gender equality considerations and different perspectives in the inception report. Comparative analyses should be done to determine the changes brought through the programme among the different groups eg, gender, marginalized groups should be backed with adequate evidence analyzing the cause-and-effect relationship. For example, if the findings show the increase in enrolment, the research company will require to further analyze the trend across the gender and the reason behind it.
49. The Evaluation Team will consider the recommendations of the midterm evaluation while designing the end-line evaluation methodology. The team will be required to consider all GEWE, and inclusion issues raised by the FY-14 evaluation and FY-17 baseline study. Triangulation of data should ensure that diverse perspectives and voices of both males and females of diverse groups are heard and considered.
- The evaluation findings, conclusions, and recommendations must reflect GEWE analysis, and the report should provide lessons/ challenges/ recommendations for conducting GEWE responsive evaluations in the future.
 - While collecting the field data the research company should follow WFP's Standard Operating Procedure (SOP) for Covid-19.
 - The evaluation team will be required to perform detailed risk analyses including the impact of COVID-19 in the design and implementation of FFEEN programme FY 17.
 - The ELE must also particularly address the lessons learned and recommendations made by USDA and USAID during the endline evaluation of the FY-14 and midline evaluation of FY-17 grant cycles. Necessary expertise and care should be utilized by the Evaluation Team.

4.5 Quality Assurance and Quality Assessment

50. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) 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 their review. DEQAS is closely aligned to WFP's evaluation quality assurance

²⁰⁵ There are Nepali (L1) and local language (their own ethnic language L2) speakers' children in several schools in Nepal. The research firm will conduct the EGRA assessment in Nepali with Nepali language speaks and in local language with local language speaker. The firm will segregate the result by L1Vs L2 that will allow us to analyse EGRA performance in both group of children. Students with Nepali mother tongue as L1 students, and student with mother tongue other than Nepali, Nepali becomes their second language hence call them L2 students.

system (EQAS) and is based on the United Nations Evaluation Group (UNEG) norms and standards, as well as the good practice of the international evaluation community to ensure that the evaluation process and products conform to best practice.

51. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide (Annex 8) and for conducting rigorous quality control of the evaluation products ahead of their finalization.
52. WFP has developed a set of Quality Assurance Checklists (Annex 10) for its decentralized evaluations. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
53. To enhance the quality and credibility of this evaluation: an external independent evaluation team hired to conduct the evaluation, WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP Evaluation Committee (EC), led by CO management, will make key decisions on the evaluation; an Evaluation Reference Group (ERG) including WFP and external stakeholders has been set up to steer the evaluation process and further strengthen the independence of the evaluation, an outsourced quality support service directly managed by WFP's Office of Evaluation in Headquarter provides a review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report.
 - b. recommendations on how to improve the quality of the final inception/evaluation report.
54. The Evaluation Manager will review the feedback and recommendations from DEQAS and share with the Team Leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards²⁰⁶ (Annex 11), a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
55. This quality assurance process as outlined above does not interfere with the views and independence of the Evaluation Team but ensures the report provides the necessary evidence clearly and convincingly and draws its conclusions on that basis.
56. The Evaluation Team will be required to ensure the quality of data (validity, consistency, and accuracy) throughout the analytical and reporting phases. The Evaluation Team should ensure the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive CP2010/001 (Annex 12) on Information Disclosure.
57. The ELE final report will be subjected to an external post-hoc quality assessment by the independent entity to report independently on the quality, credibility, and utility of the evaluation in line with evaluation norms and standards through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

²⁰⁶] UNEG Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

58. Quality control by WFP Nepal: WFP Nepal will use the ERG's feedback and recommendations as the quality control check of the evaluation products. It will be noted that if 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, to ensure zero influence on the evaluation process.

5. Phases and Deliverables

59. 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 13) provides a detailed breakdown of the proposed timeline for each phase including the deliverables. Regarding the deliverables, the End Line of USDA-MD FY17 will be undertaken at the same time as there will be a baseline survey of the USDA-MD FY 20, WFP will establish a collaboration or coordination between the two evaluations teams to avoid duplication from stakeholders' part of the evaluation process. Data collection for the baseline FY20 is planned for September 2021 and the end line FY17 evaluation data collection period will be from the last week of August to the 2nd week of September.
60. 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 programme districts.

6. Organization of the Evaluation & Ethics

6.1 Evaluation Conduct

61. The independent Evaluation Team will conduct the evaluation under the direction of its Team Leader and in close communication with the WFP Evaluation Manager. The team will be hired following the agreement with WFP on its composition.
62. The evaluation manager will ensure the engagement of all relevant stakeholders including USDA at all phases of evaluation. The evaluation reference group will have a representative from all partners and donors, and they will be reviewing all the survey/evaluation deliverables. The evaluation manager will make sure the research firm will involve reference group members in the inception and dissemination workshop.
63. The Evaluation Team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession (Annex 15).

64. The Evaluation Team will conduct and report on the evaluation according to WFP standards. To ensure the independence of the studies and the evaluations the role of the Evaluation Manager is separate from the role of the independent Evaluation Team.
65. WFP Nepal on its part, has an umbrella agreement with the Government of Nepal to implement programme which also includes conducting evaluations. The Evaluation Team should take special consideration of the 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 Evaluation Team will use an ethical protocol while interviewing parents, teachers, and students. The integrity of evaluation is especially dependent on the ethical conduct of key actors in the evaluation process”. Please see Annex 16: UNEG Ethical Guidelines
66. 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 (RBB), and the USDA FAD are described below.
67. The logistical arrangements for the evaluation - local travel (arranging vehicle travel and air ticketing) of both 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.

6.2 Team composition and competencies

68. The Evaluation Team will conduct the proposed evaluation under the direction of the Evaluation Manager.
69. The evaluation manager will ensure the selection of a qualified research firm. The evaluation team should have the experience and expertise in the design and management of large baseline and end-line surveys and the capacity to recruit the numerous enumerators needed with the language skills to undertake such surveys including the Computer-Assisted Personal Interviewing (CAPI) technique.
70. The Evaluation Team will comprise 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 ELE. These are evaluation methodology, education, school health and nutrition, gender, data management, and analysis and technical assistance, and GON capacity development – a minimum of five members in the team, representing these areas of expertise. All will be independent consultants and maybe national or a mix of international and national consultants. The team leader will have strong evaluation skills and experience as well as leadership skills in managing the evaluation and the team. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically (e.g., country context) and culturally diverse team with appropriate skills to assess gender and inclusion dimensions of the subject as specified in the scope, approach, and methodology sections of the ToR. At least one team member should have work experience with WFP.

71. In the case of an international research firm, the Evaluation Team will work in close coordination and technical liaison with a national, in-country research firm that has the thorough technical expertise and contextual knowledge of Nepal's school meals programme. The technical capacity and skills of the national research firm is deemed essential for the conduct of the evaluation.
72. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- institutional capacity development (with a focus on handover process, graduation plan, cost-efficiency and sharing analysis, supply chain management, coordination mechanism at all levels (Federal, provincial, & local), logistics.
 - Education particularly literacy specialist/EGRA evaluators
 - School feeding/homegrown/school health and nutrition activities.
 - Gender expertise / good knowledge of gender and protection issues
 - Adequate experience and expert knowledge in carrying out complex evaluations including end line evaluation.
73. All team members should have strong analytical and communication skills, evaluation and baseline study experience, and familiarity with the country or region.
74. 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.
75. The Team leader 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. S/he will also have leadership, analytical, and communication skills, including a track record of excellent English writing and presentation skills.
76. Team leader's primary responsibilities: Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the Evaluation Team; iv) drafting and revising, as required, the inception report, the end of fieldwork (i.e. exit) debriefing presentation and evaluation report 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.
77. 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.
78. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct fieldwork; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3 Security Considerations

79. 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 reasons. The consultants contracted by the evaluation company do not fall under the United Nations (UN) Department of Safety & Security (UNDSS) system for UN personnel. However, consultants hired independently are covered by the UNDSS system for UN personnel, which covers WFP staff and consultants contracted directly by WFP. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
80. The WFP CO registers the team members with the Security Officer on arrival in the 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.
 - The evaluation manager will strictly follow the safety/hygiene protocol and conduct the project taking into account the context of the ongoing Covid-19 Pandemic. Example use of masks, sanitizer, physical distance etc.
 - Considering the well-being of staff and beneficiaries in top priority and comply with local government directives, the evaluation activities will/should be conducted ensuring the health safety and protection of the staff, beneficiaries, stakeholders and broader community people as well as to maintain the quality of data and ensure the research ethics throughout the research process.

6.4 Ethics

81. WFP's decentralized evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting, and dissemination). This should include but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair selection of participants (including women and socially excluded groups), and the evaluation processes and results will ensure no harm to participants or their communities.
82. The Evaluation Team is responsible for managing any potential ethical risks and issues and must put in place in consultation with the Evaluation Manager, processes, and systems to identify, report, and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required. The Evaluation Team needs to identify and explain all potential evaluation risks and respective mitigation measures through the Inception Report.

8. Communication and budget

8.1 Communication

83. The language used in all communication and evaluation products will be in English. The data collection tools should be translated in as per the need. (in Nepali and other local languages)

84. 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 RBB (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 RBB Regional Bureau in copy. The Regional Bureau will maintain its normal responsibilities for 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.
85. To ensure a smooth and efficient process and enhance the learning from this evaluation, the Evaluation Team should emphasize transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Communication with the Evaluation Team and stakeholders should go through the Evaluation Manager.
86. The Evaluation Team will include a Communication and Learning Plan detailing a GEWE responsive dissemination strategy, indicating how findings including GEWE will be disseminated and how stakeholders interested or those affected by GEEW issue will be engaged.
87. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final evaluation report, WFP Nepal CO will organize a workshop for the Ministry of Education, Science and Technology, 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 the donor community, UN partners including the education development partners group and civil society groups 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 evaluation report will be shared with all relevant stakeholders.

8.2 Budget

88. USDA McGovern-Dole funding provides a budget to fund the various evaluations of the programme including the ELE. A long-term agreement (LTA) has been established with Sambodhi Research and Communications Pvt. Ltd., India by WFP Washington office and is approved by OEV and USDA.
89. The detailed budget will be proposed by the applicant which may include travel/subsistence/other direct expenses, and some special communication-related provisions e.g., workshops, translation. Please refer scope of evaluation and methodology section for estimating the evaluation budget. Any queries or confusions can be discussed during the pre-bid meeting.

Annexure XVII: Timeline

Phase	Activity	December				January		February				March				April				May		
		W1	W2	W3	W4	W1	W2	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3
Inception phase	Inception Mission																					
	Submission of draft inception report																					
	Review of draft inception report by DEQAS																					
	Submission of final inception report																					
	Inception workshop																					
Data collection phase	Submission of training module for enumerators, pre-testing of tools and training																					
	Data collection activities																					
	Submission of data collection report, clean data sets and summary fieldwork report																					

Phase	Activity	December				January		February				March				April				May		
		W1	W2	W3	W4	W1	W2	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3
Reporting phase	Development and submission of draft report																					
	Debriefing session with WFP programme team																					
	Review of draft ELE report by DEQS																					
	Submission of final report for FY17 ELE along with the Evaluation Brief																					
Dissemination phase	Sharing final evaluation report with key stakeholders																					
	Submission of graphical communication product sharing key results, best practices, lesson learnt, key areas for improvement																					
	Other activities																					

Annexure XVIII: Fieldwork Agenda

We recognize the importance of effective project management structures to ensure optimal utilization of organizational and individual strengths.

The role and expertise of all field team members were as follows:

Field team member	Expertise	Role
Field manager	Minimum qualification of master's degree in Social Sciences, preferably Education, with more than 10 years of experience in survey administration, logistics and experience in conducting fieldwork for large-scale surveys.	Responsible for overall field work. Interface between research team and field team
Field coordinator	Minimum qualification of bachelor's degree in Social Sciences, preferably Education, with more than 7 years of experience in survey administration, logistics and experiences in conducting fieldworks for similar assessments	Collection of qualitative data at school level; Responsible for execution of data collection. Prime role in ensuring data quality
Supervisors	Minimum qualification of bachelor's degree in Social Sciences (Education), preferably teachers, with more than 5 years of experience in survey administration, logistics and experiences in conducting fieldwork for similar assessments.	Collection of qualitative data at ground level. Ensuring team wise data collection and quality
Enumerators	Minimum qualification of bachelor's degree in Social Sciences (Education), preferably teachers, with more than 5 years of experience in teaching primary students. Previous experience in surveys and assessments will be preferred.	Data collection
IT expert	More than 5 years of experience in designing CAPI tools using CSPro, Android, Survey Togo etc.	Development of software for data collection

The field team members were organised by the evaluation team under the leadership of the Team Leader and Deputy Team Leader, in consultation with the WFP team. The consortium of Sambodhi (lead) and NARMA (partner) have strong local partnerships with enumerators and experts, and the hiring was done after the inception workshop with stakeholders.

The field data collection abided all COVID-19 regulations and protocols. The study was carried out in accordance with United Nations Ethical Guidelines (UNEG) Norms and Standards for Evaluations. Verbal consent was taken from all the respondents before starting the interview. The respondents were given a choice to not participate in the data collection exercises. The enumerators were trained specifically to communicate the objectives of the study clearly to all stakeholders. Moreover, the ELE ensured the anonymity of all stakeholders and the confidentiality of their responses. The ethical challenges were also dealt with by the data collection team by seeking permission from the respondents for participation. In case any respondents are not comfortable participating, the interviews were canceled.

There were multiple internal quality checks, control, and feedback mechanisms implemented by Sambodhi/NARMA to ensure that the quality of work output. The field coordinator continuously monitored the survey by spot check and back check interview.

Review and Reflection workshop

1. The enumerators were trained in Kathmandu and then dispatched to one of the survey districts for field work. After completion of the survey in one school, a review and reflection workshop was organized in the district headquarter to check questionnaires and data.
2. The enumerators were mentored on the problems which they faced during the survey both personally and in the group after reviewing information.

Spot Check

3. Field Coordinators and consultants conducted Spot-checks to observe the enumerator, and how he/she is asking the questions and soliciting the answers. Care was taken during spot-checks to not influence the interview (avoid the impact of Hawthorne Effect). Spot Checks and observations were basically guided by the below-mentioned principles.
 - Observe some of the interviews, to ensure that enumerators are conducting well, asking the questions in the right manner, and interpreting the answers correctly.
 - Spot check some of the addresses selected for interviewing to be sure that enumerators is interviewing the right school and the eligible respondent.
 - Help to solve any problems that investigator might have with finding assigned schools, understanding the concepts in the questionnaire or with difficult respondents.

Back Checks/Re-interview

4. Field coordinator systematically checked the information provided by the respondents. This was done by conducting a short re-interview/back check in some households and checking the results with what was collected by enumerators.
5. Field coordinator re-interviewed some of the respondents that helped reduce the types of problems that affect the accuracy of the survey data.
6. Each field coordinators conducted re-interview of the students and parents to ensure the data quality.

Trainings were conducted to equip the enumerators to carry out the survey effectively. Due to the spread of covid, the initial training session had to be suspended and refresher trainings were conducted. Adequate Covid protocols were followed during the refresher training sessions. The EGR training was carried out by the EGRA expert in the presence of ERO officials.

A total of 20 field teams (2 person each) and 4 field coordinators were deployed to conduct the primary survey. The primary survey was carried out between 19th February ,2022 and 13th March.

The qualitative interviews with key stakeholders like with Government Officials; EDCU district officials, MoEST, CEHRD, FFEP official at the federal and the provincial level, local partners as well as local government and WFP Office (RBB/CO/SO) were carried out by Sambodhi team from India accompanied by Gender Expert and EGR expert. An ERO official accompanied the team in some of the interviews.

Annexure XIX: Findings, Conclusions, Recommendations and Mapping

S.No.	Recommendation	Finding	Conclusion
1.	WFP to strategically engage with different ministries for better convergence of department objectives and activities to ensure sustainability of impact.	Finding 10	Conclusion 7
2.	Focus WFP efforts on building capacities of local level actors, developing market linkages, and enhancing supply chain governance for the effective functioning of the SMP to ease management of food.	Finding 10	Conclusion 7
3.	WFP to advocate for streamlining of roles and responsibilities for monitoring and implementation between federal, provincial, and local level to establish clarity of roles between governance levels	Finding 2	Conclusion 7
4.	Advocacy efforts towards increasing per student/per meal budget allocated to schools is needed as the programme transitions from in-kind to cash modality.	Finding 9	Conclusion 7
5.	Strengthen the approach, objectives, and goals of WFP to supporting the GoN's strategy for taking over the school meals programme.	Finding 10	Conclusion 2, 5 and 6
Thought points for Programme Consideration			
	WFP to reappraise the project design for more effective engagement of SMC/FMCs in schools in a manner which speaks with the socio-cultural dynamics and migration pattern of the region considering low-income status and increased migration of one or both parents.	Finding 9	Conclusion 3

Annexure XX: List of People Interviewed

S.No	Respondents
1	Parents of early grade students
2	Teachers engaged in teaching early grade
3	Students
4	Head-teachers/principal
5	Cooks
6	Storekeeper
7	Community members
8	Food Management Committee and School Management Committee members
9	WFP officials (RBB/CO/SO/Field Co-ordinators/SHO/Knowledge Management Officer/Programme official)
10	Ministry of Education Science and Technology, Nepal
11	Centre for Education and Human Resource Development (CEHRD)
12	Food for Education Project, Nepal (provincial and federal level)
13	Ministry of Social Development (Provincial)
14	Education Development and Coordination Unit, district officials
15	Implementing partners
16	Local government
17	New Era Official (baseline evaluation partner for FY20)

Annexure XXI: Bibliography

- Banerjee, A. & Duflo, E. (2005). Growth Theory through the Lens of Development Economics. [132]
Handbook of Economic Growth, Amsterdam: Elsevier.
- Acharya, K. K., & Scott, J. (2022). A study of the capabilities and limitations of local governments in [8]
providing community services in Nepal. Public Administration and Policy.
- Adhikari, B. (2015). Salient features of the Constitution of Nepal 2015, Nepali Constitutional Law, [152]
Governance and Public Policy Issues, Available at: <https://bipinadhikari.com.np/quick-comments/salient-features-of-the-constitution-of-nepal-2015-2072/>
- Adhikari, D. (2020). Nepal's Road to Federalism: From the Perspective of Grassroots Democracy. [153]
Research Triangle Institute.
- Ainley, J., & Luntley, E. M. (2007). The role of attention in expert classroom practice. J Math Teacher [82]
Education, 10, 3–22. <https://doi.org/10.1007/s10857-007-9026-z>
- Alabi, Reuben Adeolu & ARUNA, M.B. (2006). TECHNICAL EFFICIENCY OF FAMILY POULTRY [133]
PRODUCTION IN NIGER-DELTA, NIGERIA. Journal of Central European Agriculture (jcea@agr.hr); Vol.6 [136]
No.4. 6.
- Annual Status of Education Report: Rural. (2019). Available at: <http://www.asercentre.org/p/359.html> [70]
- Arimond, M., & Ruel, M. T. (2004). Dietary diversity is associated with child nutritional status: evidence [125]
from 11 demographic and health surveys. The Journal of nutrition, 134(10), 2579-2585.

- Assessment of a Cash-based Pilot School Meal Programme Combined with Complementary Nutrition sensitive Literacy Education in Nepal.(2018). World Vegetable Centre. Available at: http://avrdc.org/download/workshops/course-flyers/WorldVeg_WFP_Nepal-school-meal-programme-assessment.pdf [146]
- Assessment of Implementation of Policies for Ensuring the Right to Education. (2021). National Campaign for Education Nepal. Available at: <https://ncenepal.org.np/wp-content/uploads/2021/10/Assessment-of-Implementation-of-Policies-draft-6.pdf> [145]
- Assistance to Basic Education: All Children Reading (ABE-ACR) USAID's Early Grade Reading Program (EGRP) in Nepal Final Progress Report, Years 1–5: March 2015–October 2020. (2020). USAID and Ministry of Education, Science and Technology, Government of Nepal. Available at: https://pdf.usaid.gov/pdf_docs/PA00X61V.pdf [148]
- August, D. & Shanahan, T. (Eds.), 2006. Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates, Mahwah, NJ. [115]
- Baumann, F. (2021). The Next Frontier—Human Development and the Anthropocene: UNDP Human Development Report 2020. Environment: Science and Policy for Sustainable Development, 63(3), 34-40. [3]
- Bhattarai, N., Bernasek, A., & Pena, A. A. (2020). Factors Affecting School Attendance and Implications for Student Achievement by Gender in Nepal. Review of Political Economy, 1-25. [78]
- Bhattarai, R. (2017) The Long Road to gender equality in Nepal, World Bank Blogs. Available at: <https://blogs.worldbank.org/endpovertyinsouthasia/long-road-gender-equality-nepal> [45]
- Borkowski, A., Ortiz Correa, J. S., Bundy, D. A., Burbano, C., Hayashi, C., Lloyd-Evans, E., ... & Reuge, N. (2021). COVID-19: Missing More than a Classroom. The Impact of School Closures on Children's Nutrition. Innocenti Working Paper 2021-01. UNICEF. [23]
- CARE Nepal. (2022). Available at: from <https://www.carenepal.org/> [27]
- Charles, H. (2015). Why is Nepal's new constitution controversial? Available at: <https://www.bbc.com/news/world-asia-34280015> [65]
- Chen, C. M., & Huang, S. H. (2014). Web-based reading annotation system with an attention-based self-regulated learning mechanism for promoting reading performance. British Journal of Educational Technology, 45(5), 959–980. <https://doi.org/10.1111/bjet.12119> [81]
- Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. Journal of Education and Learning, 15-30. [83]
- Consolidated reply: Impact of labor migration on children that are left behind. Available at: http://www.migration4development.org/sites/default/files/children_left_behind_consolidated_reply.pdf [17]
- Constitution of Nepal – Nepal Law Commission. Available at: <http://www.lawcommission.gov.np/en/archives/category/documents/prevaling-law/constitution/constitution-of-nepal> [66]
- Country Programme Action Plan 2019-2022. (2019)., Available at: <https://www.unicef.org/nepal/media/191/file/CPAP%202018-2022.pdf> [28]
- Country Programme Document for Nepal (2018-2022) | UNDP in Nepal. (2022). Available at: https://www.np.undp.org/content/nepal/en/home/library/legal_framework/cpd-nepal-2018-to-2022.html [26]
- Dalas, D.B., & Cui, J. (2018). Education in Nepal - WENR. Retrieved 8 February 2021, from <https://wenr.wes.org/2018/04/education-in-nepal> [79]
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives, 8(1) [102]
- Delgado, C. & Smith, D. (2021). *Global Hunger Index: Hunger and Food Systems in Conflict Settings*, s.l.: Welt Hunger Hilfe and Concern International. [38]

- Dhungana, R. K., & Acharya, K. K. (2021). Local Government's Tax Practices from A Cooperative Federalism Perspective. *Nepal Public Policy Review*, 1, 157-178. [151]
- Drake, L. et al. (2017). "School Feeding" In *Disease Control Priorities* (third edition): Volume 8, Child and Adolescent Health and Development, edited by D.A.P. Bundy et al. [140]
- Dubeck, M.M. & Gove, A. (2015). The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. RTI International. *International Journal of Educational Development*. [114]
- Dunusinghe, P. (2021). Returns to Education: The Case of Nepal; *Journal of Economics and Development Studies*. [142]
- Education in Figures. (2017). MoEST, Government of Nepal. Available at: [43]
https://moe.gov.np/assets/uploads/files/Education_in_Figures_2017.pdf
- Education Sector Plan (2021-2030). (2021). Nepal. Ministry of Education, Science and Technology [144]
 Ministry of Education, Science and Technology, Available at:
<https://planipolis.iiep.unesco.org/en/2021/education-sector-plan-2021-2030-draft-v-1-nepali-7154>
- Emergency Response in Nepal (2022). Available at: <https://plan-international.org/nepal/what-we-do/emergency-response/> [29]
- Export market prices for Nepal rice, Selinawamucii. Available at: [131]
<https://www.selinawamucii.com/insights/prices/nepal/rice/#:~:text=Nepal%20rice%20wholesale%20p,rice&text=The%20price%20in%20Nepalese%20Rupee.was%20US%240.38%20per%20kg.>
- Final report of a study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at school level. (2017). Foundation for Educational Change (FEDUC). [149] [150]
- Flash Report, 2018/2019. (2019). CEHRD, Government of Nepal. Available at: [44]
<https://www.doe.gov.np/assets/uploads/files/cbe2b2b1ae68bb5bdaa93299343e5c28.pdf>
- Food and Nutrition Technical Assistance III project (Fanta). (n.d.). (2022). Available at: [127]
<https://www.fantaproject.org/node/1199>
- Gary Becker (1964, 1993), *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, Chicago: University of Chicago Press. [141]
- Ghimire, B. (2019), More daughters are enrolled in public schools while sons are sent to private ones, *The Kathmandu Post*. Available at: <https://kathmandupost.com/national/2019/03/22/more-daughters-are-enrolled-in-public-schools-while-sons-are-sent-to-private-ones>
<https://kathmandupost.com/national/2019/03/22/more-daughters-are-enrolled-in-public-schools-while-sons-are-sent-to-private-ones>
- Global Initiative on Out-of-School Children: Nepal Country Study (2016), UNICEF. Available at: [19]
<https://www.unicef.org/nepal/sites/unicef.org.nepal/files/2018-07/All%20children%20in%20school-report%202016.pdf>
- Glossary: School Life Expectancy, UNESCO Institute for Statistics. Available at: [137]
<http://uis.unesco.org/en/glossary-term/school-life-expectancy>
- The 15th Periodic Plan (2019/2020 – 2024/2025). (2019) Government of Nepal. National Planning Commission. Available at: <https://www.npc.gov.np/images/category/14th-plan-full-document.pdf>. [54]
- Hammerstein, S., König, C., Dreisörner, T., & Frey, A. (2021). Effects of COVID-19-Related School Closures on Student Achievement-A Systematic Review. *Frontiers in Psychology*, 4020. [119]
- Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Annual Synthesis, 2002. [130]
- The Fifteenth Plan (Fiscal Year 2019/20 – 2023/24). (2019). National Planning Commission, Government of Nepal. Available at: https://npc.gov.np/images/category/15th_plan_English_Version.pdf [97]
- Suswal, S. Water in crisis-Nepal, The Water Project. Available at: <https://thewaterproject.org/water-crisis/water-in-crisis-nepal> [96]

- WaterAid. (2015). WaterAid school WASH research: Nepal country report. Available at: [Ahttps://washmatters.wateraid.org/sites/g/files/jkxooof256/files/WaterAid%20school%20WASH%20research%20report%20Nepal.pdf](https://washmatters.wateraid.org/sites/g/files/jkxooof256/files/WaterAid%20school%20WASH%20research%20report%20Nepal.pdf) [98]
- Huebler, F. (2005) Primary School Gross and Net Enrollment. Available at: <https://huebler.blogspot.com/2005/04/primary-school-gross-and-net.html> [68]; [138] [139]
- Huebler, F. (2005) Primary School Gross and Net Enrollment. Available at: <https://huebler.blogspot.com/2005/04/primary-school-gross-and-net.html> [138] [139]
- Khanal, S. (2018). Gender Discrimination in Education Expenditure in Nepal: Evidence from Living Standard Surveys. *Asian Development Review*, 155-174. [72]
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., Liu, J. (2020). Projecting the Potential Impacts of Covid-19 School Closures on Academic Achievement, *EdWorkingPapers* No. 20-226, Annenberg (May), Brown University. [113]
- LeVine, S. (2006). Getting in, Dropping out, and Staying on: Determinants of Girls' School Attendance in Nepal. In H. Ullrich, *The Impact of Education in South Asia* (pp. 11-36). [73]
- Luna, K.C. (2020). How COVID-19 worsens gender inequality in Nepal, *The Diplomat*. [47] <https://thediplomat.com/2020/06/how-covid-19-worsens-gender-inequality-in-nepal/>
- M. A. Gottfried, "Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: an instrumental variables approach," *The American Educational Research Journal*, vol. 47, no. 2, pp. 434-465, 2010 [95]
- Marzano, Robert J. (2007). *The art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. [101]
- Migration in Nepal: A country profile (2019), IOM UN Migration [18]
- Ministry of Education, (2006). *National School Health and Nutrition Strategy*, s.l.: Government of Nepal. [48]; [49]; [69]
- Multidimensional Poverty Index Nepal: Analysis towards Action (2021), National Planning Commission, GoN. [22]
- Nepal Case Study: Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia (2021). UNESCO [57]
- Nepal Early Grade Reading Program (EGRP), 2020. Endline Study: Intervention Impact, Early Grade Reading Barometer, U.S. Agency for International Development, last modified January 5, 2022. Available at: <https://earlygradereadingbarometer.org/results/Nepal/EGRP-2020/intervention>. [146]
- Nepal Country Strategic Plan (2019-2023) | World Food Programme. (2022). Retrieved 19 April 2022, from <https://www.wfp.org/operations/np02-nepal-country-strategic-plan-2019-2023> [24]
- Nepal Country Strategic Plan (2019-2023). (2018). Available at: <https://www.wfp.org/operations/np02-nepal-country-strategic-plan-2019-2023> [61]
- Nepal Country Strategic plan 2019-23, World food Programme (2021, December). Available at: <https://www.wfp.org/operations/np02-nepal-country-strategic-plan-2019-2023> [10]
- Nepal Multidimensional Poverty Index 2021. (2021). Available at: <https://mppn.org/nepal-multidimensional-poverty-index-2021/> [4]
- Nepal Multidimensional Poverty Index 2021: Report. (2022). Available at: <https://www.unicef.org/nepal/reports/nepal-multidimensional-poverty-index-2021-report>. [5]
- Nepal Planning Commission. (2021). *Nepal Multi-Dimensional Poverty Index: Analysis towards Action*, s.l.: Government of Nepal. [40]
- Nepal Water Supply, Sanitation and Hygiene Sector Development Plan (2016 – 2030). Available at: https://www.fsmttoolbox.com/assets/pdf/25_SDP_-_Final_Eng.pdf [59]
- Nepal's Constitution and Federalism: Vision and Implementation (2020). National Forum of Parliamentarians on Population and Development, Nepal. Available at: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://asiafoundation.org/wp-> [6]

- content/uploads/2020/10/Nepals-Constitution-and-Federalism_Vision-and-Implementation_English.pdf
- Nepal's out-of-school children get food at home (2020, August 7). Nepali Times. Available at: [55]
<https://www.nepalitimes.com/latest/nepals-out-of-school-children-get-food-at-home/>
- OECD/Global Education Innovation Initiative, Harvard University (2020), Global Education Innovation [111]
 Initiative at Harvard and OECD Rapid Assessment of COVID-19 Education Response.
- OECD-DAC Criteria for Evaluating Development Assistance. (2019). Available at: [33]
<https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>
- Oreopoulos, Philip, Kjell G. Salvanes (2011), "Priceless: The Nonpecuniary Benefits of Schooling.", [112]
 Journal of Economic Perspectives, Vol. 25/1, pp. 159-184.
- Our focus | UNDP in Nepal. (2022). Available at: <https://www.np.undp.org/content/nepal/en/home/our-focus.html> [25]
- Pal, K. B., Basnet, B. B., Pant, R. R., Bishwakarma, K., Kafle, K., Dhimi, N., ... & Bhatta, Y. R. (2021). [42]
 Education system of Nepal: impacts and future perspectives of COVID-19 pandemic. Heliyon, 7(9), e08014.
- Plan International Nepal Annual Highlights 2019. (2019). [63]
- Radhakrishnan et al. (2021). Learning in the time of COVID-19: insights from Nepal. World Bank. [110]; [121]
- Robinson H. (2015). Chaupadi: The affliction of menses in Nepal. International journal of women's [11]
 dermatology, 1(4), 193–194. <https://doi.org/10.1016/j.ijwd.2015.10.002>
- RTI International. (2020). Assistance to Basic Education-All Children Reading: USAID's Early Grade [51]
 Reading Programme, s.l.: USAID.
- School dropout remains a challenge, survey report shows. (2022, April 21). School Dropout Remains a [15]
 Challenge, Survey Report Shows; kathmandupost.com.
<https://kathmandupost.com/national/2021/05/30/school-dropout-remains-a-challenge-survey-reportshows#:~:text=The%20report%20shows%20that%20the,time%20they%20reach%20grade%201>
- School enrollment, primary (% net) - Nepal | Data. (2020). Available at: [67]
<https://data.worldbank.org/indicator/SE.PRM.NENR?locations=NP>
- School enrollment, primary and secondary (gross), gender parity index (GPI) - Nepal | Data. (2022). [14]
 Available at: <https://data.worldbank.org/indicator/SE.ENR.PRSC.FM.ZS?locations=NP>
- School Sector Development Plan (2016/2017-2022/23). (2016). Government of Nepal, Ministry of [58]
 Education. Available at: <https://www.globalpartnership.org/content/nepal-school-sector-development-plan-2016-2023>
- Scott Wilson Nepal (2020). Outcome Monitoring of United States Department of Agriculture McGovern [105]
 Dole Food for Education and Child Nutrition Program Nepal, 2018-2021.
- Scott Wilson Nepal (2020). Outcome Monitoring of United States Department of Agriculture McGovern [107]
 Dole Food for Education and Child Nutrition Program Nepal, 2018-2021
- Sekiwu, D., Ssempala, F., & Frances, N. (2020). Investigating the relationship between school attendance [75]
 and academic performance in universal primary education: The case of Uganda. African Educational Research Journal.
- Shrestha, R. M., Schreinemachers, P., Nyangmi, M. G., Sah, M., Phuong, J., Manandhar, S., & Yang, R. Y. [50]
 (2020). Home-grown school feeding: assessment of a pilot programme in Nepal. BMC public health, 20(1), 1-15.
- Shrestha, R. M., Schreinemachers, P., Nyangmi, M. G., Sah, M., Phuong, J., Manandhar, S., & Yang, R. Y. [147]
 (2020). Home-grown school feeding: assessment of a pilot program in Nepal. BMC public health, 20(1), 1-15.
- Sorhaindo, A., & Feinstein, L. (2006). What is the relationship between child nutrition and school [92]
 outcomes? [Wider Benefits of Learning Research Report No. 18]. Centre for Research on the Wider Benefits of Learning, Institute of Education, University of London.

- Sustainable Development Goals (SDGs): Baseline of Sudurpaschim Province (2020). Ministry of Economic Affairs and Planning, Sudurpaschim Province, Government of Nepal. Available at: <https://www.np.undp.org/content/nepal/en/home/library/SDG-Baseline-Report-Sudurpaschim-Province.html> [41]
- The debate over private and public provisions of Education, (2019, March). Capacity4Dev, European Union. Available at: <https://europa.eu/capacity4dev/articles/debate-over-private-and-public-provisions-education> [60]
- The Impact of COVID-19 on Households in Nepal. (2021). UK Aid and WFP Nepal. Available at: <https://docs.wfp.org/api/documents/WFP-0000135636/download/> [39]
[20]
- UN Women (2014). Socio-economic and political status of Women in Nepal, United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) available at: <https://www2.unwomen.org/-/media/field%20office%20eseasia/docs/publications/2014/7/socio%20economic%20status%20of%20women%20in%20nepal%20nepali.ashx> [46]
- UN Women. (2020). Gender Equality Update, Gender in COVID response, UN Women. [13]
- UNDP, H. (2019). Human Development Report 2019. Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century. Oxford University Press., 23, 308-311. [12]
- UNDP; Oxford Poverty and Human Development Initiative. (2021). *Global Multi-Dimensional Poverty Index 2021: Unmasking disparities by ethnicity, caste and gender*, s.l.: UNDP [37]
- United Nations General Assembly (UNGA) (2010) UN GA RES – The Human Right to Water and Sanitation. UN Doc. A/64/L.63/Rev1. Available at: https://www.waterlex.org/resources/documents/UNGA_RES64_292.pdf. [53]
- United Nations Sustainable Development Goals, Knowledge Platform: <https://sustainabledevelopment.un.org/memberstates/nepal> [21]
- US\$10.85 Million additional grant to support learning and build resilient education sector in Nepal amid COVID-19 crisis. (2020). Retrieved 26 February 2021, from <https://www.worldbank.org/en/news/press-release/2020/09/04/us1085-million-additional-grant-to-support-learning-and-build-resilient-education-sector-in-nepal-amid-covid-19-crisis> [62]
- USAID's Early Grade Reading Programme II (EGRP II) in Nepal Quarterly Progress Report: January 1 – March 31, (2021). Available at: https://pdf.usaid.gov/pdf_docs/PA00XGKB.pdf [64]
- Using ARCH research to advocate for improved programs for infant and young child nutrition, Available at: <https://archnutrition.org/where-we-work/nepal/> [31]
- Vulnerability and Risk Assessment and Identifying Adaptation Options: Sectoral Report Water, Sanitation and Hygiene (2021). Ministry of Forests and Environment, Government of Nepal. [154]
- WaterAid (2013). Making Connections: Women, Sanitation, and Health. [99]
- Parents and caregivers are crucial to the education and growth of children. National Education Association. Available at: <https://www.nea.org/student-success/engaged-families-communities/family-support> [56]
- WHO, (2008). Indicators for assessing infant and young child feeding practices (Part 1 Definitions) [126]
- WHO, (2010). Indicators for assessing infant and young child feeding practices (Part 2 Measurement). [126]
- World Bank Group. (2020, September 30). Supporting Nepal's historic transition to federalism. World Bank. Retrieved April 18, 2022, from <https://www.worldbank.org/en/results/2020/09/29/supporting-nepals-historic-transition-to-federalism> [7]
- World Education Inc. (2015). Early Grade Reading in Nepal, Boston: World Education . [52]
- World Education News and Reviews, (2018). Available at: <https://wenr.wes.org/2018/04/education-in-nepal> [16]
- Cost Benefit Analysis- National School Meal Programme, (2018). World Food Programme, Mastercard & Government of Nepal. [135]

- World Health Organization. (2017). Adolescent Sexual and Reproductive Health Programme to Address Equity, Social Determinants, Gender and Human Rights in Nepal, Report of the Pilot Project [80]
- Zhongming, Z., Linong, L., Xiaona, Y., Wangqiang, Z., & Wei, L. (2021). Basic Statistics 2021. [9]

Annexure XXII: Inclusion of GEWE in the Evaluation

Gender Equality and Women's Empowerment (GEWE) forms an integral component of the programme as well as for WFP. The FY2017 intervention has stressed interventions that could have an indirect impact on the gender dimension within the target group and the society. Programme components have gender-sensitive indicators such as ensuring participation and involvement of women members in the school management committees (SMC) and food management committees (FMC). Through its WASH component, WFP has developed toilets for both boys and girls in some districts so that the lack of access to toilets does not hinder their attendance. At the community and school level, the programme aimed to create a comfortable environment where discussions around girl child education could be initiated. The programme also aimed to facilitate female leadership amongst teaching groups in the FY17 cycle. In the long run, in alignment with the government's structure of basic schools, a renewed focus on adolescent health, micro-nutrient perspective on reproductive health and strengthening of WASH facilities to address issues around adolescent health and reproductive health is planned.

Responding to the intervention, FY 17 research design incorporates gender dimensions. Like in the case of baseline study where the gender-related outcomes were seen to be indirect results of the programme, the WFP team has looked into areas of enquiry pertaining to:

- Inclusion of girl child in education; number of school days for girls; dropouts amongst girls and decision making for girls in case of dropout.
- Involvement of women in the management of SMP
- Health and nutrition of girls
- knowledge and practices on WASH (menstrual hygiene in particular)

The baseline and the mid-term evaluation adopted various gender sensitive indicators to monitor the progress of the programme. The results from both the evaluations concluded that the SMP had positively influenced the gender dynamics of the community by encouraging education for girls and emphasizing its importance. However, qualitative insights highlighted gaps in the uptake. For instance, the MTE highlighted an increasing number of boys enrolling in private schools as compared to girls, whose parents preferred enrolling them in government schools. This revealed parents' increased inclination towards investing more in boys' education. The use of quantitative and qualitative tools during the previous evaluations, provided a methodical account of the programs influence on gender dynamics. Working on similar lines and utilizing different mechanisms, the ELE analysed the programme's progress on indicators stated above and if the programme has been able to build upon the improved gender dynamics.

The ELE has ensured due importance to gender dimensions across all stages. Given the existing social structures and their impact on gender, our approach followed Gender Equality and Women Empowerment (GEEW) principles, and the evaluation and sampling methodologies were designed to provide sex-disaggregated insights. The execution of the ELE also ensured appropriate sensitiveness during administration. Firstly, female enumerators were involved in cases where gender-sensitive questions were involved. Moreover, training was provided to the enumerators by gender experts from the team to ensure the sensitivity of questions is upheld, and boundaries are respected.

At an analysis stage too, the focus was on understanding the impact disaggregated across boys and girls (students), as well as the impact of specific girl student-focused interventions. Through adopting a gender-

sensitive approach, the ELE provides recommendations to address GEWE issues and priorities for actions to improve GEWE in school meals and child nutrition activity.

Annexure XXIII: Case Studies

Programme Modality	District	Number of Schools
DL	Doti	2
	Jajarkot	3
	Darchula	3
	Bajhang	6
	Total	14
HGSF	Dadeldhura	2
	Baitadi	2
	Total	4
SIDP	Jajarkot	2
	Dailekh	2
	Total	4

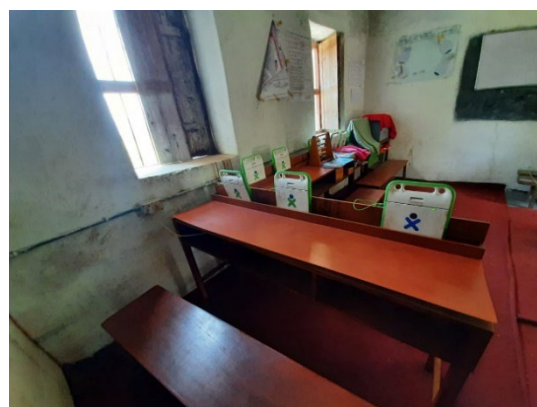
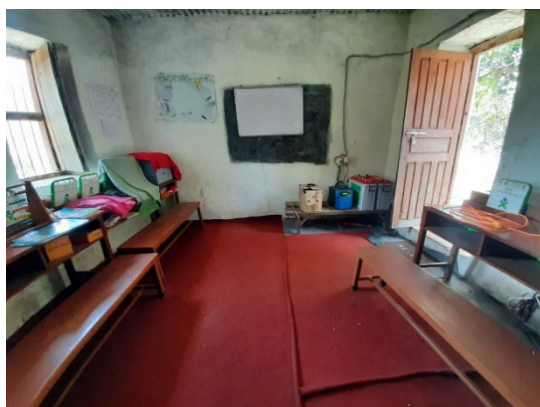
a. Digital Learning: Digital Learning Project (DL)

Case Study 1: Primary School of Bajhang District

Primary School of Bajhang District is a modest government school located in Jayaprithvi Palika that lies along the banks of the Seti River. The school, in 2072 BS, was introduced to the Digital Learning programme which is being implemented by OLE as a component of WFP's School Meals Programme (SMP) through the McGovern-Dole International Food for Education and Child Nutrition grant. The DL initiative is focused on promoting access to quality education by using appropriate technology, efficient and durable devices, and teacher capacity development, long-term support to teachers and schools and active community participation. The programme was introduced in the school after the head teacher applied for DL as he firmly believed that it would help students understand and learn in a better way while also exposing them to technology that would prepare the students for the world in which they will live and work. As part of the programme, subject and grade specific learning materials that are based on Nepal's national curricula, have been loaded on computers which were made available at the school.

Prior to the introduction of the Digital Learning initiative the teachers in the school adopted traditional methods of teaching. However, since the introduction of the programme, there is optimum integration of technology in teaching methods. The programme has been supporting Grade 2 to Grade 5 students to help them access quality education through use of appropriate technology and expand the digital content they

can use to improve reading outcomes. Digital stories with audio and interactive elements that promote reading comprehensions skills in young learners have also been deployed. The school was chosen for the initiative considering the motivation of the Head Teacher, the eagerness of students to learn and the high-profile educational status of the school.



The school received digital equipment, furniture, and e-learning materials to facilitate digital learning classes in the school. The DL classrooms were found to be carpeted and neatly maintained. DL lessons, planned post traditional classroom sessions on 3-4 days a week, made teaching- learning process more interesting and exciting, for both girls and boys who were found to be equally competent to use e-paathi without difficulty. Technical and content support has been provided to all the teachers in the school when the trainings were organised by OLE and WFP. Digital learning methods, time management and technical knowledge were the major topics of discussion during the training sessions. Laptop training increased the skill set of teachers and capacitated them to implement the programme effectively. However, apprehension was expressed about older teachers taking up DL seriously given that they had been accustomed to the traditional ways of teaching and might find use of technology more challenges as compared to the younger counterparts.

The headteacher confidently remarked that his school's students and mostly all teachers were motivated and capable of embracing technology. Even teachers reported that the project had assisted in teaching-learning method and had become a means to increasing enthusiasm and attentiveness in children, especially for subjects like Maths. Practicing questions in digital classrooms helped students grasp the concepts better and retain learnings from regular classes. Having the DL programme further attracted students to the school as they found DL lessons to be interesting. However, no change in enrolment or attendance of students was attributed to the DL programme by the head teacher.

With the programme phasing out in 2021, the activities were focused on equipping local levels with digital learning resources in Sudur Paschim and Karnali Province. The project installed digital library servers at local levels across the implementation districts including Bajhang. As part of the programme's plan, officials including officers from Education units, IT personnel and elected representatives from these local levels were to be oriented on accessing the resources available in the digital library server. Primary school also had access to the e-library situated in the Palika office, but the teachers were not particularly aware of the functioning of the same. The local representatives too were not sure about the benefits of the digital library support and the feasibility of it going ahead.

Before school closure owing to the COVID-19 pandemic, DL lessons were held 3-4 days a week. However, due to the extended period of school closure, the uptake and use of DL infrastructure was almost negligible

in the last 2 years. This also impacted the upkeep of the technology provided as well as retraining of teachers in using DL technology- one of the major challenges that the head teachers and teachers could foresee in the continuation of DL programme. The lack of technological knowledge, insufficient laptops, logistical issues related to technology maintenance and insufficient funding were cited as the major challenges that school faces in implementing the DL initiative. Annual maintenance of laptops was provided by the supplier, but service centres are located far away from the school (service centres are there in Dhangadi and Kathmandu only) making it highly difficult for the school authorities to get the equipment serviced. Moreover, frequent maintenance of wires is required because of rodent attacks. The financial and logistical issues of maintaining the digital literacy materials are a barrier to the programme's long-term sustainability and the beneficial impact it has on children's motivation and participation in the classroom.

Given the benefits of the DL programme on student's attentiveness and learning outcomes, the school intends to continue the same even as the programme phases out in the region. However, support in the form of technical assistance, refresher training of teachers and training of new teachers, better equipment, and budgetary allocation for maintenance of the equipment is much needed to continue using DL classrooms effectively. With the intention to continue the DL programme despite the obstacles posed, the school is planning to work closely with the School Management Committee (SMC) as well as the local government, which is currently is not active in directing support to the programme.

BOX 1: Digital Literacy intervention at Primary School of Doti District

Primary School in Sikhar Palika of Doti district was chosen for the DL intervention in 2076 Bhadra. Since then, the school was able to integrate traditional classroom lessons with the more creative and interactive e-paathi and e-library mediums introduced as part of the DL programme.

As part of the programme and based on the average strength of the classrooms, the school received sufficient equipment to run the DL programme. This included 14 e-paathi's and 5 furniture set as well as an inverter to mitigate challenges posed by frequent electricity shortage. Support was also extended in form of teacher (2) trainings for effectively using DL technology. At the end of the training, all the teachers then employed at the school, including the head teacher, were equipped with skills needed to properly implement the e-paathi programme. The training touched upon the content of e-paathi and how to deliver the same with the focus on child learning. Teachers were also guided on the use of e-library situated at the palika level through which they could access to a wide range of content like eBooks, magazines, articles, blogs etc. These trainings increased the capacity of teachers to use technology in ways that could help support and further children's learning outcomes. It also boosted their confidence in ICT use and positively influenced their perception of the usefulness of technology. While age was not considered a barrier in teachers' response to using DL technology, the head teacher did cite the difference in individual capacities to be the reason for differential uptake of such technology by teachers.

Traditional classroom teaching was followed by e-paathi lessons the next day which focussed on revision of classroom lessons as well as clarifying concepts in conjunction with the syllabus- using both audio and visual aids. Children were found to be more interested in e-paathi lessons as compared to regular classroom lessons. Given the increased interest of students, there was greater child participation and interaction during the e-paathi classes. Given that the technology helped students identify the right and wrong answer on their own, students felt more confident to participate and actively engage in learning. As reported by the head teacher, some students would choose to stay back after school to use DL classrooms and revise lessons. This shows an increased interest and motivation of students towards learning. While both boys and girls had equal access to these classrooms, the head teacher at the school reported that "girls in the school are better at taking to technology than boys". Using technology to deliver interesting lessons also proved to be an attractive factor for children to attend school and thus, helped in improving attendance rate.

While the DL programme had been running smoothly, the foreseeable challenges in sustaining the programme were related to maintenance and upkeep of laptops and the other necessary devices. For instance, the head teacher reported that "a few spots have started showing up on the laptop screens. We are not sure what they are...we will use it till the time we can but once it stops working, we will not be able to continue DL even if we wanted to because there is no maintenance centre nearby. We do not even have the funds to maintain this equipment." Further, negligible support from the local government makes the situation more challenging. To continue the programme, the school plans to train the new teachers in DL based on the training that the previous teachers received but they require economical support in the form of an allocated budget and technical support for maintenance of equipment.

b. School Infrastructure Development Project (SIDP)

Case Study 1: Lower Secondary School of Dailekh District

Lower Secondary School of Dailekh District is located in Bhairabhi Palika in Nepal's Karnali Province. The Palika is bordered on the east by the Chhamghat River, on the west by the Bhairabi Gadjiula River, on the north by the Kalikot district, and on the south by the Dullu Municipality. The school has benefitted

from the School Infrastructure development Project since 2075 BS. Good infrastructure, according to the school headteacher, promotes better instruction, increases student achievements and minimises dropouts. Prior to the implementation of SIDP, the school lacked proper handwashing stations, kitchen, and improved cooking stove because of which cooking was done in the open air using large quantities of firewood. This was known to have a negative impact on the health of those preparing the meals.

As part of the SIDP programme, functional group handwashing stations, tippy taps, improved cooking stove, and a kitchen were rehabilitated in the school as a result of SIDP support. Separate pits for decomposable and non-decomposable waste have also been dug in the school. The newly built kitchen was found to have adequate ventilation, was clean and well-kept. However, cooks and teachers found it safer to store the food in classrooms because of fear of rodents in the kitchen. Cooks who previously had to cook outside in the open air have found it easier to cook in the newly constructed kitchen. The provision of new and improved cooking stove has reduced the reliance on large amount of firewood and thus, the resulting smoke emissions. The school also received non-food items (NFI) package that included some cooking utensils, measuring cups and serving spoons. However, the non-food items provided by the programme had undergone significant wear and tear because of regular use. Given the situation, both teachers and students had contributed to some of the items.



It was observed that students washed their hands with water and soap on a regular basis which was not the case earlier as, in the absence of handwashing facility and availability of water, children had to walk far for basic needs. With the availability of water and proper handwashing stations, a positive concept of washing hand has been developed. The provision of soap and water in the school has positively influenced students' handwashing habits. As communicated by the teachers, children have learned the necessity of washing their hands before eating, after using the restroom, and whenever their hands are dirty. The IDS training and access to sanitation facilities have helped in developing hygienic behaviour

among students, with children modelling these habits at home and urging parents to do the same. The handwashing stations that were installed in the school were well received by the students.

At the School, the management and maintenance of infrastructure was the responsibility of the SMC, the headteacher, and the teachers in the school. Given that separate funds had not been allotted to maintaining the infrastructure, it was difficult to hire dedicated staff to ensure basic upkeep and cleanliness of the facilities provided. Thus, to ensure sustained and effective use of the facilities provided- regular monitoring of the programme and provision of dedicated and trained staff- was considered essential by school administrators.

BOX 2: SIDP and WASH in Primary school of Jajarkot district

The School Infrastructure Development Programme was introduced in Primary school, located in Triveni Nalgad palika, Jajarkot district, in 2072 BS. With the introduction of SIDP, there has been a significant improvement in the quality of school infrastructure, especially the school kitchen. Earlier food was prepared outside in the open but with the introduction of SIDP, an unused classroom has been rehabilitated and necessary arrangement, including proper ventilation, for cooking in clean and hygienic conditions has been provided.

A functional handwashing station has also been made available in the school, which has aided students in inculcating regular handwashing practices. Alongside provision of handwashing facility, students have also received trained in understanding the importance and practise of personal hygiene. Earlier, in the absence of soap, students used ash and water to wash their hands. However, these practices have changed over the period of the programme intervention. In addition, the students were also trained in practices of proper waste management. While the school currently does not face concerning water shortage issues, there is apprehension that the functionality of facilities provided by the program maybe hampered due to unavailability of water in the near future- a challenge faced by some schools in the region owing to climatic changes and reducing water table.

While the SMC is responsible for maintenance of the infrastructure, the school does not receive any additional funds for the same. Thus, the key challenges faced in effective use of the infrastructure is related to the absence of necessary funds for upkeep of the infrastructure and a dedicated staff member to ensure maintenance of the same.

c. Home Grown School Feeding Programme (HGSF)

Case Study: Primary School of Dadeldhura district and Primary School of Baitadi district

Primary School, in Ganyapdhura palika- Dadeldhura district and Primary School in Shivanath palika- Baitadi district, have been benefitting from the Home-Grown School Feeding programme since 2076 BS. The headteachers in both the schools believed that HGSF programme has strengthened local ownership of the SMP and improved quality of meals provided at school. While the Food Management Committee (FMC), in both schools, is responsible for the provision of home-grown school meals to students, the School Management Committee, school administrators and local farmers also play an active role in implementation of the programme. In the schools, headteachers also received training to effectively implement the HGSF programme. The training covered topics related to self-hygiene and cleanliness, proper management of food and preparation of a food menu. However, as expressed by the Head teacher of Primary School of Dadeldhura, the training was not sufficient to prepare them for complete takeover of the SMP as systems like local food supply chains were not completely in place and there was

a lack of coordination between farmers and schools- a gap which still affects the smooth functioning of the meal programme.

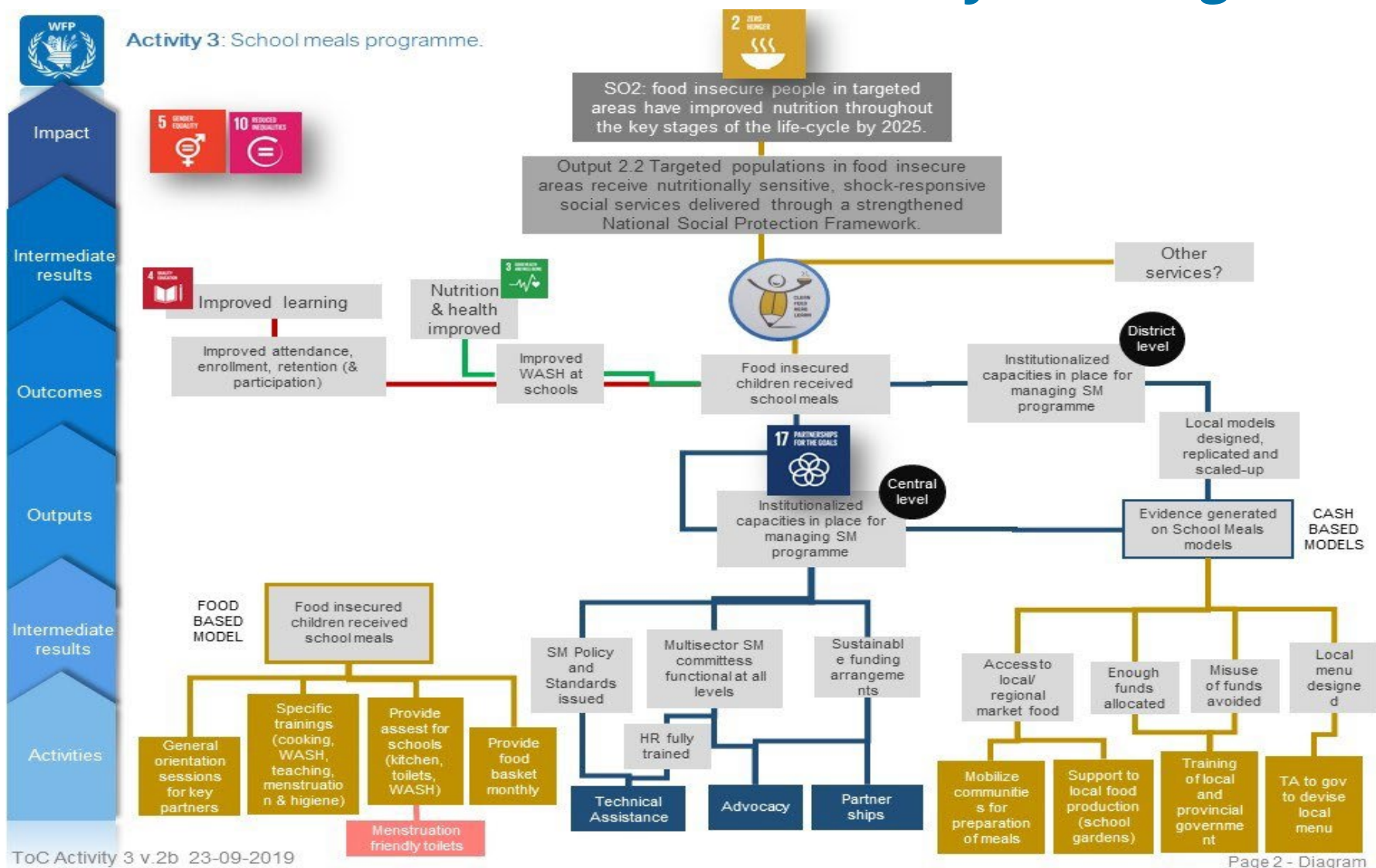
Since the implementation of HGSF modality, the school's mid-day meals have been prepared at the school itself by a few parents who take turns to cook. With involvement of the parents and the community at large, the Home-Grown School Feeding initiative has emphasised imbibing healthy eating habits at the community level, as well as diversification of production with a focus on local foods. However, the involvement of parents, who are key to the effective functioning of the programme, in primary schools of Baitadi remains to be limited. The School Meal Menu Planner (SMMP) and the availability of local produce helps in deciding the meal that is to be cooked. However, in both schools, only 30-35% of material was procured from local farmers while 65-70% was procured from the market. Vegetables, rice, pulses, green sag and other leaf vegetables, eggs, potatoes, beans, meat and pudding are some food items sourced under the meals programme. The variety in meals has improved the dietary diversity status of students, who are more satisfied now than they were earlier. Through the HGSF programme the schools are able to serve fresh, healthy and nutritious food to students. The head teacher from Dadeldhura Primary School stated that owing to the seasonal nature of crops, unavailability of local produce throughout the year, and lack of proper irrigation in the region, procurement of local agricultural produce was challenging for larger part of the year. These challenges also affect the budget allocated under the programme for the students i.e., both schools receive an amount of Rs. 15 (NPR) per student. This amount, as stated by both the head teachers, is insufficient to cover costs, especially for the non-food items.



Food served in Janachetana Primary School, Dadeldhura district

Overall, the HGSF programme has led to greater student satisfaction with the diverse meals. In both schools, the head teachers stated that the programme has contributed to regular attendance, improvement in nutrient content of the school meal, variety in food, delivery of fresh food as well as improvement in economic status of farmer. However, greater support is needed in form of increased budget, improved irrigation technology, provision of seeds to farmers, adequate trainings to the local farmers and school administrators and, better linkages and coordination between them.

Annexure XXIV: Reconstructed Theory of Change



Annexure XXV: Updated Internal Reference Group

Reference group	Members
Internal Evaluation Committee	WFP Nepal Country Director
	Head of Programme
	Head of Vulnerability Analysis Unit and Emergency Preparedness Unit
	Head of the intervention under evaluation - School Meals Programme
	Evaluation Manager: Representing monitoring and evaluation functions
Evaluation Reference Group	Country Director of WFP Nepal
	Regional Evaluation Officer
	WFP OEV
	WFP Nepal's field office representative
	Representative of MoEST
	Representative of USDA
	Representative of USAID
	Representative of civil society agencies who is also the vice-president of the Community of Evaluators, South Asia.

Annexure XXVI: Communication and knowledge dissemination

When	What	To Whom	From whom	How	Why
Evaluation Phase	Product	Target audience	Creator lead	Communication channel	Communication purpose
Inception	Draft Inception Report	Evaluation Manager, Evaluation reference group and internal evaluation committee	External Evaluation Team	Email	To request review and comments on IR
	Final inception report	Evaluation reference group, internal evaluation committee, other, WFP management, Evaluation Community	External Evaluation Team	Email and workshop	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited and stakeholders to be engaged.

Data Collection	De-briefing PowerPoint	Evaluation Manager, Programme staff, Evaluation reference group, internal evaluation committee	External Evaluation Team	Virtual Meeting	To invite key stakeholder to discuss preliminary findings
Reporting	Draft Evaluation report	Evaluation Manager, Evaluation Reference group, internal evaluation committee	External Evaluation Team	Email	To request review of and comments on ER
	Final Evaluation report	Evaluation reference group, internal evaluation committee, other WFP management, donors and partners, evaluation community, WFP employees, public	External Evaluation Team	Email	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
Dissemination and Follow-up	Evaluation Brief	Evaluation Manager, WFP management and employees, donors and partners, policy makers, public	External Evaluation Team	Email and workshops	To disseminate evaluation findings and learnings to ensure that there is a timely and relevant transfer of knowledge to all stakeholders. This will enable application of learnings to future investments by WFP on school feeding.
	Infographics Blogs, lessons learned papers, tailored briefs and summary of findings.	Donors and partners, policy makers, beneficiaries, and communities, public	External Evaluation Team	Workshop, relevant events and public meetings	

The study will carry out two external workshops during the evaluation. The objectives of these workshops are to ensure that all stakeholders of the ELE are aligned to the purpose and findings of the evaluation. The workshops will include both the Internal Evaluation Committee representatives as well as members of the Evaluation Reference Group.

- A. Inception workshop:** The purpose of this workshop is to acquaint the ERG and the IEC about the objective of the ELE; the study approach, design, and the timelines. This interaction will also loop in the various implementation partners. Suggestions from stakeholders will be sought and imbibed in the ELE execution approach. It will be coordinated by Sambodhi with guidance from the lead evaluation manager, WFP.
- B. Dissemination workshop:** The objective of this workshop is to communicate the findings and the learnings of the ELE to the wider audience. This is a crucial workshop to ensure that there is a timely and

relevant transfer of knowledge to all stakeholders. With members of both IEC and ERG present, the workshop findings will enable application of learnings to future investments by WFP on school feeding.

Apart from these, there will be regular interactions between the WFP Programme team, NARMA and the Sambodhi team members.

Annexure XXVII: Description of Programme Components

SMP

During the FY17 cycle, WFP, in coordination with the Ministry of Education's Food for Education Project (FFEP), provided daily school meals to primary school students in food-insecure areas in Nepal's Mid and Far West districts. WFP provides mid-day meal, on 180 days per year, six days per week. The daily school lunch consists of vitamin A-enhanced vegetable oil, fortified rice, and pulses. Primary school children (up to grade 8) receive a daily ration of 80 grammes (g) of fortified rice, 20 grammes (g) of pulses, 10 grammes (g) of USDA-donated vitamin A-fortified vegetable oil, and 2 grammes (g) of iodized salt acquired locally using non-USDA resources. This daily meal is augmented by vegetables and fruits from school gardens, as well as in-kind community contributions such as local produce.

Among the 11 WFP programme districts (namely Achham, Baitadi, Bajura, Bajhang, Dadeldhura, Darchula, Doti, Dailekh, Jajarkot, East Rukum and West Rukum, WFP has handed over the school meals activity to the Government of Nepal for the districts of Baitadi and Dadeldhura (in 2019), East and West Rukum (in 2020) and Dailekh (in 2021). This strategy aligns with the Government of Nepal's National School Meals Program (NSMP) plan to rely on development partners only for technical assistance and capacity development support. Since July 2020, in the remaining 6 programme districts, the programme has moved to universal coverage of schools.

Short-term hunger can be reduced, and students' attention can be improved by providing a school lunch at midday. It is critical to routinely deliver meals as part of an integrated package to improve children's health and nutritional status, resulting in fewer health-related absences. The program's goal is to enhance attendance rates, and the program's intermediate results, combined with the literacy intervention, will lead to improvements in school-aged children's literacy and numeracy.

Digital Literacy

Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet. Since 2012, the World Food Programme (WFP) has been implementing the Digital Literacy initiative in Far Western Regions of Nepal in collaboration with Open Learning Exchange (OLE). DL is implemented in selected schools of districts of Bajhang, Darchula, Jajarkot with support being expanded to 60 Palikas of 7 districts, i.e., Jajarkot, Dailekh, Doti, Bajhang, Darchula, Bajura, and Achham.

The programme support schools to expand the digital content they can use to improve reading outcomes including digitalized titles in Nepali, local languages, accessible books, audiobooks, and nutrition-focused reading materials. Existing The DL initiative focused on equipping local levels with Digital learning resources in Sudurpaschim and Karnali Province. Digital library servers were installed at 59 local levels across across the districts of Bajhang, Doti, Darchula, Achham, Bajura in Sudurpaschim Province, and Jajarkot district in Karnali Province. Orientation on accessing the resources available from digital library server was provided to 1052 officials which included officers from Education units, IT personnel and elected representatives from

the local levels. Refresher training for teachers of 12 laptop programme schools in Jajarkot concluded the three-stage teacher training. Digital stories with audio and interactive elements that promoted reading comprehensions skills in young learners were developed and deployed in 2019 and 2020.

EGRP

WFP in partnership with World Education (WE) and Ministry of Science and Technology (MoEST) has been providing Early grade interventions to 1105 schools. EGRP was implemented in six programme districts (Doti, Darchula, Bajhang, Jajarkot, Rukum East, and Rukum West). However, with the transitioning of districts, the EGR component slowly phased out in the four districts of Doti, Jajarkot, Rukum east, and Rukum west by June 2021.

The EGR component of the program focused on improving children's reading and comprehension skills, enhancing teachers' teaching skills and increasing the engagement of parents and communities to promote a culture of reading. Teachers in the classrooms received support for teaching from Reading motivators and project staff. The Reading motivators and project staff in coordination with Municipality education Units, Education Development and Coordination Units (EDCU), District Coordination Committee (DCC), Food for Education Unit, WASH partners and other stakeholders gave awareness to parents regarding the reading activities at school and community level. School supervisors, resource persons, roster trainers and reading motivators were mobilized by Education units in the Municipalities for the successful implementation of the programme. During the extended periods of school closure due to the pandemic, reading motivators and hired assistant facilitators near the student's homes conducted Tole Shiksha in small groups to support children's learning. In the year 2021, social media was also used to disseminate learning materials and information to parents and caregivers.

WASH

WFP in partnership with Integrated Development Society provided technical assistance to improve access and use of WASH facilities and better practices in SMP schools. Clean water, basic toilets, and good hygiene practices are essential for the survival and development of children. The three- star approach for WASH has been implemented in 9 programme districts in schools where SMP is functional. In the transitioned districts, the WASH programme has not been continued from WFP.

The team initiated numerous activities to increase the capacity of human resources involved in this activity through orientation and training. The programme provided SBCC package training session for WASH facilitators, including the priority palika focal person. It has also strengthened the child clubs, SWASHCC members, the WASH focal teacher, and the teachers in the SBCC package with WASH activities. Seed money was provided to cover operation and maintenance costs for WASH services and facilities. The programme helped to support the construction of 149 group handwashing stations, maintenance of 215 toilets, kitchens and other WASH buildings. The usage of drinking water filters was promoted in rural and urban regions. An Information and communication package for students comprising of flip chart, comic book, WASH quiz, and experimental games was prepared and distributed to all SMP schools in the prioritized palikas of the working district to help students understand the importance of sanitation and hygiene practices. Review sharing and handover meetings were conducted to exchange information about programme activities and best practises. Regular monitoring and evaluation of the programme was conducted to assess and solve the challenges faced in the programme implementation.

SIDP

WFP in partnership with local contractors implemented the School Infrastructure Development Programme in 20 schools each, selected from three districts namely Achham, Dailekh and Jajarkot. In collaboration with Department of Education and FFEP, about 150 cooking stoves in 150 selected schools were improved, kitchens

and storerooms were built and rehabilitated in 60 selected schools. Besides this all McGovern-Dole targeted schools were provided with Non Food items package (NFI) that included cooking utensils, measuring cups, serving spoons and chopping boards. An inventory needs assessment was completed before distributing the non-food items.

HGSF and SMMP

Home Grown School Feeding programme is an innovative approach that links school feeding programme with local small holder farmers to provide school children with meals that is safe, diverse, nutritious and above all local. The HGSF study was piloted in 30 schools (about 4000 children) in Sindhupal Chowk and Bardiya districts (non-programme districts). PCD piloted HGSF in one municipality from Baitadi and Dadeldhura. Menu compliance and forward contract study were also conducted. WFP prepared a School Meal Menu Planner package for schools in Nepal in consultation with CEHRD for the existing cash based SMP districts. This will be adapted to the other NSMP schools later. This menu planner has helped the stakeholders and policy makers to develop nutritionally balanced meals to improve the nutrition impact of the government cash-based school meals modality.

Annexure XXVIII: Action taken against FY14 ELE recommendations

S. No.	Recommendations during FY14 ELE	Action taken by programme
1.	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	In FY17, the programme has invested significantly on teacher and staff training on all aspects of the programme including teaching quality as well as food distribution mechanism and hygiene
2.	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.	The programme has significantly strengthened on the SMP however, the focus on supplementary has also remained high rather than contextualizing it. However, the sub-components were designed to not be universalised but remain contained to areas with high requirement
3.	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.	In the FY17, there has been an increased investment in infrastructure creation around WASH
4.	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	SMCs and FMCs created during this period has been entrusted with creating local level awareness

	beneficiaries, boys, and girls of varying age groups, are met.	
5.	Community Participation: Strengthening of community platforms, FMC/SMC, outreach to facilitate community engagement to take ownership in the long run with an equity perspective.	This grant has witnessed higher involvement of community through FMCs/SMCs to take ownership. However, this front remains to be strengthened further.

Annexure XXIX: McGovern Dole Funding in Nepal

Partner	Awarded	Budget	Duration	Areas covered
WFP	FY 2021-24	\$25 million	4years	Doti, Jajarkot, Bajhang, Darchula, Accham, Bajura
WFP	FY 2017-21	\$29 million	4 years	Karnali (West Rukum, Dailekh, Jajarkot); Sudurpaschim (Accham, Baitadi, Bajhang, Bajura, Dadeldhura, Darchula, Doti) and Lumbini (East Rukum) provinces
WFP	FY 2014-16	\$26.9 million	3 years	Mid (Dailekh, Rukum and Jajarkot) and Far-Western Districts (Bajhang, Baitadi, Doti, Dadeldhura, Achham, Bajura, Darchula,)
WFP	FY 2011-13	\$18 million	3 years	Mid (Dailekh, Rukum and Jajarkot) and Far-Western Districts (Bajhang, Baitadi, Doti, Dadeldhura, Achham, Bajura, Darchula,)
WFP	FY 2005-11	\$6.2 million	5 years	Rasuwa, Makwanpur, Nuwakot, Ramechhap and Udhaypur

Acronyms

BPEP	Basic and Primary Education Project
CARE	Co-operative for Assistance and Relief Everywhere
CAS	Continuous Assessment
CBA	Cost Benefit Analysis
CEHRD	Centre for Education and Human Resource Development
CI	Confidence Interval
CO	Country Office
COVID-19	Coronavirus Disease
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DEO	District Education Office
DEQAS	Decentralized Evaluation Quality Assurance System
DFTQC	Department of Food Technology and Quality Control
DID	Difference-in-difference
DL	Digital Literacy
DoE	Department of Education
EB	Executive Board
ECDI	Early Childhood Development Index
ECE	Early Childhood Education
EDCU	Education Development and Coordination Unit
EDP	Externa; Delivery Point
EFA	Education For All
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGRP	Early Grade Reading Programme
ELE	End Line Evaluation

ERO	Educational Review Office
ET	Evaluation Team
EU	European Union
FAO	Food and Agriculture Organisation
FDP	Final Delivery Point
FEDUC	Foundation for Educational Change
FFECN	Food For Education and Child Nutrition
FFEP	Food for Education Project
FGD	Focus Group Discussion
FMC	Food Management Committee
FY	Financial Year
GDP	Gross Domestic Product
GEWE	Gender Equality and Women's Empowerment
GoN	Government of Nepal
GPI	Gender Parity Index
HDI	Human Development Index
HGSF	Home Grown School Feeding
HQ	Headquarters
IC	Integrated Curriculum
ICDP	International Child Development Programme
ICT	Information and Communication Technology
IDI	In-depth Interview
IDS	Integrated Development Society
ITHS	Internal Transport and Handling Support
LDC	Least Developed Country
LEDPG	Local Education development partner Group
LG	Local Government
LTA	Long Term Assessment

MAD	Minimum Acceptable Diet
MDD	Minimum Dietary Diversity
MDM	Mid-Day Meal
MoEST	Ministry of Education, Science and Technology
MoSD	Ministry of Social Development
MPI	Multidimensional Poverty Index
MTE	Mid-term Evaluation
NEGRP	National Early Grade Reading Programme
NGO	Non-Governmental Organisation
NLSS	Nepal Living Standards Survey
NPC	National Planning Commission
NPR	Nepalese Rupee
NPV	Net Present Value
NSMP	National School Meals Programme
OECD	Organisation for Economic Co-operation and Development
OEV	Office of Evaluation
OLE	Open Learning Exchange
PCD	Partnership for Child Development
PMP	Performance Monitoring Plan
PTA	Parents Teachers Association
RB	Regional Bureau
RDA	Recommended Dietary Allowance
ROI	Return On Investment
SBCC	Social and Behaviour Change Communication
SDG	Sustainable Development Goals
SF	School Feeding
SIDP	School Infrastructure Development Programme
SMC	School Management Committee

SMMP	School Meal Menu Planner
SMMPP	School Meals Menu Planner Package
SMP	School Meals Programme
SO	Strategic Objectives
SSDP	School Sector Development Plan
THR	Take Home Ration
TOR	Terms of Reference
UN	United Nations
UN Women	United Nation's Entity for Gender Equality and the Empowerment of Women
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Evaluation Group
UNGA	United Nations General Assembly
UNICEF	United Nations International Child Emergency Fund
UNWFP	United Nations World Food Programme
US	United States
USAID	United States Agency for International Development
USD	United States Dollar
USDA	United States Department of Agriculture
VDC	Village Development Committee
WASH	Water, Sanitation, and Hygiene
WE	World Education, Inc
WFP	World Food Programme
WHO	World Health Organisation