

**Terms of Reference**  
**INDEPENDENT MID-TERM EVALUATION of**  
**WFP School Feeding USDA McGovern Dole Grant FFE-439-2014/049-00 in Laos**  
**WFP Regional Bureau for Asia**

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## Acronyms

ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
AUL DFAT	Australian Department of Foreign Affairs and Trade
BR	Budget Revision CO Country Office (WFP)
C&V Rel Cost	Cost Cash & voucher related costs
C&V Transfer	Cash & voucher transfer
CD	Country Director
CP	Cooperating Partners
CP School Meals	Country Programme School Meals
DAC	Development Assistance Committee
DCD	Deputy Country Director
DEQAS	Decentralized Evaluation Quality Assurance System
DSC	Direct Support Costs
EB (WFP's)	Executive Board
EM	Evaluation Manager
EQAS	Evaluation Quality Assurance System
ER	Evaluation Report
ET	Evaluation Team
GEEW	Gender empowerment and equality of women
GoL	Government of Laos
HQ	Headquarters (WFP)
IEC	Internal evaluation committee
IFPRI	International Food Policy Research Institute
IP	Inception Package
ISC	Indirect Support Cost
LDC	Least-Developed Country

LTA	Long-Term Agreement
LTSH	Landside Transport, Storage and Handling
MDG	Millennium Development Goals
MGD	McGovern-Dole
M&E	Monitoring and Evaluation
MoES	Lao Ministry of Education and Sports
Mt	Metric Ton
NGO	Non-Governmental Organisation
NSMP	Lao National School Meals Program
ODOC	Other direct operational costs
OEV	Office of Evaluation (WFP)
OpEv	Operation Evaluation
PSC	Programme Support Costs
RB	Regional Bureau (WFP)
TOR	Terms of Reference
UN	United Nations
UNCT	United Nations Country Team
UNDSS	UN Department of Safety & Security
UNEG	United Nations Evaluation Group
USDA FAD	United States Department of Agriculture Food Assistance Division
WASH	Water, Sanitation & Hygiene
WFP	World Food Programme
WPD UNIL	WFP private sector donation – Unilever

## **1. Introduction**

1. This Terms of Reference (TOR) is for the mid-term evaluation (MTE) of United States Department of Agriculture (USDA) McGovern-Dole Grant (MDG) FFE-439-2014/049-00 supported school feeding activities in Laos. This evaluation is commissioned by the World Food Program's (WFP) Laos Country Office and will last from August 2016 to March 2017 including internal preparation time. This evaluation will cover the start of actual implementation of the McGovern-Dole funded operation from September 2015 to the point of the mid-term evaluation, planned for September 2016.
2. The evaluation process within WFP will be managed by an evaluation manager (WFP - EM) appointed by the WFP Regional Bureau for Asia and the Pacific (RB) who will be the main focal point for day to day contact during the evaluation period. The WFP – EM will be supported by an evaluation focal point not associated with the implementation of the school meals programme in the WFP Laos country office. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager in accordance with normal practice. Appropriate safeguards to ensure the impartiality and independence of the evaluation are outlined within this TOR.
3. The evaluation will provide an evidence-based, independent assessment of performance of the operation and associated interventions so far, so that WFP-Laos and the Cooperating Partners (CPs) can adjust the project's course as necessary for the remainder of the project term and to inform any future project design.
4. This TOR was prepared by RB for Asia based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold: firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
5. The TOR will be finalized based on comments received on the draft version and on the agreement reached with the selected company. The evaluation shall be conducted in conformity with the TOR.

## **2. Reasons for the Evaluation**

### **2.1 Rationale**

6. The WFP Laos Country Office is commissioning a mid-term evaluation of MGD supported WFP school meals activities in Laos to assess performance of program operations and associated interventions for the purposes of accountability and program strengthening.

The WFP started the School Feeding Programme (SFP) in Lao People's Democratic Republic (PDR) in 2002. Recently, the country programme received a US\$27 million donation from USDA to support 150,602 children during the period 2014-2016. WFP's school meal programme in Laos incorporates three kinds of food supplementation: mid-morning snacks (MMS), lunch for primary school students, and take home ration (THR) for informal boarders<sup>1</sup>.

As the programme is now at its mid-way point, the Laos country office is keen to evaluate progress to date and receive guidance on the programme implementation. Further, a key component of the programme is to work in partnership with stakeholders and provide capacity building to government to eventually take over the programme. Therefore, an important part of this evaluation will be to

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<sup>1</sup> Informal boarders are students who do not have access to schooling in their home villages. They are therefore living on their own either in school hostels or in a small hut near the school. Sometimes the informal boarders might also stay with their relatives near the schools.

assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

This mid-term evaluation will also fulfil a requirement of USDA that MGD funded projects carry out a midterm evaluation to critically and objectively review the progress of implementation with an eye to generating recommendations that will strengthen project implementation and inform future project design. The mid-term evaluation will also be an opportunity to evaluate whether recommendations made during the baseline evaluation were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

## 2.2. Objectives

7. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** – The evaluation will assess and report on the performance and results of school feeding activities.
  - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.
  - For USDA, the purpose of the evaluation is to critically and objectively review and take stock of the program participant's implementing experience and the implementing environment, assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, review the results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.<sup>2</sup>

## 2.3. Stakeholders and Users

8. **Stakeholders** A number of stakeholders both inside and outside of WFP have an interest in the results of the evaluation and some of these will be asked to play a role in the evaluation process. The methodology for the evaluation will ensure that a range of beneficiary voices are captured through key informant interviews and focus group discussions (FGD) with various interest groups of both genders (parents/teachers/students).
  - The methodology employed in the mid-term will follow the baseline approach that included: school questionnaires to collect school-level information through interviews with the head teacher, direct observation of the school facilities, and school records data; student questionnaires of selected pupils in each sampled school; household questionnaires for parents of the pupils; early Grade Reading Assessment (EGRA) administered to selected students from the third grade from each school; a teacher questionnaire to selected teachers and their teaching techniques observed; a storekeeper questionnaire administered to the person responsible for the storage of SFP food in each school as well as direct observation of the storeroom. Qualitative methods were employed to provide independent sources of information through Focus Group Discussions (FGDs) and in-depth Key Informant

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<sup>2</sup> USDA Monitoring and Evaluation Policy, 2013

Interviews (KIIs) with teachers, parents and school management committee (SMC) members.

- Table 1, below provides a preliminary stakeholder analysis, which should be further developed by the evaluation team as part of the inception phase.
9. **Accountability to affected populations** is tied to WFP's commitments to include beneficiaries as key stakeholders in its work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

**Table 1: Preliminary Stakeholders' analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Laos</b>	Responsible for the country level planning and operations implementation, 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 operation.
<b>Regional Bureau (RBB) for Asia and the Pacific based in Bangkok</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
<b>WFP HQ</b>	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that independent evaluations commissioned directly by WFP country offices and regional bureaux, deliver high quality, useful and credible evaluations.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	
<b>Beneficiaries</b>	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. More than 140,000 primary and pre-primary schoolchildren from the most vulnerable and food insecure provinces (Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, Saravane, Sekong and Attapeu) receive nutritious mid-morning snacks (MMS) or school lunch. Cooks and storekeepers also receive food incentives to encourage their participation. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.

<b>Government</b>	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 Lao Ministry of Education and Sports (MoES) will have particular interest in the findings as the direct institutional beneficiary.
<b>UN Country team (UNCT)</b>	The UNCT's harmonized action should contribute to the realisation of the government's developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
<b>NGOs</b>	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
<b>Donors</b> <b>USDA Food Assistance Division (FAD)</b>	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. 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.
<b>Others</b>	A wide range of actors, such as local suppliers, school administrators and local communities, are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. WFP-Lao PDR also has established partnerships with the World Bank, AusAID, Jica, UNICEF and WHO, and the Lao MoES to achieve project objectives. Their respective perspectives will be sought as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.

## 10. Users

The primary users of this evaluation will be:

- WFP Lao and its partners in decision-making, notably related to programme implementation and/or design, country strategy and partnerships.
- Given RB's core functions, the RB is expected to use the evaluation findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region.
- The government is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance. The Lao MoES will use evaluation findings as input for its handover strategy.
- Other implementing partners such as Japan International Cooperation Agency (JICA) and AusAID and UN agencies such as UNICEF and WHO as well as The World Bank will be interested in the results of the evaluation.
- WFP HQ may use evaluations for wider organizational learning and accountability
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses.

- 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 implementation of capacity development interventions.

### 3. Context & Subject of the Evaluation

#### 3.1. Context

11. Lao PDR remains a Least-Developed Country (LDC)<sup>3</sup>, ranked 107<sup>th</sup> by the Human Poverty Index out of 134 countries. Mortality rates are high (under 5 mortality rate stands at 79 per 1000)<sup>4</sup> and both life expectancy (63 years for women and 59 years for men). National literacy rates for young men (15 to 24 years) surpass women at 77 percent compared to 69 percent<sup>5</sup>. According to the 2015 International Food Policy Research Institute (IFPRI) Global Hunger Index rates hunger levels for Laos as 'serious' with Laos ranked 76 out of 104 countries<sup>6</sup>. Currently, 27 percent of children are underweight and 44 percent of children are stunted. Although prevalence of stunting in the WFP-assisted provinces decreased modestly, stunting levels still exceed the WHO's 'critical' levels of 40 percent<sup>7</sup>. The prevalence of wasting stands at 6 percent<sup>8</sup>. Micronutrient deficiencies also affect large parts of the population with IFPRI (2014) reporting the prevalence of anaemia in school-aged children as 'severe' and anaemia in pregnant and lactating women (PLW) at 45.3 percent<sup>9</sup>.
12. In the 1990s, the Government of Laos (GoL) committed to reaching the Millennium Development Goals (MDG), including the second goal, which focuses on universal access to primary education. Since then, Lao PDR has made significant progress toward the achievement of MDG2. As of the 2006- 2007 school year, 86.4% of all children and 84.5% of girls 6-10 years of age were enrolled in primary school and as of the 2014-2015 school year that rate has increased to 98.5% of all children and 98.3% of female students. However, dropout and repetition rates still remains the challenge, 5.2 % and 5.8% respectively. Especially, the dropout rate at grade 1 is high at 8.5%<sup>10</sup>.
13. Given this progress, the country as a whole is on track to meet MDG2. However, these national averages mask inequalities at the provincial and district levels. For instance, Phongsaly province has a net enrollment rate (NER) of only 86% in contrast to Vientiane capital with an NER of 99.4%. Within provinces, the differences among districts can be even more striking. Luangnamtha province has a net enrollment rate of 91.7% but the rate for Long, a district within the province, is just 75.5%. Similarly, Kaleum district in Sekong province has a rate of only 77.7%<sup>11</sup>. These figures suggest that overall enrollment must continue to rise in order to meet the MDG 2 target and particular provinces and districts require special attention.
14. Further, the baseline survey conducted in December 2015 by Kimectrice across ten districts of six provinces (Pongsaly, Oudomxay, Luang Namtha, Salavan, Sekong, and Attapeu) found that student literacy levels were extremely poor, with only 1.9 percent of students demonstrating at least 75 percent comprehension compared with a target of 25 percent.

<sup>3</sup> The human development index-UNDP, November 2011

<sup>4</sup> Lao Social Indicator Survey, December 2012

<sup>5</sup> Lao Statistics Bureau 2013

<sup>6</sup> Ministry of Health 2013

<sup>7</sup> Ministry of Health, Lao Statistics Bureau, UNICEF and WFP, 2015

<sup>8</sup> Lao Social Indicator Survey, 2011-2012

<sup>9</sup> Ministry of Health, Lao Statistics Bureau, UNICEF and WFP, 2015

<sup>10</sup> Ministry of Education and Sports, Education Statistics 2006-2007 and 2014-2015

<sup>11</sup> Ministry of Education and Sports, Education Statistics 2011-2012



15. The GoL strongly supports the WFP-Lao PDR School Feeding Program, which is helping the government address educational challenges such as access, quality, and financing. In May 2014, the Government adopted a schools lunch policy, laying the foundations of a nation-wide approach of the Government offering school lunches as an incentive for children in primary school age to attend school prioritizing for disadvantaged children such as children from remote areas, minority ethnic groups, etc. The policy encourages and promotes the implementation of 5 aspects of education: integrate school meals into the school curriculum, promote school gardening and small animal raising as complementary activities to make sufficient and varied foods available.
16. In order to align with the policy of the GoL, WFP started a transition process in September 2015 from distribution of mid-morning snacks to provision of lunch. To date 259 schools have been transferred from snack to a lunch modality. By September 2017, all WFP supported school will provide school lunch, targeting to hand over the programme to GoL.

### **3.2. Subject of the evaluation**

17. The school meals programme provides critical food resources in conjunction with complementary resources (school gardens, training of communities etc.) and the capacity building of the GoL to implement and manage its National School Meals Program (NSMP). The GoL's NSMP currently operates in five of sixteen provinces and is funded by a World Bank managed trust fund.
18. In seven of the remaining most vulnerable and food insecure provinces (Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, Saravane, Sekong and Attapeu), WFP- Lao PDR, together with partners, provides either nutritious mid-morning snacks (MMS) or school lunch for pre-primary and primary schoolchildren with accompanying nutrition related messages and campaigns. The WFP assistance aims to contribute to efforts to enhance literacy, support enrolment, improve the nutritional status of schoolchildren and their families as well as increase student enrolment and attendance in a sustainable manner.
19. The school meals programme is a longstanding WFP operation; McGovern-Dole became the primary financial input for implementation in September 2015 for the agreed target areas. As a result of USDA-assistance, WFP reaches more than 140,000 primary and pre-primary children in 1,446 schools. Cooks and storekeepers receive food incentives to encourage their participation. All WFP supported schools receive nutrition education and training on how to prepare Corn-Soya Blend CSB using locally available ingredients. This increases both the nutritional value and the cultural acceptability of CSB - a non-traditional food source in Lao PDR.
20. WFP-Lao PDR's school feeding activities are aligned to achieve McGovern-Dole's two strategic objectives: improved literacy of school-age children (MGD-SO1), and increased use of health and dietary practices (MGD-SO2).
21. Under McGovern-Dole's SO 1, the program contributes directly towards results 1.1 (Improved Quality of Literacy Instruction), and 1.3 (Improved Student Attendance). The activities are designed to achieve results, 1.1.2 (Better Access to School Supplies & Materials), 1.1.4 (Increased Skills & Knowledge of Teachers), 1.1.5 (Increased Skills and Knowledge of School Administrators), and 1.2.1 (Reduced Short Term Hunger), 1.2.1.1 (Increased Access to Food). In addition, the project will contribute towards achieving results 1.3.1 (Increased Economic & Cultural Incentives), 1.3.2 (Reduced Health Related Absences), 1.3.3 (Improved School Infrastructure), , and 1.3.5 (Increased Community Understanding of Benefits of Education) as well as the foundational results 1.4.1 (Increased Capacity of Government Institutions), 1.4.3 (Increased Government Support), and 1.4.4 (Increased Engagement of Local and Community Groups).
22. Under McGovern-Dole's SO 2, the program contributes directly towards results 2.1 (Improved Knowledge of Health and Hygiene Practices), 2.2 (Increased Knowledge of Safe Food Prep and Storage Practices), 2.3 (Increased Knowledge of Nutrition), and 2.6 (Increased Access to Requisite Food Prep and Storage Tools and Equipment).

23. To achieve the results aforementioned, WFP-Lao PDR uses its established partnerships with the World Bank, AusAID, Jica, UNICEF and WHO, FAO and the Lao MoES. Monitoring of activities and outputs will be carried out by MoES; tools will be developed in consultation with WFP and partners. Mid-level and foundational results, as well as activities to be implemented by WFP and partner organizations, are outlined in the Project Level Results Framework, available in **Annex 3**.
24. USDA signed the McGovern-Dole commitment letter in September 2014. USDA has allocated up to \$27 million for donations of commodities, transportation, and financial assistance through McGovern-Dole Grant FFE-439-2014/049-00 for FY2014-2016. Project implementation started with commodities arrival in September 2015, and the baseline assessment was conducted in October 2015. The survey was delayed mainly due to the late arrival of commodities in country. The actual provision of school meals to schoolchildren started in September 2015, when the new school year started after a three-month break.
25. USDA has recently approved an amendment to the original grant that extends the project coverage to new areas and enhances literacy activities using underutilized resources.
26. Because there will be two evaluations at nearly the same time on School Feeding programme activity, i.e. this USDA mid-term evaluation and a separate impact review study, it is expected that the two team of evaluators collaborate and share information. The impact review study will mainly look at the impact of school meals and Water, Sanitation & Hygiene (WASH) on the education indicators using Australian funds. Since the impact review study is planned to take place ahead of the USDA mid-term evaluation, the draft reports might be available and be shared with the USDA evaluation team.

## 4. Evaluation Approach

### 4.1. Scope

27. The evaluation will cover the WFP Lao School Feeding USDA McGovern-Dole Grant FFE-439-2014/049-00, 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 Laos Country Office, is expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and program partners can adjust course as necessary for the remainder of the program term and to inform any future program design. It will be carried out in the areas of intervention (targeted schools in 7 of the 16 most vulnerable and food insecure provinces Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, Saravane, Sekong and Attapeu) and analysis of data and final preparation of evaluation will take place at the central level (Vientiane).
28. The evaluation will focus primarily on the following three activities:
  - Review of relevant documents including project documents, internal/external administrative records, collected data, monitoring plan and reports and Project-Level Results Framework;
  - Field visits to WFP school feeding sites to conduct surveys and interviews with focus groups at the village level;
  - Interviews with representatives and staff members of governmental implementing partners, as well as interviews with community participants impacted by the project.
  - Gender Equality and the Empowerment of women (GEEW) will be mainstreamed throughout.
29. The evaluation scope will cover the period from the start of the McGovern-Dole funded operation from September 2015 to the start of the midterm evaluation, planned for September 2016. The first weeks will encompass desk review, planning, and inception report.

## 4.2. Evaluation Criteria and Questions

30. **Evaluation Criteria** The evaluation will use the standard evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, and Impact.<sup>12</sup> Gender Equality and the Empowerment of women (GEEW) should be mainstreamed throughout.
31. **Evaluation Questions** Allied 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 at highlighting the key lessons and performance of the school feeding activities, which could inform future strategic and operational decisions.

**Question 1:** How appropriate is the operation? Areas for analysis will include the extent to which the objectives, targeting and activities:

- Are coherent with relevant stated national policies and strategies on education, food security and nutrition, including gender.
- Seek complementarity with the interventions of relevant government and development partners.
- Were coherent at project design stage with relevant WFP and UN-wide system strategies, policies and normative guidance (including gender), and remained so over time.
- Whether the strategies (education, food security and nutrition) and project design were appropriate to the needs of the food insecure population and community, and were based on a sound gender analysis that considered the distinct needs and participation of boys and girls (and as appropriate within the context of the school meals programme, women and men) from different groups and geographical areas, as applicable, and remained so over time.

**Question 2:** What are the results of the operation? This will entail an analysis of outputs and progress towards outcomes expressed in the results framework (in so far as these can be assessed at the mid-term point); overview of actual versus planned outputs; efficiency issues; assessment of whether assistance reached the right beneficiaries in the right quantity and quality at the right time. Particular attention will be paid to gender disaggregation and analysis.

- The level of attainment of the planned outputs (including the capacity development activities as well the number of beneficiaries served disaggregated by women, girls, men and boys) and the extent to which the intervention delivered results for men and women, boys and girls;
- The extent to which the outputs led to the realization of the operation objectives as well as to unintended effects highlighting, as applicable, differences for different groups, including women, girls, men and boys; how Gender Equality and the Empowerment of women (GEEW) results have been achieved;
- The extent to which gender equality and protection issues have been adequately addressed by the programme;
- How different activities of the operation dovetail and are synergetic with what other actors are doing to contribute to the overriding WFP objective of developing the capacity of the GoB to manage and implement school feeding; and
- The efficiency of the operation and progress of capacity building of government stakeholders toward eventual handover.

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<sup>12</sup> For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

**Question 3:** The factors affecting the results: the evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on:

- Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ as relevant); the partnership and coordination arrangements (how have these partnerships helped/hindered implementation of the programme?); to what extent the implementation partnerships in force are relevant, sufficient and effective etc.
- Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. How has the limitation of available government funding affected the achieved results, caused the observed changes and may affect the success of the capacity development efforts in the future (post-WFP)?

**Question 4:** To what extent does the intervention's implementation strategy include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners?

- Are the benefits of the intervention likely to continue after the programme is completed?
- Has the intervention made any difference to gender relations thus far and is it likely to continue once the intervention is completed?

#### **4.3. Evaluability assessment**

32. Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. The below provides a preliminary evaluability assessment, which will be deepened by the evaluation team in the inception package. The team will notably critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the operation, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
33. The mid-term evaluation will draw on the existing body of documented data, as far as possible, and complement and triangulate this with information to be collected in the field. Specifically, this will include the baseline survey, the first outcome survey, government capacity assessments, previous evaluations of WFP-Laos's School Feeding Program, as well as all monitoring data. The evaluation will employ both quantitative and qualitative methods including: desk review of documents and data, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders are able to participate and a diversity of views are gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection.
34. The results of the first outcome survey will inform the assessment of the project impact in the Mid-Term Evaluation. Data from the outcome survey should be available to the evaluation team to provide systematically generated evidence on effectiveness of the school meals programme. The full list of monitoring data available for the evaluation is provided in **Annex 5**.
35. The evaluation team will have access to the following information for desk review: baseline and assessment reports and data, project documents, the project level results framework (which outlines the strategic objectives, selective outputs, outcomes, and targets) and logframe, and previous

evaluations. In addition, the team will have access to relevant WFP strategies, policies, and normative guidance.

#### 4.4. Methodology

36. The evaluation team will design the methodology during the inception phase. The methodology should mirror that of the baseline evaluation. The baseline evaluation employed quantitative and qualitative data collection methods conducted in parallel. Quantitative data was collected via a cross-sectional survey of a sub-sample of SFP schools and beneficiaries. Extensive desk research complemented this process. Qualitative data was collected through focus group discussions (FGD) and Key Informant Interviews (KIIs) and provided an independent source of information to triangulate and support the quantitative findings. The only exception to this methodology for the mid-term evaluation will be the collection of data from NON-participating schools. These schools will not be included in the mid-term evaluation and will participate in the final evaluation only. If the service provider wishes to make adjustments to the methodology employed for the baseline, this should be clearly indicated and justified. Overall, the mid-term methodology should consider the following:

- Adopt a program theory approach based on the results framework agreed with USDA. The evaluation team will review, verify, and elaborate if necessary, the theory of change preparing the framework for the mid-term evaluation. Specifically, this will include the baseline survey, government capacity assessments, previous evaluations of WFP-Laos's School Feeding Program, as well as all monitoring data. The results of the first outcome survey will inform the assessment of progress towards the project impact in the mid-term evaluation.
- Draw on the existing body of documented data, and triangulate this with information to be collected in the field using the quantitative methodology as well as appropriate qualitative information; The adequacy of available CO monitoring data to inform the evaluation needs to be reviewed and the methodology adjusted depending on the findings.
- Include: a desk review, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection. Field work should take approximately three weeks, however, the service provider is invited to indicate if there are circumstances that would dictate less or more time required. Exact timing of the field visits will be negotiated with the country office to ensure that there is no overlap with regular country office missions. As some of the field locations are quite remote, team members may be required to hike to field locations.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.
- Consider whether the mode of implementation will generate a sufficient understanding of how the needs of boys and girls are being addressed.

**Impartiality and Independence:** Measures are in place to ensure impartiality and independence during the mid-term evaluation. An external service provider will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP evaluation committee, led by staff not directly implementing the programme at the country office level, to manage and make decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. (**Annex 2 shows the composition of the two groups**). All feedback generated by these groups will be shared with the service provider. The service provider will be required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale.

**Risks:** A risk to the evaluation includes a potential difference in the methodological approach used by the service provider between the baseline and mid-term evaluation. To mitigate this risk, a service provider will be chosen from among a well recommended set of evaluation firms that regularly provide services to WFP. Additionally, the inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

#### 4.5. Quality Assurance

38. 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 the review thereof. It is based on the United Nations Evaluation Group (UNEG) norms and standards and good practice of the international evaluation community (Development Assistance Committee (DAC) and Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) and aims to ensure that the evaluation process and products conform to best practice and meet WFP's quality standards. DEQAS does not interfere with the views and independence of the evaluation team.
39. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. *Refer to WFP Directive (#CP2010/001) on Information Disclosure.*
40. DEQAS should be systematically applied to this evaluation and the evaluation manager will be responsible to ensure that the evaluation progresses in line with its process steps and to conduct a rigorous quality control of the evaluation products ahead of their submission to WFP.
41. The CO will designate an Evaluation Focal Point who has no involvement in the daily implementation of the school meals programme. An internal evaluation committee (IEC) will be chaired by the Country Director or his/her deputy. The IEC will ensure due process in evaluation management, providing advice the evaluation focal point and clearing evaluation products submitted to the Chair for approval.
42. The CO will further establish an evaluation reference group of WFP and external stakeholders to review TORs, inception packages, and final reports to ensure appropriate safeguards for independence and impartiality.
43. WFP's OEV has developed a quality assurance checklist for its independent evaluations. This includes checklists for feedback on quality for each of the evaluation products. These checklists will be applied to ensure the quality of the evaluation process and outputs. In addition, a post-hoc quality assessment of the final decentralised evaluation report will be conducted by OEV.
44. Concerning the quality of data and information, the evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

#### 5. Phases and Deliverables

45. The evaluation will proceed through the following phases. The evaluation schedule in **Table 2** provides the proposed timeline for each phase over the full timeframe. A summary of the deliverables and deadlines for each phase are as follows:
46. **Preparation phase** (May – September 2016): The RBB Regional M&E Advisor will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation. According to the USDA McGovern-Dole programme requirements, draft Evaluation ToRs for the Mid-Term Evaluations must be ready for WFP to transmit to the USDA Food Assistance Division (FAD) for inputs and comments three months prior to the start of an evaluation.

47. **Inception phase** (October - November 2016): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data, finalisation of evaluation methodology and tools and initial interaction with the main stakeholders. The quality assured inception reports must be submitted to the WFP Country Office for approval no later than *two weeks before* the evaluation begins.
- **Deliverable: Inception Report.** The Inception Reports will describe the country context, provide an operational factsheet and a map, and provide a stakeholder analysis. The Inception Reports will also describe the evaluation methodologies and the approach taken by the team to cultivate ownership and organize debrief sessions and quality assurance systems developed for the evaluation. The Inception Reports will include use of Evaluation Plan Matrices, and they will outline how the evaluation teams will collect and analyse data to answer all evaluation questions. Finally, they must include an evaluation activity plan and time line. The evaluation designs and proposed methodologies specified in the Inception Reports must reflect the evaluation plans, budgets and operational environments, and the extent to which methods lead to collection of reliable data and analysis that provide a basis for reaching valid and reliable judgments. For more details, refer to the [content guide for the inception package](#).
48. **Evaluation phase** (November/December 2016): The fieldwork will span two to three weeks and will include visits to project sites and primary (to the extent needed) and secondary data collection from local stakeholders. Accessibility to remote areas should be considered when determining sample size and travel logistics. A debriefing session will be held upon completion of the fieldwork.
- **Deliverable: Exit debriefing presentation.** An exit debriefing presentation of preliminary findings and conclusions (power point presentation) will be prepared to support the de- briefings.
49. **Reporting phase** (December -March 2016): The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before report finalisation. According to the USDA McGovern-Dole programme requirements, the Mid-Term Evaluation Reports must be finalized for WFP to transmit to the USDA FAD *within 60 days* following the evaluation fieldwork and *no more than 15 days* after the report has been completed. Quality assured final Mid-Term Evaluation Reports must be submitted to WFP COs for final comments and pre-approval *one month before* the USDA deadline.
- **Deliverable: Evaluation report.** The mid-term evaluation report will outline the evaluation purpose, scope and rationale, and the methodologies applied including the limitations that these may come with. The report must reflect the ToR and Inception Report and outline evaluation questions and the evaluation teams' answers to these alongside other findings and conclusions that the teams may have obtained. The reports will also outline interim lessons learned, recommendations and proposed follow-up actions. The evaluation report should be no longer than 25 pages, excluding annexes.
50. **Follow-up and dissemination phase** (April 2017): The final evaluation report will be shared with the relevant stakeholders. A meeting on mid-term evaluation findings and recommendations will include USDA FAD programme staff and WFP CO staff. The USDA FAD and CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. According to USDA McGovern-Dole programme requirements, the meeting should be held within 30 days of USDA receipt of the final Mid-Term Evaluation Report. **Deliverable: Evaluation summary with power-point presentation.** As the

service provider will simultaneously undertake MGD mid term evaluations in Nepal and Bangladesh, a final briefing to WFP RB and COs will be required during which the service provider will present a summary of the evaluation findings across all three countries. Comparisons and contrasts and lessons learned should be highlighted.

51. The evaluation report will also be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.
52. WFP-Laos will coordinate with MoE and USDA to host an educational partners' forum to discuss the findings, and to incorporate adjustments that will strengthen implementation for the second half of the program.
53. **Notes on the deliverables:** The inception package and evaluation reports shall be written in English and follow the DEQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met, the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to the required quality level.
54. Key dates for field mission and deliverables are provided in **Table 3**.

**Table 2: Key dates for field mission and deliverables (indicative only - exact dates to be finalized with selected service provider)**

Entity responsible	Phase	Activities	Key Dates
ET	Preparation	Prepare budget proposals	12 <sup>th</sup> September 2016
EM/WFP	Preparation	Selection of service provider	18 <sup>th</sup> September 2016
EM/WFP	Preparation	Signing of contract	By 26 <sup>th</sup> September at the very latest
EM/ET	Inception	Draft Inception Package	18 <sup>th</sup> October 2016
RBB	Quality assurance of draft inception report	Submit draft inception report for external quality assessment as per WFP DEQAS	19 <sup>th</sup> October 2016 (The report will take up to 8 days to be returned)
ET	Inception	Incorporate comments of peer reviewers	4 <sup>th</sup> November 2016
RBB	Comment on inception report	Stakeholders review and comment on final inception report draft	By 11 <sup>th</sup> November 2016 <b>one week</b>



Entity responsible	Phase	Activities	Key Dates
EM/ET	Finalize inception report	Final Inception Package	18 <sup>th</sup> November 2016 <b>one week</b>
CO/ET	Evaluation	Evaluation field mission	To start by 28 <sup>th</sup> November 2016 <b>at the very latest</b>
ET	Evaluation	Exit Debriefing Presentation	By 16 <sup>th</sup> December 2016. (will be dependent on time taken for field missions – assumed to be between 2 and 3 weeks depending on the country)
EM/ET	Reporting	Draft Evaluation Report	Between 16 <sup>th</sup> December 2016 and 20 <sup>th</sup> January 2017 (given holidays in between, the service provider will have 4-5 weeks to prepare the final draft evaluation report)
RBB	Quality assurance of final evaluation report	Submit final draft evaluation report for external quality assessment as per WFP DEQAS	20 <sup>th</sup> January 2017 (The report will take up to 8 working days to be returned)
EM/ET	Finalize evaluation report	Incorporate peer review recommendations and produce final draft of evaluation report for stakeholder review	30 <sup>th</sup> January 2017
RBB	Finalize evaluation report	Stakeholders review and comment on final inception report draft	13 <sup>th</sup> February 2017
EM/ET	Reporting	Final Evaluation Report	21 <sup>st</sup> February 2017
CO/RBB	Follow-up	Management Response	30 <sup>th</sup> March 2017 at the very latest
USDA	Follow-up	USDA Review of MTE	30 days following receipt of final MTE (due to be sent on or before 30 <sup>th</sup> March 2017)

## **6. Organization of the Evaluation**

### **6.1. Evaluation Conduct**

55. The 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 agreement with WFP on its composition.
56. The independent evaluation consultants or consulting companies will conduct and report on the evaluation according to WFP standards:
- Evaluators must have personal and professional integrity.
  - Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
  - Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.
  - In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality.
  - Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
  - To ensure the independence of the studies and the evaluations the role of Evaluation Manager is distinguished from the role of the independent evaluation team. As a result, the Evaluation Manager cannot take the role of a Study and Evaluation Team member. The main functions and tasks expected from the Evaluation Manager, the independent Study and Evaluation Teams, the WFP COs, the OMB and the USDA FAD are described below.

### **6.2. Team composition and competencies**

57. The evaluation team will conduct the evaluation under the direction of the Evaluation Manager. The team will be hired by the company following agreement with OEV on its composition.
58. The evaluation team will comprise of a team leader and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation. All will be independent consultants and may be national or a mix of international and national consultants. The team leader will have strong evaluation skills and experience as well as leadership skills. At least one team member should be familiar with WFP's FFE work and with the USDA monitoring and evaluation (M&E) policy. The team will be selected during a competitive bidding process in line with WFP's regulations.
59. 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, cost-efficiency analysis, supply chain management, logistics)
  - School feeding, education, nutrition and food security
  - Agro-economics/rural development
  - Knowledge management

- Gender and protection expertise / good knowledge of gender issues within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender.
  - All team members should have strong analytical and communication skills, evaluation experience, and expertise or experience in the country or region.
  - All team members should have strong skills in oral and written English. In addition, given the remoteness of some field sites and their limited accessibility, all team members should be in good physical condition.
60. 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. She/he will also have leadership and communication skills, including a track record of excellent English writing and presentation skills.
61. 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, exit debriefing presentation and evaluation report in line with EQAS.
62. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments. At least one member of the evaluation team should have gender expertise.
63. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; 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

64. Security clearance where required is to be obtained from the Laos duty station.
- 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 UN Department of Safety & Security (UNDSS) system for UN personnel. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel, which cover WFP staff and consultants contracted directly by WFP.
65. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
  - The team members observe applicable UN security rules and regulations – e.g. curfews etc.

## 7. Roles and Responsibilities of Stakeholders

### 66. The Laos Country Office

The Laos Country Office management will be responsible for:

- **Timely provision of comments and inputs on all deliverables.** WFP COs will appoint a McGovern-Dole Focal Point, who will review main quality assured deliverables and share these with CO management and programme staff, as appropriate, to solicit comments and inputs and to

consolidate and return these to the Evaluation Manager. The CO Focal Point will facilitate CO participation in teleconferences, briefings and debriefings relating to all deliverables.

- An internal evaluation committee chaired by the Country Director(CD)/Deputy Country Director(DCD) will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by programme implementers.
- A wider Evaluation Reference Group **chaired by the CD/DCD** with representation from different stakeholder groups will be involved in review of draft ToR and inception and evaluation reports—safeguarding against undue influence and bias in reporting.
- **Acting as Key Informants and providing documentation on school meals programmes for baseline studies, and evaluations.** The WFP CO MGD Focal Point and other staff, as required, will be available to act as Key Informants and provide the documentation and data sets required for production of the midterm evaluation. The WFP CO MGD Focal Point will facilitate site visits and meetings for the evaluation mission.
- Organise security briefings for the evaluation team and provide any materials as required
- **Endorsing all deliverables (draft and final) before submitting these to the USDA FAD through the WFP Washington Office.** The WFP COs will pre-endorse all deliverables before transmitting these for final approval or comments to the USDA FAD through the WFP Washington Office.
- **Provide management response to evaluation findings and recommendations for follow-up action** and participate in debriefings and teleconferences to discuss study and evaluation findings.

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

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

**68. The Regional Bureau for Asia and the Pacific (RBB).** The RB management will be responsible to:

- Field and manage selection of independent evaluation consultants, and contract agreement for these services.
- Comply with the evaluations policy's provisions and safeguards of impartiality at all stages of evaluation process: planning, design, team selection, methodological rigor, data gathering, analysis, findings, conclusions and recommendations.
- Assign a Focal Point to support the evaluation.
- Brief evaluation team, provide technical oversight to the country office, and participate in all debriefings and teleconferences..
- Provide comments on the TORs, inception report and the evaluation report at the request of the Country Office.
- Coordinate the management response to the evaluation and track the implementation of the recommendations.

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

- Provide inputs and comment on all draft Mid-Term and Final Evaluation draft ToRs.

- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
70. **Headquarters** Some HQ divisions might, as relevant, be asked to discuss WFP strategies, policies or systems in their area of responsibility and to comment on the evaluation TOR and report.
71. **The Office of Evaluation (OEV).** OEV will provide technical oversight as required to ensure quality assurance standards are maintained.

## 8. Communication and budget

### 8.1. Communication

72. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders:
- The Evaluation Manager will submit all final deliverables to the WFP COs for pre-approval. Upon pre-approval of deliverables, the WFP COs will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. 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.
  - The service provider will deliver an evaluation report. USDA comments on the final draft report will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the RBB and the CO.

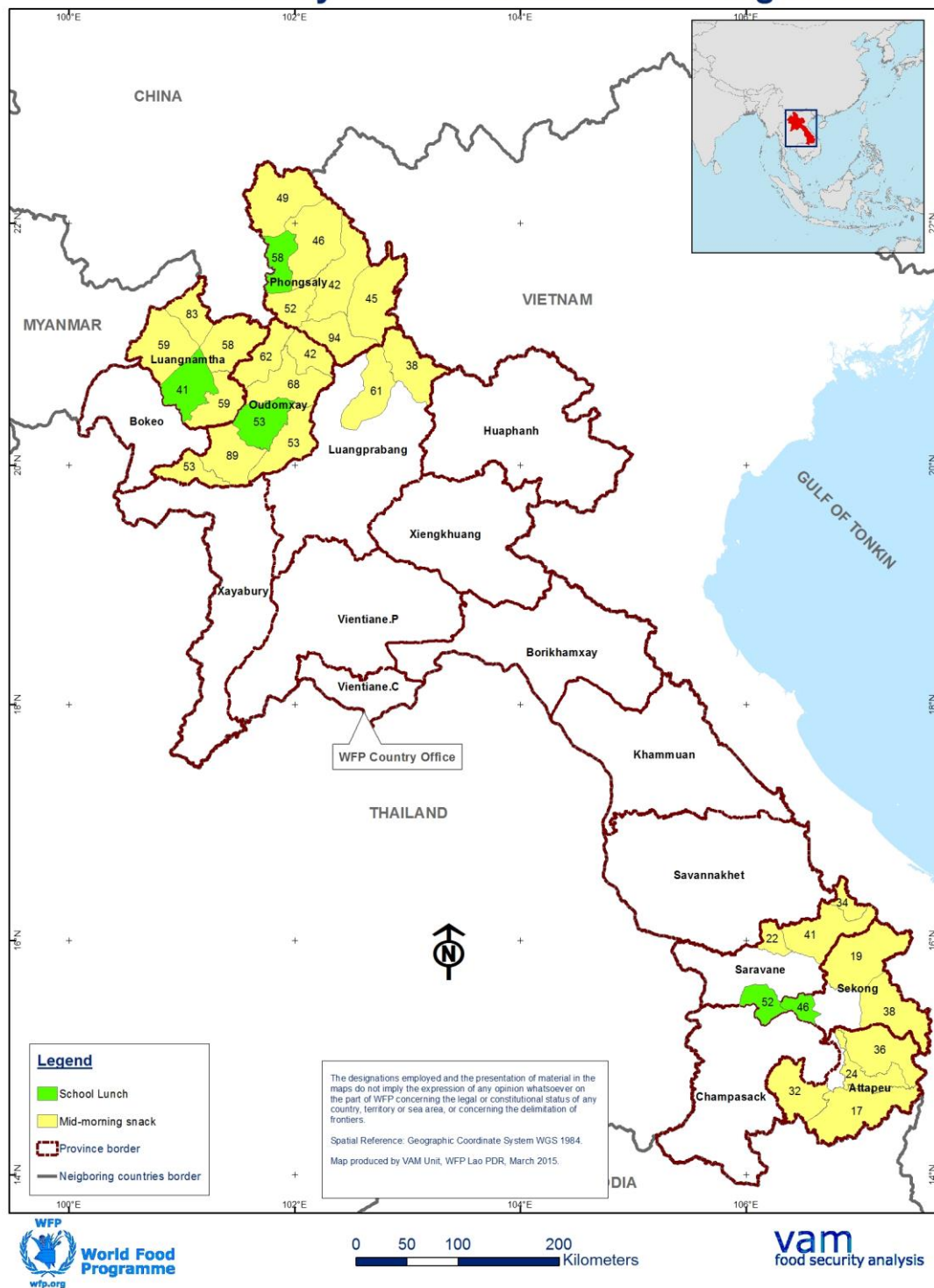
### 8.2. Budget

73. **Funding Source:** The evaluation will be funded by the WFP Laos Country Office using the M&E budget allocation in the McGovern-Dole grant funds.
74. **Budget:** The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP). For the purpose of this evaluation the company will:
- Include budget for domestic travel and for all relevant in-country data collection
  - Hire and supervise any and all technical and administrative assistance required (including in-country).
  - Follow the agreed rates for decentralized evaluations as provided for in your Long Term Agreement (LTA) with WFP.
  - Not exceed a budget of USD 120,000 – this should include any foreseen primary data collection and analysis.

## Annexes

### Annex 1 Map

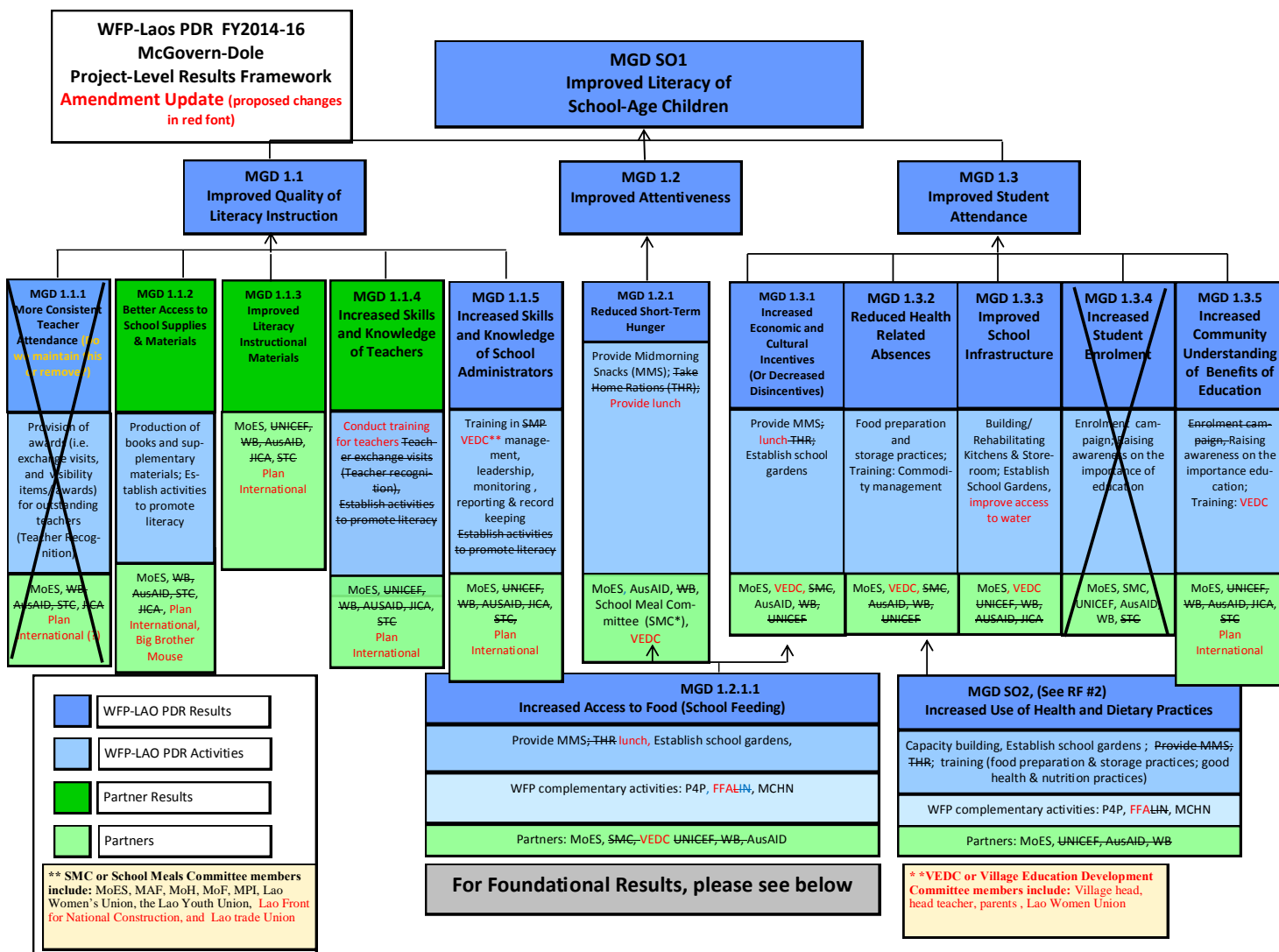
#### Number of Primary School - School Meal Programme





# Annex 3

# Project Level Results Framework





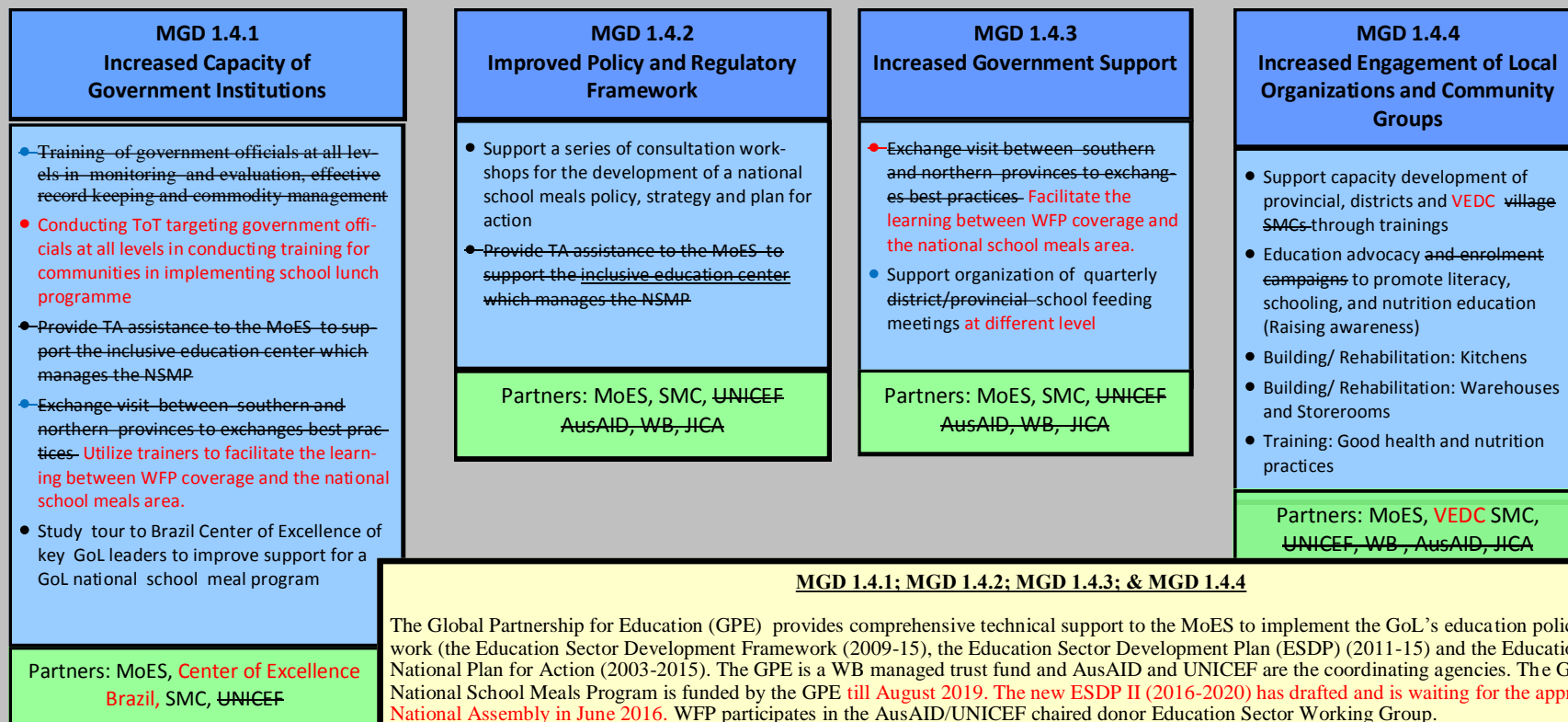
WFP-LAO PDR FY2014-15

McGovern-Dole

Project-Level Results Framework

Amendment Update (proposed changes  
in red font)

## SO1 Foundational Results



WFP-LAO PDR Results

WFP-LAO PDR Activities

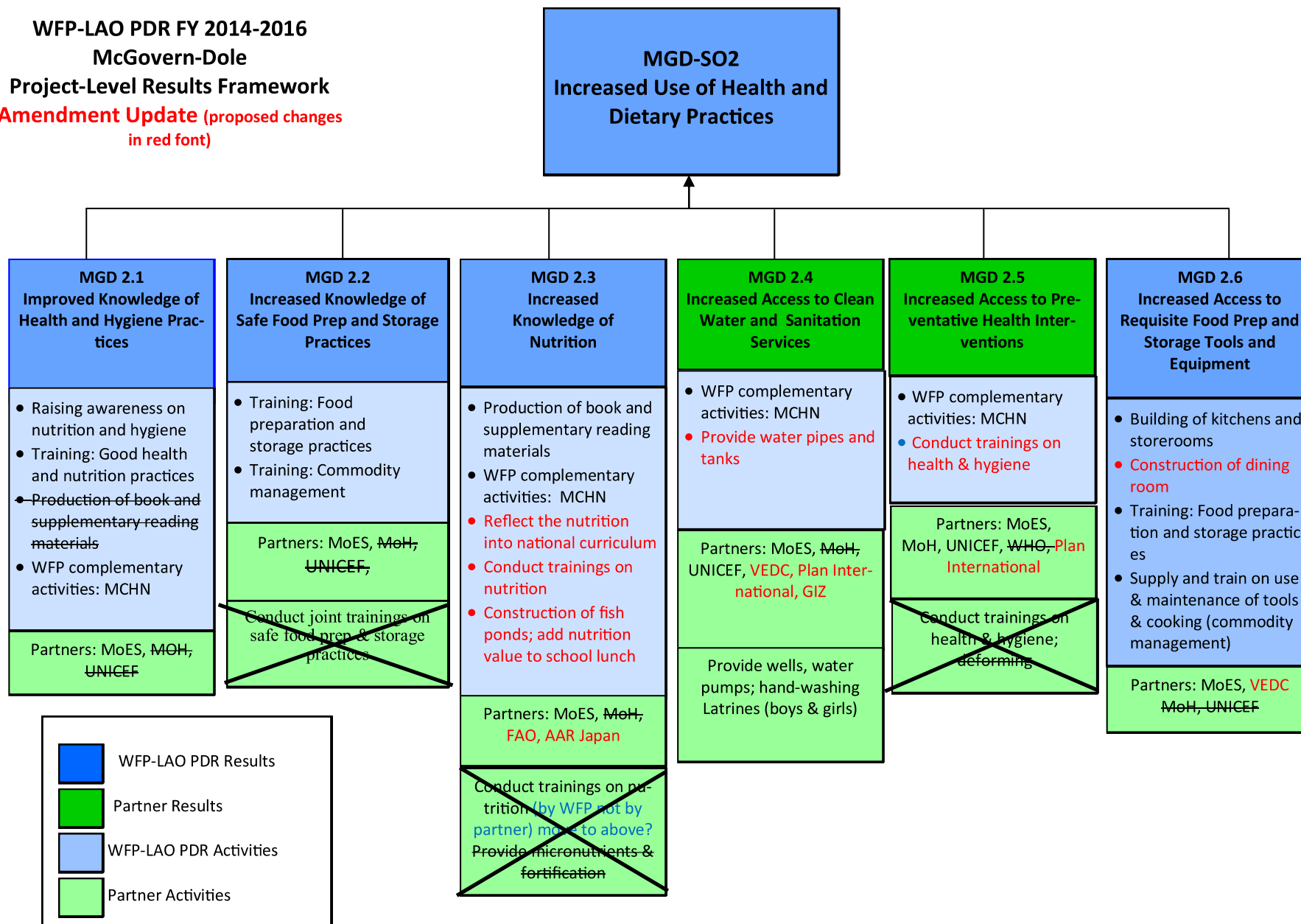


Partner Activities

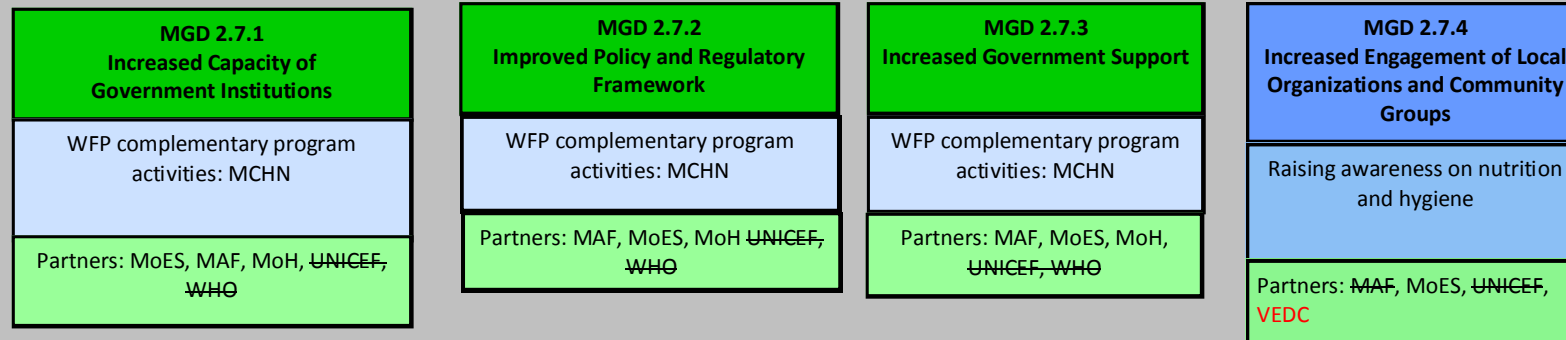
Partners



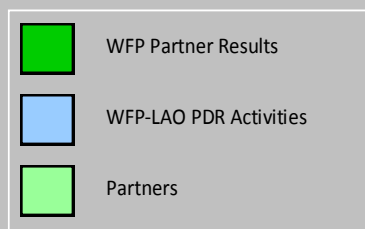
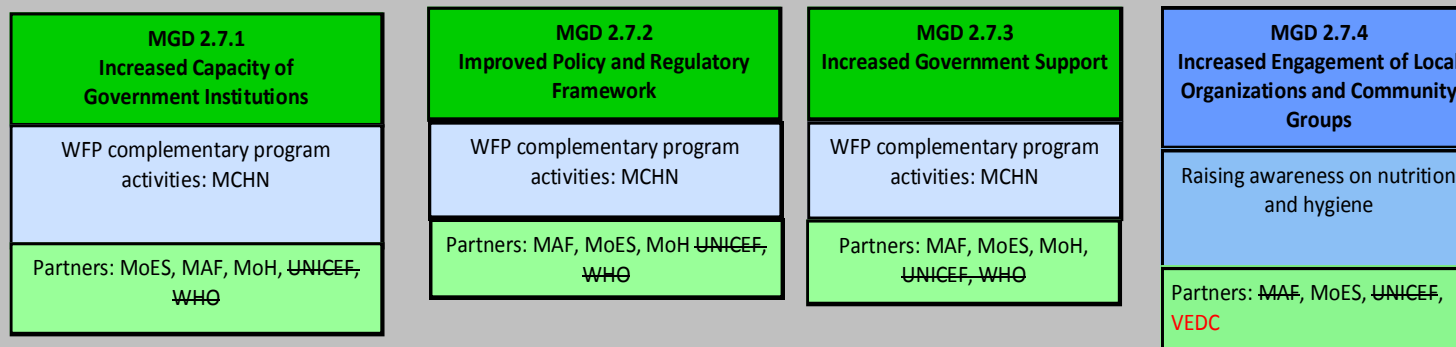
**WFP-LAO PDR FY 2014-2016**  
**McGovern-Dole**  
**Project-Level Results Framework**  
**Amendment Update** (proposed changes  
in red font)



## SO2 Foundational Results



## SO2 Foundational Results



**Annex 4 Table 2: Key characteristics of the operation**

<b>OPERATION</b>			
<b>Approval</b>		For the McGovern-Dole component, USDA signed the commitment letter on October 1, 2014.	
<b>Amendments</b>		There is a pending amendment on providing lunch instead of mid-morning snack, change commodities from CSB to lentil, strengthening literacy approach through new partners, enhance community strengthening activities, suspend enrolment campaign, and update on performance indicators and result framework.	
<b>Duration</b>		Initial: 3 years	Revised: None
<b>Planned beneficiaries</b>		Initial: 406,058	Revised: 369,833
<b>Planned food requirements</b>		Initial: In-kind food: 6,000mt of CSB, 1,140mt of vegetable oil, 5,500mt of white rice  Cash and vouchers: NA	Revised: In-kind food: 3,880mt of CSB, 940mt of vegetable oil, 6180mt of white rice, 982mt of lentil Cash and vouchers: NA
<b>US\$ requirements</b>		Initial: US\$27 million	Revised: NA
<b>OBJECTIVES, OUTCOMES AND ACTIVITIES</b>			
	<b>Strategic Objectives</b>	<b>Operation specific objectives and outcomes</b>	<b>Activities</b>
<b>Cross-cutting Results</b>		<b>Gender:</b> Gender equality and empowerment improved <b>Partnerships:</b> Food assistance interventions coordinated and partnerships developed and maintained	
	<b>WFP Strategic Objectives</b>	<b>Operation specific objectives and outcomes</b>	<b>Activities</b>
<b>Strategic Objective 4: Reduce undernutrition and break the intergeneration cycle of hunger</b>		<b>Objective:</b> Work with Government to maintain access to gender parity in primary education.	
		<b>Outcome SO4.2:</b> Increase equitable access to and utilization of education	-Provision of onsite school meals -Sensitization on sanitation, hygiene and nutrition -Training on food storage warehouse and stock management
		<b>Objective:</b> Strengthen the capacity of the Ministry of Education and Sports to realize the national school meals programme	
		<b>Outcome SO4.3:</b> Ownership and capacity strengthened to reduce undernutrition and increase access to education at regional, national and community levels	-Assist the handover process of national school lunch programme (transitioning mid-morning snack to lunch) - Strengthening the monitoring system
	<b>MGD Strategic Objectives</b>	<b>Operation specific objectives and outcomes</b>	<b>Activities</b>
<b>MGD Strategic Objective 1: Improved Literacy of School-Age Children</b>		<b>MGD 1.1</b> Improving Quality of Literacy Instruction	- Training for teachers and school administrators - Providing school supplies and literacy instruction materials
		<b>MGD 1.2</b> Improving Attentiveness by reducing short-term hunger (MGD 1.2.1) and	- Provide school meals (mid-morning snack, lunch) - Establish school gardens

	increase access to nutritious food (MGD 1.2.1.1, 1.3.1)	
	<b>MGD 1.3</b> Improving Student Attendance	<ul style="list-style-type: none"> <li>- Economic incentives through school meals</li> <li>- Provide training on food preparation &amp; hygiene</li> <li>- Raise community awareness on benefits of education</li> <li>- Improve school infrastructure (store, kitchen, school garden, access to water)</li> </ul>
<b>MGD Strategic Objective 2: Increased Use of Health and Dietary Practices</b>	<b>MGD 2.1 – 2.3</b> Improved Knowledge of Health and Hygiene Practices, Safe Food Prep and Storage Practices, Nutrition	<ul style="list-style-type: none"> <li>- Deliver nutrition, health and hygiene training</li> <li>- Provide training on safe food prep and storage practices</li> <li>- Provide input on nutrition into national curriculum</li> </ul>
	<b>MGD 2.4-2.6</b> Increased Access to Clean Water and Sanitation Services, Preventative Health Services, and Requisite Food Prep and Storage Tools and Equipment	<ul style="list-style-type: none"> <li>- Improve access to water and sanitation facilities</li> <li>- - Training on safe food prep and storage practices to factories and warehouses</li> </ul>
<b>PARTNERS</b>		
<b>Government</b>	Ministry of Education and Sports (MoES) , Ministry of Agriculture and Forestry (MAF), Ministry of Health(MoH Ministry of Finance (MoF) Ministry of Planning and Investment (MPI), Lao Women’s Union, Lao Youth Union, Lao Front for National Construction, and Lao Trade Union.	
<b>Other Partners</b>	FAO, UNICEF, GIZ, Plan International and Big Brother Mouse	

## RESOURCES (INPUTS)

**Contributions received as of May 2016:**  
US\$45,958,344

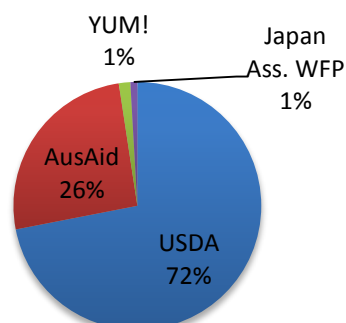
**% against appeal:**  
100%

**Time elapsed since project start date (as of):** 88%

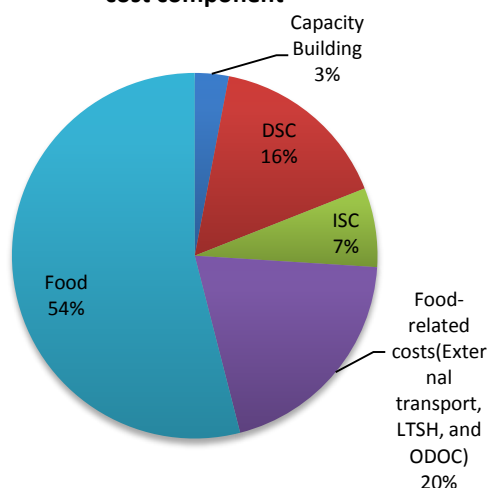
**Top 5 donors for the CP School Meals Programme:**

USDA, Australia, Cuba (0.2%), Japan Association for the World Food Programme, Yum! Brands Inc.,

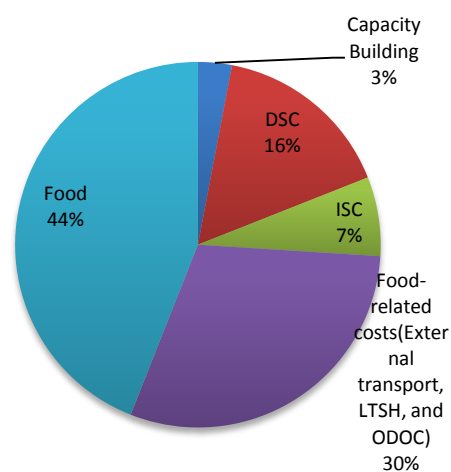
### Donors to the programme



### Breakdown of School Meals budget by cost component

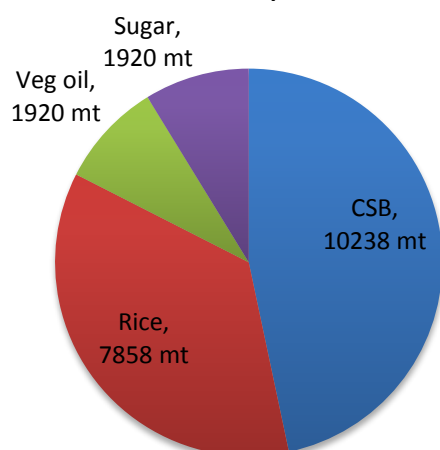


### Breakdown of McGovern-Dole School Meals budget by cost component

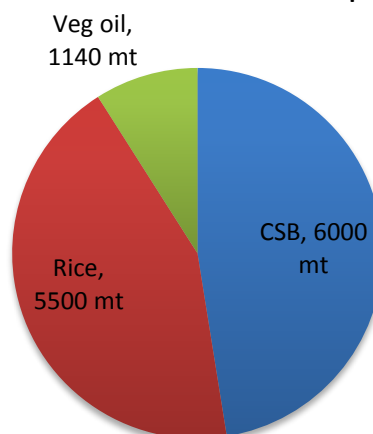


## PLANNED OUTPUTS (at design)

### Planned food requirements for the School Meals Component

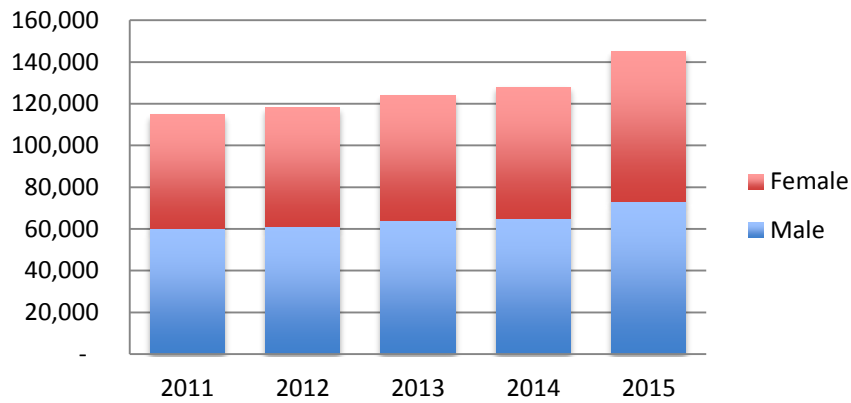


### Planned food requirements for the McGovern-Dole School Meals Component

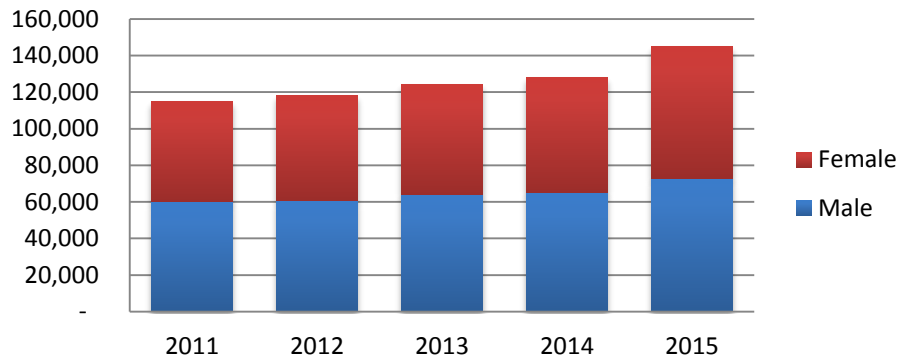




**Planned beneficiaries by sex for the School Meals Component**



**Planned beneficiaries by sex for the McGovern-Dole School Meals Component**



## Annex 5 MGD 5 Year Evaluation Map

<b>Evaluation Name</b>	<b>Date</b>	<b>Document</b>	<b>Document Link</b>	<b>Related Links Available:</b>
WFP 2008 – 2013 Purchase for Progress (P4P) Initiative: A Strategic Evaluation (mid-term)	Oct-11	Strategic Evaluation	<a href="http://documents.wfp.org/stellent/groups/public/documents/reports/wfp241809.pdf?_ga=1.166623230.1978057403.1469957010">http://documents.wfp.org/stellent/groups/public/documents/reports/wfp241809.pdf?_ga=1.166623230.1978057403.1469957010</a>	<a href="http://www.wfp.org/content/mid-term-evaluation-wfp-2008-2013-%E2%80%9Cpurchase-progress%E2%80%9D-pilot-project-terms-reference">http://www.wfp.org/content/mid-term-evaluation-wfp-2008-2013-%E2%80%9Cpurchase-progress%E2%80%9D-pilot-project-terms-reference</a>
From Food Aid to Food Assistance Working in Partnership: A Strategic Evaluation – Vol. I Full Report	Jan-12	Strategic Evaluation	<a href="http://documents.wfp.org/stellent/groups/public/documents/reports/wfp244541.pdf?_ga=1.237369536.1978057403.1469957010">http://documents.wfp.org/stellent/groups/public/documents/reports/wfp244541.pdf?_ga=1.237369536.1978057403.1469957010</a>	<a href="http://www.wfp.org/content/food-aid-food-assistance-working-partnership-strategic-evaluation">http://www.wfp.org/content/food-aid-food-assistance-working-partnership-strategic-evaluation</a>
Lao People's Democratic Republic: CP 2002-2015 Mid-Term Evaluation of WFP's Country Programme 2012-2015	Jul-14	Operation Evaluation	<a href="http://documents.wfp.org/stellent/groups/public/documents/reports/wfp267205.pdf?_ga=1.25123706.1978057403.1469957010">http://documents.wfp.org/stellent/groups/public/documents/reports/wfp267205.pdf?_ga=1.25123706.1978057403.1469957010</a>	<a href="http://www.wfp.org/content/laos-cp-2002-2015-mid-term-operation-evaluation-terms-reference">http://www.wfp.org/content/laos-cp-2002-2015-mid-term-operation-evaluation-terms-reference</a>
Operation Evaluations Synthesis Report July 2013/July 2014	Oct-14	Operation Evaluation	<a href="http://documents.wfp.org/stellent/groups/public/documents/reports/wfp268837.pdf?_ga=1.195040108.1978057403.1469957010">http://documents.wfp.org/stellent/groups/public/documents/reports/wfp268837.pdf?_ga=1.195040108.1978057403.1469957010</a>	<a href="http://www.wfp.org/content/annual-synthesis-operations-evaluations-june-2013-july-2014">http://www.wfp.org/content/annual-synthesis-operations-evaluations-june-2013-july-2014</a>

