

Terms of Reference

Evaluation of School Feeding in Lesotho (2000-2017)

Identifying and assessing the contributions of School Feeding to developmental objectives including Employment Creation, Social Protection and Poverty Reduction

WFP Lesotho Country office

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1. Introduction

1. In the context of widespread poverty, food insecurity and malnutrition, school feeding has been an important safety net in Lesotho for over 50 years.¹ In 1990s, the government introduced the “education for production” policy that focused on supporting schools to produce their own food to make school feeding sustainable. In 2000s, further changes were made with the objective of using school feeding to contribute to wider developmental objectives by creating employment using community members as caterers in schools that WFP handed over to the Government as well as formal payment of cooks within the WFP-assisted schools. In 2017, a small pilot was introduced to use private sector actors referred to as national management agents (NMAs). Currently the School feeding programme is implemented through three different models: Caterers model, the NMAs model and the WFP model (see section 3.1 for more details). The Government is funding all the models with WFP implementing the programme on a full cost recovery basis as per the agreement with government.

2. These Terms of Reference (TOR) are for the evaluation of the Lesotho school feeding to assess its contribution to developmental objectives including to social protection, nutrition, employment creation, poverty reduction. The main purpose is to establish the benefits of the national school feeding programme beyond educational outcomes of improving school enrolment, attendance and reducing drop-out rates and to make recommendations on what the Government and its development partners including WFP needs to do to make school feeding an effective and efficient social safety net while contributing to wider development goals as envisaged in the national school feeding policy. The evaluation is commissioned by the WFP Lesotho Country Office in close consultation with the Government through the Ministry of Education and Training. The evaluation will cover the period from January 2000 to June 2017 and will be conducted over a period of seven months starting from July 2017 (**see annex 2 for a detailed evaluation schedule and key milestones**).

3. These TORs were prepared by the WFP Lesotho country office team based upon an initial document review and consultation with stakeholders, and with technical support from the WFP regional bureau. 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.

2. Reasons for and Objectives of the Evaluation

2.1. Rationale for the Evaluation

4. After almost 2 years of implementation of school feeding under the Memorandum of understanding signed in 2014 between the Government and WFP, a mid-term review (MTR) was commissioned by the Government and WFP Lesotho country office in 2016.² The MTR report recommended that the school feeding programme should be reframed in line with the new school feeding policy whose long term objective is to ensure that school feeding contributes to national development by having multiple benefits beyond education.³ Such reframing needs to be guided by credible evidence that shows the benefits of school feeding beyond education. Furthermore, the agreement between WFP and the Government was initially expected to end in 2017 with a full transition to a fully Government implemented

¹ Government of Lesotho, National School Feeding Policy, 2015: page iv

² Saleheen and Raselimo (2016), “A mid-term Review of the Lesotho School Feeding Programme (Trust Fund: TF 200771)

³ See page 9 of the National School Feeding Policy

programme. However, this agreement has now been extended to 2019, with expectation that the additional time gives the Government and WFP the opportunity to develop a workable transition strategy, which will include capacity development and strengthening. To do so requires evidence of what is workable within the Lesotho context.

5. In line with the above-mentioned MTR recommendation, the reason why this evaluation is being commissioned in 2017 is to provide the Government and its key partners, including WFP with the evidence on:

- a. The contributions of school feeding to other developmental objectives including social protection, employment creation and poverty reduction objectives;
- b. The cost incurred by Government and communities in implementing the school feeding programme through the three different models and the main cost drivers;
- c. The design adjustments that the Government with support from its partners including WFP needs to make to appropriately integrate school feeding into its social protection programming and use it as an instrument of development as envisaged in the national school feeding policy;
- d. The most appropriate and efficient institutional arrangements for managing and implementing an efficient national school feeding programme that contributes to Government's development priorities as outlined in the National School Feeding Policy and other policy frameworks such as the Lesotho social protection strategy;
- e. The most appropriate approach that WFP and the Government should take to develop a transition strategy towards a fully Government funded and implemented national school feeding programme.

6. The findings of this evaluation are expected to be used to inform the following decisions by Government, WFP and other key stakeholders:

- a. Government decision on design adjustments to ensure an efficient, effective and sustainable national school feeding programme;
- b. Government decision on institutional arrangements for the financing, management and implementation of school feeding, such as the setup and running of a secretariat and appropriate budgetary allocation;
- c. WFP decision on its capacity development/strengthening and transition strategies;
- d. Other partner's decisions on their support to the Government in the implementation of the national school feeding policy.

2.2. Objectives of the Evaluation

7. This evaluation will serve the mutually reinforcing objectives of accountability and learning, with more weight towards learning:

- **For accountability**, the evaluation will assess and report on the performance and results of the school feeding programme against its stated objectives within the framework of the agreement between WFP and the Government;
- **For Learning**, which is the core objective of this evaluation, the evaluation will determine the contribution of school meals to other developmental objectives including social protection, employment creation and poverty reduction and the factors influencing these contributions (or lack thereof). The evaluation will draw lessons and provide evidence-based findings to inform strategic as well as operational decision-making as outlined in section 2.1. To achieve this learning objective, the evaluation may employ some goal-free evaluation principles where appropriate

considering that past designs of WFP supported school feeding programme may not have explicitly outcomes beyond education outcomes. As such, existing monitoring data is unlikely to have systematic information to assess school feeding contribution to objectives other than education. The goal-free principles if used well allow evaluators to observe and measure actual processes and outcomes thus preventing a tunnel vision that look only at the intended educational outcomes at the risk of overlooking any positive and/or negative unintended effects in other developmental areas.

8. These findings will be actively disseminated and shared to facilitate learning not just for the Government and WFP who are the main stakeholders, but also by other key stakeholders interested in and supporting social protection and development programming in Lesotho.

2.3. Evaluation Stakeholders and Users

9. **Stakeholders:** Two of the key stakeholders of this evaluation is the Government and WFP Lesotho country office. Further, the results of this evaluation will be of interest to other stakeholders and some of these will play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which will be further developed by the evaluation team as part of the Inception phase. Within the Government, the key stakeholders include the Ministry of Education and Training, Ministry of Social Development, Ministry of Health, Ministry of Gender, Ministry of Agriculture and Food Security, Ministry of Development Planning, Ministry of Trade and Industry, Ministry of Local Government, Ministry of Small Business Development, Cooperatives and Marketing as well as the Ministry of Finance. Outside of government, the key stakeholders include members of the United Nations Country team, particularly UNICEF and FAO; as well as the World Bank and NGOs.

10. **The main primary users** of this evaluation are the Government and WFP:

- The Government and the WFP Lesotho Country Office and its partners in decision-making, notably related to programme implementation; design adjustments, and institutional arrangements set up; and for Country Strategic planning for WFP;
- Given the core functions of the WFP Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight to both Lesotho and other country offices who may be needing evidence on school feeding and its contribution to national developmental objectives.

11. **Other users** of the evaluation include:

- Key stakeholders involved in education, social protection and safety net programming, including UN agencies and NGOs;
- WFP HQ policy and programme division for wider organizational learning and accountability;
- WFP OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board;
- The NMAs may will use the findings to inform their operations as well as their overall partnership arrangements with the government in the implementation of school feeding;

- The communities, through the caterers who provide school feeding services may use the findings to inform their operations and to improve service delivery to school;

12. **Accountability to affected populations:** The beneficiaries of the school feeding programme (school children and their households, caterers –men and women and teachers) will be included as key stakeholders in this evaluation. WFP is committed to ensuring that gender equality and women’s empowerment is integrated in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from diverse groups.

Table 1 Preliminary Stakeholders' Analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
WFP STAKEHOLDERS	
WFP Country Office (CO) Lesotho	Responsible for the implementation of the national school feeding programme as a service provider to the Government, the country office has a direct stake in the evaluation and an interest in both accounting for results and resources and learning to inform decision-making. It is called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation. In addition, the evaluation results will help the CO in developing and or refining its strategy for handover of school feeding to the government.
Regional Bureau (RB) Johannesburg	Responsible for both oversight of and technical guidance/support to the country office, the RB has an interest in an independent/ impartial account of the contribution that WFP’s support to Lesotho is making towards achievement of Zero hunger, as well as in learning from the evaluation findings to apply this learning to other country offices. The results of this evaluation of the Lesotho school feeding programme will help the RB in providing the required support to the school feeding handover process and to the Country Office.
WFP HQ	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming. In this particular evaluation lessons on WFP’s support to national government use of national school feeding programmes as a social protection instrument is of interest;
Office of Evaluation (OEV)	OEV has a stake in ensuring that evaluations deliver quality, credible and useful products respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy. OEV does this by providing the normative framework within which this evaluation will be conducted. The evaluation findings may also contribute to useful learning across WFP projects and programmes.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations as well as progress towards implementation of the WFP evaluation policy. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries (school children; their households; teachers)	As the ultimate recipients of food assistance, beneficiaries have a stake in knowing determining whether the assistance provided is appropriate and effective. As such, the level of participation in the evaluation of school children (boys and girls), women and men, from different groups will be determined during the evaluation design and their respective perspectives will be sought during data collection.
Government	The Government finances the school feeding programme from national budget, and the Ministry of Education and Training is the institution directly responsible for coordination of implementation. The Government therefore has a direct interest in knowing whether the school feeding programme is being implemented efficiently, whether it is achieving the intended objectives and most importantly whether it is contributing to the national development as envisaged in the national school feeding policy. Issues related to capacity development, handover and sustainability of the school feeding programme are of particular interest to the Government; and the results of this evaluation will help the government decide how the programme should be adjusted to meet the national priorities set out in its policies.

	The ministries of Education and Training, Social Development, Health, Agriculture and Food Security, Development Planning, Trade and Industry, Local Government, Small Business Development, Cooperatives and Marketing, and Finance all have an interest in school feeding.
UN Country team	The United Nations Country Team's (UNCT) harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP support to the national school feeding programme is effective in contributing to the UN concerted efforts, both within the education sector as well as the social protection perspective. Members of the UNCT such as UNICEF and FAO have particular interest in the findings of this evaluation as it relates to their support to the education, social protection and rural development sectors.
National Management Agents (NMAs)	The National Management Agents have been appointed by the Government to implement the Home Grown School Feeding (HGSF) model in the country. They have an interest in the findings of the evaluation, given that it will be considering the three models of the school feeding implemented in the country and making recommendations on how to make them efficient. They will benefit from these findings in moving their partnership with the government forward.
Men and women in the Communities where school feeding is implemented	Through the caterers model, the Government uses communities to provide school feeding to schools as a means of employment. Further, in the other two models, the food is prepared by members of communities who are employed as cooks. The communities therefore have an interest in the results of this evaluation as the decisions that the Government will make in relation to their involvement in the implementation of the school feeding.

3. The Context and subject of the Evaluation

3.1. The Context

13. Lesotho is a landlocked country of 30,350 square kilometres, divided into four geographical regions: the mountain, the foothills, the lowlands, and the Senqu valley. For administrative purposes, it is divided into ten districts, each headed by a district administrator. The districts are further subdivided into 80 constituencies, which consist of 11 urban councils, 64 community councils and 1 municipality.⁴

14. **Macro Environment:** Lesotho is categorised as a lower middle-income country with Gross Domestic Product (GDP) per capita of \$3,100 and with a population of 1.9 million people. It ranks 160 out of 188 countries on the 2016 United Nations Development Programme (UNDP) Human Development Index⁵. With a Gini coefficient of 0.53, Lesotho is among the 10 most unequal countries in the world. The country continues to struggle with a range of persistent development challenges, including chronic poverty and high level of unemployment. The Country has a national strategic vision (Vision 2020) which is operationalised through five-year strategic development plans, with the current one being the 2012/13-2016/17.

15. **Poverty and Unemployment:** About 59.7 percent of the 1.9 million Basotho (of which 51% are females⁶) live below the \$1.9 dollar a day poverty line. As shown in Annex 5, even though Lesotho had made some progress in reducing prevalence of poverty by 9 percentage points between 1999 and 2013, it was off track in achieving the targets to reduce poverty down to 29% by 2015. Similarly, while the country made modest progress in reducing unemployment, the overall unemployment rate remains high at 31.8 percent for females and 23.8 percent for males.⁷ Youth unemployment (those aged 15 to 24 years) is

⁴ http://genderlinks.org.za/wp-content/uploads/2016/03/Lesotho_Strategy2016to2020_ahsxmm_REVISIED_06015.pdf#page/1

⁵ Human Development Report 2016.

⁶ Lesotho Census Report; 2006

⁷ <http://datatopics.worldbank.org/sdgs/>; accessed on 9th June 2017

higher at 46.6 percent for females and 30.8 percent for males. Lesotho is ranked 13th in the list of top countries receiving remittances which contribute up to 17.4 percent of its GDP.⁸

16. **Education:** Lesotho has made good progress in education with its literacy rate of 79% being one of the highest in Sub-Saharan Africa with females at 88 percent versus males at 70 percent⁹. With a primary school completion rate of 77 percent (86 for females and 68 for males) Lesotho has one of the highest completion rates in Sub-Saharan Africa where the average completion rate stands at 69 percent. However the country still faces challenges in ensuring early formation as the enrolment in pre-primary school stands at only 34 percent, with no significant difference between boys and girls.

17. **Food security:** Lesotho is a small, mountainous, landlocked country with little arable land, leaving its population vulnerable to food shortages and reliant on remittances. While the country made significant improvements in reducing undernourishment in 1990s as shown in figures 1 and 2 below, progress stagnated since early 2000s.¹⁰ Food and nutrition insecurity in Lesotho is exacerbated by recurrent climatic shocks which compound vulnerabilities in affected areas. The 2016 El Niño event has resulted in the worst drought in decades, triggering a sharp decline in food production and 491,000 people requiring emergency food assistance¹¹. In response to the drought, WFP and other humanitarian actors have been supporting the government to address immediate food needs of food insecure drought-affected households in high priority areas to compliment on-going government and NGOs social safety net programmes. Households' access to food continues to be affected by low incomes, poor health, a low performing economy, highly variable food prices, lack of diversified income strategies, and weak social-support networks because of the effects of HIV and AID.

Figure 2 Number of people Undernourished (millions)

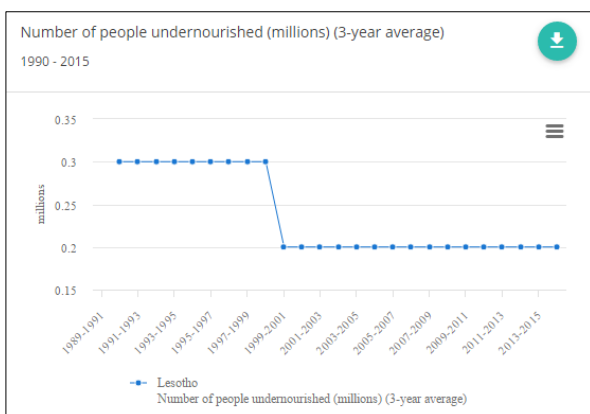
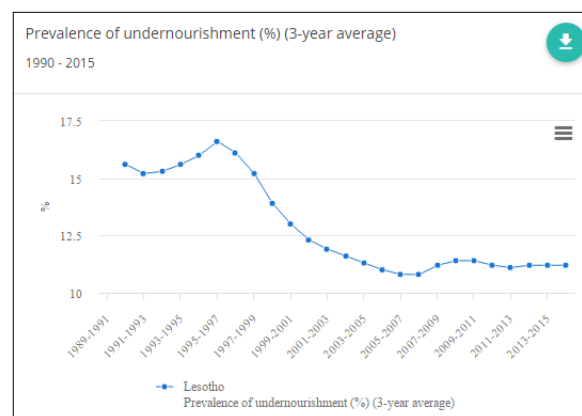


Figure 1 Prevalence of undernourishment (%)



18. **Health and Nutrition:** With an estimated maternal Mortality ratio of 487 deaths per 100,000 live births, Lesotho is ranked 12th in the world. The country's HIV and AIDS prevalence rate stands at 25% with prevalence among females higher at 30% compared to men at 20%¹². Life expectancy is 53 years. Stunting levels are at 33% and more prevalent in rural areas at 35% compared to 27% in urban areas. Boys are mostly affected at 39% compared to girls at 28%¹³.

⁸ <https://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1199807908806/4549025-1450455807487/Factbookpart1.pdf>, accessed on 9th June 2017

⁹ <http://www.indexmundi.com/lesotho/literacy>

¹⁰ <http://www.fao.org/faostat/en/#country/122>, accessed on 9th June 2017

¹¹ Lesotho Vulnerability Assessment Committee Report (LVAC), 2016.

¹² Lesotho Demographic and Health Survey; 2014

¹³ Lesotho Demographic and Health Survey; 2014

19. **Social Protection:** The Government of Lesotho has more recently established itself as a pioneer, within sub-Saharan Africa, of formal social protection programmes. Its National Strategic Development Plan (2012-2017) emphasises reduction of vulnerability through social protection, focusing on (i) Consolidating social protection programmes and improving their efficiency and coverage; (ii) Providing support to vulnerable able-bodied persons to adopt sustainable livelihood strategies and reviewing and implementing the strategy for social security scheme development; (iii) Promoting work safety and easing job search; and (iv) Strengthening capacity for disaster risk management.¹⁴ The national social protection strategy reflects an intention to actualise these objectives. Annex 6 shows the proposed implementation plan for the strategy.

20. **School feeding** has been an important safety net in Lesotho for over 50 years. The national social protection strategy identifying it as one of the complementary programmes for providing a degree of protection against deprivation and risk.¹⁵ It started with the first ten schools in Maseru District in 1961, and reached national coverage in 1965 when WFP began its support. In 1990, the Government introduced a policy of “Education with Production”. Intended to make the school feeding programme more sustainable, this policy focused on schools producing their own food. Schools were provided with inputs such as piglets, layers, broilers, vegetable seeds, roofing material and cement to start agricultural projects. Parents contributed by providing labour for infrastructure (e.g. livestock shelters), producing vegetables in school gardens and providing funds for school activities that would enhance school meals. To promote agricultural education, teachers used school gardens to teach nutrition and agricultural skills.

21. **Policy Framework:** In 2000, the Government introduced free primary education policy, which included school meals for primary school children. Free education combined with the continued provision of school meals led to 12.5 percent increase in primary school enrolment from just under 360,000 pupils to more than 410,000. Since then, there have been two different school feeding schemes in Lesotho: a government programme reaching children in the lowlands and foothills; and a WFP programme reaching school children in the highlands.¹⁶ Government model is based on the use of caterers recruited from poor communities surrounding primary schools using standard guidelines. This practice was intended to promote enrolment, attendance and concentration **while providing employment for the poor**. Caterers are expected to procure, store and transport food to schools, and to prepare and serve daily meals according to a nationally prescribed menu.

22. In 2015, the Government Launched the National School Feeding Policy, whose purpose is to provide a mechanism for the national school feeding programme’s effective, efficient and transparent implementation, and a framework for cross-sector cooperation, ensuring meaningful involvement and participation of communities¹⁷. The Policy stipulates that school feeding is an inter-ministerial programme which should be implemented by several ministries including ministry of health, education and training, social development, local government and agriculture and food security. The country has several existing policy and legal frameworks that are relevant to the achievement of the aims outlined in the school feeding policy. These includes¹⁸:

- a. **National Social Protection Strategy (2014)**, which notes that school feeding is the largest social safety net in Lesotho, covering 61 percent of all individuals reached by social protection programmes. It also questions whether attendance and school

¹⁴ Government of the Kingdom of Lesotho (2014), “National Social Protection Strategy”, page 1

¹⁵ Ibid; page vi

¹⁶ Government of the Kingdom of Lesotho (2015), National school Feeding Policy

¹⁷ Government of the Kingdom of Lesotho (2015), National school Feeding Policy

¹⁸ Government of the Kingdom of Lesotho (2015), National school Feeding Policy, page 5

- performance are best promoted by direct cash transfers to poor households or through school feeding, and proposes review of costs and benefits of alternative models;
- b. **National Policy on Social Development (2014/2015–2024/2025)** foresees the Government’s development and implementation of a comprehensive social protection system including social insurance, social safety nets, universal benefits, basic social services, labour market policies and livelihood support;
 - c. **Agricultural Sector Strategy (2003)**, which promotes sustainable land use, diversified agricultural production, improved access to inputs, greater stability of outputs and improved household food security through more efficient subsistence agricultural practices and employment opportunities;
 - d. **Ministry of Trade and Industry, Cooperatives and Marketing Strategic Plan (2013/14–2016/17)** which advances economic development characterized by growth, innovation, an enabling environment for trade, investment and industrial development for private sector-led job creation and poverty reduction;
 - e. **Education Act of 2010** which establishes free and compulsory primary education. It obliges all actors to ensure that students are free from any form of discrimination in accessing education and have access to all educational opportunities;
 - f. **Education Sector Strategic Plan (2005–2015)** which establishes specific objectives, including improved access, efficiency and equity of education at all levels;
 - g. The draft **Lesotho National Nutrition Policy of 2011** which foresees the Government promoting increased nutrition security by reviewing and strengthening institutional feeding initiatives in schools, ECCD centres and prisons;
 - h. **National Disaster Risk Reduction Policy** provides a framework for planning and implementing disaster risk reduction measures in Lesotho. With respect to risk reduction and development, the policy states that Government shall develop and strengthen social safety nets.

23. **Gender:** Lesotho faces a unique situation especially in education where girls consistently have better indicators than boys, and adult females aged over 15 years have higher literacy rate than males contrary to the situation across most countries.

3.2. The Subject of the evaluation

24. WFP has been supporting the Government with direct implementation of school feeding programme for primary schools since 1965. The introduction of self-reliance projects in schools in the 1990s entailed gradual phase-out of WFP assisted school feeding. During the initial phase (1990–1994) WFP handed over schools in the lowlands and then handed over in the foothills during the second phase (1995–1999). Between 1990 and 2012, while the government was gradually taking over the programme, both the Ministry of Education and Training (MoET) and WFP feeding models were operating in the country with different designs and food baskets. The WFP model in the highlands rely on internationally procured food, transported quarterly to schools by the Food Management Unit (FMU) the Government’s food logistics arm. The meals are prepared on-site by cooks who are paid by the government. In the MoET model, which is fully funded by the government, private caterers are selected from surrounding communities of the supported schools to purchase, transport and prepare meals according to a prescribed weekly menu.

25. By 2010, the government had taken over more than 80 percent of the programme. WFP had planned to hand over remaining schools by the end of 2012. However, the handover did not take place as the MoET did not have adequate capacity to implement the

food-procurement based model. While a more manageable model had not been identified, the mid-term evaluation illustrated advantages and disadvantages of the different models.¹⁹

26. In 2011, the MoET, with financial support from WFP, engaged a consultant to undertake a review of the two feeding models, and to develop a framework for a revised and sustainable programme. The consultant proposed a uniform, outsourced model throughout the country, which would provide a nutritious daily meal for primary school children, while promoting the local economy through local purchases and creating employment. The proposed model foresaw the outsourcing of school feeding implementation to a “managing agent or service provider,” which would manage procurement, warehousing, transport, delivery and distribution to the schools.

27. In 2012, MoET requested WFP to be the service provider for its national primary school feeding programme throughout the country for a 5-year period, on a full cost recovery basis. This was to allow time for government to develop capacity to implement school feeding. As a result, a Trust fund was established in 2014 with the purpose of assisting MoET in implementing and managing the national school feeding programme while undertaking capacity development activities. The goal was for WFP to hand over the funding and management of the entire programme to MoET by 2018.

28. In 2017, the ministry of Education outsourced the feeding programme for about 21 percent of the primary school children to private sector entities referred to as National Management Agents (NMAs). The expectation is that WFP will hand over the feeding programme on a phased approach to these NMAs. The agreement between WFP and the Government has been signed to extend the period of implementation to the end of 2019.

29. **Targeting and implementation arrangements:** Since 1965, school feeding in Lesotho has been a universal programme that targets all primary school children. Currently the programme is implemented through three models as shown on table 2: Caterers model, NMAs model and WFP model. The Government provides the funding for all the models, while WFP supports the implementation on a full cost recovery basis as per the agreement with government. Both the Caterers and NMAs models are characterized by a diversified food basket and the government recommends that sourcing of commodities be done locally from farmers and retailers. The WFP model provides a restricted menu with commodities sourced from regional and international markets.

Table 2: School Feeding Coverage in Lesotho by implementation Model

SF Model	Number of Schools	Number of children	% of children
Caterers	188	78,051	23%
NMAs	318	71,188	21%
WFP	921	189,511	56%
Total	1,427	338,750	

30. **Feeding Activities:** Provision of onsite meals to primary school children is the main activity of the school feeding programme. They are provided with two meals: a morning meal of soft maize-meal porridge; and a lunch of maize meals, pulses and vegetable oil. The mid-morning snack provides 30g of maize meal porridge with 10 grams of sugar; while the lunch provides 120g maize meal, 30 grams beans/peas with 10 grams of vegetable oil and 3 grams of iodised salt served three times a week, and 120g of maize meal with 53 grams of canned fish served twice a week.²⁰

¹⁹Haag, P., de Meulders, F. and Kharma, D. 2009. Mid-term Evaluation of WFP Lesotho Development Project 10582.0 “Support Access to Primary Education”

²⁰ WFP DEV 200199, Standard Project Report, 2015, page 5.

31. **Key Partnerships and key actors:** To implement the school feeding programme activities, WFP works with the Government of Lesotho, particularly the Ministry of Education and Training, the Ministry of Health, Agriculture and Food Security and the Food Management Unit (FMU). The MoET and WFP work together in the construction of school kitchens and storerooms, with the government providing funding and WFP the technical support.²¹ The government provides warehouse facilities and the delivery of food and non-food items to schools. The Ministry of Agriculture and Food Security is WFP's primary partner in the provision of nutrition education. The FMU is responsible for the secondary transportation and deliveries to the primary schools. The Environmental Health Division of the Ministry of Health conducts trainings for teachers on food safety.

32. WFP works with local partners such as Lesotho National Olympic Committee (LNOC), Help Lesotho and Lesotho Red Cross in the implementation of complimentary activities including reaching boys and girls with messaging on the importance of education, HIV and AIDS awareness, sexual reproductive health, gender dynamics, and gender-based violence; trainings for pupils and teachers on life skills, leadership, and good hygiene practices including WASH awareness to ensure a healthy physical learning environment.

33. The **Key outputs** of the school feeding programme is the number of children provided with meals, the number of feeding days, and the amount of food distributed. WFP support to the Lesotho school feeding programme has been provided through several development projects and one country programme as shown in tables 3 and 4. Annex 7 provides a summary logframe for the latest iteration of the WFP supported programme.

Table 3: Summary of WFP School Feeding Operations: Beneficiaries and Budget²²

Operation	Approval Date	Duration of the operation	Planned Beneficiaries & Budget			Actuals Beneficiaries & Budget		
			A Bens at design	B Budget at design (\$)	C Budget at the End ²³ (\$)	D Actual Bens at the end	E Funding at the end (\$)	F Level of funding %
DEV 385301	May 1994	Jan 1995-Dec 2002	108,990	16,196,020	16,196,020	110,238	11,881,858	73%
CP 10151.0	Oct 1999	Jan 2000-Feb 2004	150,000	6,334,546	5,483,225	176,393	3,085,075	56%
DEV 10266	Jun 2003	Jan 2004-Dec 2007	183,000	14,452,294	15,593,507	115,000	10,576,207	68%
DEV 10582	Nov 2007	Jan 2008-Dec 2010	66,693	5,481,878	5,639,755	66,693	4,332,474	79%
DEV 200199	Dec 2010	Jan 2011-Apr 2015	110,000	6,137,921	18,879,546	190,000	15,628,372	83%
CP 200369 ²⁴	July 2012	Jan 2013-Dec 2017	50,000	5,028,480	5,028,480	50,000	13,442,628	267%
TF 200771	Sept 2014	Jan 2015-Dec 2017	250,000	21,713,819	20,413,819	190,000	18,839,566	92%
Totals			75,344,958	87,234,352	Totals	77,786,180	89%	

Table 4: Summary of WFP school Feeding Operations: Food in Metric tonnes

Operation	Approval Date	Duration of the operation	Planned Amount of food (mts)	
			at design	at the end
DEV 385301	May 1994	Jan 1995-Dec 2002	32,143	32,143
CP 10151.0	Oct 1999	Jan 2000-Feb 2004	12,275	12,275
DEV 10266	June 2003	Jan 2004-Dec 2007	29,074	29,074
DEV 10582	Nov 2007	Jan 2008-Dec 2010	6,669	7,199
DEV 200199	Dec 2010	Jan 2011-Apr 2015	7,524	19,810
CP 200369	July 2012	Jan 2013-Dec 2017	9,900	9,988
Trust Fund 200771	Sept 2014	Jan 2015-Dec 2015	9,310	9,310
Trust Fund 200771	Sept 2014	Jan 2016-Dec 2016	9,034	9,034
Trust Fund 200771	Sept 2014	Jan 2017-Dec 2017	6,925	6,925
Totals			122,854	135,758

²¹ This is implemented through a separate trust fund

²² Based on the original project documents and the SPRs for the final year. Further analysis will be carried out by the evaluation team for the entire period for each operation to see the trends for not only the inputs and outputs outlined here but also the outcomes

²³ Or latest budget revision for CP 200369 and TF 200771 which are still ongoing

²⁴ School feeding for pre-primary school children in early childhood development centres

34. As shown in Annex 7, the **Key educational outcomes** of the school feeding programme is increased equitable access to and utilization of education, measured by the extent to which children start school (enrolment rate), extent to which they attend school regularly (attendance rate) and stay in school (retention rate).²⁵ Other outcomes not reflected in the logframe includes those related to improving school feeding infrastructure (kitchen, storage). In this regard the number of schools supported is the key output and the number of schools using improved infrastructure is the key outcome.

35. **Other activities by WFP and other actors:** In addition to the school feeding programme targeting primary school children described above, WFP is supporting the Government in enhancing the nutritional and social well-being of vulnerable groups through a combination of food assistance and capacity development activities under the country programme (2013-2017). It targets children under 5 in pre-schools with school feeding; pregnant and lactating women, and people living with HIV and tuberculosis. UNICEF supports the national measles vaccination campaign, provides therapeutic feeding to children with severe acute malnutrition and supports emergency cash programme for vulnerable families and children.²⁶ FAO is distributing seeds, providing training on conservation agriculture and home gardening, and raising awareness on nutrition and food utilization to help vulnerable families enrich their diets.

36. **Donors:** South Africa has been a key donor for WFP operations in Lesotho including the school feeding programme. It provided 11.5 million (74%) of the total budget for DEV 200199 (2011-2015) and as so far provided 18 percent of the overall funding of the country programme (2013-2017).²⁷ When a drought emergency was declared in July 2012, the South African government made an important contribution of US\$20 Million towards WFP's operations in Lesotho, which also included support to school feeding.

4. Evaluation Approach

4.1. Scope

37. This evaluation is proposed to cover all school feeding activities **over the period 2000-2017**, to allow building of evidence of achievement of intended educational outcomes and contribution to **other developmental objectives namely employment creation, poverty reduction and social protection**. The rationale for covering this period is to start from the time the Government explicitly included wider developmental objectives in its school feeding programme. This was marked by the introduction of the caterers model and the latest design changes in 2017 that introduced the use of the private sector. The evaluation will cover all the districts and all the three models of school feeding. However this will be with the understanding that the NMAs model is only a small pilot that has been implemented for a few months. The coverage of this model will therefore be for learning purposes. During the scoping phase, the evaluation team will **assess the feasibility of the proposed scope in terms of period and activities**.

38. The scope will include **analysis of gender dimensions** to assess the extent to which the benefits of school feeding accrue to both boys and girls, men and women and the factors influencing accrual of benefits across gender. This is particularly important dimension in assessing the caterers and the NMAs models given their explicit developmental objectives to create employment, support livelihoods and increase household incomes.

²⁵ Over the period under review, WFP logframes have included these and more indicators, guided by the prevailing strategic results frameworks

²⁶ <http://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Lesotho%20Humanitarian%20SitRep%20April%202017.pdf>

²⁷ http://one.wfp.org/operations/current_operations/ResUpdates/200369.pdf; accessed on 16th June 2017

4.2. Evaluation Criteria and Questions

39. **Evaluation Criteria:** The evaluation will apply the international criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability.²⁸ As the overall purpose of the evaluation is to identify and assess the contribution of school feeding to developmental objectives with the aim of informing government decisions in the implementation of the school feeding policy, the application of the criteria will ensure sufficient balance in the depth and breadth in assessing effectiveness of achieving stated outcomes, efficiency with which these outcomes have been achieved (costs of school feeding and cost drivers); the contributions of these outcomes towards developmental objectives; the mechanisms through which these contributions are realised; and most importantly the relevance and potential of school feeding within prevailing policy frameworks and development context.

40. **Evaluation Questions:** The overarching question to be answered by this evaluation is “*Is there evidence that school feeding has contributed to achievement of developmental objectives in Lesotho beyond education outcomes, through which mechanisms has it done so, and what factors have influenced such contributions?*” To answer this question, a number of sub-questions have been identified as shown in table 5. During the scoping phase, the evaluation team will assess the feasibility of answering these sub-questions given the data availability, budget and time constraints. The team may reframe these sub-questions or propose additional sub-questions to enable the evaluation to answer the overarching question within the identified constraints.

Table 5: Evaluation Criteria and Evaluation Sub-Questions

Evaluation Criteria	Evaluation Questions
Effectiveness	1. To what extent has school feeding programme achieved intended outcomes for boys and girls, men and women, over the period under review?
Impact (contribution)	2. What are the long-term effects (positive or negative, intended or unintended) of school feeding on the lives of boys and girls targeted by the school feeding programme; the households of caterers that provide the school feeding services and Government-paid cooks that prepare on-site meals in WFP supported schools?
	3. Is there evidence that school feeding has contributed to increased livelihood opportunities and incomes for men and women, especially in the rural areas?
	4. Within the different regions of the country, is there evidence that school feeding is contributing (positively or negatively) towards Social protection and poverty reduction?
	5. How have contributions been influenced by differences in: <ul style="list-style-type: none"> a. Type/level of school feeding i.e. pre-primary or primary? b. Level of community involvement in the school feeding? c. Model of school feeding (WFP, caterers, National Management Agents²⁹) d. Availability of complementary services (water, sanitation, health education etc)
	6. What other factors influenced (positively or negatively) the contribution of school feeding to developmental objectives?
Efficiency	7. How much does it cost (Government and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved?
	8. What are the key cost drivers?
	9. Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with same resources?
Relevance	10. To what extent did the adaptation of the school feeding programme over time remain relevant to the needs of boys, girls, men and women, and aligned to Government priorities and WFP policies including gender policies where/as appropriate?
	11. To what extent does the school feeding programme as currently designed and implemented complement other social protection instruments in Lesotho as envisaged in the national social protection strategy and the national school feeding policy?

²⁸ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

²⁹ Noting that it is too soon to assess the NMA in any level of details considering that it is new;

	12. Within the context of the national school feeding policy, national social protection strategy and other relevant policy frameworks, what adjustments are required to the design and implementation of the school feeding programme to make it an effective shock-responsive social protection instrument while enhancing its contribution to other developmental objectives?
Sustainability	13. What are the key factors that drive sustainability of the national school feeding programme in the Lesotho context (including political-economy, economic and social factors)?

41. Gender dimensions have been mainstreamed within the proposed sub-questions as appropriate. More gender related sub-questions may be identified during the inception phase to ensure that gender dimensions of school feeding are sufficiently addressed. After the sub-questions have been agreed upon **during the scoping phase**, the evaluation team will present them in an evaluation matrix annexed to the inception report. The matrix will detail the methods that will be used to collect data to answer each sub-question, the sources of data and analysis methods. This evaluation matrix will form the core tool for structuring data collection, analysis and reporting and will guide the team through the rest of the evaluation process.

4.3. Preliminary Evaluability Assessment and Data Availability

42. **Evaluability** is the extent to which the subject can be evaluated in a reliable and credible fashion. Evaluability is high if the subject has: (a) a clear description of the situation before/at the start that can be used as reference point to measure change; (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; and (d) a defined timeframe by which outcomes should be occurring; and (e) A system for collecting and storing performance data.

43. The level of evaluability of the school feeding programme in Lesotho to meet the objectives set out in section 2.2 is assessed to be medium at this **preliminary stage**. While sufficient information exists for assessment of achievements of intended educational outcomes and the utilisation of resources over the period under review (accountability objective), there is no explicit theory of change that shows the mechanisms through which school feeding was intended to contribute to objectives beyond education; though a reading of the Lesotho national school feeding policy does implicitly reflect what the programme has been aiming to achieve through its various iterations since its inception in 1961.

44. While the Lesotho Government school feeding programme has intended to contribute to objectives beyond education as marked by design changes such as introduction of self-reliance projects, use of caterers and recently use of private sector, WFP School feeding programme documents have not explicitly included indicators related to contribution of school feeding to other objectives beyond education. (See Annex 7). As such, the availability of monitoring data beyond education outputs and outcomes is likely to be limited. The evaluation team will rely on primary data collection to answer questions related to contribution, relevance and factors driving sustainability.

45. The main sources of data to be used to answer outcomes related questions will come mainly from Government education statistics complemented by WFP monitoring data and reports that are derived from school feeding reports from the districts. The WFP Annual standard project reports provides a summary of outputs and outcomes by year and by operation (one for each operation listed in table 3). Food security monitoring data and reports are available from the annual Lesotho vulnerability assessment committee (LVAC) and will provide a reliable source of data to understand the food security situation in Lesotho.

46. Past review and evaluation reports (notably the 2016 mid-term review report; 2015 mid-term evaluation of country programme 200369 and the 2009 mid-term evaluation of development project 200199) will be a useful source of information. In addition, several relevant studies have been conducted in the recent past that will be useful for this evaluation, including: (i) A capacity gap analysis conducted in 2015; (ii) a study on the rate of return on social protection commissioned by UNICEF in 2016³⁰; (iii) Education sector diagnostics study supported by UNICEF, UNESCO and the World Bank.³¹ Finally, a report from an ongoing research on Shock-Responsive Social protection Systems by the Oxford Policy Management may be available by the time the data collection phase starts.

47. To answer the efficiency related questions, the evaluation will require a careful process of consolidating, validating and analysing all costs related to school feeding – government, WFP and community costs. This will be complemented with qualitative interviews to understand the costs drivers.

48. During the **scoping phase**, the evaluation team will expand on this preliminary evaluability assessment by:

- a. Reviewing existing documents related school feeding over the period under review and drafting a theory of change (making explicit what is currently implicit)
- b. Leading a stakeholder session to discuss the draft theory of change and build consensus on how it will be used as the framework within which school feeding in Lesotho will be evaluated to answer the overarching evaluation question;
- c. Assessing data availability and reliability from the various sources including those noted above; this assessment will inform the design of the primary data collection;
- d. Presenting an updated set of sub-questions that collectively will answer the overarching evaluation question.

4.4. Methodological Approach

49. To answer the evaluation sub-questions, a three-pronged mixed methods approach comprising of sequenced data collection processes is proposed:

- a. A careful analysis of existing quantitative and qualitative data from secondary sources including policy documents, programme documents, monitoring reports, annual project reports; past reviews and evaluations reports;
- b. Collection of quantitative and qualitative primary data through a carefully designed survey, bearing in mind that: (i) school feeding in Lesotho is national and covers all primary schools; (ii) it is implemented through three different models with one model being a small pilot that has been running for only 6 months; (iii) there is no baseline survey upon which this survey will be based and (iii) the involvement of women and men is a key element to be assessed. It is proposed to use technology that is currently in use for WFP monitoring to collect survey data in order to: a) increase efficiency of the process; and (b) enable real time preliminary analysis that may enrich preliminary analysis and exit briefings;
- c. Collection of qualitative primary data through interviews, focus group discussions, key informative interviews and other participatory methods. This may include a tracer study involving interviewing of ex-beneficiaries of school feeding programme.

50. During the scoping phase, the evaluation team will consider the above broad proposal and may propose changes to overall approach. During the inception phase, the evaluation

³⁰ Dietrich, et al, (2016), Estimation of Rates of Return (ROR) on social protection investments in Lesotho, Maastricht University

³¹ 2016, **Education sector study of Lesotho: A system at a crossroads**, A national study with the support of UNESCO, UNICEF and World Bank With funding from the Global Partnership for Education

team will identify specific methods for collecting data to answer each of the evaluation sub-questions. In doing so, the evaluation team will ensure that the methodology adopted:

- a. Employs the relevant evaluation criteria in table 5, to ensure that sub-questions are answered in a focused manner; while ensuring the right balance between depth and breadth of analysis;
- b. Demonstrates impartiality and lack of biases by relying on a cross-section of information sources (variety of documents, interview of a variety of stakeholder groups, including men and women; national and district level) and a transparent sampling process for the selection of sites to be visited during the evaluation;
- c. Uses an evaluation matrix as the organising tool to ensure all key evaluation questions are addressed, considering data availability, budget and time available;
- d. Ensures that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and reflected in the final report;
- e. Mainstreams gender equality and women's empowerment in the way the evaluation is designed, the way data is collected and analysed (as above) and findings are reported, and conclusions and recommendations are made. This will enable the team to reflect on lessons and recommendations for the conduct of a gender responsible evaluation which may be of use to future evaluations.

51. To enhance the credibility of the evaluation, the following mechanisms for independence and impartiality will be employed:

- a. The staff appointed to manage this evaluation is not responsible for the direct implementation of the school feeding activities being evaluated;
- b. An internal Evaluation Committee (IEC) chaired by the WFP Country Director has been established comprising of: Country office VAM, M&E and Programme staff and the WFP Regional Evaluation Officer (See annex 3). The main responsibility of the IEC will be to facilitate the evaluation process, provide comments to draft products (TOR, draft inception report and draft evaluation report) and approve final products. The IEC supports the evaluation manager in managing the evaluation process;
- c. An Evaluation Reference Group (ERG) chaired by the WFP Country Director has been established comprising of: members the IEC above, government representatives, UN agencies and RB technical unit representatives (see annex 4). The ERG will act in advisory capacity by bringing expertise and providing inputs into the evaluation process; reviewing and commenting on inception report and evaluation report. This will provide further safeguard against bias and/or undue influence, while enhancing overall ownership of the evaluation by key stakeholders;
- d. The evaluation team will work under the supervision of its team leader and the team leader will be accountable to the evaluation committee. The evaluation manager will provide the link between the evaluation team leader, the evaluation committee and the evaluation reference group;
- e. The evaluation schedule attached in annex 2 will guide the evaluation process, and all parties involved will ensure that sufficient time is allocated for quality assurance of all evaluation products and for stakeholders to provide feedback (see section 4.5).

52. A number of risks to the evaluation have been identified and some mitigation actions are proposed as shown in table 6. The evaluation team will need to reconsider these risks and where appropriate deepen the mitigation measures in consultation with the evaluation manager.

Table 6: Potential Risks and Mitigation Actions

Potential Risk	Mitigation actions
There may be no explicit theory of change for the school feeding other than the logical frameworks for WFP model of school feeding that provides a linear understanding of how the programme is intended to achieve education outcomes. The theory of how school feeding is intended to contribute to other objectives is largely implicit/tacit and therefore not accessible to the evaluation team;	a) A scoping phase has been planned and budgeted to allow the evaluation team pace and time to reconstruct the theory of change of change based on the evolution of the national school feeding objectives and design and stakeholder inputs; This should be validated in a session facilitated by the team leader; Annex 8 provides an example of a theory of change that was constructed for the evaluation of a WFP supported school feeding programme that does not include some of the developmental elements of the Lesotho school feeding such as employment creation.
Limited availability of key data on other indicators apart from education outcomes;	b) Design a survey to collect primary data during the field work, allocate resources for the survey and use technology to collect data to increase efficiency; ³² c) Identify proxies for indicators during the inception phase; d) Utilise data from other agencies and sources where appropriate.
Logistical difficulties in getting access to some schools/beneficiaries in some areas due to poor infrastructure;	e) Use historical data and experience of WFP and Government to carefully identify areas that may be hard to reach and devise methods to interview stakeholders via phone or other methods as well as use of with local enumerators/research assistants who may have alternative means to reach the areas
Difficulties accessing government institutional partners and representatives if the 2017 June elections result in significant changes in personnel and especially in key positions related to school feeding financing and implementation;	f) WFP country office to use their long term relationship with Government to establish means of reaching the key persons even if after the elections they may be in different positions unrelated to school feeding. g) Initial contacts with new Government ministers will give the country office a good understanding of the extent to which the team may need to contact multiple officials in new ministries;
In the absence of baseline for such indicators as household incomes of caterers, recall challenges may limit the extent to which primary data can be collected on what their incomes were before they started being engaged in school feeding in order to assess the increase in their household income;	h) The evaluation team to come up with creative methods to estimate incomes based on the economic activities in which they were engaged prior to starting the provision of catering services for school feeding; or other approaches

4.5. Quality Assurance and Quality Assessment

53. 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 the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

54. DEQAS will be systematically used throughout this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

³² WFP Lesotho uses tablets to collect monitoring data, and a recent experience in WFP Malawi where the school feeding team used this technology with support of the M&E will inform the approach

55. WFP has developed a set of Quality Assurance Checklists 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.

56. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on the draft of these TOR before they were finalise), 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 inception/evaluation reports

57. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception and evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards^[1], a rationale should be provided for any recommendations that the team does not consider when finalising the report.

58. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

59. 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 be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive \(#CP2010/001\)](#) on Information Disclosure.

60. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

61. The evaluation will proceed through five phases with key deliverables as shown in figure 1 below and detailed in Annex 2.

Figure 3: Evaluation Process Map with the 5 phases



62. The Key milestones and deliverables for each phase will be:

^[1] [UNEG 2016 Norms and Standards](#) states Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

1. **Preparation:** Relevant evaluation criteria and evaluation questions are selected based upon the purpose and objectives of the evaluation. TORs for the evaluation are developed, reviewed and finalised. The Evaluation team is recruited.
2. **Inception:** The evaluation team reviews documents and secondary data and prepares the inception report. Evaluation questions are revised and sub-questions developed and an evaluation matrix developed. Evaluation methodology is further clarified, and data collection tools developed.
3. **Data Collection:** Field work is conducted by the evaluation team with data collection guided by the evaluation matrix to ensure that all evaluation questions are sufficiently answered.
4. **Data Collection and Reporting:** Evaluation team analyses all data and information collected during field work to address evaluation questions; They prepare evaluation report based on the evaluation questions; They develop conclusions based on the findings and make recommendations;
5. **Disseminate and Follow-up:** The Government and WFP share the final report and recommendations with wider stakeholders and users.

6. Organization of the Evaluation

6.1. Evaluation Conduct

63. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the evaluation committee through the evaluation manager. The team will be hired by the WFP Lesotho country office based on the required competences (see section 6.2) and following WFP appropriate procedures.

64. The evaluation team members 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](#).³³ As the evaluation will include contact with children who are the main beneficiaries of school feeding, the evaluation team will use methods suitable to protect children.

6.2. Team composition, Competencies and Responsibilities

65. The evaluation will be conducted by a multi-disciplinary team of 2 team members and one team leader. The team should be gender-balanced, geographically and culturally diverse with appropriate skills to assess gender dimensions of school feeding as specified in the scope, approach and methodology sections of the TOR. At least one team member should have WFP experience.

66. Together, the team will include an appropriate balance of expertise and practical knowledge in the following areas:

- a) Evaluation of School Feeding/Education/social protection programmes in development context using mixed methods
- b) Social protection/safety net programming within middle income country context;
- c) Cost-Benefit analysis in general, and of school feeding programmes in particular;
- d) Gender expertise/good knowledge of gender issues in education and development;
- e) Knowledge of Southern Africa context and related capacity development issues.

³³ <http://www.unevaluation.org/unegcodeofconduct>

67. The **Team leader will be a highly experienced evaluator** with technical expertise in one of the areas listed above as well as expertise in designing evaluation methodologies for complex situations. He/she will have demonstrated experience in leading similar evaluations that combine quantitative and qualitative methods and involve evaluation subjects where Governments play a key role in funding and/or implementation. She/he must have proven leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.

68. The team leader's primary responsibilities will be: (i) conducting the scoping exercise, reconstructing the theory of change and leading a stakeholders' session to validate it; (ii) defining the evaluation approach and methodology; (iii) guiding and managing the evaluation team and taking responsibility for team performance; (iv) leading the evaluation mission and representing the evaluation team; (v) drafting, revising and finalising inception report, end of field work debriefing presentations and evaluation report in line with DEQAS; (vi) leading other dissemination sessions as may be agreed during the inception phase;

69. 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. Team members will: (i) contribute to methodology design in their area of expertise; (ii) conduct field work; (iii) participate in team meetings and meetings with stakeholders; (iv) Contribute to drafting, revisions and finalisation of evaluation products in their technical area(s).

70. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Southern African region. The evaluation team should speak and write well in English as all evaluation products will be in English.

6.3. Security Considerations

71. **Security clearance** where required is to be obtained from United Nations Department of Safety and Security (UNDSS).

- If the team will be hired through 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.
- If the evaluation will be hired as individual consultants, they will be covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.³⁴

72. No matter how the team will be hired, 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 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.

³⁴ Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

7. Roles and Responsibilities of Stakeholders

73. The WFP **Country Director** will take responsibility to:

- Assign a staff to play the role of Evaluation Manager for the duration of the evaluation (**Makhauta MOKHETHI**, Programme Associate (Nutrition) makhauta.mokhethi@wfp.org)
- Establish the internal evaluation committee and the evaluation reference group (see annexes 3 and 4)
- Approve the final TOR, inception and evaluation reports;
- Ensure the independence and impartiality of the evaluation at all stages, including ensuring that the evaluation Committee and of a Reference Group are functional;
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team;
- Organise and participate in two separate debriefings, one internal and one with external stakeholders;
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations;

74. **The evaluation Manager** will:

- Manage the evaluation process through all phases, in close consultation with and help of the evaluation committee;
- Ensure quality assurance mechanisms are operational, including submission of the products to the quality support service;
- Consolidate and share comments on the inception and evaluation reports with the evaluation team;
- Ensure that the team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
- Organise security briefings for the evaluation team and provide any materials as required

75. **Internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The members and summary of their role are listed in Annex 3.

76. **Evaluation reference group** has been formed, as appropriate, with representation from WFP, Government and UN agencies and will review the evaluation products as further safeguard against bias and influence. The members and summary of their role are listed in annex 4.

77. **The Regional Bureau** will take responsibility to:

- Assign a focal point for the evaluation. **Grace Igweta, the Regional Evaluation officer** (grace.igweta@wfp.org), will be the focal point for this evaluation;
- Identify key RB staff to be members of the evaluation reference group. These staff will participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant; participate in discussions and review products;
- Provide comments on the draft TOR, Inception and Evaluation reports;
- Support the Management Response to the evaluation and track the implementation of the recommendations;
- Identify and support opportunities for dissemination of the evaluation findings.

78. **Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss, if appropriate, WFP strategies, policies or systems in relation to school feeding;
- Comment on the evaluation TOR, inception report and evaluation report;

79. **Government Ministries** particularly those identified as having a role in the implementation of the school feeding policy will be members of the reference, and through this membership they will review and comment on the inception report and the evaluation report. While the ministry of education is a direct stakeholder of school feeding, a number of key government ministries are currently indirect stakeholders as they are hardly involved in school feeding even though the new national school feeding policy identifies them as direct stakeholders. As the evaluation is intended to inform Government decisions across ministries, these will, in consultation with and support of WFP, discuss the recommendations and their implementations for Government policy and resource allocations.

80. **Local NGOs** involved in rural development activities are indirect stakeholders of school feeding considering the wider objectives of the programme to create employment and reduce poverty in the rural areas. The evaluation team, in consultation with WFP will explore how to engage these both as sources of information as well as means of validation of key findings related to contribution of school feeding to those objectives.

81. **National Management agents** will act as key sources of information and will be by the evaluation team individually. A few representatives will also be invited for debriefings as well as future dissemination exercises as appropriate.

82. **Communities (caterers)** will act as key sources of information and will be central to exploring the questions related to contribution of school feeding programme to improving livelihoods, creating employment and reducing poverty. They will be interviewed individually as well as in focus groups. They will also be pivotal in identifying ex-beneficiaries of school feeding if tracer study is included as an element in the data collection. Within limits of literacy, some may be invited to debriefings and other dissemination exercises as appropriate;

83. **UN agencies** will be members of the reference, and through this membership they will review and comment on the inception report and the evaluation report.

84. **The Office of Evaluation (OEV)** is responsible to provide access to independent quality support service that will review the draft TOR, inception and evaluation reports from an evaluation perspective. It will also ensure a help desk function that will be accessible to the evaluation manager if required.

8. Communication and budget

8.1. Communication

85. The **Evaluation manager**, in consultation with the evaluation committee will develop a communication and learning plan that will outline processes and channels of communication and responsibilities. The evaluation manager will be responsible for:

- Sharing all draft products including TOR, inception report and evaluation report with internal and external stakeholders to solicit their feedback; The communication will **specify the date by when the feedback is expected** and highlight next steps;
- Documenting systematically how stakeholder feedback has been used in finalised the product, ensuring that where feedback has not been used a rationale is provided;

- Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
- Informing the team leader in advance the people who have been invited for meetings that the team leader is expected to attend/present and sharing the agenda;
- Sharing final evaluation products (TOR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate;

86. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will place emphasis on transparent and open communication with all key stakeholders. The evaluation team leader will be responsible for:

- Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report;
- Working with the evaluation manager to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts, and it is annexed to the inception report;
- Sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
- Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues)³⁵;
- Systematically considering all stakeholder feedback when finalising the evaluation report, and **transparently provide rationale for feedback that was not used**;

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; and the links circulated to key stakeholders a appropriate. The evaluation manager will be responsible for sharing the final report and the management response with the regional evaluation officer, who will upload it in the appropriate systems. OEV will upload the final products on the WFP intranet and public website.

88. The country director may consider holding a dissemination and learning workshop to enhance the use of the evaluation findings. Such a workshop will target key government officers and partners. The team leader will be called upon to co-facilitate the workshop.

8.2. Budget

89. **Budget:** The actual budget will be determined by the option of contracting the evaluation team that will be used and the results of the evaluability assessment during scoping phase which will dictate the extent of primary data collection required in order to sufficiently answer the evaluation questions. Consultations are still on going to determine the most appropriate option (individual consultants or firm). Considering that the decision to commission this evaluation was made after the conclusion of the 2017 budget allocation for the current trust fund, and yet the results are required before the next budgeting cycle, 70% of the evaluation budget will be funded from the contingency evaluation fund, and 30% from the funds earmarked for capacity development activities under the current budget allocation.

Please send any queries to the following contact persons:

- Makhauta MOKHETHI, makhauta.mokhethi@wfp.org
- Napo NTLOU, napo.ntlou@wfp.org
- Ntebaleng THETSANE ntebaleng.thetsane@wfp.org

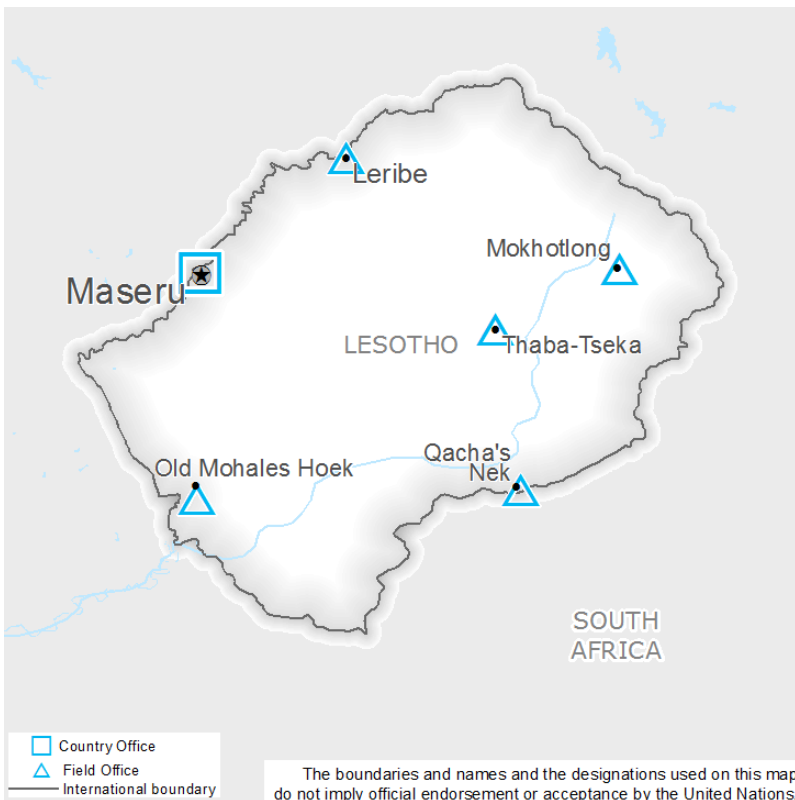
³⁵ For example, omitting names of people where appropriate, and instead stating the name of the organisation

Annexes

1a: Map with Lesotho Districts



1b: Map with WFP field offices in Lesotho



2: Evaluation Schedule and Milestones

	Phases, Deliverables and Timeline	Key Dates
	Phase 1: Preparation	
	Desk review, first draft of TOR and quality assurance	May 2017
	Submission of draft TOR to the quality support (QS) advisory service for review and feedback	29 th May 2017
	Revise the TOR based on feedback from QS	7 th June 2017
	Circulation of TOR for review and comments to stakeholders (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO)	9 th June 2017
	Hold a meeting with the Ministry of education to discuss the evaluation and the overall proposed approach	13 th June 2017
	Finalize the TOR	15 TH June 2017
	Final TOR approved by Chair of evaluation committee	15TH June 2017
	Submit TOR and contingency evaluation fund application form	15 TH June 2017
	Finalize the Identification and recruitment of evaluation team	30 TH July 2017
	Phase 2: Scoping and Inception phase	
	Briefing evaluation team (orientation call with evaluation committee)	13 th Sept 2017
	Scoping to deepen the evaluability assessment presented in section 4.3 by assess data availability/reliability and the feasibility of answering the evaluation sub-questions within time and budget constraints; reconstruct the theory of change and refine evaluation sub-questions;	18 th -04 th Oct 2017
	Stakeholder session to present and discuss the theory of change; the evaluation sub-questions and proposed methodology	05 th Oct 2017
	Finalize the draft inception report including methodology and evaluation schedule	12 th Oct 2017
	Evaluation team leader Submit draft inception report to the evaluation manager	13 th Oct 2017
	Evaluation manager check the Draft inception report for completeness, and share with the evaluation committee members for their review	16 th Oct 2017
	Evaluation manager submit the Draft evaluation report to the Quality Support (QS) advisory services for review and feedback	17 th Oct 2017
	Evaluation Manager Receive feedback from QS	23 rd Oct 2017
	Evaluation manager in consultation with the evaluation committee review the feedback from QS and share with evaluation team leader	25 th Oct 2017
	Evaluation Team Revise inception report based on QS feedback to produce draft 2	01 st Nov 2017
	Evaluation team leader Submit draft 2 of the inception report to the evaluation manager	02 nd Nov 2017
	Evaluation manager in consultation with the evaluation committee share draft 2 of the inception report with stakeholders for review and comments (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO)	3 rd Nov 2017
	Stakeholders review draft 2 of the inception report and send comments to the evaluation manager	08 th Nov 2017
	Evaluation manager in consultation with the committee share the stakeholder comments with team leader	09 th Nov 2017
	Evaluation team revise the inception report based on stakeholder comments to produce final inception report	13 th Nov 2017
	Evaluation team leader submit final inception report to evaluation manager	14 th Nov 2017
	The evaluation members review the final report before submission to the chair of the committee for approval	20 th Nov 2017
	Chair of evaluation committee, in consultation with the members of the committee approve the final inception report	22 nd Nov 2017

	EM Shares final inception report with stakeholders for information	23 rd Nov 2017
Phase 3: Data collection (SCHOOLS CLOSES ON THE 29TH NOV.17)		
	Briefing session	24 th Nov 2017
	Field work	26 th Nov- 15 th Dec 2017
	Aide memoire/In-country Debriefing PowerPoints	19 th Dec 2017
	Debriefing (internal with WFP stakeholders)	20 th Dec 2017
	Debriefing (external stakeholders)	21 st Dec 2017
Phase 4: Data Analysis and Reporting		
	Draft evaluation report	21 st Dec 2017–8 th Jan 2018
	Evaluation team leader submit Draft 1 of the evaluation report to evaluation manager	9 th Jan 2018
	Evaluation manager in consultation with the evaluation committee check report for completeness and submit to QS advisory service for review and feedback	11 th Jan 2018
	Receive feedback from Quality support services feedback	18 th Jan 2018
	Review Feedback from QS, review and share with evaluation team leader	22 nd Jan 2018
	Evaluation team revise evaluation report based on QS feedback to produce draft 2	29 th Jan 2018
	Evaluation team leader submit revised draft 2 of the evaluation report to the evaluation manager	29 th Jan 2018
	Share evaluation report with stakeholders for their review and comments (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO, UNESCO) ³⁶	31 st Jan 2018
	Stakeholders review draft 2 of evaluation report and submit comments to the evaluation manager	6 TH Feb 2018
	Evaluation manager in consultation with the evaluation committee consolidate comments and submit to team leader	9 th Feb 2018
	Evaluation team revise evaluation report to produce final report	15 th Feb 2018
	Evaluation team leader submit final evaluation report to evaluation manager	16 th Feb 2018
	Evaluation manager in consultation with the evaluation committee checks the final report against the stakeholder comments, if OK submits to EC chair for approval ³⁷	20 th Feb 2018
	Chair of EC approves the evaluation report	23 rd Feb 2018
	Share the report with stakeholders (ministries of education, ministry of social development, health, ministry of Development planning, UNICEF, FAO, UNESCO) ³⁸	27 th Feb 2018
Phase 5: Dissemination and follow-up		
	Country office management prepare management response to the evaluation recommendations in consultation with the stakeholders; submit to RB for review and comments	16 th Mar 2018
	RB review the MR and provide feedback	23 rd Mar 2018
	Country office management finalize the MR based on feedback from the RB	30 th Mar 2018
	The evaluation report and the management response are published in the intranet and external website	16 th April 2018

3: Evaluation committee Purpose and List of Members

The evaluation committee (EC) is a temporary mechanism established to facilitate the evaluation management process. The overall purpose of the committee is to ensure a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy (2016-2021). It will achieve this by:

- a. Supporting the evaluation manager throughout the process, including resolving any issues that may affect the quality of the evaluation
- b. Making decisions on evaluation budget, funds allocation and selection of evaluation team;
- c. Reviewing evaluation deliverables (TOR, inception report and evaluation report) and submitting them for approval by the CD/DCD
- d. Lead the preparation of the management response to the evaluation recommendations to ensure that the findings of the evaluation inform decision making in the implementation of the CP and the design of subsequent interventions.

The evaluation committee will be composed of:

1. Chair: Mary Njoroge; The Country Director
2. Secretary: Makhauta MOKHETHI, Programme Associate (Nutrition)

Members:

1. Likeleli PHOOLO, VAM/M&E
2. Nthomeng MAHAO, M&E
3. Napo NTLOU, Programme (School Feeding)
4. Ntebaleng THETSANE, Programme (School Feeding)
5. Grace Igweta, Regional Evaluation Officer

4: Evaluation Reference Group Purpose and List of Members

The Evaluation Reference Group (ERG) is a temporary mechanism established to facilitate stakeholder's systematic engagement in the evaluation process. The overall purpose of the reference group is to support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy (2016-2021). It will achieve this by:

- a) Providing a systematic mechanism for engaging stakeholders in the evaluation process;
- b) Reviewing draft evaluation products and providing feedback;
- c) Attending the debriefing sessions to discuss preliminary findings;
- d) Attending other dissemination sessions as required, and support use of evaluation findings

The evaluation reference group will be composed of:

- 1) Chair: Mary Njoroge; the WFP Lesotho Country Director
- 2) Secretary: Makhauta MOKHETHI, Programme (Nutrition)

Members:

1. Makhauta MOKHETHI, Programme (Nutrition) and the Evaluation Manager;
2. Likeleli PHOOLO, head of VAM/M&E; Alternate: Nthomeng MAHAO, M&E;
3. Napo NTLOU, Programme Officer (School Feeding) Alternate: Ntebaleng THETSANE, Senior Programme Assistant, (School Feeding)
4. TrixieBelle NICOLLE WFP RB Programme officer (School Feeding);
5. Charles INWANI, WFP Regional programme advisor (social protection);
6. Ministry of Education and Training
7. Ministry of Social development
8. Ministry of Health
9. Ministry of Agriculture and food security
10. Ministry of Local Government
11. UNICEF
12. FAO

5: Lesotho Progress towards achieving MDGs (2013 Report)

GOAL	TARGET	INDICATOR	BASELINE	CURRENT	2015 Target	PROGRESS
Eradicate Extreme Poverty and Hunger	Halve the proportion of people whose income is less than a dollar a day	Proportion of people below the poverty line	66.6 %	57.1%	29%	Off Track
		Unemployment Rate	28.7%	25.3%	15%	Off Track
	Halve the proportion of people who suffer from hunger	Proportion of people vulnerable to food insecurity	29%	39%	No target	No target
		Prevalence of underweight children under 5	15.8%	13.2%	8%	Slow Progress
Achieve Universal Primary Education	Ensure that all children are able to complete primary education	Net Enrolment Rate	82%	82.1%	100	Slow Progress
		Proportion of pupils who reach last grade of primary school	61.2%	65.5%	100	Slow Progress
		Literacy rate among 15-24 year olds	M: 82.5% F: 96.1%	M: 87.4% F: 98.2%	100	On Track
Promote Gender Equality and Empower Women	Eliminate gender disparity in education by 2005 and at all levels no later than 2015	Primary education (girls/100 boys)	101	105	100	On Track
		Secondary education (girls/100 boys)	128	133	100	Off Track
		Tertiary education (girls/100 boys)	118	146	100	Off Track
		Proportion of seats held by women in the National Assembly	10.6%	25%	30%	Slow Progress
		Share of women in non-agricultural wage employment	34.4%	56.1%	50%	On Track

GOAL	TARGET	INDICATOR	BASELINE	CURRENT	2015 Target	PROGRESS
Reduce Child Mortality	Reduce by two-thirds the under-five mortality rate	Under-five mortality rate (per 1000 live births)	113	117	37	Off Track
		Infant mortality rate (per 1000 live births)	81	91	27	Off Track
		Proportion of 1 year olds immunized for measles	71.3%	69.6%	100%	Off Track
Improve Maternal health	Reduce by three-quarters the maternal mortality ratio	Maternal Mortality Rate (per 100,000)	419	1,155	93	Off Track
		Proportion of births attended by skilled health personnel	60%	61.7%	80%	Slow Progress
		Antenatal care coverage (at least 1 visit)	85.2%	92%	100%	Slow Progress
		Contraceptive Prevalence Rate among married women (15-49)	36.1%	47%	80%	Slow Progress
		Unmet need for family planning	30.9%	23%	No target	No target
Combat HIV and AIDS and TB	Halt and begin to reverse spread of HIV and AIDS	Prevalence among adults (15-49)	25%	23%	No target	No target
		Prevalence among youth (15-24)	11.3%	9.3%	No target	No target
		Condom use at last high-risk sex among adults	M: 48.6% F: 41.9%	M: 50.5% F: 38.5%	M: 80% F: 70%	Slow Progress
		Proportion of adults who have ever been tested and received results	M: 9.1% F: 12%	M: 38.5% F: 65.6%	No Target	No target
		Youth with comprehensive correct knowledge of HIV and AIDS	M: 18.4% F: 25.8%	M: 28.7% F: 38.6%	85%	Slow Progress
		Adult Antiretroviral Coverage Rate	16%	59%	80%	Slow Progress
		ARV Coverage among children (under 15)	22%	24%	95%	Slow Progress
		Mother to Child Transmission Rate	6%	8.8%	97%	Slow Progress
	Halt and begin to reverse incidence of TB	Incidence of TB per 100,000	-	633	No target	No target
		Prevalence of TB per 100,000	249	402	No target	No target

GOAL	TARGET	INDICATOR	BASELINE	CURRENT	2015 Target	PROGRESS
Ensure Environmental Sustainability	Halve the proportion of people without access to safe drinking water and basic sanitation	Population with access to safe drinking water	80.6%	82%	91%	Slow Progress
		Population with access to basic sanitation	24%	55%	38%	On track
	Reverse loss of environmental resources	Proportion of Arable land	10.1%	9.6%	No target	No Target
		Proportion of land covered by forest	1.3%	1.6%	5%	Slow Progress
		Proportion of Energy Needs met using biomass	66%	57%	No target	No target
Develop a Global Partnership for Development	Develop further an environment conducive for beneficial trade and investment	ODA as a proportion of Lesotho GNI	3.8%	9%	No Target	No Target
		ODA per capita (current USD)	\$20	\$121	No Target	No Target
		Proportion of ODA that is untied	-	96%	No Target	No Target
		Proportion of ODA allocated to social services	60.4%	91.1%	No Target	No Target
		Share of Exports in GDP	-	36.6%	No Target	No Target
	Make available the benefit of new technology in cooperation with the private sector	Mobile lines per 100	0.4	84	No Target	No Target
		Internet users per 100	0.2	4.5	No Target	No Target
		Average availability of essential medicines at all hospitals	74%	77.7%	No Target	No Target

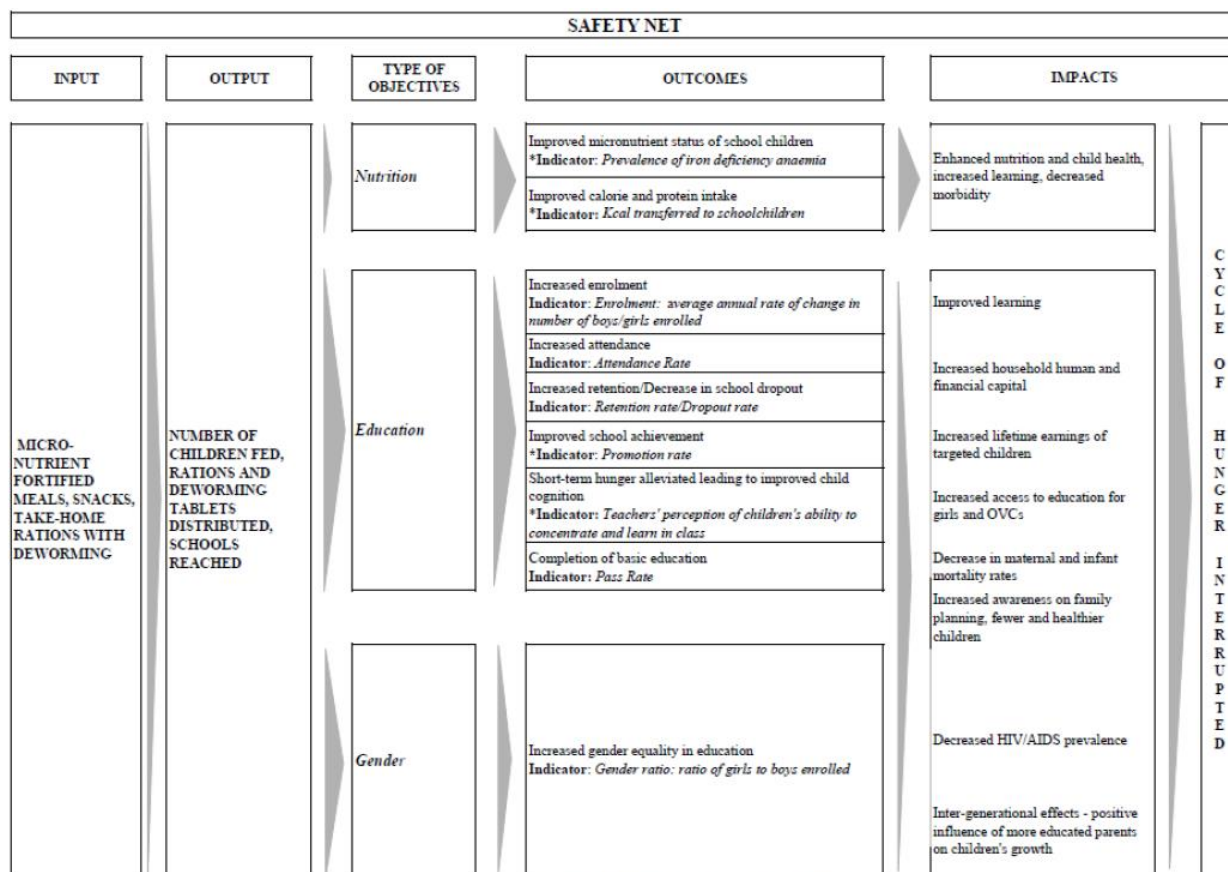
6: Proposed Core Social Protection Implementation Plan

Life-course stage	Pregnancy & early childhood	School age & youth	Working age	Old age	Disability & chronic illness	Shocks
Core social assistance programme	Infant grant	Child grant	Seasonal employment guarantee	Old age pension	Disability grant	Public assistance grant
2014/15	Planning and design	CCT pilot; expand to all districts	Coordination and concept	Increase value of transfer	Mapping and design	Review and re-design
2015/16	Universal pilot in one district	Increase coverage to 15% of HHs w/ children	Piloting	Reduce age of eligibility to 69	Cover 25% of those with severe disability	Transfer PWDs to disability grant
2016/17	Three more districts	Increase coverage to 20% of HHs w/ children	Piloting		Cover 50% of those with severe disability	Continue PA grant as temporary safety net
2017/18	Three more districts	Increase coverage to 25% of HHs w/ children	Negotiation of funding for scale-up	Reduce age of eligibility to 68	Cover 75% of those with severe disability	Continue PA grant as temporary safety net
2018/19	Final three districts	Increase coverage to 30% of HHs w/ children	Design of national scale-up		Cover 100% of those with severe disability	Continue PA grant as temporary safety net
Situation in 2018/19	Universal infant grant to all pregnant women and mothers of under-2s	Poverty-targeted child grant to all extreme poor HHs with children (30%)	Design and funding in place for national seasonal employment guarantee scheme	Universal old age pension to all over-68	Universal disability grant to all with a severe disability	PA grant available as temporary safety net to all suffering personal/HH shocks
Cost in 2018/19	M366 million	M249 million	[not costed in Phase 1]	M497 million	M127 million	M35 million
as % of GDP in 2018/19	1.13	0.77	0.00	1.53	0.39	0.11
Vision for 2025	Universal infant grant to all pregnant women and mothers of under-2s	Poverty-targeted child grant to all poor HHs with children (50%)	National seasonal employment guarantee scheme	Universal old age pension to all over-65	Universal disability grant to all with a severe disability	PA grant available as temporary safety net to all suffering personal/HH shocks

7: Logical Framework: School Feeding Outputs and Outcomes

Trust Fund 200771 School Feeding (Primary)		
Strategic Objective 4 : Reduce undernutrition and break the intergenerational cycle of hunger		
Goal 2: Goal 2: Increase access to education and health services, contribute to learning and improve nutrition and health for children, adolescent girls and their families		
<p>Outcome 2.1 Increased equitable access to and utilization of education</p>	<ul style="list-style-type: none"> ➤ Enrolment rate of boys and girls: average annual rate of change in number of girls and boys enrolled in WFP assisted primary schools. Baseline: Boys 4% Girls -0.3% (2014) Target: Boys 6% Girls 6% (2017) ➤ Retention rate of boys and girls Baseline: Boys 93% Girls 96% (2014) Target: Boys 96% Girls 98% (2017) 	<ul style="list-style-type: none"> - Continued government commitment to School Meals Programme.
<p>Output 2.1.1 Food, nutritional products, non-food items, cash transfers and vouchers distributed in sufficient quantity and quality and in a timely manner to targeted beneficiaries</p>	<ul style="list-style-type: none"> ➤ Number of boys and girls receiving food assistance, as % of planned ➤ Quantity of food assistance distributed, disaggregated by type, as % of planned Quantity of non-food items distributed, disaggregated by type, as % of planned 	
<p>Outcome 2.2 Ownership and capacity strengthened to reduce undernutrition and increase access to education at regional, national and community levels</p>	<ul style="list-style-type: none"> ➤ National capacity index Baseline: 13 (2013) Target: 15 (2017) 	<ul style="list-style-type: none"> - The project is fully resourced. - Line ministries and NGOs support the initiative. - Expertise available to provide the trainings.
<p>Output 2.1.2 Policy advice and technical support provided to enhance management of food security, nutrition and school feeding</p>	<ul style="list-style-type: none"> ➤ Number of government and potential national agent staff trained by WFP in School meals programme design, implementation and other schools meals-related areas – technical/strategic/managerial – disaggregated by sex and type of training ➤ Number of technical assistance activities provided, by type 	
CROSSCUTTING RESULTS AND INDICATORS		
<p>Partnership Food assistance interventions coordinated and partnerships developed and maintained.</p>	<ul style="list-style-type: none"> ➤ Proportion of project complementary activities implemented with the engagement of complimentary partners Target: 100% ➤ Amount of complementary funds provided to the project, by partners, (including NGOs, civil society, private sector organisations, international financial institutions and regional development banks) Target: ➤ Number of partner organisations that provide complementary inputs and services Target: 7 	<ul style="list-style-type: none"> - Advocacy by WFP and Partners' commitment to foster partnership with WFP

8: Example of a Theory of Change for School Feeding³⁶



CYCLE OF HUNGER INTERRUPTED

³⁶ Source: Terms of Reference for Mixed Methods Impact Evaluation of WFP's School Feeding Programme In the Gambia (2001-2010); <https://docs.wfp.org/api/documents/b0541a9748a34aa8b05b6e0b606b2650/download/>

SAFETY NET				
INPUT	OUTPUT	TYPE OF OBJECTIVES	OUTCOMES	IMPACTS
MICRO-NUTRIENT FORTIFIED MEALS, SNACKS, TAKE-HOME RATIONS WITH DEWORMING	NUMBER OF HOUSEHOLDS BENEFITING FROM SCHOOL FEEDING	Value Transfer	<p>Increased household income *Indicator: Monetary value of food transferred</p> <p>Improved household food consumption Indicator: Household food consumption score</p>	<p>Improved food security</p> <p>Increased investments in household productive assets</p> <p>Improved health/nutrition status of non-school going children and other household members</p> <p>Decrease in reliance on negative coping mechanisms</p> <p>Decrease in child labour participation</p>
POLICY, PLANNING AND TECHNICAL ADVICE TO GOVERNMENTS	PROVISION OF CAPACITY DEVELOPMENT ASSISTANCE TO COUNTRY ENTITIES INVOLVED IN SCHOOL FEEDING	Capacity Development	<p>Strengthen government capacity to plan for and implement School Feeding *Indicator: Action plan and milestones to reach the 8 school feeding quality standards i) sustainability; ii) sound alignment with national policy frameworks; iii) stable funding and budgeting; iv) needs-based, cost-effective programme design; v) strong institutional and implementation arrangements; vi) local production and sourcing; vii) strong partnerships and inter-sector coordination; viii) strong community participation and ownership</p>	<p>Improved effectiveness of school feeding policies and programmes to reduce hunger</p>
COMPLEMENTARY ACTIVITIES	LOCAL PROCUREMENT	School Feeding as a Platform for Complementary Activities Providing Wider Socio-Economic Benefits	<p>Increased farmer income and marketing opportunities with local procurement and processing for school feeding *Indicator: Food for school feeding purchased locally, as % of food distributed for school feeding in-country</p>	<p>Food assistance transformed into a productive investment in local communities - Improved local economies</p>
	ESSENTIAL PACKAGE		<p>Essential Package interventions at school (safe water, fuel-efficient stoves, woodlots) promoted *Indicator: Proportion of schools with assets in place</p>	<p>Wider socio-economic benefits (reduced fuelwood consumption and carbon footprint, improved school infrastructure, improved education environment)</p>
	SCHOOL INFRASTRUCTURE		<p>School infrastructure (schools, school kitchens, access roads) promoted *Indicator: Proportion of schools with school assets in place</p>	

* Project specific Indicators not currently appearing in the Strategic Results Framework

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Acronyms

AIDS	Acquired Immuno Deficiency Syndrome
CD	Country Director
CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
ECCD	Early Childhood Care and Development
EQAS	Evaluation Quality Assurance System
ERG	Evaluation Reference Group
FAO	Food and Agriculture Organization
FMU	Food Management Unit
GDP	Gross Domestic Product
HGSF	Home Grown School Feeding
HIV	Human Immunodeficiency Virus
HQ	Headquarters
IEC	Internal Evaluation Committee
LNOC	Lesotho National Olympic Committee
LVAC	Lesotho Vulnerability Assessment Committee
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoET	Ministry of Education and Training
MTR	Mid-Term Review
NGO	Non-Governmental Organization
NMA	National Management Agents
OEV	Office of Evaluation
PPT	PowerPoint Presentation
QS	Quality Support
RB	Regional Bureau
TOR	Terms of Reference
UN	United Nations Children's Fund
UNCT	United Nations Country Team
UNDSS	United Nations Department of Safety and Security
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations
VAM	Vulnerability Assessment Mapping
WASH	Water and Sanitation Hygiene
WFP	World Food Programme