
Decentralized Evaluation Quality Assurance System (DEQAS)

Terms of Reference

End-line evaluation of

**USDA Local Regional Procurement project in Nalae District,
Luangnamtha Province of Lao PDR**

from January 2017 to June 2019

WFP Lao PDR

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1. Introduction

1. These Terms of Reference (TOR) are for an endline evaluation of Local Regional Procurement (LRP) project of the United States Department of Agriculture (USDA) in Nalae District, Luangnamtha Province of the Lao PDR. This evaluation is commissioned by the WFP Lao PDR and will be undertaken from July to December 2019. This is a decentralized activity evaluation and will be commonly referred to as “the evaluation” in this document.
2. These TOR are prepared by the M&E section of the WFP Lao PDR, based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
3. The purpose of the evaluation is to review and take stock of the program implementing experience and the implementing environment, assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meet its stated goals and objectives, review the results frameworks and assumptions, document lessons learned, and discuss necessary improvements in the event this approach is replicated in another geographic area.¹
4. WFP and USDA signed the agreement on LRP in January 3rd, 2017. USDA has allocated a little below \$1million for donations of financial assistance through LRP 439-2016/020-00 for FY2017/2018. Project implementation started with capacity strengthening in April 2017, and the baseline assessment was conducted in February 2017. The project will end by 30 June 2019².
5. The LRP was designed as a potential sustainable school feeding model, where it was assumed that if communities would be strengthened through agricultural extension in producing different kinds of vegetables for household consumption, and for selling on a market (in this case mainly the school), there would be several multiple benefits 1) the supply for fresh foods for schools lunch either as donations or sold to the schools would increase; 2) the households and children in the schools would have an increased intake of vegetables and greens; 3) the farmer groups could apply agricultural techniques continuously after the project and see the benefits in organising themselves in groups; 4) the communities understanding of the advantage of school lunch could increase facilitating increased ownership of school lunch implementation by the communities and; 5) promote equal access to agricultural extension and training for male and female farmers. Beyond technical assistance, the LRP includes a cash-based grant for schools to purchase fresh foods from the assisted farmer groups. The LRP is targeted to communities with school meals in Nalae District of Luangnamtha Province. It was chosen due to its rural and remote location and with better access to water sources than many other districts³. Nalae population is pre-dominantly Khmu ethnic groups which is part of the ethnic minorities.
6. The original USDA LRP project document and the baseline study did not include a Gender Analysis (GA), and the evaluation team is expected to assess how the project took account of gender. The evaluation will follow the UNEG 2016 Norms and Standards on Human Rights and gender equality throughout its process.
7. The evaluation process within WFP will be managed by an internal evaluation manager appointed by WFP Lao PDR Country Director. This evaluation manager will be the main focal point for day to day contact during the evaluation period. An independent evaluation firm will be contracted to carry out the evaluation and will appoint their own evaluation manager in accordance with normal practice.

¹ USDA Monitoring and Evaluation Policy, 2013

² A “No-Cost Extension” letter already submitted to USDA.

³ Later some communities merged, were moved, change of district-line reducing the number of villages receiving support but such Government of Lao decisions only took place after the project was agreed. In addition, the initial proposal was for two districts but as funding was cut in half, WFP decided to focus on one district (less costly with trainings and involvement of provincial and district staff).

Appropriate safeguards to ensure the impartiality and independence of the evaluation are outlined within these TOR.

8. The evaluation will provide an evidence-based, independent assessment of performance of the LRP project and associated interventions, to capture lessons learned and understand if the activities should be duplicated in other areas.
9. The ToR will be finalized on the basis comments received from the Evaluation Reference Group on the draft version. The final ToR will be then approved by the Internal Evaluation Committee. The evaluation shall be conducted in conformity with the TOR.

2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

2.1. Rationale

1. As per USDA requirement, the “LRP” project design included an end-line evaluation to critically and objectively evaluate the implementation and performance with an eye to generating recommendations, that enable replications in other geographic areas.
2. WFP Lao PDR is commissioning this activity evaluation to evaluate the on-going LRP activity, its design, implementation, current results, and associated interventions for the purposes of accountability and learning. This evaluation to take place from July to December 2019. The field data collection is to be completed in September 2019.

2.2. Objectives

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – This evaluation will assess and report on the USDA LRP performance and results of the implementation of LRP in Lao PDR by comparing changes from baseline to end-line.
- **Learning** – This evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive good practices and lessons learnt. It will provide evidence-based findings to inform future operational and strategic decision-making. The evaluation is also an opportunity to learn about the relevance and effectiveness of capacity strengthening in many of LRP activities and the link to school lunch programme and contribution to the food security and nutrition of women, men, girls, and boys. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems.

2.3. Stakeholders and Users

1. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the awarded evaluation team as part of the Inception phase.
2. Accountability to affected populations, is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s work. As such, WFP is committed to ensuring gender equality and women’s empowerment (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

Table 1. Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Lao PDR	Responsible for the country level planning and operations implementation, it has a direct stake in the evaluation and an interest in learning from experience to inform decision-making and future project design. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) for Asia and the Pacific based in Bangkok	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officer supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP HQ Policy and Programme	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. Among the beneficiaries receiving capacity strengthening are women and men smallholder farmers and the women and men members of Village Education Development Committee. The level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
Government of Lao PDR	The Government has a direct interest in knowing whether WFP activities in the country are aligned with national priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Ministry of Agriculture and Forestry (MAF), and Ministry of Education and Sports (MOES) are partners in the design and implementation of WFP Local Regional Procurement and School Meals activities.

	At sub-national level, Provincial Education and Sports Services (PESS), District Education and Sport Bureau (DESB), Provincial Agriculture and Forestry Office (PAFO), District Agriculture and Forestry Office (DAFO), Provincial Health Office (PHO), and District Health Office (DHO), all of these sub-national government institutions play key roles at implementation level.
UN Country team	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
NGOs [Catholic Relief Services, Big Brother Mouse]	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
Donors [USDA, Australian DFAT, JICA]	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. USDA has specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions. That is the main reason for including USDA in the Evaluation Reference Group.
Others	A wide range of actors, such as local suppliers, school administrators and local communities, are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. WFP-Lao PDR also has established partnerships with the World Bank, Australian DFAT, UNFPA, UNICEF, FAO, and Lao Women Union to achieve project objectives. Their respective perspectives will be sought during the evaluation as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.

3. The primary users of this evaluation will be:

- a. The WFP Lao PDR and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships
- b. USDA as funder for the project and the evaluation.
- c. The Regional Bureau Bangkok (RBB) is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- d. WFP HQ may use evaluations for wider organizational learning and accountability
- e. OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- f. The government is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance. The Lao Ministry of Agriculture and Forest and Ministry of Education and Sports will use evaluation findings as input for its handover strategy.
- g. Other implementing partners such as DFAT and UN agencies such as UNICEF and UNFPA as well as The World Bank will be interested in the results of the evaluation.

3. Context and subject of the Evaluation

3.1. Context

1. Lao PDR has 6.8 million population and is expected to graduate to become a Middle-Income Economy⁴ in the next several years, Poverty rate is 23% and has Human Development Index rank of 137⁵. Mortality rates are high (under 5 mortality rate stands at 46 per 1000)⁶ and both life expectancy (65 years for women and 62 years for men). National literacy rates for young men (15 to 24 years) surpass women at 84.6 percent compared to 76.5 percent⁷. According to the 2015 International Food Policy Research Institute (IFPRI) Global Hunger Index rates hunger levels for Laos as 'serious' with Laos ranked 76 out of 104 countries⁸. Currently, 21 percent of children are underweight, and 33 percent of children are stunted and wasting stands at 9 percent. Micronutrient deficiencies also affect large parts of the population with IFPRI (2014) reporting the prevalence of anaemia in school-aged children as 'severe' and anaemia in pregnant and lactating women (PLW) at 45.3 percent⁹. In 2017 the level of Anaemia among Women of Reproductive Age is 39.8 percent.¹⁰
2. Nalae is a remote district of ethnic Khmu communities in the northern Luangnamtha Province, where stunting rates¹¹ are high (39.5%) compared to the national average (36.5%). Ninety eight percent of Nalae District consists of mountainous terrain. As such, a majority of the population are smallholder farmers practicing upland rice farming and raising small livestock. Upland paddy requires hard labour to grow rice on steep slopes. Upland rice farming is also very vulnerable to climate shocks and food insecurity. In short, majority of women and men small-holders farmers in district of Nalae are very vulnerable to climate shocks and food insecurity. Livelihoods in Nalae are not diverse. Some farmers have grown rubber and foraged for nontimber forest products to earn additional income. But rubber prices in recent years have dropped drastically, and non-timber forest products have become scarce because of unsustainable foraging, adding to the vulnerability of farmers to food insecurity and climate change.
3. In relation to GEEW, Lao's Gender Inequality Index¹² ranks 106 out of 159 countries in 2015. In 2016, United Nations confirmed Laos has one of the highest rate of Child, Early, and Forced Marriages (CEFM) in the region¹³. One third of women marry before age 18, while one tenth marry before age 15. Lao PDR is more rural in character than any other country in South East Asia. More than three quarters of the total population lives in rural areas and depends on agriculture and natural resources for survival¹⁴. Geographical isolation fosters a persistent cultural environment effectively contributing to the continuation of CEFM. A UNPFA report¹⁵ noted that young girls growing up in isolated minority communities that were not integrated into a wider society saw marriage as their only option, partly because they were not aware of other options, and were not able to speak Lao-Thai, the national

⁴ Lao PDR GDP per capita 2,353 (2016), and GNI per capita USD 5,920 (2016), the fastest growing economies in the East Asia and Pacific region and the 13th fastest growing economy globally.

⁵ Human Development Report 2017

⁶ Lao Social Indicator Survey, 2017

⁷ Lao Social Indicator Survey, 2017

⁸ Ministry of Health 2013

⁹ Ministry of Health, Lao Statistics Bureau, UNICEF and WFP, 2015

¹⁰ Lao Social Indicator Survey, 2017

¹¹ No breakdown data by sex available for these nutrition rates

¹² Gender Inequality Index (GII) can be interpreted as the loss in human development due to inequality between female and male achievements in the three dimensions, i.e. female seats in parliament, population with at least some secondary education, labor force participation rate.

¹³ World Vision report on situational analysis of child, early, and forced marriages on Vietnam, Laos, Myanmar, and Cambodia (2016).

¹⁴ www.ruralprovertyportal.org/country/home/tags/laos.

¹⁵ [http://ecca.unpfa.org/sites/default/files/pub-pdf/Child Marriage EECA Regional Overview.pdf](http://ecca.unpfa.org/sites/default/files/pub-pdf/Child%20Marriage%20EECA%20Regional%20Overview.pdf)

language, to effectively communicate with people outside of their isolated community. This shows the important linkages between achieving SDG 2, 4, and 5.

4. Around a quarter (28%) of Nalae District population is below the poverty line, higher compared to the national average. Nalae District is at risk of natural disasters, specifically floods and landslides, for which the population has a demonstrated need for resilience building strategies such as crop diversification.
5. WFP, together with ministry and partners, have implemented the implementation of the USDA LRP programme in Nalae District of Luangnamtha since 2017 in the 49 target schools allowing for sufficient assistance in implementing the agricultural and behaviour changes necessary for successful and sustainable support to schools and impacts in communities. Ministry of Agriculture and Forest provides guidance on the diversity and quantity of seeds or cuttings required and on procurement of such. Whereas, Ministry of Education and Sports incorporated the crops which have been planted within the community into the Nutrition and School Agriculture curriculum.

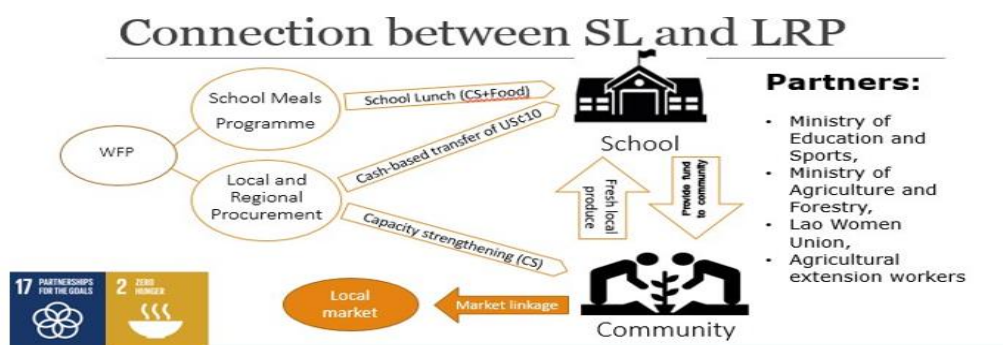
Table 2. Population profile of Nalae District, Luangnamtha Province

Total population ¹⁶	23,819
Population (individuals)	
- Urban	2,309
- Rural	13,759
- Rural without road	7,751
Poverty Headcount Ratio	27.9

6. In 2017, the baseline of the project was conducted. The baseline covered 5 villages in 3 areas. Baseline data from 1 village not receiving assistance was also included. Some of the findings were:
 - 3 out of the 5 villages rely on rice as the main source of income, rubber is the second highest source of income which is a risk, specifically for Phouhong village who are primarily dependent on rubber for their livelihoods.
 - Overall, there is a 60% dependency on food assistance.

3.2 Subject of the evaluation

Diagram 1. Linkages between LRP and WFP School Lunch programme.



1. Table 3 below shows the subject of this evaluation. The LRP provides the critical capacity strengthening to the small-holder women and men farmers in 49 targeted villages to enable them to form farmers groups and able to support school lunch programme and link to local markets. Diagram 1 shows connection between WFP School Lunch programme and LRP and in Annex 4 – USDA LRP result framework shows the logical links of project objective, outcomes and outputs.

¹⁶ Source: Lao PDR’s “Results of Population and Housing Census, 2015 – Lao Statistic Bureau. Sex disaggregated data based on additional information from 2010 Lao Census of Agriculture: male 10,739; female 11,190, total 21,929.

Table 3. Subject of the LRP end-line evaluation

S/N	Subjects	USDA LRP
1	WFP USDA-LRP	Nalae District within Luangnamtha Province
2	WFP contribution	<ul style="list-style-type: none"> ○ Cash-Based Transfer for primary and pre-primary students in 47 schools ○ Seeds and agricultural tools for local farmers ○ Cooking utensils for schools ○ Agriculture education and trainings ○ Community exchange visits to best performing communities
3	Main activities	<p>WFP assistance from April 2017 up to February 2019 consists of:</p> <ul style="list-style-type: none"> ➤ Trainings A, 1-day training for VEDC members: the training on program information and modality, menu development, inventory, cash management and budgeting, as well as nutrition. In the meantime, a province-wide introductory training was delivered to MoES staff at the provincial level and to representatives of each school. ➤ Training B, 1-day training for farmers: the training led by LWU and MAF partners provided the introduction of various crops and their preparation and taste. As many farmers plant a limited variety of crops, with reliance on rice; it was key to provide an understanding of the final product, its uses, and its nutritional value. <p>MAF provided guidance on the diversity and quantity of seeds or cuttings required and on procurement of such. The selection of commodities to be planted in each area which relied heavily on 1) the nutritional needs, micro and macro nutrients and proteins, 2) culturally acceptable foods, and as well as 3) supplying equally nutritional meals year-round. Each community grew a large variety of complementary foods to meet these particular needs. MAF also provided clear instruction on the preservation of seeds for future crop cycles and plantings.</p> <p>MoES incorporated the crops planted within the community into the Nutrition and School Agriculture curriculum. For full integration into the schools, seeds for the crops were provided.</p> <ul style="list-style-type: none"> ➤ Training C, 2-days training on agriculture education for farmers: MAF staff met with small groups of farmers to illustrate and trained on the particular life-cycle of the crops that they were specifically growing; the training included providing seed or cuttings, identifying the best environment for various crops, preparing soil, daily care, and harvesting. A focus was made on the plant life cycle and propagation of the crop, emphasizing the necessary steps and activities to obtain seeds or necessary material for future crop planting. The training also discussed natural pest control and fertilizing in addition to introducing storage basics for the produce. <p>These trainings continued on a cyclical basis, according to the proper planting season of crops and the corresponding harvest cycle. Seed management continued to be a strong focus for continuity of the</p>

program; as it is also a component of the MGD supported curriculum development of Nutrition and School Agriculture for primary education, the crops planted in the community was also integrated into the teaching.

- **Training D, 2-to-3-days on expert assistance:** trainers from the partner organizations provided direct support to farmers for the following period to offer maximum support in the successful preparation and planting of the commodities.
- **Training E, 1-day on cooking in community and cash management:** WFP, in collaboration with LWU, conducted cook training in communities. The provision of the MGD project was for cooking to be assigned on a rotating basis within the community, so all members of the community took turns producing the meals; kitchen and cooking utensils were provided. This training integrated only the newly available crop production into meals. There was also dedicated time for assistance in the development of a variety of menus. Inventory control, budgeting, and cash management were also addressed. At this time, WFP assisted in opening and understanding a bank account.
- **Cash Transfer to schools for purchase of fresh foods for school lunch:** WFP have begun the Cash Based Transfers of 800kip per student per day to the participating schools since January 2017. A VEDC identified members withdrew necessary funds for the weekly preparation of the school meals and purchased the necessary commodities from within the local community according to the previously prepared menu. Farmers sold the commodities to the local school.
- **Partner monitoring and exchange visits:** In the spring of 2018, exchange visits between the LRP-funded schools and nearby MoES or WFP CBT schools began. The region of Oudomxay, a neighboring province, where there was a NSMP which was receiving the cash transfers; the region was also closer to reaching self-sustaining school meals and could offer suggestions in the management of the meals and menu development. LRP-funded schools could offer suggestions on the growth of nutritious crops and storage. The lessons learned through the program was shared and exchanged, with the opportunity for integrating alternatives into the village systems with the support of WFP, MoES, and MAF staff while the program was on-going.

VEDC members and farmers were given opportunities to share the experience and expectations for the future. Representatives from each village were invited to participate in a district-wide session of feedback and close-out of the program. Schools were invited to participate in the production of a calendar with particular note to seasonal crops, including recipes and notes on the preparation of nutritious school meals. The calendar was published and distributed to schools nationwide.

4	Number of villages	49 villages ¹⁷
5	Type of beneficiaries in Nalae	<ul style="list-style-type: none"> • Women and men small-holder farmers at 49 villages that contributes toward 47 schools. • Primary and Pre-primary students receiving School Lunch through Cash Transfer to their respective schools for buying fresh food for school lunch
6	Number of beneficiaries	<ul style="list-style-type: none"> • 500 small-holder farmers trained (Equivalent to 12% of total 4,507 small-holder farmers in Nalae) • 3,753 students or 100% (of which 1,895 girls and 1,858 boys) of primary and pre-primary schools in 47 schools
7	Partners	<p>Main partner:</p> <ul style="list-style-type: none"> - Ministry Agriculture and Forestry (MAF) - District Agriculture and Forestry Office (DAFO) - Department of Technical Extension and Agro-processing (DTEAP) - Ministry of Education and Sports (MOES) - Provincial Education and Sports Services - District Education and Sports Bureau <p>Education sector working group (ESWG) includes: MOES, AusAID, EU, BEQUAL, World Bank, WFP, CRS, UNICEF.</p>
8	Additional information	<p>School Lunch Cash Transfer ration: Up to end of May 2018 LAK 800/student/day (approx. USD 10 cents). Beginning September 2018 LAK 800/student/day</p> <p>School Lunch coverage per September 2018: All 30 districts in the 8 provinces (Phongsaly, Luangnamtha, Oudomxay, Luangprabang, Sekong, Attapeu, Saravane, Khammouane).</p>

2. USDA LRP project strategic objective is aligned to support WFP-Lao PDR's school feeding activities: improved effectiveness of food assistance through Local and Regional Procurement (LRP-SO1). This objective is captured in the LRP results framework in **Annex 4**. In addition, **Annex 5** refers to LRP performance indicators.
3. To achieve the results mentioned, WFP-Lao PDR uses its established partnerships with the Ministry of Agriculture and Forestry, Department of Technical Extension and Agro-Processing (DTEAP)¹⁸ of Ministry of Agriculture and Forestry as key partners for the project implementation and providing technical assistance to smallholder farmer groups, and the Ministry of Education and Sports partners as another key implementing partners for School Feeding Programme.

¹⁷ Annex 7 list of villages in Nalae District covered by LRP project. 49 villages, but only 47 schools covered under this project.

¹⁸ Used to be known as Department of Agriculture Extension and Cooperatives (DAEC)

4. Evaluation Approach

4.1. Scope

This activity evaluation will cover the USDA Local Regional Project Grant LRP-439-2016/02000, by focusing on the four key activities and processes related to its implementation, monitoring, evaluation, and reporting relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Lao PDR Country Office, is expected to provide an evidence-based, independent assessment of performance of the LRP project to enable WFP and partners to inform replication of programme design. It will be carried out in the areas of intervention. **Table 4** below shows the scope for the end-line evaluation for LRP.

Table 4. Scope of the LRP evaluation

S/N	Scope	Evaluation LRP
1	Project Components and timeframe coverage	The activity evaluation will cover the LRP operation in all five phases, by focusing on the four key activities (capacity building, plant crops? and cash-based transfer, partners monitoring and exchange visits, community feedback and lessons learned) starting from April 2017 to February 2019 to answer the evaluation questions.
2	Expectation	Expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and program partners inform any future program design.
3	Areas to be covered during Evaluation	All 47 villages in Nalae District, Luangnamtha Province
4	Sample size	Evaluation team is expected to collect field data from the same villages that were selected under the Baseline ¹⁹ .
5	Focus of evaluation	The end-line evaluation will focus primarily on the following activities, throughout which Gender Equality and the Empowerment of Women (GEEW) will be fully mainstreamed: <u>Activity 1:</u> Review of relevant documents including project documents, internal/external administrative records, collected data, monitoring reports and Project-Level Results Framework; <u>Activity 2:</u> Field visits to LRP project sites in Nalae district to conduct field data collection and interviews with focus groups (small holders farmers, school teachers and students, and VEDC members) and observation at the village and school levels; <u>Activity 3:</u> Interviews with representatives and staff members of governmental implementing partners (central MAF, PAFO and DAFO, MoES – PESS and DESB), as well as interviews with community participants impacted by the project.
7	Partnership to achieve LRP results	Ministry of Agriculture and Forestry, Department of Technical Extension and Agro-Processing (DTEAP) ²⁰ of Ministry of Agriculture and Forestry, and Ministry of Education and Sports.
8	Baseline	Baseline conducted in February 2017

¹⁹ List of villages selected for sampling in Annex 6

²⁰ Used to be known as Department of Agriculture Extension and Cooperatives (DAEC)

4.2. Evaluation Criteria and Questions

Table 5. Criteria and questions of evaluation

Criteria	LRP evaluation key questions
Relevance	To what extent did the design and implementation of the intervention contribute to capacity strengthening on new agricultural techniques for local women and men smallholder farmers enabling them to support school lunch program and link to local market in Nalae District?
	To what extent is the intervention aligned and contributing to the government agricultural strategies, and plans?
	To which extent did the intervention contribute to enhancing the smallholder farmers to provide appropriately diverse, nutritious foods within the school lunch and the local community?
	To what extent did the intervention contribute to gender equality and empowerment to the targeted? and most vulnerable women and men smallholder farmers in Nalae?
Effectiveness	To what extent were the outputs and outcomes of the intervention achieved; and what were the major factors influencing the achievement or non-achievement?
	To what extent did the implementation of the interventions contribute to enhanced access to increased fresh foods supply and voluntary contributions for the school lunch programme?
	To what extent have the intervention results contributed to improving the diet diversity of students (girls, and boys) under WFP school lunch programme?
	What aspects of the intervention can be cost-effectively replicated to other school lunch programme districts?
Efficiency	Was the agricultural extension support provided by DTEAP ¹ , PAFO ¹ , DAFO ¹ sufficient and in timely manner for solving problems in implementation of the intervention?
	Was the establishment of “farmer groups” an efficient platform for the farmers to receive agriculture technical support?
	Was the use of DTEAP, PAFO, DAFO an efficient platform for delivery knowledge transfers to the small-holder farmers?
	How flexible and adaptable was the intervention (how quickly could the invention be changed to correct the approach?)
Impact	What were the effects of the LRP on the School Lunch Programme in Nalae district?
	Were there unintended (positive or negative) effects of the intervention for men and women smallholder farmers and respective stakeholders in Nalae District?
	Did the small-holder farmers use the new agricultural techniques and knowledge provided for them?
Sustainability	To what extent did the implementation arrangements include considerations for sustainability, such as capacity building of Nalae District of agriculture and forestry office, the small-holder farmer groups in the target villages and other respective partners?
	To which extent is the investment in agricultural extension facilitating increased ownership and strengthening the community driven school lunch implementation?

To what extent is it likely that the approach of the LRP will continue after WFP's work ceases?
What aspects of LRP project intervention that could be strengthened to increase sustainability?
What are the best lessons learned from LRP intervention that will be useful for similar project intervention for WFP support program interventions in the future?

1. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, Sustainability.²¹ Gender equality and empowerment of women should be mainstreamed throughout.
2. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the LRP which could inform future strategic and operational decision on this or similar projects.
3. **The evaluation** should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design, and whether the object has been guided by WFP and system-wide objectives on GEEW. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.
4. **Evaluation recommendations** have to incorporate concrete steps enabling replication of LRP approach, i.e. cash based transfer and capacity strengthening of female and male small holder farmers, in other school lunch districts. Taking into consideration the geographic, political, economic, and enabling environment. Additionally, the lessons learned, challenges and recommendations related to GEEW must also be included and presented in the findings of this end-line evaluation.

4.3 Data Availability

1. Main sources of information available to the evaluation team are the following
 - a. USDA LRP FY17 project document and bi-annual reports
 - b. USDA LRP FY17 project results frameworks
 - c. USDA LRP FY17 Baseline report
 - d. Value Chain study report on USDA LRP
 - e. WFP Standard Project Reports 2016
 - f. WFP Annual Country Report 2017
 - g. WFP Semi Annual Reports to USDA 2017 and 2018
 - h. WFP Monitoring Reports 2017 and 2018
 - i. WFP Community Strength Assessments
 - j. Meeting minutes from School meals technical working group meetings, relevant Education Sector Working Group meetings as well as transition (exit strategy/hand-over) meetings;
 - k. UN Results Group 4 – education working group
 - l. Impact Review on School Meals and WASH per October 2016
 - m. End-line Evaluation on USDA McGovern Dole FY14
 - n. Baseline on USDA McGovern Dole FY17
2. Concerning the quality of data and information, the evaluation team should:

²¹ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

- a. assess data availability and reliability²² as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection
 - b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
 - c. Assess the data and information in the LRP baseline report as key data source for designing of this endline evaluation and comparison of before and after LRP project intervention.
3. The above listed the available data. As much as possible, the data collected and reports prepared by WFP Lao has been broken down by sex and age group, including data related to gender-specific outcomes. WFP Lao has ensured that sampling, data collection tools, and methods are gender-sensitive and voices of women, girls, men and boys are sufficiently heard and used.

4.4 Methodology

1. The evaluation team is expected to finalize the methodology during the inception phase. The evaluation is expected to use mixed methods including qualitative, quantitative and participatory data collection techniques in which women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used. The evaluation team will be expected to draw on the existing body of documented data and triangulate this with information collected in the field using quantitative methodologies as well as appropriate qualitative information.
2. The methodology should also include a desk review, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The exact timing of the field visits will be negotiated with the country office to ensure that there is no overlap with regular country office missions. As some of the field locations are quite remote, team members may be required to go by boat to field locations.
3. The methodology should also demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
4. The Evaluation Team will be expected to develop an evaluation matrix during the Inception Phase geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.
5. The USDA LRP FY17 Baseline included a sample covering 15 villages²³ and 15 schools within the same villages as treatment groups and 5 villages and 5 schools as non-treatment or comparison villages, thus this end-line evaluation of USDA LRP will follow that sample. The approach for the end-line evaluation of USDA LRP FY17 should be quasi-experimental.
6. Table 6 shows a summary of the suggested methodology for end-line evaluation of USDA LRP.

Table 6. Methodology for the End-line evaluation of USDA LRP

S/N	Methodology	End-line evaluation USDA LRP FY17
1	Approach	Quasi-experimental
2	Theory of Change	Using USDA LRP Results Framework (Annex 4).

²² Data availability not only from WFP monitoring, but also from stakeholders in agriculture and livelihood sectors.

²³ Evaluators will use the same 13 villages and 13 schools from Baseline FY17, and the two combined villages and two schools where the two sample villages are merged into as the sample villages and schools.

3	Evaluation methods	WFP requests evaluators to use multiple and mixed methods. If possible, evaluators should also use either Difference in Difference (DiD), Propensity Score Matching (PSM), or Instrumental variables, or Regression discontinuity design, or other evaluation methods.
4	Data collection method	Qualitative (semi-structured interviews and focus groups) and Quantitative
5	Sample size on Quantitative data	Field data collection to be completed during September 2019 Cluster ²⁴ : To collect 15 villages and 15 schools within the same villages having LRP project implementation and 5 villages and 5 schools where there is no support from LRP as control
6	Sample size on Qualitative data	Purposive, to be determined by the evaluation team and clearly described during Inception Report
7	Ethical safeguard	As much as possible to have informed consent from respondents. Evaluators have to conform to UNEG ethics norms, and they are expected to manage and safeguard ethics throughout the evaluation.

7. The evaluation is constrained by the need for data collection to be completed before the end of the LRP project (30 September 2019). To mitigate this, the evaluation team should strictly follow the schedule and promptly seek guidance from the Evaluation Manager if there is anything that may prevent them for not able to complete data collection process in time. In addition, the evaluation team should clearly identify the key performance indicators to be focused for this end-line evaluation in the inception report. And another potential difference in the methodological approach used by the service provider between the FY17 baseline and end-line evaluations. To mitigate any risk, during the procurement process the candidate firms experience in various methodology will be scrutinized. Additionally, the inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

4.5. Quality Assurance and Quality Assessment

1. 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.

²⁴ The sample villages in Baseline USDA LRP FY17 are clustered into three groups: lowland, upland and mountainous regions locate 0-500m, 500-1000m, and over 1000m above sea level respectively.

2. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
3. 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.
4. 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 draft TOR), and provide:
 - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - b. recommendations on how to improve the quality of the final inception/evaluation report.
5. 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/ 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 take into account when finalising the report.
6. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
7. 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.
8. 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

The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

Figure 1: Summary Process Map



Please refer to an evaluation schedule in Annex 2

1. **Inception phase**, timeline is from 15 July to 6 September 2019. The evaluation team has to share the Inception Report for LRP end-line evaluation.

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

- The Inception report of LRP end-line evaluation has to include methodology of the end-line evaluation, sample size and locations of villages/schools to be visited during field data collection, review and analysis of secondary data.
2. **Data collection phase**, timeline is from 9 – 30 September 2019. Evaluation team has to collect sufficient reliable data to enable evaluation questions to be answered, by conducting field visits to collect primary data collection, Key Informant Information, etc. The evaluation team is also expected to do an end fieldwork debriefing in the form of Word document and Power Point presentation.
 3. **Analyse data and report phase**, timeline is from 30 September to 11 December 2019. The evaluation team has to finalize the analysis of data gathered, produce draft evaluation reports, which presents the main, evidence based findings, conclusions and recommendations in an accessible manner with *a 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations*. Evaluation team is expected to produce a final report by 6 December 2019.

6. Organization of the Evaluation & Ethics

6.1. Evaluation Conduct

1. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with Sengarun Budcharern, WFP Lao PDR Evaluation Manager. The team will be hired following agreement with WFP on its composition.
2. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).
3. The evaluation team will be free to draw its own conclusions free from political or organizational influence.

6.2. Team composition and competencies

1. The evaluation team is expected to include one team leader, one national officer, and 3 field enumerators. It is expected that national officer and field data enumerators are Lao nationals, whereas the Team Leader may be international or Lao national. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. The team leader member is expected to have WFP evaluation experience.
2. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
 - Food security and nutrition – with focus on agricultural extension in communities
 - Gender expertise / good knowledge of gender equality and women’s empowerment issues.
 - Institutional capacity development (with a focus on cost-efficiency analysis, supply chain management).
 - All team members should have strong analytical and communication skills, evaluation experience and familiarity with Lao PDR.
 - The evaluation report to be written in English, but there is need to be able to communicate with field data enumerators that are Lao nationals.
3. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.

4. Her/his primary responsibilities will be i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
5. 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.
6. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3. Security Considerations

1. **Security clearance** where required is to be obtained from UNDSS Lao PDR at Vientiane.
 - Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.²⁵
 - As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
2. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
 - The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
 - The team members observe applicable UN security rules and regulations – e.g. curfews etc.
3. Main risks on Lao PDR are the flash flood due to heavy monsoon season, and petty crimes.

6.4 Ethics

1. WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.
2. Contractors are responsible for managing any potential ethical risks and issues and must put in place in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
3. Potential ethical issues are the consultants and the field data enumerators are also working for similar project under WFP Lao PDR or had implemented the USDA Local Regional Procurement project on district Nalae. WFP tries to minimize these issues by vetting during the recruitment of the evaluation

²⁵ Field Courses: [Basic](#); [Advanced](#)

company/consultants. Evaluation team is expected to reflect on these and propose mitigating/safeguarding measures in their proposal.

7. Roles and Responsibilities of Stakeholders

1. The WFP Lao PDR

- a) The WFP Lao PDR **Management (Deputy Country Director)** will take responsibility to:
 - Assign an Evaluation Manager for the evaluation: Sengarun Budcharern, M&E Officer as an impartial figure in the country office, and never been a part of programme implementation.
 - Compose the internal evaluation committee and the evaluation reference group.
 - Together with USDA, approve the final ToR, inception and evaluation reports.
 - Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below and [TN on Independence and Impartiality](#)).
 - 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
- b) The **Evaluation Manager – WFP Laos CO**:
 - Manages the evaluation process through all phases including drafting this TOR
 - Ensures quality assurance mechanisms are operational
 - Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
 - Ensures expected use of quality assurance mechanisms (checklists, quality support
 - Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team’s contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
 - Organises security briefings for the evaluation team and provides any materials as required
- c) An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation.
- d) **An Evaluation Reference Group** has been formed, as appropriate, with representation from related government institutions, donors, WFP regional bureau, and WFP Washington office. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

2. **The Regional Bureau: (When not the Commissioning Office)**, the RB will take responsibility to:
 - Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
 - Provide comments on the draft TOR, Inception and Evaluation reports
 - Support the Management Response to the evaluation and track the implementation of the recommendations.

While the Regional Evaluation Officer Yumiko Kanemitsu will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

3. **Relevant WFP Headquarters divisions** will take responsibility to:
 - Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
4. **Other Stakeholders (USDA Washington, WFP Washington Office)** will share feedback as part of the Evaluation Reference Group.
5. **The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

8. Communication and budget

8.1. Communication

1. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders:
 - a. The evaluation firm will deliver LRP endline evaluation report. USDA comments on the final draft reports will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the Evaluation Committee and the RBB representatives.
 - b. The Evaluation Manager will submit all final deliverables to the Evaluation Committee and Evaluation Reference Group for pre-approval. Upon pre-approval of deliverables, the Evaluation Manager will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the USDA FAD programme staff to participate in teleconferences to discuss CO management responses to evaluation findings and recommendations.
1. The Communication and Learning Plan should include a GEEW sensitive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.
2. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final evaluation report, WFP Lao will share evaluation Inception Reports, Debriefing presentations, Evaluation Reports, Evaluation Briefs and Recommendations, WFP Lao management responses, and lessons learnt and good practices. These products will be shared through debriefing meetings; stakeholders workshop; email; onto WFP-Go evaluation website and WFP Evaluation extranet; media broadcast; panel presentation.

8.2. Budget

1. For the purpose of this evaluation,
 - The proposed budget is based on procurement through Long-Term Agreements, based on pre-agreed rates as per decentralized evaluation guidelines and the subsequent technical note on

options for contracting evaluation teams. The final budget and handling, will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.

2. The funding source: The end-line USDA LRP evaluation will be funded by WFP Lao PDR country office using LRP budget allocated for evaluation.

The selected evaluation firm will outline their budget in a financial proposal to WFP as part of their response to the RfP (Request for Proposal). For the purpose of this evaluation the company will:

- Include budget for domestic travel and for all relevant in-country data collection
- Hire and supervise any and all technical and administrative assistance required (including in-country)
- The budget should allocate for the team leader to participate in the dissemination workshop, involving the key stakeholders for USDA Local Regional Procurement project.
- Not exceed a budget of USD 75,000 – this should include any foreseen primary data collection and analysis.

Please send any queries to Sengarun Budcharern, M&E Officer, at sengarun.budcharern@wfp.org, and phone +856 20 5552 8736

Annex 2 Evaluation Schedule

Phases, Deliverables and Timeline		Key Dates
Phase 1 - Preparation		
1	Draft of TOR and quality assurance (QA) using ToR QC	February 2019
2	Review draft ToR based on DE QS feedback and ERG comments	4 Mar – 04 April 2019
3	Submits the final TOR to the internal evaluation committee for approval	30 April 2019
4	Sharing final TOR with key stakeholders	20 June 2019
5	Selection and recruitment of evaluation team through LTA	1-15 July 2019
Phase 2 - Inception		
6	Briefing core team	15-21 July 2019
7	Undertake desk review of documents and Scoping mission	15– 28 July 2019
8	Submission of draft inception report (IR) to WFP	14 August 2019
9	Sharing of draft IR with outsourced quality support service (DE QS), Evaluation Committee, and Evaluation Reference Group	7 - 21 August 2019
10	Revise draft IR based on feedback received by DE QS, EC, and ERG	22-29 August 2019
11	Submission of revised IR based on DE QS and EM QA	30 August 2019
12	Teleconference with between Evaluation Team - USDA Washington - WFP Lao	4 September 2019
13	Submits the final IR to the internal evaluation committee for approval	5 September 2019
14	Sharing of final inception report with key stakeholders for information	6 September 2019
Phase 3 – Data collection		
15	Briefing evaluation team at CO and prepare evaluation field work	9-11 September 2019
16	Field data collection	12 – 29 September 2019
17	In-country Debriefing (s)	30 September 219
Phase 4 - Analyze data and report		
18	Draft evaluation report	30 Sept – 28 Oct 19
19	Sharing of draft ER with outsourced quality support service (DE QS), Evaluation Committee, and Evaluation Reference Group	28 Oct – 8 Nov 2019
20	Revise draft ER based on feedback received by DE QS and EM	9 – 22 Nov 2019
21	Submission of 1st draft evaluation report	26 Nov 2019
22	Teleconference with between Evaluation Team - USDA Washington - WFP Lao	28 November 2019
23	Submits the final ER to the internal evaluation committee for approval	6 Dec 2019
24	Sharing of final evaluation report with key stakeholders for information	11 Dec 2019
Phase 5 - Dissemination and follow-up		
25	Prepare management response	11 – 13 December 2019
26	Stakeholders dissemination workshop	16 Dec 2019
27	Share final evaluation report and management response with OEV for publication	30 Dec 2019

Annex 3 Membership of the Evaluation Committee and Evaluation Reference Group

Evaluation Committee

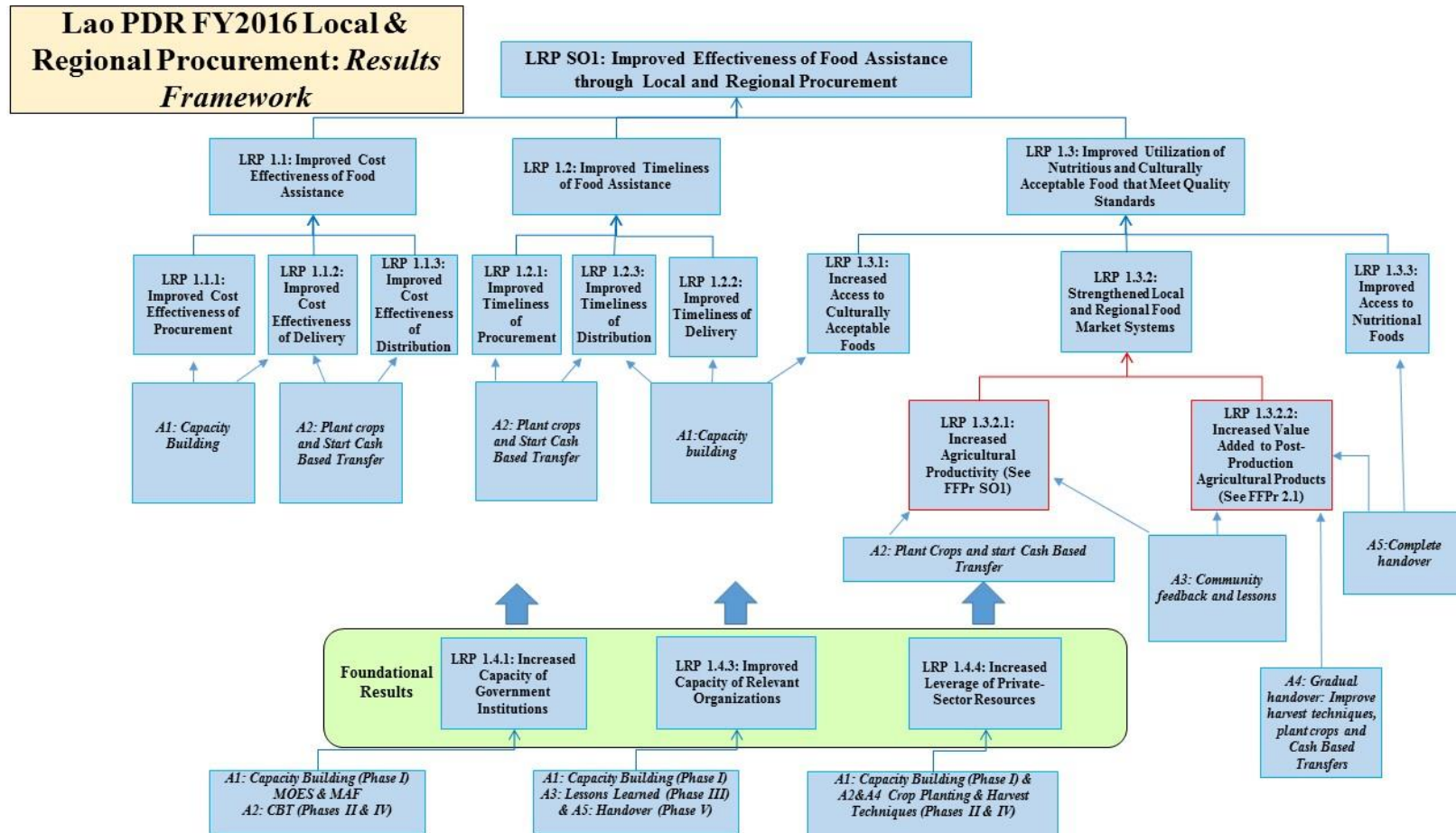
Core member	
Head of Programme	Ms. Yangxia Lee Programme Policy Officer
Air Sensomphone Programme Policy Officer	Khangneun Oudomphone Programme Policy Officer
Bouavone Phasouk Programme Policy Officer	Outhai Sihalath Programme Policy Officer
Sorraphong Pasomsouk Programme Policy Officer	Thongvanh Sayasan Senior Programme Assistant
Sengarun Budcharern M&E officer, and Evaluation Manager	Khammon Phommakeo, Programme Associate M&E, an alternate Evaluation Manager

Evaluation Reference Group

Core members	
Yumiko Kanemitsu (Regional Evaluation Advisor)	Althea Pickering (Partnership Officer WFP Washington)
Anna Henttinen (Evaluation Officer, WFP OEV)	Luna Kim (Regional Monitoring and Evaluation Officer)
Dr. Mithong Souvanvixay, Director General of Early Childhood Education Department – Ministry of Education and Sports.	Mdm Siphaphone Manivanh, Deputy Director General of Early Childhood Education Department – Ministry of Education and Sports.
Mr. Vilasone Denhansa, Deputy Director of LNT PAFO	Mr. Oudom Souvannalay, Vice Head of Nalae DAFO.
Mr. Vassana Keomany, Department of Agriculture Extension and Agro-processing (DTEAP), MAF	Felicity Chard (Regional Gender Advisor)
Mamie Clarke, FAS-USDA	Ellie Morefield, FAS USDA

Sengarun Budcharern (Evaluation Manager, M&E Officer)	Khammon Phommakeo (Programme Associate M&E)
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Annex 3 USDA LRP Results Framework



Annex 4 USDA LRP Performance Indicators

Project Title: LRP - World Food Programme - Laos							
Indicators							
Standard Indicator Number	Standard	Result	Performance Indicator	Definition	Unit of Measurement	Indicator Level	Data Source
Results							
1	Standard #1	LRP SO 1	Number of individuals benefiting directly from USDA-funded intervention	This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions. The individuals must be engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This includes, for example, farmers and others receiving training, inputs, or students benefiting from food procured and school meals provided by the project.	Individuals	Output	Training attendance records
2	Standard #2	LRP SO 1	Number of individuals benefiting indirectly from USDA-funded intervention	This is an output indicator measuring the number of individuals indirectly benefitting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This includes for example family members of farmers trained	Individuals	Output	Training attendance records, Beneficiary HH multiplier
3	Standard #3	LRP 1.3.2.2	Value of sales by project beneficiaries	This indicator will collect the value (in US dollars) of sales of commodities by all project beneficiaries procured through USDA LRP program. This includes all sales by direct project beneficiaries of commodity(ies), not just farm-gate sales.	U.S. Dollar	Outcome	Form 5, 6 and 7 of CBT reporting, and another form to randomly record sales from farmers groups to market
4	Standard #4	LRP 1.1	Volume of commodities (MT) sold by project beneficiaries	This indicator will collect the volume (as calculated in gross MT of sales of commodities by project beneficiaries procured through USDA-LRP programme. This includes the volume of all sales of commodities, not just the volume of farm-gate sales.	MT	Output	Beneficiary contact monitoring on School Meals

5	Standard #5	LRP 1.4.3/1.4.4	Number of public-private partnerships formed as a result of USDA assistance	The number of public-private partnerships in agriculture or nutrition formed during the reporting year due to USDA intervention (i.e. agricultural or nutrition activity, as described below.) Private partnerships can be long or short in duration (length is not a criterion for measurement.) Partnerships with multiple partners should only be counted once. A public-private alliance (partnership) is considered formed when there is a clear agreement, usually written, to work together to achieve a common objective. There must be either a cash or in-kind significant contribution to the effort by both the public and private entity. A private entity in this case includes local farmer groups that have been trained by LRP project which seeks to make a profit (even if unsuccessfully). A public entity in this case includes the schools in district Nalae and other districts which are non-profit.	Number: Partnerships	Output	District Agriculture and Forestry Officer, District Industry and Trade Officer
6	Standard #6		Value of public and private sector investments leveraged as a result of USDA assistance	Investment is defined as any use of public or private sector resources intended to increase future production output or income, to improve the sustainable use of agricultural-related natural resources (soil, water, etc.), to improve water or land management, or anywhere along the food, feed and fiber system and natural resources management.	U.S. Dollar	Output	District Agriculture and Forestry Officer, District Industry and Trade Officer
7	Standard #7	LRP 1.1	Total increase in installed storage capacity (dry or cold storage) as a result of USDA assistance	this indicator measure total increase in functioning (refurbished and new) cubic meters of storage capacity that have been installed through USDA programming and leverage during the reporting year. Installed storage capacity is an aggregate amount that encompasses on-farm and off-farm storage, dry goods and cold chain storage. Both newly installed and refurbished storage should be counted here.	meter cubic	Outcome	Beneficiary contact monitoring on School Meals
8	Standard #8	LRP 1.4.1	Number of policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance	Number of enabling environment policies/regulations/administrative procedures in the areas of agricultural resource, food, market standards and regulations, public investment, education, nutrition, natural resource or water management and climate change adaptation/mitigation as it related to agriculture that: Stage 1: Underwent the 1st stage of policy reform process Stage 2: Underwent the 2nd stage of policy reform process. It includes public debate and or consultation with stakeholders on the proposed new or revised policy/regulations/administrative procedures Stage 3: Underwent the 3rd stage of the policy reform process Stage 4: Under the 4th stage of policy reform process Stage 5: Completed the policy reform process.	number of policies	Stage 1 and 2: Output Stage 3 until 5: Outcome	School Meals working group Notes of Meeting
9	Standard #9	LRP 1.1	Quantity of commodity procured (MT) as a result of USDA assistance	this indicator will collect the quantity of commodities procured (MT) through USDA LRP. This includes the quantity of all procured commodities as a result of USDA investment during the reporting period.	MT	Output	Form 5, 6 and 7 of CBT reporting, and Beneficiary Contact Monitoring
10	Standard #10	LRP 1.1	Cost of commodity procured as a result of USDA assistance (by	This indicator will collect the cost (in US dollars) of procured commodities by commodity type and source country.	U.S. Dollar	Output	WFP Procurement, to buy Vegetable Seeds and NFI

			commodity and source country)				
11	Standard #12	LRP 1.1	Cost of transport, storage, and handling of commodity procured as a result of USDA assistance (by commodity)	This indicator will collect the cost (in US dollars) of transport, storage and handling for procured commodities by commodity type.	U.S. Dollar	Output	WFP Supply Chain, and Beneficiary Contact Monitoring
12	Standard #13	LRP SO 1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	The number of people participating in USDA-supported social assistance programming (USDA LRP) with productive components aimed at increasing community assets, household assets, or strengthening human capital.	Individuals	Output	Training attendance records
13	Standard #14	LRP 1.3.2	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	The number of Local Farmers trained to whom significant knowledge or skills have been imparted through interactions that are intentional, structured, and purposed for imparting knowledge or skills should be counted as training, through formal or informal means. The local farmers will receive training on nutrition sensitive agriculture ranging from soil preparation until post harvest activities.	Individuals	Output	Training attendance records
14	Custom		Number of Agricultural Education Trainings delivered (by topic and participant type)	Number and type of training to farmer groups	number of training per topic and type of participant	Output	Training attendance records
15	Custom		Number of Financial Procedure Trainings delivered	Number and type of training to farmer groups	Number of training	Output	Training attendance records
16	Custom		Number of nutrition trainings delivered (by participant type)	The number of trainings to school cooks. The School Cooks will receive training on nutrition and school lunch recipes aligned with Mc Govern Dole.	Number of training	Output	Training attendance records
17	Custom		Number of other trainings delivered (by topic and participant type)	Number of trainings to support LRP project	number of training per topic and type of participant	Output	Training attendance records

18	Custom		Number of nutritional meals prepared by schools	Number of nutritional meals prepared by schools supported in LRP project	Number of School Lunch for the LRP period	Output	WFP monitoring
19	Custom		Number of crop types grown	Clear	Crop types	Output	District Agriculture and Forestry Officer
20	Custom		Number crop life cycles completed, by type	Clear	Crop life cycles	Output	District Agriculture and Forestry Officer
21	Custom		Diet Diversity of Households score	This indicator measures the number of different food groups consumed over a given period. It provides an estimation of the quality of diet of HH. It is a good complement to Food Consumption Score	Score	Outcome	Baseline and End-line evaluations
22	Custom		Diet Diversity of School Meals score	This indicator measures the number of different food groups consumed over a given period. It provides an estimation of the quality of diet at targeted schools. It is a good complement to Food Consumption Score	Score	Outcome	Baseline and End-line evaluations
23	Custom		Change in agricultural practice by farmers (need to be re-phrased into % of farmers who implement best practices from their farmer trainings)	Portion of farmer groups that implement best practices from farmer trainings they received under LRP.	%	Outcome	Monitoring and End-line evaluations

Annex 5 Sampled villages under Baseline

Villages selected under the baseline was grouped by 3 regions:

1. Lowland region is 0 – 500 meters above sea level
2. Upland region is 500-1000 meters above sea level
3. Mountain region is > 1000 meters above sea level

Lowland Region

WFP Target Villages:

1. Hatnalang
2. Hatto
3. Saloy
4. Hatlom
5. Konechan
6. Nongkha
7. Nalae
8. Tonglahang

Comparison Villages:

1. Namhaeng
2. Sang-AK

Upland Region

WFP Target Villages:

1. Longmoun
2. Phahou
3. Phouchalae
4. Sakaen

Comparison Villages:

1. Kiewhinxang

Mountain Region

WFP Target Villages:

1. Homchaleun
2. Longkhaean
3. Salaeung

Comparison Villages:

1. Phouhong
2. Phouthon

Annex 6**Acronyms**

AusAID	Australian Agency for International Development
BEQUAL	Basic Education Quality and Access in Lao PDR
CEFM	Child, Early and Forced Marriage
CO	Country Office
CP	Country Programme
CSP	Country Strategic Plan
CRF	WFP Corporate Results Framework
CRS	Catholic Relief Services
DAFO	District Agriculture and Forestry Office
DESB	District Education and Sport Bureau
DFAT	Department of Foreign Affairs and Trade
DEQAS	Decentralized evaluation quality assurance system (of WFP)
DHO	District Health Office
DTEAP	Development of Technical Extension and Agro-processing
EB	Executive Board (of WFP)
EC	Evaluation Committee
EM	Evaluation Manager
EP	Evaluation Plan
EQ	Evaluation Question
EQAS	Evaluation quality assurance system (of WFP)
ER	Evaluation Report
ERG	Evaluation Reference Group
EU	European Union
FAD	Food Assistance Division
FAO	Food and Agriculture Organization
GA	Gender Analysis
GDP	Gross Domestic Product

GEEW	Gender Equality and the Empowerment of Women
GII	Gender Inequality Index
GNI	Gross National Income
HQ	Headquarters
IFPRI	International Food Policy Research Institute
IR	Inception Report
JICA	Japan International Cooperation Agency
LRP	Local and Regional Procurement – USDA
M&E	Monitoring and Evaluation
MAF	Ministry of Agriculture and Forestry
MGD	Mc Govern Dole
MOES	Ministry of Education and Sports
MT	Metric Ton
NGO	Non-Governmental Organization
OEV	WFP Office of Evaluation
PAFO	Provincial Agriculture and Forestry Office
PDR	People’s Democratic Republic – Lao
PHO	Provincial Health Office
PLW	Pregnant Lactating Women
PESS	Provincial Education and Sports Services – sub national ministry
QS	Quality Support
RB	Regional Bureau
RBB	Regional Bureau Bangkok
TOC	Theory of Change
TOR	Terms of Reference
UNEG	United Nations Evaluation Group
UN	United Nations
UNCT	United Nations Country Team
UNFPA	United Nations Population Fund

UNICEF	United Nations Children’s Fund
USDA	United States Department of Agriculture
VEDC	Village Education Development Committee – a government of Lao PDR mandated village based organization of local residents. Composed by Head of Village, Teacher representative, Lao Women Union, Lao Youth, Lao Front, Parents representative.
WFP	World Food Programme