

**Decentralized evaluation for evidence-based decision making**

WFP Office of Evaluation

**Decentralized Evaluation Quality Assurance System (DEQAS)**

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## **Evaluation Terms of Reference**

# **USDA Mc Govern Dole FY14 End-line Evaluation and FY17 Baseline Study in Lao PDR**

**Terms of Reference**  
**USDA McGovern Dole FY 14 End-line Evaluation**  
**and FY17 Baseline study in Lao PDR**  
**WFP Lao PDR**

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## 1. Introduction

1. This Terms of Reference (TOR) is for a combined End-line evaluation (FY14–FY16 award cycle therein referred to as FY14) and the Baseline study (FY17 - FY21 award cycle therein referred to as FY17) of United States Department of Agriculture (USDA) Mc Govern-Dole Food for Education Grant (MGD) supported school meals activities in Lao PDR. These two evaluations will be commonly referred to as “the evaluation” in this document, but will lead to two deliverables (two reports).
  2. The food distribution of the FY14 will continue until end of academic year May 2018, whereby end-line data collection should take place before the end of the academic year (May 2018), ideally in March 2018. As for the baseline study for FY17 grant the data collection should take place before the end of academic year in May 2018, allowing sufficient time for reporting and consultation for the baseline to be submitted before beginning of academic year September 2018/19, data should be collected in March 2018.
  3. Given that the data collection has to take place within the same timeframe, and that the schools, activities and target beneficiaries are the same, in order to be more efficient it is proposed to combine data collection and consultations for the two different deliverables, with two distinct reports submitted.
  4. This evaluation is commissioned by WFP country office Lao PDR, and will cover:
    - For FY14, from September 2015 (due to food arrival in country, the distributions mainly took place for the school year 2015/2016) to the point of end-line evaluation in May 2018.
    - For FY17, baseline situation per March 2018 - this must take account of the evaluation questions for the Midline and final evaluations of FY17 grant, so that appropriate data collection can be undertaken.
  5. The overall evaluation process will therefore be undertaken under a single assignment (contract) producing 2 specific reports:
    - a. FY14 MGD end-line evaluation
    - b. FY17 MGD baseline study. The Theory of Change and Gender Analysis designed in the baseline will be reflected in the FY17 mid-term and end-line evaluations.
- In this regard, a combined field work for collecting data for both studies is recommended.
6. The evaluation process within WFP will managed by an 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 actual evaluation and will appoint their own evaluation manager in accordance with normal practice. Appropriate safeguards to ensure the impartiality and independence of the evaluation are outlined within this TOR.
  7. The evaluation will provide an evidence-based, independent assessment of performance of the operation and associated interventions so far, so that WFP Lao PDR and the related stakeholders can adjust the project’s course as necessary for the new FY17 award.
  8. This TOR were prepared by 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.
  9. The TOR will be finalized based on comments from Evaluation Committee and External Reference Group received on the draft version. The evaluation shall be conducted in conformity with the TOR.

## 2. Reasons for the Evaluation

### 2.1. Rationale

1. WFP Lao PDR is commissioning a combined end-line evaluation of FY14 and baseline study FY17 of USDA Mc Govern Dole (USDA MGD) supported WFP school meals activities in Lao PDR to evaluate the performance of program operations and associated interventions for the purposes of accountability, and to have the baseline situation analysis for the next FY17 award.
2. The end-line evaluation (grant FY14-16) and the baseline study (grant FY17-21) are to take place from January-July 2018. For the two deliverables, there will be a combined field data collection to be completed in March 2018.
3. This end-line evaluation (grant FY14-16) will fulfil USDA requirement that MGD projects carry out an end-line evaluation to critically and objectively evaluate the implementation and performance with an eye to generating recommendations that will strengthen FY17 award roll-out<sup>1</sup>.

The baseline study will fulfil USDA requirement that MGD projects carry out a baseline to enable situation analysis, to build gender analysis for the FY17-21 programme, to validate project design assumptions, to provide project implementation recommendations, and to build a theory of change for the FY17-21 programme.

### 2.2. Objectives

1. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
  - a. **Accountability** – The evaluation will assess and report on the FY14 award performance and results of the USDA MGD school meals implementation in Lao PDR. At the same time to have situational analysis baseline and theory of change for the FY17 award.
  - b. **Learning** – The 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 operational and strategic decision-making. The evaluation is also an opportunity to learn about the relevance of the school meals programme for women, men, girls, and boys, and the effectiveness of school meals programme in contributing 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.
  - c. For USDA, the purpose of the evaluation is to critically and objectively 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 initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.<sup>2</sup>

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<sup>1</sup> MGD grant FY17-21 will roll-out per September 2018 as per paragraph 2 in the introduction section.

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

## 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 evaluation team as part of the Inception phase.
2. Gender equality and empowerment of women (GEEW) and accountability to affected populations are part of guiding principles to WFP's ability to achieve zero hunger. These principles amongst others, commit WFP during an evaluation to evaluate gender equality, women's empowerment, participation and consultation with women, men, boys and girls from different groups on the project implementation.

**Table 1: Preliminary Stakeholders' analysis**

| Stakeholders  | Interest in the evaluation and likely uses of evaluation report to this stakeholder  |
|---|--|
| <b>INTERNAL STAKEHOLDERS</b>  |  |
| <b>Country Office (CO) Lao PDR</b>                                    | Responsible for the country level planning and operations implementation, It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.   |
| <b>Regional Bureau (RB) for Asia and the Pacific based in Bangkok</b> | Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/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.  |
| <b>WFP HQ Policy and Programme</b>                                    | 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.   |
| <b>Office of Evaluation (OEV)</b>                                     | 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 decentralised evaluation stakeholders as identified in the evaluation policy.  |
| <b>WFP Executive Board (EB)</b>                                       | The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.   |
| <b>EXTERNAL STAKEHOLDERS</b>  |  |
| <b>Beneficiaries</b>  | <p>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 food and capacity strengthening are pre-primary and primary students, members of Village Education Development Committee, school cooks, and storekeepers.</p> <p>More than 145,000 primary and pre-primary schoolchildren from the most vulnerable and food insecure provinces (Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, Saravane, Sekong and Attapeu) have throughout the FY14-FY16 award received a nutritious mid-morning snacks (MMS) or School Lunch. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.</p> |

|  |   |
|--|---|
| <p><b>Government of Lao PDR</b></p>  | <p>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 Education and Sports (MOES), Ministry of Health (MOH), and Ministry of Agriculture and Forestry (MAF) are partners in the design and implementation of WFP school meals activities.</p> <p>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.</p> |
| <p><b>UN Country team</b></p>  | <p>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.</p>   |
| <p><b>NGOs</b> [PLAN International, Big Brother Mouse, Village Focus International, Educational Development Fund, Research Institute of Educational Science]</p> | <p>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.</p>   |
| <p><b>Donors</b> [USDA Mc Govern Dole, USDA Local Regional Procurement, Australian DFAT, JICA ]</p>  | <p>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 including USDA in the Evaluation Reference Group.</p>   |
| <p><b>Others</b></p>   | <p>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 as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.</p>  |

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 MoES 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 Economy<sup>3</sup> the next few years, Poverty rate is 23% and has Human Development Index rank of 138<sup>4</sup>. Mortality rates are high (under 5 mortality rate stands at 79 per 1000)<sup>5</sup> and both life expectancy (63 years for women and 59 years for men). National literacy rates for young men (15 to 24 years) surpass women at 77 percent compared to 69 percent<sup>6</sup>. According to the 2015 International Food Policy Research Institute (IFPRI) Global Hunger Index rates hunger levels for Laos as 'serious' with Laos ranked 76 out of 104 countries<sup>7</sup>. Currently, 27 percent of children are underweight and 44 percent of children are stunted. Although prevalence of stunting in the WFP-assisted provinces decreased modestly, stunting levels still exceed the WHO's 'critical' levels of 40 percent<sup>8</sup>. The prevalence of wasting stands at 6 percent<sup>9</sup>. Micronutrient deficiencies also affect large parts of the population with IFPRI (2014) reporting the prevalence of anaemia in school-aged children as 'severe' and anaemia in pregnant and lactating women (PLW) at 45.3 percent<sup>10</sup>. In 2012 the level of Anaemia among Women of Reproductive Age is 36.2%, and no recent data.
2. In relation to GEEW, Lao's Gender Inequality Index<sup>11</sup> 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 region<sup>12</sup>. 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 survival<sup>13</sup>. Geographical isolation fosters a persistent cultural environment effectively contributing to the continuation of CEFM. A UNPFA report<sup>14</sup> 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 language, to effectively communicate with people outside of their isolated community. This shows the important linkages between achieving SDG 2, 4, and 5.
3. In the 2015, the Government of Laos (GoL) committed to reaching the Sustainable Development Goals (SDG), including the fourth goal, which focuses on universal access to quality education. Lao PDR has made significant progress toward the achievement of SDG 4. As of the 2006- 2007 school year, 86.4% of all children and 84.5% of girls 6-10 years of age were enrolled in primary school and as of the 2014-2015 school year that rate has increased to 98.5% of all children and 98.5% of female students. However, survival rate to grade 5 remains low at around 78.3% in 2014/2015<sup>15</sup>. It is to note that in areas where WFP has been implementing school meals, enrollement rates have been as low as 60%.

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<sup>3</sup> Lao PDR Gross National Income per capita USD 1,740 in 2015, the fastest growing economies in the East Asia and Pacific region and the 13<sup>th</sup> fastest growing economy globally.

<sup>4</sup> Human Development Report 2016

<sup>5</sup> Lao Social Indicator Survey, December 2012

<sup>6</sup> Lao Statistics Bureau 2013

<sup>7</sup> Ministry of Health 2013

<sup>8</sup> Ministry of Health, Lao Statistics Bureau, UNICEF and WFP, 2015

<sup>9</sup> Lao Social Indicator Survey, 2011-2012

<sup>10</sup> Ministry of Health, Lao Statistics Bureau, UNICEF and WFP, 2015

<sup>11</sup> 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.

<sup>12</sup> World Vision report on situational analysis of child, early, and forced marriages on Vietnam, Laos, Myanmar, and Cambodia (2016).

<sup>13</sup> [www.ruralpovertyportal.org/country/home/tags/laos](http://www.ruralpovertyportal.org/country/home/tags/laos).

<sup>14</sup> [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_Marriage_EECA_Regional_Overview.pdf)

<sup>15</sup> SDG 4 education working group 2017. There is no sex breakdown on this value, fact-check with Ministry of Education and Sports revealed they do not have the breakdown, and they do not have updated data.



4. Given the high level of enrolment, the country as a whole is on track to meet SDG 4. However, these national averages mask inequalities at the provincial and district levels. For instance, Phongsaly province has a net enrollment rate (NER) of only 86% in contrast to Vientiane capital with an NER of 99.4%. Within provinces, the differences among districts can be even more striking. Luangnamtha province has a net enrollment rate of 91.7% but the rate for Long, a district within the province, is just 75.5%. Similarly, Kaleum district in Sekong province has a rate of only 77.7%<sup>16</sup>. These figures suggest that overall enrollment must continue to rise in order to meet the SDG 4 target and particular provinces and districts require special attention. The challenge in Lao PDR is no longer the enrolment rates but the retention rates, absenteeism, and drop out rates, as well as poor quality of education. Part of the causes of the challenges of retention include lack of adequate infrastructure, lack of qualified teachers, and household poverty that forced students to work for the household. Previous paragraph shows the early marriages situation on Lao, and this also leads to drop-out.
5. Further, the baseline survey FY14-16 that was conducted in December 2015 by Kimetrica across ten districts of six provinces (Pongsaly, Oudomxay, Luang Namtha, Salavan, Sekong, and Attapeu) found that student literacy levels were extremely poor, with only 1.9 percent of students demonstrating at least 75 percent comprehension compared with a target of 25 percent. Part of the causes of low literacy and comprehension percentages due to the progressive promotion policy from Ministry of Education and Sports<sup>17</sup>.
6. The GoL strongly supports the WFP-Lao PDR School Meals Program, which is helping the government address educational challenges such as access, quality, and financing. In May 2014, the Government adopted a schools lunch policy, laying the foundations of a nation-wide approach of the Government offering school lunches as an incentive for children in primary school age to attend school prioritizing for disadvantaged children such as children from remote areas, minority ethnic groups, etc. The policy encourages and promotes the implementation of 5 aspects of education<sup>18</sup>.
7. In order to align with the policy of the GoL and based on lessons learnt<sup>19</sup>, WFP Lao PDR started a transition process in September 2015 from distribution of mid-morning snacks to provision of lunch. To date all 1,445 schools have been transferred from snack to a lunch modality.

### 3.2 Subject of the evaluation

8. Table 2 below shows the key characteristics of the end-line evaluation for FY14-16 and baseline study for FY17-21. The WFP school meals programme provides critical food resources in conjunction with complementary resources (school gardens, training of communities etc.) and the capacity building of the GoL to implement and manage its National School Meals Program (NSMP). WFP school meals programme operates in 7 provinces. The schools covered under grant FY14-16 are the same schools that will be covered under grant FY17-21. There are 10 additional schools in province Khammouane under grant FY17-21 (outlined in Table 2 below). Annex 6 refers to Results Frameworks for FY14 and FY17, under which WFP operates.
9. The GoL's NSMP currently operates in five of sixteen provinces and is funded by a World Bank managed trust fund (Table 2). NSMP covers 312 schools in 309 villages in the 5 provinces. None of GoL's NSMP covered schools are covered by WFP. Entirely separate coverage districts and schools.

<sup>16</sup> Ministry of Education and Sports, Education Statistics 2011-2012

<sup>17</sup> "Progressive promotion" – dropout issue in Lao primary education and the misplaced policy (Elsevier journal, study by Itthida Ngnangnouvong for Keio University – Japan, 2015)

<sup>18</sup> 5 aspects of education: (1) Contribute to gradual attainment of the goal of Education For All (EFA); (2) Increase Net Enrollment Rate, Class Progression, Completion Rate, Reduce Repetition and Drop Out rate; (3) Mobilize resources to ensure program institutionalization and sustainability; (4) Contribute to food security through school based food production integrated with local food production system; (5) Develop and upgrade capacity for effective management of school meals operations (source: MOES policy on promoting school lunch, 2014)

<sup>19</sup> Source WFP's 2011 report "Assessment of home grown school feeding pilot program in Lao PDR"

**Table 2: Key characteristics of the USDA Mc Govern Dole combined end-line evaluation FY14-16 and baseline FY17-21**

| S/N | Subjects   | FY14   | FY17   |
|-----|--|--|--|
| 1   | Government of Lao PDR National School Meals Programme (funded by World Bank) | Oudomxay, Phongsaly, Houaphan, Xayaboury, Borikhamxay  |  |
| 2   | WFP provinces coverage, based on most vulnerable and food insecure provinces | Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, Saravane, Sekong and Attapeu  | Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, <b>Khammouane</b> , Saravane, Sekong and Attapeu  |
| 3   | WFP contribution   | Enhance literacy, promote gender equality, improve nutritional status of school children and their families, increase student enrolment and attendance |  |
| 4   | Number of students and schools covered                                       | Approximately 145,000 (of which approximately 71,000 girls) of primary and pre-primary students in 1,444 schools                                       | Approximately 146,000 (of which approximately 71,600 girls) of primary and pre-primary students in 1,454 schools.<br>For Khammouane, WFP will cover 10 schools only. Estimated 1,000 additional students from these 10 schools.            |
| 5   | Type of beneficiaries  | School Meals food assistance:<br>Primary and Pre-primary students, Cooks, Storekeepers   | School Lunch food assistance:<br>Primary and Pre-primary students, Cooks, Storekeepers<br><br>Capacity Strengthening:<br>Village Education Development Committee, School Principals, Teachers, Farmers group in School Lunch targeted area |

|   |                   |  |  |
|---|-------------------|--|--|
| 6 | School Meals type | <p><b>Mid-Morning Snack (MMS).</b><br/> Duration <u>September 2002 until May 2017.</u><br/> Started in academic year 2002 covering 33,900 students in the following 11 districts:<br/> - Bountai and Mai districts in Phongsaly province,<br/> - Viengphoukan, Nalae, Long and Sing districts in Luangnamtha,<br/> - Hoon, Nga, La, Namor, and Beng districts in Oudomxay province</p> <p>During 2012, district La was handed over to Government of Lao PDR part of Government of Lao initial strategy of National School Meals Programme.</p> <p>By academic year 2014, WFP covers 30 districts in 7 provinces (names of 30 districts in note below). WFP Lao began shifting from Mid-Morning Snack to School Lunch when WFP began aligning to Government of Lao National School Meals Policy.</p> <p>USDA MGD FY14 implementation started in September 2015, due to late arrival of food commodities in country.</p> | <p><b>School Lunch</b><br/> Per September 2017, as per box on the left, WFP replicated school lunch to all 30 districts in 7 provinces beginning September 2017 (academic year 2017/2018).</p> <p>By September 2018 (academic year 2018/2019) WFP will cover 8 provinces. The old 7 provinces covering the same 30 districts, and 1 additional province Khammouane.</p> <p>WFP food assistance will be School Lunch for all 1,454 schools.</p> |
|---|-------------------|--|--|

**School Lunch**

WFP school lunch started per September 2015 in 5 districts, and replicated to additional 8 districts per September 2016 (academic year 2016/17). Beginning September 2017, all 30 districts have transferred from Mid Morning Snacks to School Lunch modality.

**School Lunch coverage by districts per September 2015:**

- Bounneau in Phongsaly
- Beng in Oudomxay
- Viengpoukha in Luangnamtha
- Laongarm in Saravane,
- Thateng in Sekong.

**School Lunch coverage by districts per September 2016:**

- 5 districts from January 2016, plus
- Namtha district in Luangnamtha
- Nalae district in Luangnamtha
- Sing district Luangnamtha
- Namor

**School Lunch coverage per September 2017:**

All 30 districts in the 7 provinces<sup>20</sup> (listed in Annex).

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<sup>20</sup> List of districts are put into Annex

|   |                           |   |   |
|---|---------------------------|---|---|
| 7 | Food commodity and ration | <p><b>Mid Morning Snack:</b><br/>Corn Soya Blend, and Vegetable Oil. Plus sugar donated from Cuba.</p> <p><b>MMS Ration:</b><br/>CSB 80 gram/student/day, Sugar 15 gram/student/day, Oil 15 gram/student/day</p> <p><b>School Lunch:</b><br/>Rice and Vegetable Oil. Plus canned fish donated from Japan.<br/>Only from September 2017 CO Lao add Lentils into School Lunch commodities.</p> <p><b>School Lunch ration:</b><br/>Rice 100 gram/student/day, Oil 10 gram/student/day, Lentils 40 gram/student/day, Canned Fish 1 day per week 30 gram/student/day</p> | <p><b>School Lunch:</b><br/>Rice and Vegetable Oil. Plus canned fish donated from Japan.</p> <p><b>School Lunch ration:</b><br/>Rice 100 gram/student/day, Oil 10 gram/student/day, Lentils 40 gram/student/day, Canned Fish 1 day per week 30 gram/student/day</p> |
| 8 | School gardens            | <p><b>2016-2017 period:</b><br/>504 schools received NFI for constructing school gardens.</p> <p>Targeting for school gardens was based on schools that have functioning water facilities.</p> <p><b>Beginning September, academic year 2017-2018 period:</b><br/>The rest 940 schools received NFI for constructing school gardens</p>   | <p><b>Beginning September, academic year 2017-2018 period:</b><br/>The rest 940 schools received NFI for constructing school gardens.</p>   |

|    |                 |   |  |
|----|-----------------|---|--|
| 9  | Partners        | <p><b>Main partner:</b></p> <ul style="list-style-type: none"> <li>- Ministry of Education and Sports (MOES)</li> <li>- Provincial Education and Sports Services</li> <li>- District Education and Sports Bureau</li> </ul> <p><b>Literacy partners:</b></p> <ul style="list-style-type: none"> <li>- Plan International</li> <li>- Big Brother Mouse</li> </ul> <p><b>Education sector working group (ESWG) includes:</b><br/>MOES, AUSAID, EU, BEQUAL, World Bank, WFP, CRS, UNICEF.</p> <p>Under this ESWG, there are <b>4 focal groups:</b></p> <ul style="list-style-type: none"> <li>- Focal Group 1: Basic education</li> <li>- Focal Group 2: Technical Vocational Education Training (TVET)</li> <li>- Focal Group 3: Planning, Financing, Performance Monitoring</li> <li>- Focal Group 4: Research, Institution for Education, and Sciences</li> </ul> | <p><b>Main partner:</b></p> <ul style="list-style-type: none"> <li>- Ministry of Education and Sports (MOES)</li> <li>- Provincial Education and Sports Services</li> <li>- District Education and Sports Bureau</li> </ul> <p><b>Literacy and Community Mobilization and Development partners:</b></p> <ul style="list-style-type: none"> <li>- Plan International</li> <li>- Big Brother Mouse (BBM)</li> <li>- Education Development Foundation (EDF)</li> </ul> <p><b>Education sector working group (ESWG) includes:</b><br/>MOES, AUSAID, EU, BEQUAL, World Bank, WFP, CRS, UNICEF.</p> <p>Under this ESWG, there are <b>4 focal groups:</b></p> <ul style="list-style-type: none"> <li>- Focal Group 1: Basic education</li> <li>- Focal Group 2: Technical Vocational Education Training (TVET)</li> <li>- Focal Group 3: Planning, Financing, Performance Monitoring</li> <li>- Focal Group 4: Research, Institution for Education, and Sciences</li> </ul> |
| 10 | Main activities | <p>WFP assistance up to May 2018 consists of:</p> <ul style="list-style-type: none"> <li>- Mid Morning Snack and School Lunch food assistance 73%</li> <li>- Capacity Strengthening at national and sub-national 6%</li> <li>- Direct Support Costs 15%</li> <li>- Indirect Support Costs 7%</li> </ul>   | <p>WFP assistance from September 2018 - 2021 will focus on:</p> <ul style="list-style-type: none"> <li>- School Lunch food assistance 43%</li> <li>- Capacity Strengthening at national and sub-national 38%</li> <li>- Direct Support Cost 11%</li> <li>- Indirect Support Cost 7%</li> <li>- Cargo Preference 1%</li> </ul>  |

10. WFP- Lao PDR, together with partners, provides school lunch for pre-primary and primary schoolchildren with accompanying nutrition related messages and campaigns. The WFP assistance aims to contribute to efforts to enhance literacy, support enrolment, improve the nutritional status of schoolchildren and their families as well as increase student enrolment and attendance in a sustainable manner.
11. WFP-Lao PDR's school feeding activities are aligned to support McGovern-Dole's two strategic objectives: improved literacy of school-age children (MGD-SO1), and increased use of health and dietary practices (MGD-SO2). These objectives are captured in the FY14 results framework and FY17 results framework in **Annex 3**. In addition, **Annex 8** refers to MGD FY14 and FY17 indicators. Evaluators are expected to fill the baseline values of the FY17 indicators.

**Table 3 MGD strategic objectives and indicators under FY14-16 and FY17-21**

| Strategic Objective / Indicator | FY14-16   | FY17-21   | Remarks   |
|---------------------------------|---|---|---|
| <b>MGD SO1</b>                  | <b>Improved Literacy of School Age Children</b>   |   |   |
| <b>Foundational Results</b>     |   |   |   |
| MGD 1.4.1 / 2.7.1               | Increased capacity of government institutions   | Increased capacity of government institutions<br>- Literacy: Increased access to books<br>- Capacity Development  |   |
| MGD 1.42                        | Improved policy and regulatory frameworks<br>- TA to support inclusive education center | Improved policy and regulatory frameworks<br>- Literacy: Increased access to books<br>- Capacity Development  |   |
| MGD 1.4-3                       | Increased government support  | Increased government support<br>- Capacity development  |   |
| MGD 1.4.4/2.7.4                 | Increased engagement of local organization and community groups                         | Increased engagement of local organization and community groups<br>- Nutrition: support school agriculture<br>- Safe food preparation and storage<br>- Capacity development<br>- Literacy |   |
| <b>Project Results</b>          |   |   |   |
| MGD 1.1                         | Improved quality of literacy instruction  |   |   |
| MGD 1.1.1                       | More consistent Teacher Attendance  | More consistent Teacher Attendance  | For FY17 this result to be achieved by partners             |
| MGD 1.1.2                       | Better access to school supplies and materials  | Better access to school supplies and materials  |   |
| MGD 1.1.3                       | Improved literacy instructional materials   | Improved literacy instructional materials   | For FY14 and FY17, these results to be achieved by partners |
| MGD 1.1.4                       | Increased skills and knowledge of teachers  | Increased skills and knowledge of teachers  |   |
| MGD 1.1.5                       | Increased skills and knowledge of School Administrators                                 | Increased skills and knowledge of School Administrators   |   |
| MGD 1.2                         | Improved Attentiveness  |   |   |
| MGD 1.2.1                       | Reduced short term hunger   | Reduced short term hunger   |   |

|                 |  |  |  |
|-----------------|--|--|--|
| MGD 1.2.1.1     | Increased access to food:<br>- Provide Mid Morning Snack, Take Home Ration, Establish School Gardens<br>- WFP complementary activities, i.e. P4P, Livelihood Initiatives for Nutrition, MCHN | Increased access to food:<br>- Provide school meals (WFP and EDF lao)<br>- Nutrition: Support school agriculture (MOES, WFP, IFAD, FAO MAF)<br>- Take Home Ration as incentives<br>- Health: Training to school cooks, Storekeepers, and Community members |  |
| MGD 1.3         | Improved Student Attendance  |  |  |
| MGD 1.3.1       | Increased economic and cultural incentives:<br>- Provide Mid Morning Snack, Take Home Ration, Establish school gardens   | Increased economic and cultural incentives:<br><b>Food distribution:</b> Provide School Meals (WFP and EDF Lao), Take Home Ration,<br><b>Health:</b> Training to school cooks, Storekeepers and Community Volunteers)                                      |  |
| MGD 1.3.2.      | Reduced Health and Related absences  | Reduced Health and Related absences  |  |
| MGD 1.3.3       | Improved School Infrastructure<br><br>Building/rehabilitating kitchens and storerooms, establish school gardens  | Improved School Infrastructure<br><br>Health: increased access to watsan<br>Safe food preparation and storage  |  |
| MGD 1.3.4       | Increased student enrolment<br>- Enrolment campaign  | Increased student enrolment<br>- Food distribution<br>- Capacity development   |  |
| MGD 1.3.5       | Increased community understanding of benefits of education<br>- Enrolment campaign   | Increased community understanding of benefits of education<br>- Safe Food Preparation and Storage<br>- Literacy<br>- Capacity development  |  |
| <b>MGD SO 2</b> | <b>Increased use of Health and Dietary practices</b>   |  |  |
| MGD 2.1         | Improved knowledge of health and hygiene practices   | Improved knowledge of health and hygiene practices   |  |
| MGD 2.2         | Increased knowledge of Safe Preparation and Storage practices  | Increased knowledge of Safe Preparation and Storage practices  |  |
| MGD 2.3         | Increased knowledge of nutrition   | Increased knowledge of nutrition   |  |
| MGD 2.4         | Increased access to clean water and sanitation services  | Increased access to clean water and sanitation services  | FY 14 to be achieved by partners.<br>FY 17 is going to be achieved by WFP and sub-recipients |
| MGD 2.5         | Increased access to preventative health interventions  | Increased access to preventative health interventions  | FY 14 and FY17 to be achieved by partners  |
| MGD 2.6         | Increased access to requisite food preparation and storage tools and equipment   | Increased access to requisite food preparation and storage tools and equipment   |  |



12. To achieve the results aforementioned, WFP-Lao PDR uses its established partnerships with the World Bank, Australian DFAT, UNFPA, UNICEF and FAO and the Lao MoES.
13. USDA signed the McGovern-Dole commitment letter in September 2014. USDA has allocated up to \$27 million for donations of commodities, transportation, and financial assistance through McGovern-Dole Grant FFE-439-2014/049-00 for FY2014-2016. Project implementation started with commodities arrival in September 2015, and the baseline assessment was conducted in October 2015. The survey was delayed mainly due to the late arrival of commodities in country. The actual provision of school meals to schoolchildren started in September 2015, when the new school year started after a three-month break.
14. USDA approved an amendment to the original grant changing from mid-morning snack to lunch, including a shift from the provision of Corn Soya Blend to Lentils for the lunch programme as outlined in Table 2 above.

## **4. Evaluation Approach**

### **4.1. Scope**

1. The evaluation will cover the WFP Lao School Feeding USDA McGovern-Dole Grant FFE-439-2014/049-00, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Lao PDR Country Office, is expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and program partners can adjust course as necessary for the remainder of the program term and to inform any future program design. It will be carried out in the areas of intervention. **Table 4** below shows the scope for the End-line evaluation for MGD FY14 and Baseline study for MGD FY17.

**Table 4. Scope of the USDA Mc Govern Dole combined end-line evaluation FY14-16 and baseline FY17-21**

| S/N | Scope  | End-line evaluation FY14-16   | Baseline FY17-21  |
|-----|--|---|---|
| 1   | Evaluation coverage                              | The evaluation will cover the WFP Lao School Feeding USDA McGovern-Dole FY14, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. | The evaluation will cover the WFP Lao School Feeding USDA McGovern-Dole FY17, including all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant 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 can adjust course as necessary for the remainder of the program term and to inform any future program design.                    |   |
| 3   | Areas to be covered during Evaluation / Baseline | Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, Saravane, Sekong and Attapeu   | Phongsaly, Oudomxay, Luangnamtha, Luang Prabang, <b>Khammouane</b> , Saravane, Sekong and Attapeu   |
| 4   | Focus of end-line evaluation and baseline        | The end-line evaluation and baseline will focus primarily on the following three 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 WFP school feeding sites to conduct surveys and interviews with focus groups at the village level;   |   |
|     |  | <u>Activity 3:</u> Interviews with representatives and staff members of governmental implementing partners, as well as interviews with community participants impacted by the project.  |   |
| 5   | Theory of Change                                 | Using Theory Of Change from Mid Term Evaluation, based on the Results Framework of MGD FY14-16 (see Annex 6)  | Evaluation team has to prepare Theory Of Change for MGD FY17-21 programme   |
| 6   | Gender Analysis                                  | Analysis not available, although WFP Lao had successfully completed the WFP Gender Transformation Programme   | Evaluation team has to prepare Gender Analysis for MGD FY17-21 programme  |

|   |                                    |   |   |   |
|---|------------------------------------|---|---|---|
| 7 | Results Framework<br>(see Annex 6) | <p>McGovern-Dole's SO 1: Improved literacy of school age children Results level:<br/>1.1 (Improved Quality of Literacy Instruction), 1.2 (Improved Attentiveness), and 1.3 (Improved Student Attendance).</p> <p>The activities are designed to achieve results 1.1.1 (Consistent Teacher Attendance), 1.1.2 (Better Access to School Supplies &amp; Materials), 1.1.4 (Increased Skills &amp; Knowledge of Teachers), 1.1.5 (Increased Skills and Knowledge of School Administrators), and 1.2.1 (Reduced Short Term Hunger), 1.2.1.1 (Increased Access to Food). While result 1.1.3 (Improved Literacy Instructional Materials) achieved through partners.</p> <p>In addition, the project will contribute towards achieving results 1.3.1 (Increased Economic &amp; Cultural Incentives), 1.3.2 (Reduced Health Related Absences), 1.3.3 (Improved School Infrastructure), 1.3.4 (Increased Student Enrolment), and 1.3.5 (Increased Community Understanding of Benefits of Education)</p> <p>As well as the foundational results 1.4.1 (Increased Capacity of Government Institutions), 1.4.2 (Improved Policy and Regulatory Framework), 1.4.3 (Increased Government Support), and 1.4.4 (Increased Engagement of Local and Community Groups).</p> | <p>McGovern-Dole's SO 1: Improved literacy of school age children Results level:<br/>1.1 (Improved Quality of Literacy Instruction), 1.2 (Improved Attentiveness), and 1.3 (Improved Student Attendance).</p> <p>The activities are designed to achieve results 1.1.2 (Better Access to School Supplies &amp; Materials), 1.1.3 (Improved Literacy Instructional Materials), 1.1.4 (Increased Skills &amp; Knowledge of Teachers), 1.1.5 (Increased Skills and Knowledge of School Administrators), 1.2.1 (Reduced Short Term Hunger), and 1.2.1.1 (Increased Access to Food). While result 1.1.1 (Consistent Teacher Attendance) achieved through partners.</p> <p>In addition, the project will contribute towards achieving results 1.3.1 (Increased Economic &amp; Cultural Incentives), 1.3.2 (Reduced Health Related Absences), 1.3.3 (Improved School Infrastructure), 1.3.4 (Increased Student Enrolment), and 1.3.5 (Increased Community Understanding of Benefits of Education)</p> <p>As well as the foundational results 1.4.1 (Increased Capacity of Government Institutions), 1.4.2 (Improved Policy and Regulatory Framework), 1.4.3 (Increased Government Support), and 1.4.4 (Increased Engagement of Local and Community Groups).</p> |   |
|   |                                    | <p>McGovern-Dole's SO 2: Increased Use of Health and Dietary Practices Results level:<br/>2.1 (Improved Knowledge of Health and Hygiene Practices), 2.2 (Increased Knowledge of Safe Food Prep and Storage Practices), 2.3 (Increased Knowledge of Nutrition), and 2.6 (Increased Access to Requisite Food Prep and Storage Tools and Equipment).</p> <p>The program also contributes to 2.4 (Increased access to clean water and sanitation services), while intermediate result 2.5 (access to preventative health interventions) is addressed by partners.</p>   | <p>McGovern-Dole's SO 2: Increased Use of Health and Dietary Practices Results level:<br/>2.1 (Improved Knowledge of Health and Hygiene Practices), 2.2 (Increased Knowledge of Safe Food Prep and Storage Practices), 2.3 (Increased Knowledge of Nutrition), 2.4 (Increased Access to Clean Water and Sanitation Services), and 2.6 (Increased Access to Requisite Food Preparation and Storage Tools and Equipment).</p> <p>Intermediate result 2.5 (Increased Access to Preventative Health interventions) is addressed by partners.</p>  |   |
|   |                                    | Partnership to achieve MGD results  | Ministry of Education and Sports, World Bank, Australian DFAT, UNFPA, UNICEF, FAO   |   |
|   |                                    | 8   | Partnership to achieve MGD results  | Ministry of Education and Sports, World Bank, Australian DFAT, UNFPA, UNICEF, FAO               |
|   |                                    | 9   | Baseline and Mid Term Evaluation  | <p>a. Baseline conducted in October 2015</p> <p>b. Mid Term Evaluation conducted April 2017</p> |

## 4.2. Evaluation Criteria and Questions

1. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, Sustainability, Appropriateness.<sup>21</sup> 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. Evaluation team will develop an appropriate evaluation and analytical approach for the evaluation. This should be documented systematically in the Evaluation Matrix. This evaluation matrix is one of the output in the Inception Phase. Collectively, the questions aim at highlighting the key lessons and performance of the USDA MGD FY14 which could inform future strategic and operational decisions, and and the baseline study of USDA MGD FY17.
3. The key criteria are outlined in Table 5 below

**Table 5. Criteria of end evaluation and baseline questions**

| Criteria      | MGD FY14-16 End-line Evaluation questions   | MGD FY17-21 Baseline questions  |
|---------------|---|---|
| Relevance     | To what extent was the design of the School Meals programme contributing to realizing the Government of Lao's National School Meal Policy and WFP's Country Strategic Plan 2017-21?                                     | To what extent was the design of the School Lunch programme contributing to realizing the Government of Lao's National School Meal Policy and WFP's Country Strategic Plan 2017-21?                                   |
|               | To what extent is the School Meals programme in line with the needs of the most vulnerable groups (men and women, boys and girls)?  | Evaluators to prepare a gender analysis of this project , i.e. MGD FY17-21 programme  |
|               | To what extent was the School Meals (Mid Morning Snack and School Lunch) programme based on a sound gender analysis?  |   |
|               | To what extent was the design and implementation of the School Meals (Mid Morning Snack and School Lunch) programme gender-sensitive?   |   |
|               | Has the School Meals (Mid Morning Snack and School Lunch) programme made any difference to gender relations in the medium or longer term?   |   |
| Effectiveness | Do recommendations made during FY14-16 baseline and mid-term evaluation were integrated into FY14-16 programme implementation, and if so, whether these recommendations were successful in strengthening the programme. | What components in the FY17-21 programme reflect integration of recommendations made during FY14-16 baseline and mid-term evaluation, and whether these integrations have the potentials to strengthen the programme. |
|               | To what extent has the project contributed to improved attentiveness of school age children (boys and girls) in WFP covered schools.  | What is the attentiveness level (boys and girls) of WFP covered schools and the comparison schools in these 8 provinces   |

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

|            |  |  |
|------------|--|--|
|            | To what extent has the project contributed to increased enrolment of school age children (boys and girls) in WFP covered schools.                          | What is the enrolment level (boys and girls) of WFP covered schools and the comparison schools in these 8 provinces  |
|            | To what extent has the project contributed to increased attendance of school age children (boys and girls) in WFP covered schools.                         | What is the attendance level (boys and girls) of WFP covered schools and the comparison schools in these 8 provinces   |
|            | How do literacy and health related absence outcomes compare across the WFP covered schools.  | What is the literacy level (boys and girls) of WFP covered schools and the comparison schools in these 8 provinces   |
|            | Is there evidence of a positive impact of the project on literacy and literacy instruction, in WFP covered schools.  |  |
|            | N/A  | What is the level of health related absences (boys and girls) of WFP covered schools and the comparison schools in these 8 provinces   |
|            | N/A  | What is the level of students (boys and girls) who demonstrate use of new child health and nutrition practices as a result of USDA assistance of WFP covered schools and comparison schools in these 8 provinces |
|            | N/A  | Is health related illnesses a significant issue in causing students (boys and girls) absence at WFP covered schools and the comparison schools in these 8 provinces  |
|            | What are the intended and unintended outcomes of school gardens in WFP covered schools in these 7 provinces <sup>22</sup> ?                                | What are stakeholders' perceptions on school garden, in relation to nutrition sensitive agriculture?   |
|            | Do stakeholders view school gardens as a learning tool on agriculture and nutrition in WFP covered schools in these 7 provinces?                           |  |
|            | How often are schools utilizing produce from their school gardens, to supplement USDA donated food, in WFP covered schools in these 7 provinces?           |  |
|            |  |  |
| Efficiency | Was the School Meals programme implemented in the most efficient way compared to alternatives?   | N/A  |
|            | Did the targeting of the School Meals programme mean that resources were allocated efficiently?  | N/A  |
|            |  |  |
| Impact     | Is there evidence that current school gardens are effective at increasing knowledge of nutrition in WFP covered schools in these 7 provinces <sup>23</sup> | Current effectiveness level of school gardens  |

<sup>22</sup> Luangnamtha, Phongsaly, Oudomxay, Luangprabang, Attapeu, Saravane, Sekong.

<sup>23</sup> Table 2 key characteristics showed school gardens was introduced beginning academic year 2016/17 to 504 schools, and replicated to 940 schools for academic year 2017/18.

|                |   |   |
|----------------|---|---|
|                | What are the gender-specific impacts of School Meals programme and the related activities on girls and boys students? Did the School Meals programme influence the gender context?  | What are gender specific characteristics of School Lunch and the related activities on girls and boys students? Will School Lunch further influence gender context? |
|                |   |   |
| Sustainability | To what extent did the School Meals programme implementation arrangements include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners? | Are elements to foster hand over schools to communities' in place   |
|                | To what extent is it likely that the benefits of the School Lunch programme will continue after WFP's work ceases?  | What is the profile of the communities in WFP covered school in these 8 provinces   |
|                | To what extent did the School Meals programme implementation were tailored to local needs   |   |

### 4.3. Data Availability

1. Main sources of information available to the evaluation team are the following
  - a. USDA FAS MGD FY14-16 and FY17-21 project documents
  - b. USDA FAS MGD FY14-16 and FY17-21 project results frameworks
  - c. Standard Project Reports 2015 and 2016
  - d. Semi Annual Reports to USDA 2015, 2016, and 2017
  - e. Monitoring Reports 2015, 2016, 2017
  - f. Community Strength Assessments
  - g. Meeting minutes from School meals technical working group meetings, relevant Education Sector Working Group meetings as well as transition (exit strategy/hand over) meetings;
  - h. UN Results Group 4 – education working group
  - i. Primary data collection during Inception report stage
  - j. USDA FAS FY14 Baseline report per October 2015
  - k. USDA FAS FY14 Mid Term Evaluation per April 2017
  - l. Impact Review on School Meals and WASH per October 2016
  
2. Concerning the quality of data and information, the evaluation team should:
  - a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. 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.

### 4.4. Methodology

1. The evaluation team will design the methodology during the inception phase. Table 6 shows the requested methodology for end-line evaluation for FY14 and the baseline study for FY17.
2. Baseline FY14-16 did not cover comparison schools, thus an impact end-line FY14-16 evaluation will be very difficult to be completed. Hence, the approach for the end-line evaluation for FY14-16 is through non-experimental.

3. On the other hand, for baseline FY17-21 there is still possibility to do quasi experimental, because comparison schools can still be found in districts never covered by WFP school meals programme, nor by National School Meals Programme.

**Table 6. Methodology of the End-line evaluation FY14 and the Baseline FY17**

| S/N | Methodology                      | End-line evaluation FY14   | Baseline FY17  |
|-----|----------------------------------|--|--|
| 1   | Approach                         | Non experimental <sup>24</sup>   | Quasi experimental   |
| 2   | Theory of Change                 | Using Theory of Change from Mid-Term evaluation of FY14-16.  | Develop a new Theory of Change for FY17-21   |
| 3   | Evaluation methods               | If possible evaluators to use several or a mixed of Realist evaluation framework, Most Significant Change, Qualitative Comparative Analysis (QCA), Case Studies, Contribution Analysis, or Process Tracing methods.<br><br>WFP requests evaluators to use multiple and mixed methods of the above methods. | If possible evaluators to use either Difference in Difference (DiD), Propensity Score Matching (PSM), or Instrumental variables, or Regression discontinuity design, or other evaluation methods.<br><br>WFP requests evaluators to use multiple and mixed methods of the above methods.             |
| 4   | Data collection method           | Qualitative and Quantitative   | Qualitative and Quantitative   |
| 5   | Sample size on Quantitative data | Field data collection to be completed in March 2018<br><br>Cluster <sup>25</sup> :<br>Based on 85 schools that were sampled from 2015 Baseline for the MGD FY14.   | Field data collection to be completed in March 2018<br><br>Cluster or random <sup>26</sup> :<br>To collect minimal 90 schools having School Lunch<br><br>Evaluators are free to select comparison schools from districts never covered by WFP school meals programme since 2002 ( <b>Annex 10</b> ). |
| 6   | Sample size on Qualitative data  | Purposive, and based on evaluators team, but should be clearly described during Inception Report   | Purposive, and based on evaluators team, but should be clearly described during Inception Report   |
| 7   | Ethical safeguard                | As much as possible to have informed consent from respondents.<br><br>Evaluators have to conform to UNEG ethics norms, and they are expected   | As much as possible to have informed consent from respondents<br><br>Evaluators have to conform to UNEG ethics norms, and they are expected to   |

<sup>24</sup> Non-experimental due to no comparison schools in the Baseline FY14-16, hence it will be very difficult to do Experimental or Quasi Experimental approach for the FY14-16 end-line evaluation.

<sup>25</sup> Cluster due to list of 85 sample schools from Baseline FY14-16 is available.

<sup>26</sup> Evaluators are free to use the same 85 schools from Baseline FY14-16, and add several more schools, or to choose entirely new sample schools.

|  |  |   |  |
|--|--|---|--|
|  |  | to manage and safeguard ethics throughout the evaluation. | manage and safeguard ethics throughout the evaluation. |
|--|--|---|--|

- a. Draw on the existing body of documented data, and triangulate this with information to be collected in the field using the quantitative methodology as well as appropriate qualitative information; The adequacy of available CO monitoring data to inform the evaluation needs to be reviewed and the methodology adjusted depending on the findings.
- b. 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. Exact timing of the field visits will be negotiated with the country office to ensure that there is no overlap with regular country office missions. As some of the field locations are quite remote, team members may be required to hike to field locations.
- c. Indicators: majority of indicators for both FY14 and FY17 are similar in nature, except for the addition of standard indicators and a few country specific indicators, reflecting the additional activities in the FY17 project (see **annex 8** on list of indicators of FY14 and FY17).

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

4. A risk to the evaluation includes a potential difference in the methodological approach used by the service provider between the FY 17 baseline and FY17 mid-term and end-line evaluations. To mitigate this 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.
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](#)<sup>[1]</sup>, 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 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.
7. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) on the project monitoring data in addition to throughout the field data analytical and reporting phases of the evaluation. 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:

Please refer to an evaluation schedule in Annex 2

**Figure 1: Summary Process Map**



1. **Inception phase**, timeline is January – end of February 2018. Evaluation team has to share the Inception Reports for FY14 end-line evaluation and FY17 baseline study.
  - FY14 Inception report end-line evaluation has to include methodology of the end-line evaluation, sample size and locations of schools to be visited during field data collection, review and analysis of secondary data.
  - FY17 Inception report on the baseline study has to include Theory of Change and Gender Analysis for the FY17 award, methodology of the baseline study, sample size and locations of schools to be visited during field data collection, review and analysis of secondary data.
2. **Data collection phase**, timeline is March 2018. 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. Evaluation team is also expected to do an end fieldwork debriefing in the form of Word document and Power Point presentation.

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

3. **Analyse data and report phase**, timeline for FY14 end-line evaluation is May-July 2018, and FY17 baseline is May-mid-August 2018. Evaluation team has to finalize the analysis of data gathered, produce draft evaluation reports (one for FY14 end-line evaluation and one for FY17 baseline study), which presents the main, evidence based findings, conclusions and recommendations in an accessible manner. Evaluation team is expected to produce 2 final reports:
  - FY14 Final report on end-line evaluation
  - FY17 Final report on baseline study

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

### **6.1. Evaluation Conduct**

1. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with Mr. Utomo Tjipto, WFP Lao PDR evaluation manager. The team will be hired following agreement with WFP on its composition. A specific effort will be made to ensure the evaluation team has specific skills/experience in conducting gender responsive evaluations.
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](#).

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

1. The evaluation team has to include gender specialist, evaluation specialist, and thematic specialist. It is expected that the field data enumerators are Lao nationals, whereas the Team Leader and School Feeding specialist 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. At least one team member should have experience of evaluating WFP programme implementation.
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:
  - a. School Feeding
  - b. Education and early grade literacy
  - c. Nutrition and food security
  - d. Agro-economics/rural development
  - e. Gender expertise / good knowledge of gender equality and women's empowerment issues.
  - f. Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management).
3. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Lao PDR.
4. Team leader and main team member should have strong skills in oral and written English. In addition, given the remoteness of some field sites and their limited accessibility, all team members should be in good physical condition.
5. 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.

6. 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.
7. 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.
8. 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 Lao PDR duty station.
2. 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.
3. 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.<sup>27</sup>
4. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
5. 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.
6. The team members observe applicable UN security rules and regulations – e.g. curfews etc.

## **7. Roles and Responsibilities of Stakeholders**

### **7.2. The WFP Lao PDR**

1. The WFP Lao PDR Management (Country Director) will take responsibility to:
  - a. Assign an Evaluation Manager for the evaluation: Utomo Tjipto, Head of M&E section as an impartial figure in the country office, and never been a part of programme implementation.
  - b. Compose the internal evaluation committee and the evaluation reference group (see below).
  - c. Together with USDA, approve the final Tor, inception and evaluation reports.
  - d. 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](#)).

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<sup>27</sup> Field Courses: [Basic](#); [Advanced](#)

- e. 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
  - f. Ensure that the evaluation is gender responsive
  - g. Organise and participate in two separate debriefings, one internal and one with external stakeholders
  - h. Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations
2. The Evaluation Manager:
- a. Manages the evaluation process through all phases including drafting this TOR
  - b. Ensures quality assurance mechanisms are operational
  - c. Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
  - d. Ensures expected use of quality assurance mechanisms (checklists, quality support
  - e. 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.
  - f. Organises security briefings for the evaluation team and provides any materials as required.
  - g. Prepare CO Lao management response and follow up processes.
  - h. Prepare dissemination of evaluation reports.
3. An internal Evaluation Committee has been formed as part of ensuring the independence and impartiality of the evaluation. The evaluation committee (in Annex 3) will provide input to evaluation process and commenting on evaluation products.
4. An Evaluation Reference Group has been formed, as appropriate, with representation from WFP regional bureau, Ministry of Education, USDA, UNICEF (in Annex 3). 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. WFP will seek USDA's approval of this evaluation Terms of Reference.
5. The Regional Bureau Bangkok will take responsibility to:
- a. Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
  - b. Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant, as required.
  - c. Provide comments on the draft TOR, Inception and Evaluation reports
  - d. Support the Management Response to the evaluation and track the implementation of the recommendations.
  - e. While the Regional Evaluation Officer, Yumiko Kanemitsu, Regional Evaluation Officer, 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.
6. Relevant WFP Headquarters divisions will take responsibility to:
- a. Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
  - b. Comment on the evaluation TOR, inception and evaluation reports, as required.
7. The WFP Washington Office will be responsible for managing all communication with the USDA FAD relating to Performance Management including USDA FAD provision of comments on deliverables and organization of FAD participation in stakeholder discussions of evaluation findings and project-level follow-up.

8. Ministry of Education and Sports will be responsible for providing guidance on National School Meals Policy, priorities and approaches, and ensuring alignment of the national school meals policy with other government policy.
9. 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 This 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 FY14 an end-line evaluation report and FY17 baseline study 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.
2. 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:
  - a. Debriefing meetings
  - b. Stakeholders workshop
  - c. Email
  - d. Put onto WFP-Go evaluation website and WFP Evaluation extranet.
  - e. Broadcast media
  - f. Panel presentation

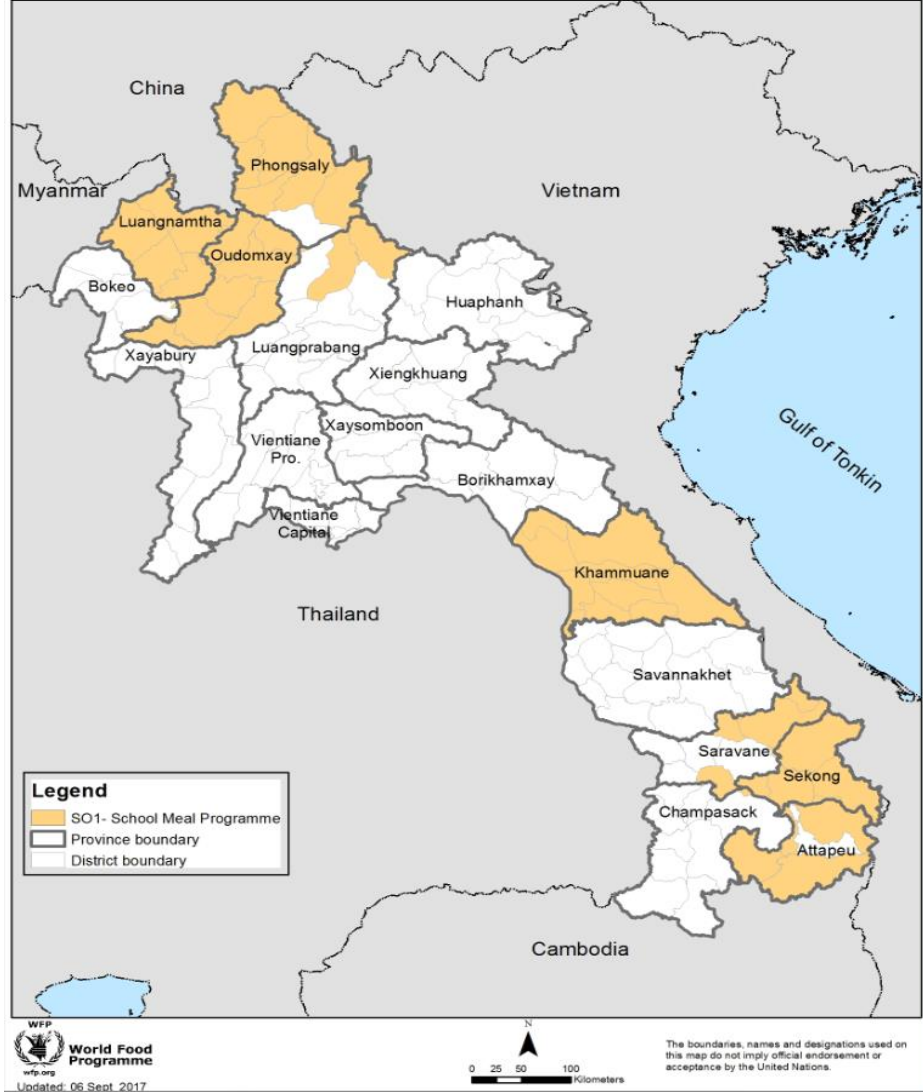
### **8.2.Budget:**

1. The funding source: The FY14 end-line evaluation and FY17 baseline study will be funded by WFP Lao PDR country office using the Adjusted DSC allocated for evaluation in the USDA Mc Govern Dole award.

2. 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:
  - a. Include budget for domestic travel and for all relevant in-country data collection
  - b. Hire and supervise any and all technical and administrative assistance required (including in-country)
  - c. Not exceed a budget of USD 200,000 – this should include any foreseen primary data collection and analysis.
  - d. Please send any queries to Utomo Tjipto, Head of M&E WFP Lao PDR, at [utomo.tjipto@wfp.org](mailto:utomo.tjipto@wfp.org) and mobile +8562155528736.

**Annex 1 Map**

**WFP Operations - School Meal Programme**



## Annex 2 FY 14 End-line Evaluation Schedule

|  | Phases, Deliverables and Timeline  | Key Dates                                    |
|--|--|--|
| <b>Phase 1 - Preparation</b>               |  |  |
| 1  | Desk review, draft of TOR and quality assurance (QA) using ToR QC  | 15 <sup>th</sup> – 30 <sup>th</sup> Sep 2017 |
| 2  | Sharing of draft ToR with outsourced quality support service (DE QS)   | 3 Oct 2017                                   |
| 3  | Review draft ToR based on DE QS feedback   | 9-11 Oct 2017                                |
| 4  | Circulation of TOR for review and comments to ERG,RB and other stakeholders (list key stakeholders)                      | 3-18 Oct 2017                                |
| 5  | Review draft ToR based on comments received  | 19 Oct-10 Nov 2017                           |
| 6  | Submits the final TOR to the internal evaluation committee for approval  | 11-16 Nov 2017                               |
| 7  | <b>Sharing final TOR with key stakeholders</b>   | 27 Nov 2017                                  |
| 8  | <b>Selection and recruitment of evaluation team, through LTA</b>   | 27 Nov-20 Dec 2017                           |
| <b>Phase 2 - Inception</b>                 |  |  |
| 1  | Briefing core team   | 8 Jan 2018                                   |
| 2  | Submission of draft inception report (IR) to EM  | 6 Feb 2018                                   |
| 3  | Sharing of draft IR with outsourced quality support service (DE QS) and quality assurance of draft IR by EM using the QC | 7-13 Feb 2018                                |
| 4  | Revise draft IR based on feedback received by DE QS and EM   | 14-15 Feb 2018                               |
| 5  | Submission of revised IR based on DE QS and EM QA  | 16 Feb 2018                                  |
| 6  | Circulate draft IR for review and comments to ERG,RB and other stakeholders  | 17–23 Feb 2018                               |
| 7  | Consolidate comments   | 26-28 Feb 2018                               |
| 8  | Revise draft IR based on stakeholder comments received   | 1-4 Mar 2018                                 |
| 9  | Submission of final revised IR   | 5 Mar 2018                                   |
| 10   | Submits the final IR to the internal evaluation committee for approval   | 6 Mar 2018                                   |
| 11   | <b>Sharing of final inception report with key stakeholders for information</b>   | <b>7 Mar 2018</b>                            |
| <b>Phase 3 – Data collection</b>           |  |  |
| 1  | Briefing evaluation team at CO   | 9 Mar 2018                                   |
| 2  | <b>Data collection</b>   | <b>12 Mar-5 Apr 2018</b>                     |
| 3  | <b>In-country Debriefing (s)</b>   | 6 Aprl 2018                                  |
| <b>Phase 4 - Analyze data and report</b>   |  |  |
|  | Lao PDR will have Lao New Year<br>This will affect government ministries, provincial, district, schools functions        | <b>11– 17 Apr 2018</b>                       |
| 1  | Draft evaluation report  | 23 Apr 2018                                  |
| 2  | Sharing of draft ER with outsourced quality support service (DE QS) and quality assurance of draft ER by EM using the QC | 23-27 Apr 2018                               |
| 3  | Revise draft ER based on feedback received by DE QS and EM   | 30 Apr-6 May 2018                            |
| 4  | Submission of revised ER based on DE QS and EM QA  | 7 May 2018                                   |
| 5  | Circulate draft ER for review and comments to ERG,RB and other stakeholders (list key stakeholders)                      | 8-22 May 2018                                |
| 6  | Consolidate comments   | 22-28 May 2018                               |
| 7  | Revise draft ER based on stakeholder comments received   | 28-13 Jun 2018                               |
| 8  | Submission of final revised ER   | 14 Jun 2018                                  |
| 9  | Submits the final ER to the internal evaluation committee for approval   | 15 Jun 2018                                  |
| 10   | <b>Sharing of final evaluation report with key stakeholders for information</b>  | <b>18 Jun 2018</b>                           |
| <b>Phase 5 Dissemination and follow-up</b> |  |  |
| 1  | Prepare management response  | 18-30 Jun 2018                               |



|   |  |  |
|---|--|--|
|   | <b>Stakeholders dissemination workshop</b>                                     | <b>1<sup>st</sup>-2<sup>nd</sup> week of July 2018</b> |
| 2 | Share final evaluation report and management response with OEV for publication | 17 July 2018   |

## Annex 2 FY 17 Baseline Study Schedule

The priority is for the End-line evaluation to be submitted earlier, thus for the baseline study, Phase 4 and 5 is one week later.

|  | <b>Phases, Deliverables and Timeline</b>   | <b>Key Dates</b>                             |
|--|--|--|
| <b>Phase 1 - Preparation</b>             |  |  |
| 1  | Desk review, draft of TOR and quality assurance (QA) using ToR QC  | 15 <sup>th</sup> – 30 <sup>th</sup> Sep 2017 |
| 2  | Sharing of draft ToR with outsourced quality support service (DE QS)   | 3 Oct 2017                                   |
| 3  | Review draft ToR based on DE QS feedback   | 9-11 Oct 2017                                |
| 4  | Circulation of TOR for review and comments to ERG,RB and other stakeholders (list key stakeholders)                                  | 3-18 Oct 2017                                |
| 5  | Review draft ToR based on comments received  | 19 Oct-10 Nov 2017                           |
| 6  | Submits the final TOR to the internal evaluation committee for approval  | 11-16 Nov 2017                               |
| 7  | <b>Sharing final TOR with key stakeholders</b>   | 27 Nov 2017                                  |
| 8  | <b>Selection and recruitment of evaluation team, through LTA</b>   | 27 Nov-20 Dec 2017                           |
| <b>Phase 2 - Inception</b>               |  |  |
| 1  | Briefing core team   | 8 Jan 2018                                   |
| 2  | Submission of draft inception report (IR) to EM  | 6 Feb 2018                                   |
| 3  | Sharing of draft IR with outsourced quality support service (DE QS) and quality assurance of draft IR by EM using the QC             | 7-13 Feb 2018                                |
| 4  | Revise draft IR based on feedback received by DE QS and EM   | 14-15 Feb 2018                               |
| 5  | Submission of revised IR based on DE QS and EM QA  | 16 Feb 2018                                  |
| 6  | Circulate draft IR for review and comments to ERG,RB and other stakeholders  | 17–23 Feb 2018                               |
| 7  | Consolidate comments   | 26-28 Feb 2018                               |
| 8  | Revise draft IR based on stakeholder comments received   | 1-4 Mar 2018                                 |
| 9  | Submission of final revised IR   | 5 Mar 2018                                   |
| 10                                       | Submits the final IR to the internal evaluation committee for approval   | 6 Mar 2018                                   |
| 11                                       | <b>Sharing of final inception report with key stakeholders for information</b>   | <b>7 Mar 2018</b>                            |
| <b>Phase 3 – Data collection</b>         |  |  |
| 1  | Briefing evaluation team at CO   | 9 Mar 2018                                   |
| 2  | <b>Data collection</b>   | <b>12 Mar-5 Apr 2018</b>                     |
| 3  | <b>In-country Debriefing (s)</b>   | 6 Aprl 2018                                  |
| <b>Phase 4 - Analyze data and report</b> |  |  |
|  | Lao PDR will have Lao New Year<br>This will affect government ministries, provincial, district, schools functions                    | <b>11– 17 Apr 2018</b>                       |
| 1  | Draft Baseline Study   | 23 Apr 2018                                  |
| 2  | Sharing of draft Baseline Study with outsourced quality support service (DE QS) and quality assurance of draft ER by EM using the QC | 23-27 Apr 2018                               |
| 3  | Revise draft Baseline Study based on feedback received by DE QS and EM   | 30 Apr-6 May 2018                            |

|  |   |  |
|--|---|--|
| 4  | Submission of revised Baseline Study based on DE QS and EM QA                           | 7 May 2018   |
| 5  | Circulate draft Baseline Study for review and comments to ERG,RB and other stakeholders | 8-22 May 2018  |
| 6  | Consolidate comments  | 22-28 May 2018   |
| 7  | Revise draft Baseline Study based on stakeholder comments received                      | 28-13 Jun 2018   |
| 8  | Submission of final revised Baseline Study  | 14 Jun 2018  |
| 9  | Submits the final Baseline Study to the internal evaluation committee for approval      | 15 Jun 2018  |
| 10   | <b>Sharing of final Baseline Study with key stakeholders for information</b>            | <b>18 Jun 2018</b>                                     |
| <b>Phase 5 Dissemination and follow-up</b> |   |  |
| 1  | Prepare management response   | 18-30 Jun 2018   |
| 2  | <b>Stakeholders dissemination workshop</b>  | <b>1<sup>st</sup>-2<sup>nd</sup> week of July 2018</b> |
| 3  | Share final evaluation report and management response with OEV for publication          | 17 July 2018   |

### **Annex 3 Membership of the Evaluation Committee**

The internal WFP Lao PDR evaluation committee is to review and share feedback on the evaluation products (TOR, inception report, evaluation report) for the combined USDA McGovern Dole FY14 endline evaluation and FY17 baseline for School Meals in Lao PDR.

| <b>No.</b> | <b>Core member</b>                                       | <b>Alternate</b>  |
|------------|--|---|
| 1          | Sarah Gordon Gibson (CD as Chair)                        | Hakan Tongul (DCD)  |
| 2          | Nanna Skau (Head of Programme)                           | Yangxia Lee (National Officer – Government Partnership)   |
| 3          | Khizar Ashraf (Nutrition Officer)                        | Serena Mithbaokar (Strategic Objective 1 Manager)         |
| 4          | Outhai Sihalath (Agriculture for Nutrition Officer)      | Air Sensomphone (Programme Policy Officer – School Lunch) |
| 5          | Kathleen Inglis (Partnership and Communications Officer) | Kevin Howley (Head of Supply Chain)                       |
| 6          | Utomo Tjipto (Evaluation Manager, M&E officer)           | Phetsamone Southalack (M&E officer)                       |

## Annex 4 Membership of the Evaluation Reference Group

The external reference group WFP Lao PDR is to review and share feedback on the evaluation products (TOR, inception report, evaluation report) for the combined USDA Mc Govern Dole FY14 endline and FY17 baseline for School Meals in Lao PDR.

| No. | Core member  |   |
|-----|--|---|
| 1   | Sarah Gordon-Gibson (Country Director as Chair)                                | Hakan Tongul (Deputy Country Director)                                      |
| 2   | Utomo Tjipto (Evaluation Manager, M&E Officer)                                 | Phetsamone Southalack (M&E officer)   |
| 3   | Yumiko Kanemitsu (Regional Evaluation Advisor)                                 | Alanna Malik (Partnership Officer WFP Washington)                           |
| 4   | Jennifer Shin (RBB school feeding officer)                                     | Appointed focal point<br>Evaluation Officer, WFP OEV                        |
| 5   | Dr. Mithong Souvanvixay, Director General of Ministry of Education and Sports. | Mdm Siphaphone Manivanh, Deputy Director General, Early Childhood Education |
| 6   | Felicity Chard (Regional Gender Advisor)                                       | Bishnu Timilsina, Chief of WASH UNICEF                                      |
| 7   | Jane Luxner, Programme Analyst FAS-USDA  | Traci Johnson, M&E specialist FAS USDA                                      |

## Annex 5 List of key stakeholders

### WFP staff

| Stakeholder                                    | Interest in the Operation  | Involvement in this Decentralized Evaluation   | Who   |
|--|--|--|---|
| WFP CO Lao PDR                                 | <p>Responsible for decision making on CSP implementation</p> <p>Liaise with stakeholders outside and inside country</p> <p>Responsible for design of next cycle of USDA Mc Govern Dole</p> | <p>Key informant, primary stakeholders and users of this DE</p> <p>Involved in using evaluation findings in deciding on next cycle of USDA Mc Govern Dole</p>  | <ul style="list-style-type: none"> <li>• CD</li> <li>• DCD</li> <li>• Head of Programme</li> <li>• Strategic Outcome and Activity Managers of SO 1</li> <li>• Programme Officers</li> <li>• Head of Reporting Unit</li> <li>• Head of Supply Chain</li> </ul> <p><b>All to be interviewed</b></p> |
| WFP Field Offices Luangnamtha, Oudomxay, Pakze | <p>Responsible for day-to-day CSP implementation</p> <p>Liaise with stakeholders at sub-national levels</p> <p>Direct contact with beneficiaries</p>                                       | <p>Key informant, primary stakeholders. As users of evaluation, will be affected by outcomes.</p>  | <p>HOFOS<br/>PAs-FT</p> <p><b>All to be interviewed</b></p>   |
| RBB  | <p>Responsible for oversight of CO Lao</p> <p>Provides technical support to CO</p>   | <p>Key informant and primary stakeholder – involved in planning for next USDA Mc Govern Dole</p> <p>Interested in independent account of USDA MGD performance and applying learning from evaluation to other countries</p> | <p>Jennifer Shin<br/>Yumiko Kanemitsu<br/>Laura de Franchis<br/>Domagoj Vrbos</p> <p><b>All to be interviewed</b></p>   |
| Office of Evaluation (OEV)                     | <p>Provides indirect, independent oversight</p>  | <p>DE Help Desk</p>  | <p>No interviews to be conducted</p>  |

### Beneficiaries

| Stakeholder                | Interest in the Operation                 | Involvement in this Decentralized Evaluation   | Who   |
|----------------------------|---|--|---|
| School Meals beneficiaries | <p>Ultimate recipients of WFP support</p> | <p>Key informants and primary stakeholder – providing perspective on results, outcomes and emerging impact of WFP's intervention</p> | <p>Sample of schools to be selected and within each school a sample of the following persons will be interviewed:</p> |

|  |  |  |   |
|--|--|--|---|
|  |  | Will be affected by the decision to continue or to stop the intervention | <ul style="list-style-type: none"> <li>- Direct beneficiaries such as Students, Cooks, Storekeeper</li> <li>- Indirect beneficiaries such as Parents, Village Education Development Committee member (VEDC)</li> <li>- Community members</li> <li>- Community leaders</li> </ul> <p>If possible equal numbers of women and men to be consulted</p> <p>Individual and group interviews</p> |
|--|--|--|---|

## Government

| <b>At central level (Vientiane)</b>   |  |  |   |
|---|--|--|---|
| <b>Stakeholder</b>  | <b>Interest in the Operation</b>   | <b>Involvement in this Decentralized Evaluation</b>  | <b>Who</b>  |
| Ministry of Sports and Education  | Responsible for providing guidance on School Feeding priorities and approaches, and ensuring alignment with Government policy  | <p>Key informant and primary stakeholder – on government policy, priorities, views on support by WFP and on expanding school feeding, on Govt Lao PDR commitment to provide/mobilize resources</p> <p>Will have perspective on next USDA Mc Govern Dole cycle. Lessons learnt from this end-line DE.</p> | <p>Dr. Mithong Souvanvixay, Director General of Ministry of Education and Sports.</p> <p>Mdm Siphaphone Manivanh, Deputy Director General, Early Childhood Education</p> <p>Individual interviews</p> |
| <b>At sub-national level</b>  |  |  |   |
| Education authorities and province and district level (Govt of Lao PDR's Provincial Education & Sports Services and District Education & Sports Bureau) | Responsible for overseeing education sector performance, including implementation of National School Meals Policy, and liaising with other government departments at decentralized level | <p>Primary stakeholder and key informant – on implementation of the school feeding components.</p> <p>Will have perspective on challenges and achievements. May assist in facilitating field visits.</p>   | <p>Provincial Education and Sports Services</p> <p>District Education and Sports Bureau</p> <p>Group interviews</p>   |

### UN country team

| Stakeholder | Interest in the Operation                               | Involvement in this Decentralized Evaluation                      | Who                                    |
|-------------|---|---|--|
| UNICEF      | Involved in WASH policy and implementation              | Secondary stakeholder – on overall context and delivering as one. | Bishnu Timilsina, Chief of WASH UNICEF |
| UNFPA       | Adolescent girls in education to reduce early marriages | User of DE for lessons learnt purposes                            | Individual interviews                  |

### DONOR agency

| Stakeholder | Interest in the Operation            | Involvement in this Decentralized Evaluation   | Who   |
|-------------|--------------------------------------|--|---|
| USDA        | Funder of WFP School Meals programme | Primary stakeholder and informant - on the relationship with WFP and the priorities moving forward | Alessandra Mc Cormack, Programme Analyst FAS-USDA<br><br>Eleanor Morefield, M&E staff FAS-USDA<br><br>Individual interviews |

## Annex 6 FY14 results framework and FY17 results framework

Attached PDF files

## Annex 7 List of districts under MGD FY14 and MGD FY17

WFP school meals coverage 2014 - May 2018:

| s/n | Province     | District under MGD FY14 | District under MGD FY17      |
|-----|--------------|-------------------------|------------------------------|
| 1   | Phongsaly    | Phongsaly               | Phongsaly                    |
| 2   |              | Mai                     | Mai                          |
| 3   |              | Samphanh                | Samphanh                     |
| 4   |              | Bounneau                | Bounneau                     |
| 5   |              | Ngotou                  | Ngotou                       |
| 6   |              | Bountai                 | Bountai                      |
| 7   | Luangnamtha  | Namtha                  | Namtha                       |
| 8   |              | Sing                    | Sing                         |
| 9   |              | Long                    | Long                         |
| 10  |              | Viengpoukha             | Viengpoukha                  |
| 11  |              | Nalae                   | Nalae                        |
| 12  | Oudomxay     | Xay                     | Xay                          |
| 13  |              | Namor                   | Namor                        |
| 14  |              | Nga                     | Nga                          |
| 15  |              | Beng                    | Beng                         |
| 16  |              | Houn                    | Houn                         |
| 17  |              | Parkbeng                | Parkbeng                     |
| 18  | Luangprabang | Ngoi                    | Ngoi                         |
| 19  |              | Phonethong              | Phonethong                   |
| 20  | Saravane     | Ta Oy                   | Ta Oy                        |
| 21  |              | Toumlam                 | Toumlam                      |
| 22  |              | Laongarm                | Laongarm                     |
| 23  |              | Samouay                 | Samouay                      |
| 24  | Sekong       | Kaleum                  | Kaleum                       |
| 25  |              | Dakcheung               | Dakcheung                    |
| 26  |              | Thateng                 | Thateng                      |
| 27  | Attapeu      | Samakhixai              | Samakhixai                   |
| 28  |              | Sanamxai                | Sanamxai                     |
| 29  |              | Sanxai                  | Sanxai                       |
| 30  |              | Phouvong                | Phouvong                     |
| 31  | Khammouane   | N/A                     | District(s) to be determined |



## Annex 8 List of indicators under FY14 and FY17

### MGD FY14 indicators

| Activities   | Definition   |
|--|--|
| Number of public-private partnerships formed as a result of USDA assistance (Multi-focus)                          | The number of public-private partnerships in agriculture or nutrition formed during the reporting year due to USDA intervention.   |
| Number of farmers benefiting from developed partnership to supply food to school as a result of USDA assistance    | Partnership” is a formalized process, which can be proven by records.<br>“Farmers” are individual farmers which who supply nutritious food to schools.   |
| Number of students benefiting from developed partnerships to supply food to schools as a result of USDA assistance | Clear  |
| Number of schools receiving food from farmer groups  | "Schools" are targeted schools. "Partnership" is a formalized process, which can be proven by records. Farmer groups” are networks of farmers which are enabled to supply nutritious food to schools.  |
| Amount of food provided to schools (dollar value) from farmer groups per semester                                  | Schools" are targeted schools and a sub-group of all schools supported by the intervention..<br>“Farmer groups” are networks of farmers which are enabled to supply nutritious food to schools.<br>“Amount of food provided (dollar value)” is the value of the food supplied to schools.<br>Data will be disaggregated by schools.                              |
| Number of enrolment campaign events held as a result of USDA assistance  | Enrollment campaign events” are either TV shows broadcasted nationwide, radio shows broadcasted nationwide, or road shows WFP will organize. During each of the three.<br>Data will be disaggregated. By type of even.<br>Unit of Measurement: event type: number .  |
| Number of textbooks and other teaching and learning materials provided as a result of USDA assistance              | This indicator measures the number of textbooks and other teaching and learning materials provided to targeted schools.<br>" textbooks and other teaching and learning materials" are boos or similar in Lao language which promote good health and hygiene practices and good dietary nutrition and dietary practices.<br>Schools" are targeted by the program. |
| Number of schools receiving energy saving stoves as a result of USDA assistance                                    | Schools" are targeted schools.<br>Energy saving stoves” are stoves which are provided as a means of reducing kitchen smoke, fire-wood consumption and contribute to mitigating de-forestation.   |

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| Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (kitchens, cook areas)                     | This indicator measures the number of classrooms/schools/latrines rehabilitated or constructed in whol or in part by USDA project  |
| Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (Other school grounds or school buildings) | This indicator measures the number of classrooms/schools/latrines rehabilitated or constructed in whol or in part by USDA project  |
| Number of national school meal sustainability workshops held as a result of USDA assistance  | Clear  |
| Number of study tours outside Laos as a result of USDA assistance  | Clear  |
| Number of exchange visits within Lao PDR as a result of USDA assistance  | This indicator which measures all activities related to capacity building in order to take ownership of the program."Training" refers to all activities or events undertaken to support the government taking ownership of the program. In addition, it includes exchange visits, study tours outside Laos, national school meals sustainability/review workshop and consultation meetings on Home Grown School Feeding.<br>Data will be disaggregated by level and by type of activities (trainings or workshop). |
| Number of national school meal review workshops held as a result of USDA assistance  | Clear  |
| Number of students benefiting from campaign to promote literacy as a result of USDA assistance   | This indicator measures the number of students who directly benefit from the literacy promotion campaign which will be conducted with partners in the pilot province of Phongsaly.   |
| Number of gardens established as a result of USDA assistance   | School gardens" serve the purpose to produce food to complement the MMS provided."Created" refers to the new construction of gardens or the rehabilitation of a garden that was not operable.Data will be disaggregated by constructed, rehabilitated, and total.  |
| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (male)  | This indicator measures the number of students(boys/girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21.<br>"Direct beneficiaries" are students who receive the school meals every school day.<br>Disaggregated by gender and by new/continuing beneficiaries   |

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| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female)     | This indicator measures the number of students(girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21.<br>"Direct beneficiaries" are students who receive the school meals every school day.<br>Disaggregated by gender and by new/continuing beneficiaries      |
| Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance             | This indicator measures the number of meals (e.i. breakfast, snack, lunch) distributed to daily to students (boys/girls). Every meal is counted even if the same person has received multiple meals .<br>There is no gender nor meal type disaggregation   |
| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)        | This indicator measures the number of students(boys/girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21.<br>"Direct beneficiaries" are students who receive the school meals every school day.<br>Disaggregated by gender and by new/continuing beneficiaries |
| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing) | This indicator measures the number of students(boys/girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21.<br>"Direct beneficiaries" are students who receive the school meals every school day.<br>Disaggregated by gender and by new/continuing beneficiaries |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (male)           | Number of people participating in USDA supported social assistance programming with productinve components aimed at increasing community assets, household assets, or strengthening human capital  |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)         | Number of people participating in USDA supported social assistance programming with productinve components aimed at increasing community assets, household assets, or strengthening human capital  |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)            | Number of people participating in USDA supported social assistance programming with productinve components aimed at increasing community assets, household assets, or strengthening human capital  |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)     | Number of people participating in USDA supported social assistance programming with productinve components aimed at increasing community assets, household assets, or strengthening human capital  |
| Number of individuals benefitting indirectly from USDA-funded interventions   | This indicator measures number of individuals indirectly benefitting from USDA funded interventions. Individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions. This may include family members of students receiving school meals.   |
| Number of students enrolled in schools receiving USDA assistance (female)   | Clear  |

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|---|--|
| Number of students enrolled in schools receiving USDA assistance (male)                       | Clear  |
| Number of individuals benefiting directly from USDA-funded interventions (male)               | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.  |
| Number of individuals benefiting directly from USDA-funded interventions (female)             | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.  |
| Number of individuals benefiting directly from USDA-funded interventions (new)                | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.  |
| Number of individuals benefiting directly from USDA-funded interventions (continuing)         | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.  |
| Number of students regularly (80%) attending USDA supported classrooms/schools (male)         | "Students regularly attending" are students that attend minimum of 80% of the school operating hours during the school year.   |
| Number of students regularly (80%) attending USDA supported classrooms/schools (female)       | Students regularly attending" are students that attend minimum of 80% of the school operating hours during the school year.<br>USDA supported classrooms/schools is defined as those receiving direct services from the USDA supported programme.<br>Data will be disaggregated by gender (male/female). |
| Number of TV and Radio programs created nationwide as a result of USDA assistance             | TV program, Radio program and awareness raising posters created" refers to nation-wide campaigns promoting enrolment events.<br>Data will be disaggregated to capture the type of event.   |
| Number of awareness raising posters distributed as a result of USDA assistance                | Clear  |
| Number of individuals receiving take-home rations as a result of USDA assistance (male)       | Receiving take-home rations" refers to receiving the full ration at the beginning of the term.Data will be disaggregated by gender and by new/continuing beneficiaries .<br>Unit of Measurement:<br>Numberof students who receive take home food rations from the targeted schools.                      |
| Number of individuals receiving take-home rations as a result of USDA assistance (female)     | Clear  |
| Number of individuals receiving take-home rations as a result of USDA assistance (new)        | Clear  |
| Number of individuals receiving take-home rations as a result of USDA assistance (continuing) | Clear  |

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| Number of take-home rations provided as a result of USDA assistance   | A take home ration is counted each time is provided to a student, family teacher, or other persons in the USDA supported project. It also includes rations provided as incentive i.e. for cooks and storekeepers. The number of rations are counted without distinguishing whether the same person has received multiple rations. The data will be disaggregated for male/females and new/ continuing beneficiaries |
| Number of cooks and storekeepers trained in commodity management as a result of USDA assistance                   | This indicator measures all activities related to warehouse and commodity management training. Target trainees are MoES officials from the national through the provincial and district level and WFP field monitors and logistics staff (who have the monitoring responsibility of this component of the program).   |
| Number of cooks and storekeepers trained in food preparation and storage practices as a result of USDA assistance | This indicator measures all activities related to warehouse and commodity management training. Target trainees are MoES officials from the national through the provincial and district level and WFP field monitors and logistics staff (who have the monitoring responsibility of this component of the program).   |
| Number of trainings and workshops provided on good health and nutrition as a result of USDA assistance            | This activity indicator measures the number of trainings and workshops held by WFP and MoES for district and provincial School Meals committees on hygiene and nutrition. This will be disaggregated by province.   |
| Number of individuals trained in child health and nutrition as a result of USDA assistance (male)                 | This is an output indicator measuring the number of health professionals or others trained in child health and nutrition directly. This includes volunteers and non-health personnel trained in child health and child nutrition. Successful completion requires that trainees meet the completion requirements of the structured training program. Data will be disaggregated by gender                            |
| Number of individuals trained in child health and nutrition as a result of USDA assistance (female)               | This is an output indicator measuring the number of health professionals or others trained in child health and nutrition directly. This includes volunteers and non-health personnel trained in child health and child nutrition. Successful completion requires that trainees meet the completion requirements of the structured training program. Data will be disaggregated by gender                            |
| <b>Results</b>  |   |

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| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (male)  | Number of people participating in USDA supported social assistance programming with productive components aimed at increasing community assets, household assets, or strengthening human capital   |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)                                      | Number of people participating in USDA supported social assistance programming with productive components aimed at increasing community assets, household assets, or strengthening human capital   |
| Number of individuals trained in child health and nutrition as a result of USDA assistance (male)  | This is an output indicator measuring the number of health professionals or others trained in child health and nutrition directly. This includes volunteers and non-health personnel trained in child health and child nutrition. Successful completion requires that trainees meet the completion requirements of the structured training program. Data will be disaggregated by gender |
| Number of individuals trained in child health and nutrition as a result of USDA assistance (female)  | This is an output indicator measuring the number of health professionals or others trained in child health and nutrition directly. This includes volunteers and non-health personnel trained in child health and child nutrition. Successful completion requires that trainees meet the completion requirements of the structured training program. Data will be disaggregated by gender |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)   | Number of people participating in USDA supported social assistance programming with productive components aimed at increasing community assets, household assets, or strengthening human capital   |
| Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)                                  | Number of people participating in USDA supported social assistance programming with productive components aimed at increasing community assets, household assets, or strengthening human capital   |
| Number of public-private partnerships formed as a result of USDA assistance (Multi-focus)  | The number of public-private partnerships in agriculture or nutrition formed during the reporting year due to USDA intervention.   |
| Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (female) | Schools" are targeted schools. Results will be disaggregated by girls and boys. Tests will be held by the end of grade 2 (or beginning of grade 3) and consist of two elements: reading, and understanding   |

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| Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (male) | Schools" are targeted schools. Results will be disaggregated by girls and boys. Tests will be held by the end of grade 2 (or beginning of grade 3) and consist of two elements: reading, and understanding  |
| Number of individuals benefiting directly from USDA funded interventions (male)  | Number: Trainings   |
| Number of individuals benefiting directly from USDA funded interventions (female)  | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.   |
| Number of individuals benefiting indirectly from USDA funded interventions   | This indicator measures all indirect beneficiaries who benefitted from the intervention. Indirect beneficiaries did not come into direct contact or receipt of an intervention or set of interventions, but was benefited indirectly from one or more of the project's interventions. |
| Number of individuals benefiting directly from USDA-funded interventions (new)   | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.   |
| Number of individuals benefiting directly from USDA-funded interventions (continuing)  | This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.   |
| Number of textbooks and other teaching and learning materials provided as a result of USDA assistance  | Clear   |
| Number of students regularly (80%) attending USDA supported classrooms/schools (male)  | "Students regularly attending" are students that attend minimum of 80% of the school operating hours during the school year.  |
| Number of students regularly (80%) attending USDA supported classrooms and schools (female)  | USDA supported classrooms/schools is defined as those receiving direct services from the USDA supported programme.  |
| Number of individuals receiving take-home rations as a result of USDA assistance (male)  | Clear   |
| Number of individuals receiving take-home rations as a result of USDA assistance (female)  | Clear   |
| Number of individuals receiving take-home rations as a result of USDA assistance (new)   | Clear   |

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| Number of individuals receiving take-home rations as a result of USDA assistance (continuing)   | Clear   |
| Number of take-home rations provided as a result of USDA assistance   | Clear   |
| Percent of students in target schools who start grade one and complete the last grade of primary school (cohort survival rate) as a result of USDA assistance | "Students" are from targeted schools."Targeted schools" are targeted by the program.  |
| Number of students enrolled in schools receiving USDA assistance (female)   | Students enrolled" are students enrolled at the beginning of the school year at targeted schools Data will be disaggregated by school Unit of Measurement: Number: Students (girls ) Standard Indicator (please see MGD Indicator # 8)  |
| Number of students enrolled in schools receiving USDA assistance (male)   | Students enrolled" are students enrolled at the beginning of the school year at targeted schools Data will be disaggregated by school Unit of Measurement: Number: Students (girls )<br><br>Standard Indicator (please see MGD Indicator # 8)   |
| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (male)                                   | This indicator measures the number of students(boys) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21<br>"Direct beneficiaries" are students who receive the school meals every school day.            |
| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female)                                 | This indicator measures the number of students(girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21<br>"Direct beneficiaries" are students who receive the school meals every school day.           |
| Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance   | This indicator measures the number of students(boys/girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21<br>"Direct beneficiaries" are students who receive the school meals every school day.      |
| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)                                    | This indicator measures the number of new students(boys/girls) who receive daily school meals (breakfast, snack, lunch) first time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21<br>"Direct beneficiaries" are students who receive the school meals every school day. |



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| Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)  | This indicator measures the number of students(boys/girls) who receive daily school meals (breakfast, snack, lunch) over time. Every beneficiary is counted only once per reporting period in line with indicator MGD 21<br>"Direct beneficiaries" are students who receive the school meals every school day. |
| Number of trainings and workshops provided on good health and nutrition as a result of USDA assistance   | This activity indicator measures the number of trainings and workshops held by WFP and MoES for district and provincial School Meals committees on hygiene and nutrition.<br>This will be disaggregated by province.   |
| Number of target schools with improved food preparation and storage equipment as a result of USDA assistance   | This indicator measures number of schools having been trained in safe food preparation and storage.  |
| Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (kitchens, cook areas)                     | This indicator measures number of class rooms/schools/latrines rehabilitated or constructed in whole or in part by a USDA project  |
| Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (Other school grounds or school buildings) | This indicator measures number of class rooms/schools/latrines rehabilitated or constructed in whole or in part by a USDA project  |

#### MGD FY17 indicators

| Activities   | Definition   |
|--|--|
| Percent of students having reduced absenteeism due to USDA support   | Children being absent from school for 1 day or more per school. Measured in % of the number of children in the targeted school. In Lao PDR there are huge variations depending on ethnic groups and the main causes of absenteeism is work for parents/family. |
| Number of school garden able to contribute with food for lunch at least 2 times harvest to school lunch in a month | The school gardens should produce sufficient food, vegetables to add to the lunches  |
| Number of climate change installations (green houses, irrigation systems etc.) established                         | Various types of climate change resilience schemes such as small irrigation systems for school gardens, low cost green houses, fog harvesting etc.   |
| Number of fishponds/ livestock schemes supported   | The number of livestock schemes (fishponds, frogs, insects, small animal raising supported for the purpose of school meals   |
| Percentages of schools with access to water for school gardens, cooking and wash purposes                          | The schools with adequate access to water supply 60% of the schools days. The water points should be less than 500meter from the school to be considered within adequate reach   |

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| Number of Community Volunteers supporting school meals   | The number of Community Volunteers who will support and facilitate school meals by providing additional work/ support for activities directly related to improving the implementation and local ownership of school meals.   |
| Number of schools have well functioning and clean dining facility  | The number of dining facilities which are clean and well functioning based on the School Health policy standards. Its expected that around 80% will be at required standard.   |
| Number of children (boys and girls, 10 year +) benefitting from literacy campaigns, books and new teaching material  | Children will benefit from literacy campaigns as well as access to books and new teaching material.  |
| Number of schools where Nutrition and School Agriculture teaching (curriculum) material is being applied   | The number of schools where specific training and teaching of nutrition and school agriculture is taking place through class room and on the ground ( school garden) learning. The teachers ability to do so as well as material for teaching should be provided.  |
| Number of teacher instruction sets/manuals, guidance's, teaching material and books  | The number include teacher instruction sets/manuals, guidance's, teaching material, teaching kits, educational kits  |
| Number of platforms established to track WFP community package implementation.   | Integration of community packages tracking with outcome monitoring so as to be able to relate 'capacity investments" with outcome (strength/ ability of communities to drive school meals). WFP's packages of support to enable communities to be sustain school lunch programme once it is handed over from WFP.<br>The platform is a database that will be able to link all information related to location of school/community with Community Strength Assessments criteria, and also link with related USDA indicators to be measured  |
| Degree (in %) of WFP's Community Strength Assessment Tool (CST) being adopted, included and implemented by MOES monitoring system:<br>- MOES agrees to adopt<br>- MOES include and apply into their monitoring system<br>- CST data in MOES monitoring system is being collected | To facilitate handover, WFP has established a community strength assessment tool which should be integrated into the Governments M&E systems so that data can be collected for other communities and support prioritisation of nation-wide school feeding roll out. This indicator shows the successful integration of the collaboration. The degree of this tool being adopted using a proxy of the stages:<br>- 33% if MOES agrees to adopt<br>- 66% if MOES include and apply into their monitoring system<br>- 100% if CST data in MOES monitoring system is being collected |
| Number of community mobilisation activities in village   | Activities can be: Meetings/ gatherings/ community workshops lead by VEDC, School Principles, Teachers, elders, LWU, community volunteers, Kumban, Governors, Government staff, WFP community mobilisers to discuss problem solving, contribution by community to school meals, importance of education, planning of school infra structure works, feed back, handover planning etc.   |

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| Number of exchange visits between communities (peer to peer)  | Visits by villagers (for example community volunteers, VEDC members, Heads of villages, School principals, teachers) that are involved in school feeding to other school feeding villages. The visits can be between WFP assisted areas, CRS areas, NSMP areas and EDF areas, as part of a peer to peer / best practises approach.   |
| Number of Government people trained on governance, roles and responsibilities.  | Training activities relating to governance and responsibilities of Government for school meals (Province, Governor, District, Kumban, Headmaster, teacher, VEDC), that put emphasis on skill building, outlines roles and responsibilities in connection to school meals and implementation. Examples can be targeted training of VEDC in numeric literacy to manage Government cash transfers for lunch programming/ training in community mobilisation/ training in collection of attendance data vis a vis students receiving meals etc. Calculation is based on VEDC members (7) which includes a PTA member and school principal in total per school/year. In addition central level staff (various ministries): 30, Provincial level: 7*3 (21), district level 2*32 (two per district: WFP 30 districts, EDF 2 districts)); Kumban: 245, Provincial Governors: 7, District Governors: 32, 3 teachers per school:4338 per year. Its assumed that this specific training will take place once a year. 4730 |
| Number of representatives from government institutions that facilitate trainings of VEDC.                                 | Representatives from government institutions as facilitator in training VEDC, as part of handing over and capacity building Government staff should increasingly perform the trainings. The Government is expected to lead the trainings to VEDC:<br>- First year = 60% of total training to VEDC<br>- 2nd year = 80% of total training to VEDC<br>- 3rd year = 100% of total training to VEDC<br><br>Training type includes:<br>- Hand over school lunch from WFP to community and local government   |
| Number of study visits organised to learn about handover from WFP to Government and how to expand school meals nationwide | WFP to support missions composed of members of Ministry of Planning and Investment, National Assembly, MoES, MAF, MOH, Ministry of finance/ Treasury to visit countries in the region where school feeding has been/ is being handed over. Its expected that each delegation is 7 Government staff and 3 WFP staff (2 country office based and one field staff)  |
| Number of Advocacy activities aimed at decision makers promoting school meals   | To involve decision makers such as hold workshops for National Assembly members, Ministers etc., (higher level), high society profiles so as to gain support from decision makers to promote school feeding and allocate budgets for nationalisation of School feeding. Its expected that there will be at least 2 events per year. This can be field trips, workshops, high level meetings, celebrating "school feeding" campaign days.   |
| Number of schools providing school lunch every day for the past 2 weeks   | WFP will monitor the frequency of meals cooked and served for the children by monitoring the number of schools whom are providing school lunch every day for the past 2 weeks.   |
| <b>Results</b>  | <b>Definition</b>  |

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| <p>Number of students regularly (80%) attending USDA supported classrooms/schools</p>  | <p>This indicator measures the number of males and females attending school regularly. The indicator goes beyond a one-time measure of attendance collected at a single point in time during the school year and attempts to measure consistent school attendance during a given school year. The indicator includes beneficiaries whom are in direct contact with USDA support assistance, being literacy activities, meals, curriculum support, school gardens, hygiene, water and sanitation activities and policies formulated through USDA support from which they will benefit directly.</p>   |
| <p>Number of textbooks and other teaching and learning materials provided as a result of USDA assistance</p>   | <p>This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USG support.</p>  |
| <p>Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</p> | <p>This outcome indicator measures the total number of school administrators who are applying the new knowledge and skills received in USDA-supported training and certification programs. Its expected that 80% of the trained people will apply the new techniques. <b>WFP monitoring team or WFP 3rd party monitors should receive "after action" interview feedback from each school administrators and DESB officers, on application of new techniques.</b></p> <ul style="list-style-type: none"> <li>- <b>During training there will be Pre-Test and Post Test quiz on knowledge of new techniques</b></li> <li>- <b>After action interview (a few months after trainings) toward these school administrators and DESB officers, and also toward students and parents. The interview will focus on implementation of new techniques.</b></li> </ul> <p><b>The type of test will depend on the type of activity, for example literacy activities, reporting techniques, use of school gardens, enhancing hands-on learning and collaborative play.</b></p> |
| <p>Number of school administrators and officials trained or certified as a result of USDA assistance</p>   | <p>This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly as a result of USDA funding in whole or in part</p>  |

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| <p>Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance</p> | <p>This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance. <b>WFP monitoring team or WFP 3rd party monitors should receive "after action" interview feedback from each teachers on application of new techniques.</b><br/> <b>- During training there will be Pre-Test and Post Test quiz on knowledge of new techniques</b><br/> <b>- After action interview (a few months after trainings) toward these school administrators and DESB officers, and also toward students and parents. The interview will focus on implementation of new techniques.</b></p> <p><b>The type of test will depend on the type of activity, for example literacy activities, reporting techniques, use of school gardens, enhancing hands-on learning and collaborative play.</b></p> |
| <p>Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance</p>  | <p>This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.</p>  |
| <p>Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance</p>                           | <p>This indicator measures the number of classrooms/schools/latrines rehabilitated or constructed in whole or in part by a USDA-funded project.</p>   |
| <p>Number of students enrolled in school receiving USDA assistance</p>   | <p>This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This number may include learners enrolled in educational radio and/or TV programming.</p>  |
| <p>Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance</p>                                       | <p>A count of <b>Village Education Development Committee (VEDC)</b> bodies for an individual school (or equivalent non-school setting) who meet at least four times during the school year, participate in education activities by meeting with school officials quarterly, contribute to school governance by reviewing all policies and procedures, or in any other way engage to be more supportive of the school or non-school equivalent education setting. In Lao PDR, PTA is one of the members of the Village Education Development Committee.</p>  |
| <p>Number of public-private partnerships formed as a result of USDA assistance</p>   | <p>Number of public-private partnerships in education or nutrition formed during the reporting year due to USDA assistance (i.e. education or nutrition activity, as described below). Private partnerships can be long or short in duration (length is not a criteria for measurement). Partnerships with multiple partners should only be counted once. For this project its expected that a number of farmer groups will be established so as to support (in kind) the school meals programme with fresh vegetables and on a "rotational" basis.</p>   |

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| <p>Value of new public and private sector investments leveraged as a result of USDA assistance</p>  | <p>The term “investments” is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching. While the majority of such resources will be monetary in nature, non-monetary resources (e.g. in-kind contributions, labour, etc.) should be expressed in their respective dollar values. Data should be collected for three categories: “host government,” “other public sector,” and “private sector”. The value that can be provided is for example the value of the in kind vegetables provided by farmer groups, the rice contribution by communities (500 in year 2019), cash based transfers for lunch provided by Government, or private sector funding or contributions for example drilling of boreholes for water at no cost as an in-kind contribution to a community / school.</p>  |
| <p>Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance:<br/> Stage 1: Analysed<br/> Stage 2: Drafted and presented for public/stakeholder consultation<br/> Stage 3: Presented for legislation/decreed<br/> Stage 4: Passed/Approved<br/> Stage 5: Passed for which implementation has begun</p> | <p>Number of education enabling environment policies/ regulations/ administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection, etc., that:</p> <p>Stage 1: Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures<br/> Stage 2: Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure<br/> Stage 3: Underwent the third stage of the policy reform process (policies were presented for legislation/decreed to improve the policy environment for education)<br/> Stage 4: Underwent the fourth stage of the policy reform process [official approval (legislation/decreed) of new or revised policy/regulation/administrative procedure by relevant authority]<br/> Stage 5: Completed the policy reform process (implementation of new or revised policy/regulation/administrative procedure by relevant authority). WFP plans to 1) take part in the revision of the school lunch policy (for nation-wide purposes). 2) integration and recognition of school meals as part of social safety net 3) transition roadmap agreed (hand over strategy) and finalised as decreed. 4) Support MoES School Meal structure (also per decreed) 5) School meals action plan 2020-2025 approved 6) Decree on establishment of a school meals center of excellence</p> |
| <p>Number of take-home rations provided as a result of USDA assistance</p>  | <p>Take-home rations transfer food resources to families conditional upon school enrolment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school. For Lao PDR, the take home rations are provided to cooks, store keepers and community volunteers, whom are taking part in strengthening the implementation of school meals.</p>   |

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| <p>Number of individuals receiving take-home rations as a result of USDA assistance</p>                                      | <p>Take-home rations transfer food resources to families conditional upon school enrolment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school. For Lao PDR, the take home rations are provided to cooks, store keepers and community volunteers, whom are taking part in strengthening the implementation of school meals.</p>   |
| <p>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</p> | <p>A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. In Lao PDR, WFP is supporting school lunch composed of 100gm rice, 40 gm lentils and 10gm oil.</p>  |
| <p>Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</p>   | <p>The number of children receiving a daily school lunch composed of 100gm rice, 40gm lentils and 10 gm oil and community contributions</p>   |
| <p>Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance</p>      | <p>The number of people participating in USDA-supported social assistance programming with productive components aimed at increasing community assets, household assets, or strengthening human capital. These are:</p> <ul style="list-style-type: none"> <li>- Activities which strengthen community assets (e.g. public works);</li> <li>- Activities which strengthen human assets (e.g. school feeding, maternal and child health visits such as prenatal and well-baby visits); and/or</li> <li>- Activities which strengthen household assets (e.g. take-home rations). The number is calculated based on the number of children receiving school meals plus community volunteers (only not their households) and cooks and store keepers.</li> </ul>  |
| <p>Number of individuals trained in child health and nutrition as a result of USDA assistance</p>                            | <p>This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part. This includes health professionals, primary health care workers, community health workers, volunteers, non-health personnel trained in child health and child nutrition through USDA-supported programs during the reporting year. The number is composed of training of UNICEF related to handwashing and hygiene activities as well as WFP support to handwashing stations and cooking and hygiene training. Relating to WFP cooking and hygiene training, WFP seeks to include all the women engaged in cooking in the communities. On average, around 10 women are expected to benefit per village per school.</p> |

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| <p>Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance.</p>       | <p>This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Specifically for Lao, this includes handwashing , cooking and hygiene activities The number is composed of training of UNICEF related to handwashing and hygiene activities as well as WFP support to handwashing stations and cooking and hygiene training. Relating to WFP cooking and hygiene training, WFP seeks to include all the women engaged in cooking in the communities. On average, around 10 women are expected to benefit per village per school. Its assumed that only 80% will be able to apply the training. This is only based on those trained in a particular year (not reflecting that people will continue to remember the training in the following years.</p>                              |
| <p>Number of individuals trained in safe food preparation and storage as a result of USDA assistance</p>                           | <p>This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. This includes health professionals, primary health care workers, community health workers, volunteers, or non-health personnel trained in safe food preparation and storage through USDA-supported programs during the reporting year. For Lao PDR, WFP will provide training to cooks and store keepers. The number of cooks receiving training is 10/village ( for incentive ration, WFP calculate 1 cook/50 children on average 2 cooks/school). Each community has one store keeper. The number of cooks and store keepers will decrease with decrease food transfer. For example, in year 1 500 communities will be trained. This equals 5000 cooks and 500 storekeepers.</p> |
| <p>Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</p> | <p>This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.</p>   |
| <p>Number of schools using an improved water source.</p>   | <p>This indicator measures the number of project/targeted schools using an improved water source. The monitoring framework should ensure that information about the type of improved water source (rain water collection, pumps, etc. as well as how its used. <u>WFP monitoring team or WFP 3rd party monitors should observe whether schools being monitored show the following:</u></p> <ul style="list-style-type: none"> <li>- <u>Handwashing stations are utilized</u></li> <li>- <u>Functioning water pipeline network from community to school</u></li> <li>- <u>Water source to supply school is functioning (include fog harvesting)</u></li> <li>- <u>Rain water is being collected.</u></li> </ul>   |
| <p>Number of schools with improved sanitation facilities</p>   | <p>This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs). To be considered adequate, the school must have separate improved sanitation facilities available for the use of both males and females.</p>  |



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| <p>Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance:</p> <ul style="list-style-type: none"> <li>- Stage 1: Analysed</li> <li>- Stage 2: Drafted and presented for public/stakeholder consultation</li> <li>- Stage 3: Presented for legislation/decreed</li> <li>- Stage 4: Passed/Approved</li> <li>- Stage 5: Passed for which implementation has begun</li> </ul> | <p>Child health may include government health facilities, established procedures, materials, public information, or training. Nutrition may include public sector investment allocated to nutrition, nutritional content of agricultural products as provided to consumers, nutritional products, nutrition service delivery, provision of deworming medication, school-based WASH, etc., For Lao PDR WFP plans to take part in the development of the following policies 1. Effort to enhance fortification for school feeding; 2. guidance for nutrition meal planning for school meals; 3. food processing guidelines; 4. nutrition for pre-primary students; 5. Social Behaviour Change Communication (nutrition and health related).</p>  |
| <p>Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text</p>   | <p>Definition: Students in first two grades of primary school, disaggregated between supported and non-supported schools in sample of schools<br/>Unit: # students who demonstrate reading and writing of grade level text; total # students; # students demonstrating reading and writing of grade level text as a % of total. The literacy assessment used is " Save the Children's community action framework for reading promotion". The literacy assessment for the grade 1-3 (7-9 year olds) is composed of recognition of letters, recognition of words, and decoding of words. The data is disaggregated by ethnic group and the number of reading materials the children have at home.</p>  |
| <p>Number of individuals benefiting directly from USDA-funded interventions</p>  | <p>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 may include, for example, students receiving school meals, teacher/administrator training, family members receiving take home rations, or loan Recipients. For Lao PDR The number is composed of students receiving any type of USDA support from meals, gardens, learning / literacy, handwashing etc., cooks (10/school) and storekeepers and community volunteers as well as all 7 members of VEDC. Central level MoES 10, provincial level PESS 8, DESB 32. Central level MAF 3, PAFO 8, DAFO 32. Central level MoH 2, Province 8, DHO 32, Central level MPI 2, PPI 8. Central level MoSLW 3. Farmer groups 5 per village. Mass organization LWU central level 2, province 8, district 32. Elderly organization Central level 5, province 8, district 32, villages 1446.</p> |

Number of individuals benefiting indirectly from USDA-funded interventions

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 may include, for example, family members of student's receiving school meals. Through the take home ration for community volunteers which will reach 7441 , four extra family members will be reached. This equal 29764. In addition, whole villages will receive support for water and sanitation and school infrastructure. Assuming that 100 people in each village will benefit indirectly. Adding the impact of various type of policies and changes to curriculum around 100000 students are expected to benefit.

## Annex 9 List of schools sampled under FY14-16 baseline study

Several of these schools have to be visited during FY 14-16 end-line evaluation

- FY14 end-line evaluation: 85 primary schools (list of schools is attached). These 85 schools are exactly the same schools sampled under FY14-16 baseline study (completed by Kimetrica, 2015).

Evaluators are free to choose new sample schools for the FY17-21 baseline, either from schools listed below, or a new set.

| S/N | District_name | School_SL_no | EMISCode | School_Name_Lao       | School_Name_English    |
|-----|---------------|--------------|----------|-----------------------|------------------------|
| 1   | Phongsaly     | 46.00        | 10201048 | ຢ້າວຟາງ               | Yaofang                |
| 2   | Phongsaly     | 42.00        | 10201070 | ໂພນໂຮມ                | Phon Houm              |
| 3   | Phongsaly     | 35.00        | 10201067 | ຫວ້ຍລຸ                | Houy Lu                |
| 4   | Phongsaly     | 8.00         | 10201004 | ມົງເຈົ້າ              | Mongchao               |
| 5   | Phongsaly     | 17.00        | 10201079 | ກໍ່ແມນໃໝ່+ໂພນແກ້ວ     | Kormanmai+Phonkeo      |
| 6   | Bountay       | 45.00        | 10207018 | ເພຍສຸ                 | Phiasou                |
| 7   | Bountay       | 13.00        | 10207064 | ເຊັງກາງເກົ້າ          | Sengkangkao            |
| 8   | Bountay       | 48.00        | 10207007 | ຜົງກູ້ນ້ຳກວ້າງ+ຈ່າແມ່ | Phongkunamkuang+Chamae |
| 9   | Bountay       | 30.00        | 10207051 | ອະເນັງ                | Aneng                  |
| 10  | Bountay       | 17.00        | 10207023 | ເຕີກາ                 | Terka                  |
| 11  | Bountay       | 5.00         | 10207021 | ນ້ຳກວ້າງ              | Namkwang               |
| 12  | Xay           | 62.00        | 10401069 | ໂພນໂຮມ                | Phone Home             |
| 13  | Xay           | 6.00         | 10401029 | ມົກຄະ                 | Mok Khaa               |
| 14  | Xay           | 3.00         | 10401214 | ນາອ້ອມ                | Na Orm                 |
| 15  | Xay           | 30.00        | 10401100 | ວັງຍານ                | Vang Yan               |
| 16  | Xay           | 5.00         | 10401216 | ບ້ານລາງ               | Ban Lang               |
| 17  | Xay           | 34.00        | 10401062 | ນາສາຍທອງ              | Na sai Thong           |
| 18  | Xay           | 14.00        | 10401223 | ຖຸຕິງ                 | Thouting               |
| 19  | Xay           | 32.00        | 10401070 | ຫວ້ຍຂຸມ               | Houykhoun              |
| 20  | Xay           | 51.00        | 10401140 | ໂຮມສຸກ                | Homesouk               |
| 21  | Xay           | 42.00        | 10401232 | ດອນໄຊ                 | Donxai                 |
| 22  | Beng          | 41.00        | 10405012 | ສະໂຄຍ                 | Sakhoy                 |
| 23  | Beng          | 33.00        | 10405095 | ແສນສີ                 | Saen Xee               |
| 24  | Beng          | 53.00        | 10405047 | ບ້ານ ບ້ອມ             | Ban Pome               |
| 25  | Beng          | 28.00        | 10405025 | ຜູ້ລັງ                | Phou Lung              |
| 26  | Beng          | 25.00        | 10405074 | ປາງສົມ                | Pang Some              |
| 27  | Beng          | 30.00        | 10405106 | ສະຫວ່າງ               | Savang                 |

|    |                 |       |          |                    |               |
|----|-----------------|-------|----------|--------------------|---------------|
| 28 | Beng            | 1.00  | 10405079 | ເລຍຫົວນ້ຳ          | Phia Hua Nam  |
| 29 | Beng            | 42.00 | 10405007 | ບ້ານ ຂ້ອນ          | Ban Khon      |
| 30 | Beng            | 38.00 | 10405057 | ນ້ຳຂອງ             | Nam Khong     |
| 31 | Beng            | 29.00 | 10405129 | ຜາແກ້ວ             | Phakeo        |
| 32 | Hoon            | 48.00 | 10406016 | ດົງງ່ອນ            | Dong Ngone    |
| 33 | Hoon            | 31.00 | 10406101 | ພູຄອຍ              | Phoukoi       |
| 34 | Hoon            | 68.00 | 10406147 | ມົກຮັງເຫືນອ        | Mok Hang Neua |
| 35 | Hoon            | 90.00 | 10406145 | ນ້ຳຕຳ              | Nam Tum       |
| 36 | Hoon            | 45.00 | 10406134 | ກີ່ວຍາບ            | Kiwyab        |
| 37 | Hoon            | 80.00 | 10406010 | ພູວຽງໄຊ            | Phouviengxay  |
| 38 | Hoon            | 41.00 | 10406123 | ໂພນໄຊ              | Phonxay       |
| 39 | Hoon            | 11.00 | 10406052 | ຈັນໄຕ              | Chantai       |
| 40 | Hoon            | 24.00 | 10406121 | ອຸດົມ              | Oudom         |
| 41 | Hoon            | 8.00  | 10406002 | ນາໂຄ້ງ             | Nakhong       |
| 42 | Hoon            | 16.00 | 10406005 | ນາວາງ              | Navang        |
| 43 | Hoon            | 15.00 | 10406024 | ນ້ຳຍອນ             | Nam Nhone     |
| 44 | Hoon            | 7.00  | 10406009 | ຫນອງບົວແດງ         | Nongbouadaeng |
| 45 | Viengphouka(II) | 16.00 | 10304036 | ລະມອນ              | Lamon         |
| 46 | Viengphouka(IV) | 36.00 | 10304016 | ທ່າຫລວງ            | Thaluang      |
| 47 | Viengphouka(II) | 13.00 | 10304028 | ນ້ຳມາງ             | Nammang       |
| 48 | Viengphouka(IV) | 38.00 | 10304019 | ທົ່ງລາດ            | Thonglat      |
| 49 | Viengphouka(I)  | 8.00  | 10304007 | ຫນອງຄຳ             | Nong Kham     |
| 50 | Viengphouka(II) | 17.00 | 10304001 | ນ້ຳຝ້າ             | Nam Fa        |
| 51 | Lao Ngam        | 11.00 | 11407028 | ວັງຍາວ             | Vangyao       |
| 52 | Lao Ngam        | 10.00 | 11407128 | ສະນິມນາ            | Sanuem Na     |
| 53 | Lao Ngam        | 52.00 | 11407066 | ດົງນ້ອຍ            | Dongnoi       |
| 54 | Lao Ngam        | 16.00 | 11407075 | ຕະແບງ              | Taabeng       |
| 55 | Lao Ngam        | 21.00 | 11407049 | ດົງບັງ             | Dongbang      |
| 56 | Lao Ngam        | 23.00 | 11407079 | ພະນາຍ              | Phaanai       |
| 57 | Lao Ngam        | 34.00 | 11407026 | ງື້ວ               | Ngeui         |
| 58 | Lao Ngam        | 15.00 | 11407083 | ນາທັນ              | Nathan        |
| 59 | Lao Ngam        | 5.00  | 11407012 | ມ່ວນແທ້            | Muoanthae     |
| 60 | Lao Ngam        | 48.00 | 11407065 | ນາແຊ               | Nasae         |
| 61 | Lao Ngam        | 4.00  | 11407007 | ວັງເປືອຍ           | Vangpeuy      |
| 62 | Lao Ngam        | 12.00 | 11407005 | ຫນອງແກ             | Nongkae       |
| 63 | Thateng         | 25.00 | 11504041 | ຢື1/21ù3/4'Ài%o3/4 | Chalarmkao    |
| 64 | Thateng         | 28.00 | 11504008 | i3/4À³             | Kafe          |

|    |          |       |          |                |              |
|----|----------|-------|----------|----------------|--------------|
| 65 | Thateng  | 37.00 | 11504030 | ÀÊÀ¹È·ÃÍú      | Thonyaimai   |
| 66 | Thateng  | 19.00 | 11504051 | ®û¾Á           | Ban sene     |
| 67 | Thateng  | 8.00  | 11504047 | Î°¾îñ          | Nognkan      |
| 68 | Thateng  | 3.00  | 11504029 | ¯ö¾ÀÎõ°        | Pongneua     |
| 69 | Thateng  | 2.00  | 11504009 | ïöi²÷¾ÄªÉ      | Kokphoungtai |
| 70 | Thateng  | 17.00 | 11504004 | i½¯ô           | KaPue        |
| 71 | Thateng  | 6.00  | 11504048 | ïö¾ª¾µø        | Kongtayoun   |
| 72 | Thateng  | 16.00 | 11504002 | ¹ö, À§         | Ban Houase   |
| 73 | Thateng  | 10.00 | 11504013 | ê%¾¹, ¾¾       | Thongvai     |
| 74 | Thateng  | 18.00 | 11504020 | i¿i°i          | Koumkok      |
| 75 | Sanxai   | 1.00  | 11704063 | ꨂꨈꨄꨆꨇꨈ         | Pier Keo     |
| 76 | Sanxai   | 22.00 | 11704015 | ດາກຊື່ມ        | Dak Chiem    |
| 77 | Sanxai   | 8.00  | 11704053 | ຕາດແສງ (ດາຊາງ) | Tat Seng     |
| 78 | Sanxai   | 36.00 | 11704059 | ສຸກສະຫວ່າງ     | Souksavang   |
| 79 | Sanxai   | 3.00  | 11704060 | ວັງໄຊ          | Vangxay      |
| 80 | Sanamxai | 10.00 | 11703031 | ຫາດຟີລາ        | Hat Phi La   |
| 81 | Sanamxai | 23.00 | 11703030 | ຫາດອຸດົມໄຊ     | Hatoudomxay  |
| 82 | Sanamxai | 15.00 | 11703007 | ຫາດຍາວ         | Hatyao       |
| 83 | Sanamxai | 28.00 | 11703022 | ທ່າຫິນໃຕ້      | Tha Hin Tai  |
| 84 | Sanamxai | 1.00  | 11703006 | ຄັງ            | Ban Kung     |
| 85 | Sanamxai | 5.00  | 11703044 | ດອນໄຜ່         | Done Prai    |

**Annex 10: List of schools in district never covered by WFP school meals programme, nor by Government of Lao national school meals programme.**

Sample for comparison schools can be retrieved from list below.

FY17 baseline study: minimal 90 primary schools including:

- 5 selected primary schools from district Nakkai (Khammouane). These schools are not in below list.

| No. | Province name | District CODE | District name | EMIS Code | Village Code | School name  | Village name               |
|-----|---------------|---------------|---------------|-----------|--------------|--------------|----------------------------|
| 1   | Attapeu       | 1701          | Xaixettha     | 11701002  | 1701001      | Äš ó         | Äš- ó                      |
| 2   | Attapeu       | 1701          | Xaixettha     | 11701005  | 1701004      | Â²Äš         | Â²-Äš                      |
| 3   | Attapeu       | 1701          | Xaixettha     | 11701006  | 1701018      | êÈ¾i¾        | êÈ¾-i¾                     |
| 4   | Attapeu       | 1701          | Xaixettha     | 11701007  | 1701022      | ÁjùxÄš       | ÁjÉxÄš                     |
| 5   | Attapeu       | 1701          | Xaixettha     | 11701008  | 1701030      | ½Á£½£÷ú'Àîð° | ½-Á£½                      |
| 6   | Attapeu       | 1701          | Xaixettha     | 11701009  | 1701007      | ÁjÉxÄ'È"     | ÁjÉx-Ä'È"                  |
| 7   | Attapeu       | 1701          | Xaixettha     | 11701010  | 1701033      | ¹¾jÀçð°      | ÁjÉx-¹¾j-Àçð°(Ä»' 1701032) |
| 8   | Attapeu       | 1701          | Xaixettha     | 11701011  | 1701005      | šÉ¾"Ä²ú      | šÉ¾"                       |
| 9   | Attapeu       | 1701          | Xaixettha     | 11701012  | 1701019      | ¹¾© ½²ó      | ¹¾©- ½-²ó                  |
| 10  | Attapeu       | 1701          | Xaixettha     | 11701013  | 1701002      | £ñ'½jÈ²x     | £ñ'-½-jÈ²x                 |
| 11  | Attapeu       | 1701          | Xaixettha     | 11701014  | 1701025      | ½'Ä²É        | ½'-,-                      |
| 12  | Attapeu       | 1701          | Xaixettha     | 11701017  | 1701003      | ±,xÁ©x       | ±,x-Á©x                    |
| 13  | Attapeu       | 1701          | Xaixettha     | 11701018  | 1701015      | ó'Ä£©        | ó'-Ä£©                     |
| 14  | Attapeu       | 1701          | Xaixettha     | 11701019  | 1701016      | ©² ó'        | ©²- ó'                     |
| 15  | Attapeu       | 1701          | Xaixettha     | 11701020  | 1701024      | Õ¹¾x         | Õ-¹¾x                      |
| 16  | Attapeu       | 1701          | Xaixettha     | 11701021  | 1701014      | ,ñ©¹¾x       | ,ññ©-¹¾x                   |
| 17  | Attapeu       | 1701          | Xaixettha     | 11701026  | 1701011      | ¹¾©šñ        | ¹¾©-šñ                     |
| 18  | Attapeu       | 1701          | Xaixettha     | 11701027  | 1701023      | ½'Ä²ð°       | ½'-,-Àîð° (Ä»' 1701025)    |
| 19  | Attapeu       | 1701          | Xaixettha     | 11701028  | 1701006      | ®É¾²,"       | ²,"                        |
| 20  | Attapeu       | 1701          | Xaixettha     | 11701029  | 1701012      | ,ñ©À'ð°      | ,ññ©-À'ð°                  |
| 21  | Attapeu       | 1701          | Xaixettha     | 11701034  | 1701030      | ½Á£½Ä²ú      | ½-Á£½                      |
| 22  | Attapeu       | 1701          | Xaixettha     | 11701040  | 1701901      | ©¾jµ¾x       | ©¾jµ¾x                     |
| 23  | Attapeu       | 1701          | Xaixettha     | 11701041  | 1701017      | ²²jÄ²ú       | ²²j                        |

|    |         |      |           |          |         |                 |                           |
|----|---------|------|-----------|----------|---------|-----------------|---------------------------|
| 24 | Attapeu | 1701 | Xaixettha | 11701044 | 1701017 | ²ºjÀÏðº         | ²ºj                       |
| 25 | Attapeu | 1701 | Xaixettha | 11701050 | 1701007 | £÷ú´²ð²½ö´      | ÁjÉæ-Ã¹È´´                |
| 26 | Attapeu | 1701 | Xaixettha | 11701051 | 1701032 | ©ººðš,          | Ã¹´Èº÷©ö´                 |
| 27 | Attapeu | 1701 | Xaixettha | 11701057 | 1701034 | º÷úæ¹,¾´´       | º÷Èæ¹,¾´´ (Ã»´ 1701032)   |
| 28 | Attapeu | 1701 | Xaixettha | 11701024 | 1701031 | É¹¼©§¾´´ ¸¾,    | ©öæ-Ã§ (Ã»´ 1701007)      |
| 29 | Attapeu | 1701 | Xaixettha | 11701032 | 1701028 | ¾æÃ§            | ¾æ-Ã§ (Ã»´ 1701015)       |
| 30 | Attapeu | 1701 | Xaixettha | 11701042 | 1701020 | »½i¾æ           | »½-i¾æ-Éº´´ (Ã»´ 1701029) |
| 31 | Attapeu | 1701 | Xaixettha | 11701043 | 1701035 | ´¾iÀ´¾½         | ´¾i-À´¾½ (Ã»´ 1705005)    |
| 32 | Attapeu | 1701 | Xaixettha | 11701048 | 1701011 | £÷É´¥ñ© ñ       | ¹¼©-§ñ                    |
| 33 | Attapeu | 1701 | Xaixettha | 11701052 | 1701901 | ©¾iµ¾æ(£÷ú´Ãªú) | ©¾iµ¾æ                    |
| 34 | Attapeu | 1701 | Xaixettha | 11701053 | 1701005 | §ú¾´´ £÷ú´ÃÏðº  | §É¾´´                     |
| 35 | Attapeu | 1701 | Xaixettha | 11701056 | 1701025 | ½´,êöúæ         | ½´,-                      |

| No. | Province name | District CODE | District name | EMIS Code | Village Code | School name | Village name    |
|-----|---------------|---------------|---------------|-----------|--------------|-------------|-----------------|
| 1   | Sekong        | 1501          | Lamam         | 11501001  | 1501036      | ºÉ¾Ã²       | Ã²              |
| 2   | Sekong        | 1501          | Lamam         | 11501002  | 1501012      | ©ºº¥ñ       | ©ºº¥ñ           |
| 3   | Sekong        | 1501          | Lamam         | 11501003  | 1501039      | ºÉ¾ª™,      | ªš,             |
| 4   | Sekong        | 1501          | Lamam         | 11501004  | 1501013      | ºÉ¾©È¾      | ©ú¾             |
| 5   | Sekong        | 1501          | Lamam         | 11501005  | 1501016      | i½ ñæj¾æ    | i½ ñæj¾æ        |
| 6   | Sekong        | 1501          | Lamam         | 11501006  | 1501040      | ºÉ¾ÃºÈæ     | ÃºÈæ            |
| 7   | Sekong        | 1501          | Lamam         | 11501007  | 1501010      | i½,ò±,æÃ©æ  | i½,ò±,æÃ©æ      |
| 8   | Sekong        | 1501          | Lamam         | 11501008  | 1501037      | ¹ºæºöæ      | ¹ºæºöæ+¹É´´ ¸¾, |
| 9   | Sekong        | 1501          | Lamam         | 11501009  | 1501014      | À§Éº´´      | À§Éº´´          |
| 10  | Sekong        | 1501          | Lamam         | 11501010  | 1501005      | Ã´óÃ§       | Ã´óÃ§           |
| 11  | Sekong        | 1501          | Lamam         | 11501011  | 1501011      | i½,óÉº´´    | i½,óÉº´´        |
| 12  | Sekong        | 1501          | Lamam         | 11501013  | 1501007      | Ã´          | Ã´              |
| 13  | Sekong        | 1501          | Lamam         | 11501014  | 1501008      | ´¾iÃê       | ´¾iÃê           |
| 14  | Sekong        | 1501          | Lamam         | 11501015  | 1501004      | Ã¹È´´ö,À´öæ | Ã¹È´´ö,À´öæ     |
| 15  | Sekong        | 1501          | Lamam         | 11501016  | 1501020      | ººjºöæÃjÉ,  | ººjºöæÃjÉ,      |
| 16  | Sekong        | 1501          | Lamam         | 11501017  | 1501017      | ´½ºð        | ´½ºð            |

|    |        |      |       |          |         |   |                                  |
|----|--------|------|-------|----------|---------|---|----------------------------------|
| 17 | Sekong | 1501 | Lamam | 11501019 | 1501001 | ,ñ©í,Ꞑ                                    | ,ñ©¹,Ꞑ                           |
| 18 | Sekong | 1501 | Lamam | 11501020 | 1501002 | êÈ¾í,Ꞑ                                    | êú¾¹,Ꞑ                           |
| 19 | Sekong | 1501 | Lamam | 11501022 | 1501038 | æoj   ½¹'òꞐ                               | æoj   ½¹'òꞐ                      |
| 20 | Sekong | 1501 | Lamam | 11501023 | 1501029 | ¬½¹òꞐ                                     | ¬½¹òꞐ                            |
| 21 | Sekong | 1501 | Lamam | 11501024 | 1501015 | æ÷"©È¾                                    | æ÷"©È¾                           |
| 22 | Sekong | 1501 | Lamam | 11501025 | 1501019 | æ½ºø                                      | æ½ºø                             |
| 23 | Sekong | 1501 | Lamam | 11501026 | 1501009 | ì½,óì¿²ñ                                  | ì½,óì¿²ñ                         |
| 24 | Sekong | 1501 | Lamam | 11501027 | 1501027 | ¡ºꞐꞑº                                     | ¡ºꞐꞑº                            |
| 25 | Sekong | 1501 | Lamam | 11501028 | 1501026 | ¾ꞐꞑºꞐ                                     | ¾ꞐꞑºꞐ                            |
| 26 | Sekong | 1501 | Lamam | 11501029 | 1501042 | ì½Â©Ã¹È'                                  | ì½Â©ÃÈÈ                          |
| 27 | Sekong | 1501 | Lamam | 11501030 | 1501022 | ¥½,óì                                     | ¥½,óì+¾ì¾"                       |
| 28 | Sekong | 1501 | Lamam | 11501031 | 1501025 | ¾,¾<br>ÁìÉꞐ¹,Ꞑ+æ¾©-<br>úº"                | ÁìÉꞐ¹,Ꞑ                          |
| 29 | Sekong | 1501 | Lamam | 11501032 | 1501045 | ¬¾ì¬ø                                     | æ½ó'                             |
| 30 | Sekong | 1501 | Lamam | 11501033 | 1501023 | ¾,¾Á   ÃæÉ                                | ¾,¾Á                             |
| 31 | Sekong | 1501 | Lamam | 11501034 | 1501006 | À²¬Ã¹È                                    | À²¬Ã¹È                           |
| 32 | Sekong | 1501 | Lamam | 11501035 | 1501003 | Â²ꞑ¿                                      | Â²ꞑ¿                             |
| 33 | Sekong | 1501 | Lamam | 11501037 | 1501030 | ¥½¿À¹òº                                   | ¥½¿                              |
| 34 | Sekong | 1501 | Lamam | 11501038 | 1501037 | ¹É, "ç¾,                                  | ¹ºꞐºòꞐ+¹É, "ç¾,                  |
| 35 | Sekong | 1501 | Lamam | 11501039 | 1501018 | ¾À,ó                                      | ¾À,ó+ÄìÀꞐꞐ                       |
| 36 | Sekong | 1501 | Lamam | 11501040 | 1501033 | »ÈºꞐÄìÈ                                   | »úºꞐÄì                           |
| 37 | Sekong | 1501 | Lamam | 11501041 | 1501028 | ¬¾ìj½µÈºꞐ                                 | ¬¾ìj½µºꞐ                         |
| 38 | Sekong | 1501 | Lamam | 11501042 | 1501044 | ºÉ¾ Õ¹¾ꞐÃ¹È                               | Õ¹ú¾Ꞑ                            |
| 39 | Sekong | 1501 | Lamam | 11501043 | 1501043 | ,¾Ꞑ   ¾Ꞑ                                  | ,ñꞐ   ¾Ꞑ                         |
| 40 | Sekong | 1501 | Lamam | 11501046 | 1501021 | æ½À¥,                                     | æ½À¥,+¬¾Ã¹ (Â»'º.<br>æojºòꞐÁìÉ,) |
| 41 | Sekong | 1501 | Lamam | 11501048 | 1501021 | ¬¾Äì                                      | æ½À¥,+¬¾Ã¹ (Â»'º.<br>æojºòꞐÁìÉ,) |
| 42 | Sekong | 1501 | Lamam | 11501049 | 1501034 | Â¹ºꞐ¹,É¾                                  | Â¹ºꞐ¹,É¾                         |
| 43 | Sekong | 1501 | Lamam | 11501052 | 1501024 | ºú¾¾¾,¾¾¾Ꞑ<br>(Â»'Àçí¾-<br>¾¾¾ñ©   ñ) "÷º | ¾¾¾¾¾Ꞑ                           |
| 44 | Sekong | 1501 | Lamam | 11501053 | 1501045 | æ½ó'                                      | æ½ó'                             |
| 45 | Sekong | 1501 | Lamam | 11501055 | 1501018 | ÄìÀꞐꞐ                                     | ¾À,ó+ÄìÀꞐꞐ                       |



|    |        |      |       |          |         |                          |              |
|----|--------|------|-------|----------|---------|--------------------------|--------------|
| 46 | Sekong | 1501 | Lamam | 11501059 | 1501004 | 'ò©²¹/²³/⁴®<br>ì¼,CE¹,¼© | Ã¹'È¹ö,À'ðºµ |
| 47 | Sekong | 1501 | Lamam | 11501056 | 1501030 | À²·Ã°È<br>(è¼,ðCE ½êº)   | ¥½¿          |
| 48 | Sekong | 1501 | Lamam | 11501061 | 1501030 | ¥½¿Ãèû                   | ¥½¿          |
| 49 | Sekong | 1501 | Lamam | 11501062 | 1501008 | À-ñµ¼                    | -¾ìÃè        |
| 50 | Sekong | 1501 | Lamam | 11501063 | 1501006 | À²·ÃìÈ<br>(£÷É'³¾ìÀ§)    | À²·Ã¹'È      |
| 51 | Sekong | 1501 | Lamam | 11501065 | 1501045 | -½-«'ö'-£÷É'-<br>ºøµ     | è¼ö'         |
| 52 | Sekong | 1501 | Lamam | 11501066 | 1501024 | -½«'ö'¾,¾³¾ìÀ§           | ¾,¾ì¾µ       |

| No. | Province name | District CODE | District name | EMIS Code | Village Code | School name                | Village name |
|-----|---------------|---------------|---------------|-----------|--------------|----------------------------|--------------|
| 1   | Salavan       | 1406          | Khongxedon    | 11406001  | 1406072      | -½«'ö' ö'®ø£¿èºµ           | £¿èºµ        |
| 2   | Salavan       | 1406          | Khongxedon    | 11406002  | 1406001      | -½«'ö' ö'®ø-<br>£öµ£÷É'1   | £öµ£÷É'1     |
| 3   | Salavan       | 1406          | Khongxedon    | 11406004  | 1406031      | -½«'ö' ö'®ø³¾-úÈ¼,         | è¾-È¼,       |
| 4   | Salavan       | 1406          | Khongxedon    | 11406005  | 1406056      | -½«'ö' ö'®ø¾'È,µ           | ¾'È,µÃ¹'È    |
| 5   | Salavan       | 1406          | Khongxedon    | 11406006  | 1406024      | -½«'ö' ö'®ø©òìøì           | ©òìøì        |
| 6   | Salavan       | 1406          | Khongxedon    | 11406007  | 1406106      | -½«'ö' ö'®ø»ñµÁ»Éµ         | ñµÁ»Éµ       |
| 7   | Salavan       | 1406          | Khongxedon    | 11406008  | 1406076      | -½«'ö' ö'®ø-<br>Ãøì¾©Ã¹'È  | Ãøì¾©Ã¹'È    |
| 8   | Salavan       | 1406          | Khongxedon    | 11406010  | 1406102      | -½«'ö' ö'®ø§½Ãº            | §½Ãº         |
| 9   | Salavan       | 1406          | Khongxedon    | 11406011  | 1406066      | -½«'ö' ö'®øì÷©'ó           | ì÷©'ó        |
| 10  | Salavan       | 1406          | Khongxedon    | 11406012  | 1406095      | -½«'ö' ö'®øî¾'ÁèÈµ         | î¾'ÁèÈµ      |
| 11  | Salavan       | 1406          | Khongxedon    | 11406014  | 1406013      | -½«'ö' ö'®ø-<br>ÁìÉµè¾¹,ñµ | ÁìÉµè¾¹,ñµ   |
| 12  | Salavan       | 1406          | Khongxedon    | 11406015  | 1406080      | -½«'ö' ö'®ø¾ìøì            | ¾ìøì         |
| 13  | Salavan       | 1406          | Khongxedon    | 11406016  | 1406054      | -½«'ö' ö'®ø'ó ...,         | 'ó ...,      |
| 14  | Salavan       | 1406          | Khongxedon    | 11406017  | 1406098      | -½«'ö' ö'®øÁìÉµ¹,©         | ÁìÉµ¹,©Ã¹'È  |
| 15  | Salavan       | 1406          | Khongxedon    | 11406018  | 1406058      | -½«'ö' ö'®øìÈºµÀçì¾        | ìÈºµÀçì¾     |
| 16  | Salavan       | 1406          | Khongxedon    | 11406019  | 1406027      | -½«'ö' ö'®ø©º-<br>Ã°È'É¾   | ©ºÃ°È'É¾     |

|    |         |      |            |          |         |                            |            |
|----|---------|------|------------|----------|---------|----------------------------|------------|
| 17 | Salavan | 1406 | Khongxedon | 11406020 | 1406033 | ½«ö'   ö'®ø¼iÀ§ðøi         | ¼iÀ§ðøi    |
| 18 | Salavan | 1406 | Khongxedon | 11406021 | 1406101 | ½«ö'   ö'®øÁjÉxÂÉ          | ÁjÉxÂÉ     |
| 19 | Salavan | 1406 | Khongxedon | 11406022 | 1406084 | ½«ö'   ö'®ø§¼''ö           | ¼©§¼''ö    |
| 20 | Salavan | 1406 | Khongxedon | 11406024 | 1406092 | ½«ö'   ö'®øê, xÀ§          | ê, xÀ§     |
| 21 | Salavan | 1406 | Khongxedon | 11406025 | 1406075 | ½«ö'   ö'®ø-<br>À'ðøxÀj%ø¼ | À'ðøxÀj%ø¼ |
| 22 | Salavan | 1406 | Khongxedon | 11406026 | 1406086 | ½«ö'   ö'®øÂøi¼©-<br>Éø''  | Âøi¼©Éø''  |
| 23 | Salavan | 1406 | Khongxedon | 11406028 | 1406026 | ½«ö'   ö'®øj÷©¿ùìð         | j÷©¿ìð     |
| 24 | Salavan | 1406 | Khongxedon | 11406029 | 1406078 | ½«ö'   ö'®øêÉ¼'i, x        | îøxÉ÷i÷    |
| 25 | Salavan | 1406 | Khongxedon | 11406030 | 1406023 | ½«ö'   ö'®ø¼-%øx           | ¼-%øx      |
| 26 | Salavan | 1406 | Khongxedon | 11406031 | 1406041 | ½«ö'   ö'®ø¼Á'ñj           | ¼Á'ñj      |
| 27 | Salavan | 1406 | Khongxedon | 11406032 | 1406091 | ½«ö'   ö'®ø¾¼©¼ú,          | ¾¼©É¼,     |
| 28 | Salavan | 1406 | Khongxedon | 11406033 | 1406062 | ½«ö'   ö'®ø©À'ðøx          | ©À'ðøx     |
| 29 | Salavan | 1406 | Khongxedon | 11406034 | 1406100 | ½«ö'   ö'®ø¼êð             | ¼êð        |
| 30 | Salavan | 1406 | Khongxedon | 11406035 | 1406097 | ½«ö'   ö'®ø¼²ø¼,           | ¼²ø¼,      |
| 31 | Salavan | 1406 | Khongxedon | 11406037 | 1406022 | ½«ö'   ö'®ø¼Â²             | ¼Â²        |
| 32 | Salavan | 1406 | Khongxedon | 11406038 | 1406006 | ½«ö'   ö'®ø¹øx®ö,          | ÉøxÉ÷É'6   |
| 33 | Salavan | 1406 | Khongxedon | 11406041 | 1406008 | ½«ö'   ö'®ø¼Á²xÃ'¹ú        | ¼Á²xÃ'¹È   |
| 34 | Salavan | 1406 | Khongxedon | 11406042 | 1406014 | ½«ö'   ö'®øîøx   ½²ñx      | îøx   ½²ñx |
| 35 | Salavan | 1406 | Khongxedon | 11406044 | 1406046 | ½«ö'   ö'®øÉ¿Ä»            | É¿Ä»       |
| 36 | Salavan | 1406 | Khongxedon | 11406045 | 1406047 | ½«ö'   ö'®ø-<br>îøxÁ   x¼, | îøxÁ   x¼, |
| 37 | Salavan | 1406 | Khongxedon | 11406047 | 1406009 | ½«ö'   ö'®ø®ö, j½²¾        | ®ö, j½²¾   |
| 38 | Salavan | 1406 | Khongxedon | 11406048 | 1406007 | ½«ö'   ö'®ø, ñxjÉ¾-<br>»÷x | , ñxjÉ¾»÷x |
| 39 | Salavan | 1406 | Khongxedon | 11406050 | 1406053 | ½«ö'   ö'®øø+Àìøx          | ø+Àìøx     |
| 40 | Salavan | 1406 | Khongxedon | 11406051 | 1406020 | ½«ö'   ö'®øîøxÂ            | îøxÂ       |
| 41 | Salavan | 1406 | Khongxedon | 11406053 | 1406060 | ½«ö'   ö'®øÉ¿øð            | É¿øð       |

|    |         |      |            |          |         |   |                         |
|----|---------|------|------------|----------|---------|---|-------------------------|
| 42 | Salavan | 1406 | Khongxedon | 11406054 | 1406037 | ~½«ö'   ö'®ø¾³¾-<br>©öõ»                  | ¾³¾©ö»                  |
| 43 | Salavan | 1406 | Khongxedon | 11406055 | 1406012 | ~½«ö'   ö'®ø®õ»¾¾¾¾                       | ®õ»¾¾¾¾                 |
| 44 | Salavan | 1406 | Khongxedon | 11406056 | 1406045 | ~½«ö'   ö'®ø~ñ©§÷'                        | ~ñ©§÷'                  |
| 45 | Salavan | 1406 | Khongxedon | 11406057 | 1406015 | ~½«ö'   ö'®ø¹-<br>õ»À¾¾¾¾¾¾¾¾¾¾           | Îõ»À¾¾¾¾¾¾¾¾¾¾          |
| 46 | Salavan | 1406 | Khongxedon | 11406058 | 1406028 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | ¾¾¾¾¾¾¾¾¾¾              |
| 47 | Salavan | 1406 | Khongxedon | 11406059 | 1406030 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | ¾¾¾¾¾¾¾¾¾¾              |
| 48 | Salavan | 1406 | Khongxedon | 11406060 | 1406048 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | ¾¾¾¾¾¾¾¾¾¾              |
| 49 | Salavan | 1406 | Khongxedon | 11406061 | 1406042 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | ¾¾¾¾¾¾¾¾¾¾              |
| 50 | Salavan | 1406 | Khongxedon | 11406062 | 1406085 | ~½«ö'   ö'®ø¹õ»À¾¾¾¾¾¾¾¾¾¾                | Îõ»À¾¾¾¾¾¾¾¾¾¾          |
| 51 | Salavan | 1406 | Khongxedon | 11406063 | 1406032 | ~½«ö'   ö'®ø¹^~øÈ                         | Ï^~øÈ                   |
| 52 | Salavan | 1406 | Khongxedon | 11406064 | 1406089 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | ¾¾¾¾¾¾¾¾¾¾              |
| 53 | Salavan | 1406 | Khongxedon | 11406065 | 1406035 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | ¾¾¾¾¾¾¾¾¾¾              |
| 54 | Salavan | 1406 | Khongxedon | 11406066 | 1406038 | ~½«ö'   ö'®øÀ¹%¾¾¾¾¾¾¾¾¾¾                 | À¹%¾¾¾¾¾¾¾¾¾¾           |
| 55 | Salavan | 1406 | Khongxedon | 11406069 | 1406004 | ~½«ö'   ö'®ø-<br>£õ»£÷É'À¹°°              | £õ»£÷É'À¹°°             |
| 56 | Salavan | 1406 | Khongxedon | 11406072 | 1406070 | ~½«ö'   ö'®ø£ñê÷»À¾¾¾¾¾¾¾¾¾¾              | £ñê÷»À¾¾¾¾¾¾¾¾¾¾        |
| 57 | Salavan | 1406 | Khongxedon | 11406074 | 1406040 | 'øÂ                                       | Â                       |
| 58 | Salavan | 1406 | Khongxedon | 11406076 | 1406087 | ~½«ö'   ö'®ø¹É, "À§ö¾¾¾¾¾¾¾¾¾¾            | ¹É, "À§ö¾¾¾¾¾¾¾¾¾¾      |
| 59 | Salavan | 1406 | Khongxedon | 11406077 | 1406083 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾                    | Â²!½¾¾¾¾¾¾¾¾¾¾          |
| 60 | Salavan | 1406 | Khongxedon | 11406078 | 1406069 | ~½«ö'   ö'®ø÷-<br>¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾  | ¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾  |
| 61 | Salavan | 1406 | Khongxedon | 11406079 | 1406052 | ~½«ö'   ö'®ø-<br>êú¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾ | ®õ»¾¾¾¾¾¾¾¾¾¾           |
| 62 | Salavan | 1406 | Khongxedon | 11406080 | 1406043 | ~½«ö'   ö'®ø!½Àêš'                        | !½Àêš'                  |
| 63 | Salavan | 1406 | Khongxedon | 11406081 | 1406036 | ~½«ö'   ö'®ø¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾        | ¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾  |
| 64 | Salavan | 1406 | Khongxedon | 11406082 | 1406044 | ~½«ö'   ö'®ø®û¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾      | ~¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾ |
| 65 | Salavan | 1406 | Khongxedon | 11406086 | 1406018 | ~½«ö'   ö'®øÂ®öj                          | Â®öj                    |
| 66 | Salavan | 1406 | Khongxedon | 11406087 | 1406093 | ~½«ö'   ö'®ø-<br>¹¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾  | ¹¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾¾ |

|    |         |      |            |          |         |                              |                              |
|----|---------|------|------------|----------|---------|------------------------------|------------------------------|
| 67 | Salavan | 1406 | Khongxedon | 11406088 | 1406021 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 68 | Salavan | 1406 | Khongxedon | 11406090 | 1406001 | ໜ້າຮຽນ ອັດຕະໂນມັດ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ ອັດຕະໂນມັດ |
| 69 | Salavan | 1406 | Khongxedon | 11406023 | 1406107 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 70 | Salavan | 1406 | Khongxedon | 11406027 | 1406094 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 71 | Salavan | 1406 | Khongxedon | 11406036 | 1406096 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 72 | Salavan | 1406 | Khongxedon | 11406039 | 1406063 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 73 | Salavan | 1406 | Khongxedon | 11406043 | 1406051 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 74 | Salavan | 1406 | Khongxedon | 11406052 | 1406029 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 75 | Salavan | 1406 | Khongxedon | 11406067 | 1406090 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 76 | Salavan | 1406 | Khongxedon | 11406068 | 1406039 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 77 | Salavan | 1406 | Khongxedon | 11406070 | 1406065 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 78 | Salavan | 1406 | Khongxedon | 11406071 | 1406055 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 79 | Salavan | 1406 | Khongxedon | 11406073 | 1406088 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 80 | Salavan | 1406 | Khongxedon | 11406075 | 1406050 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 81 | Salavan | 1406 | Khongxedon | 11406083 | 1406079 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |
| 82 | Salavan | 1406 | Khongxedon | 11406084 | 1406068 | ໜ້າຮຽນ ອັດຕະໂນມັດ            | ໜ້າຮຽນ ອັດຕະໂນມັດ            |

| No. | Province name | District CODE | District name | EMIS Code | Village Code | School name       | Village name      |
|-----|---------------|---------------|---------------|-----------|--------------|-------------------|-------------------|
| 1   | Salavan       | 1405          | Vapi          | 11405001  | 1405043      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |
| 2   | Salavan       | 1405          | Vapi          | 11405002  | 1405056      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |
| 3   | Salavan       | 1405          | Vapi          | 11405004  | 1405061      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |
| 4   | Salavan       | 1405          | Vapi          | 11405005  | 1405020      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |
| 5   | Salavan       | 1405          | Vapi          | 11405006  | 1405014      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |
| 6   | Salavan       | 1405          | Vapi          | 11405007  | 1405021      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |
| 7   | Salavan       | 1405          | Vapi          | 11405008  | 1405052      | ໜ້າຮຽນ ອັດຕະໂນມັດ | ໜ້າຮຽນ ອັດຕະໂນມັດ |

|    |         |      |      |          |         |                       |                       |
|----|---------|------|------|----------|---------|-----------------------|-----------------------|
| 8  | Salavan | 1405 | Vapi | 11405009 | 1405022 | È,µ                   | È,µÀ,óÉè              |
| 9  | Salavan | 1405 | Vapi | 11405010 | 1405053 | £º ¼"                 | £º ¼"                 |
| 10 | Salavan | 1405 | Vapi | 11405012 | 1405050 | ¹ºµÀµÉµ               | ÎºµÀµÉµ               |
| 11 | Salavan | 1405 | Vapi | 11405013 | 1405059 | ¹ºµ®ö,                | Îºµ®ö,                |
| 12 | Salavan | 1405 | Vapi | 11405014 | 1405023 | !½²¼©                 | !½²¼©                 |
| 13 | Salavan | 1405 | Vapi | 11405016 | 1405031 | Éº`À§                 | Éº`À§                 |
| 14 | Salavan | 1405 | Vapi | 11405019 | 1405015 | ÁjÉµi÷                | ÁjÉµi÷                |
| 15 | Salavan | 1405 | Vapi | 11405021 | 1405038 | êºµµç¼                | êºµµç¼                |
| 16 | Salavan | 1405 | Vapi | 11405022 | 1405007 | ¾iñ                   | ¾iñ                   |
| 17 | Salavan | 1405 | Vapi | 11405023 | 1405028 | ¾!É¾                  | ¾!É¾                  |
| 18 | Salavan | 1405 | Vapi | 11405024 | 1405040 | ¹ó©¾                  | ¹ó©¾                  |
| 19 | Salavan | 1405 | Vapi | 11405025 | 1405062 | ÎºµÀ <sup>°TM</sup> µ | ÎºµÀ <sup>°TM</sup> µ |
| 20 | Salavan | 1405 | Vapi | 11405026 | 1405005 | jºµiöÃ¹`ú             | jºµiöÃ¹`È             |
| 21 | Salavan | 1405 | Vapi | 11405027 | 1405034 | ç½Á¹`ö¾               | ç½ÁÎö¾                |
| 22 | Salavan | 1405 | Vapi | 11405029 | 1405027 | ¾`È,µ                 | ¾`È,µ                 |
| 23 | Salavan | 1405 | Vapi | 11405030 | 1405036 | ¾ ¼©                  | ¾ ¼©                  |
| 24 | Salavan | 1405 | Vapi | 11405031 | 1405064 | ÂÉÓ                   | ÂÉÓ                   |
| 25 | Salavan | 1405 | Vapi | 11405034 | 1405016 | ´ø®ú¾¾ñºµ             | ¥ºµ                   |
| 26 | Salavan | 1405 | Vapi | 11405035 | 1405013 | ©öµ´º                 | ©öµ´º                 |
| 27 | Salavan | 1405 | Vapi | 11405037 | 1405060 | ¹ºµ¥¾                 | Îºµ¥¾                 |
| 28 | Salavan | 1405 | Vapi | 11405039 | 1405032 | Â²Á²µ                 | Â²Á²µ                 |
| 29 | Salavan | 1405 | Vapi | 11405040 | 1405012 | ¹ºµÂ²                 | ÎºµÂ²                 |
| 30 | Salavan | 1405 | Vapi | 11405041 | 1405033 | ®É¾!ó´                | !ó´                   |
| 31 | Salavan | 1405 | Vapi | 11405042 | 1405024 | ¾Â²¾¾                 | ¾Â²¾¾                 |
| 32 | Salavan | 1405 | Vapi | 11405043 | 1405025 | ¾¹ö,Á»©               | ¾¹ö,Á»©               |
| 33 | Salavan | 1405 | Vapi | 11405044 | 1405063 | ÂºÈiúº´               | ÂºÈiÉº´               |
| 34 | Salavan | 1405 | Vapi | 11405045 | 1405057 | ¾²º´¾                 | ¾º´º´¾                |
| 35 | Salavan | 1405 | Vapi | 11405046 | 1405030 | ®É¾i¾                 | i¾                    |
| 36 | Salavan | 1405 | Vapi | 11405047 | 1405010 | ÁjÉµÉº´               | ÁjÉµÉº´               |
| 37 | Salavan | 1405 | Vapi | 11405048 | 1405045 | Àj¾½§ºµ               | Àj¾½§ºµ               |
| 38 | Salavan | 1405 | Vapi | 11405052 | 1405008 | ¾§ñ                   | ¾§ñ                   |

|    |         |      |      |          |         |                             |            |
|----|---------|------|------|----------|---------|-----------------------------|------------|
| 39 | Salavan | 1405 | Vapi | 11405053 | 1405009 | ¾»Èºµç¾'                    | ¾»Èºµç¾'   |
| 40 | Salavan | 1405 | Vapi | 11405054 | 1405048 | Âîºµ®ö,                     | ¾¼½Âºµ     |
| 41 | Salavan | 1405 | Vapi | 11405058 | 1405051 | ¾¼öjºµ¾                     | ¾¼öjºµ¾    |
| 42 | Salavan | 1405 | Vapi | 11405059 | 1405003 | Àè¼½ºµ¾                     | ¼÷ò½       |
| 43 | Salavan | 1405 | Vapi | 11405061 | 1405017 | ©öµ¼ºµ÷                     | ©öµ¼ºµ÷    |
| 44 | Salavan | 1405 | Vapi | 11405003 | 1405044 | ¹É, ¨Â£                     | ¹É, ¨Â£    |
| 45 | Salavan | 1405 | Vapi | 11405011 | 1405055 | ®ñµ£¾Â£j                    | ®ñµ£¾Â£j   |
| 46 | Salavan | 1405 | Vapi | 11405015 | 1405029 | ºñjç½                       | ºñjç½      |
| 47 | Salavan | 1405 | Vapi | 11405017 | 1405019 | ¼©                          | ¼©         |
| 48 | Salavan | 1405 | Vapi | 11405018 | 1405041 | ®~µ£¾Ö                      | ®ñµ£¾Ö     |
| 49 | Salavan | 1405 | Vapi | 11405020 | 1405058 | jºµîðÉº                     | jºµîðÉº    |
| 50 | Salavan | 1405 | Vapi | 11405028 | 1405046 | ¾¼¼÷'                       | ¾¼¼÷'      |
| 51 | Salavan | 1405 | Vapi | 11405032 | 1405018 | Àîj¾                        | Àîj¾       |
| 52 | Salavan | 1405 | Vapi | 11405036 | 1405043 | ®ðö''½¾© (²è½¼öµ¾-<br>¾¼-ó) | ¾¼-óÃèÉ    |
| 53 | Salavan | 1405 | Vapi | 11405051 | 1405037 | ©º£ç                        | ©º£ç       |
| 54 | Salavan | 1405 | Vapi | 11405055 | 1405026 | ¾Â²                         | ¾Â²        |
| 55 | Salavan | 1405 | Vapi | 11405057 | 1405054 | ¾¼¾µ                        | ¾¼¾µ       |
| 56 | Salavan | 1405 | Vapi | 11405060 | 1405011 | ¹É, ¨¾½-÷µ(Àç¼îºµÂ²)        | ¹É, ¨¾½-øµ |
| 57 | Salavan | 1405 | Vapi | 11405063 | 1405065 | ¾¾½¾µ                       | ¾¾½¾µ      |

| No | Province name | District CODE | District name | EMIS Code | Village Code | School name             | Village name |
|----|---------------|---------------|---------------|-----------|--------------|-------------------------|--------------|
| 1  | Salavan       | 1404          | Lakhonphen g  | 11404001  | 1404075      | ¨½«ö'¼ö'®ø ©È¾-¾¼Àð¾    | ©È¾¼         |
| 2  | Salavan       | 1404          | Lakhonphen g  | 11404002  | 1404003      | ¨½«ö'¼ö'®ø ¾¾²¾         | ¾¾²¾¼¾µ      |
| 3  | Salavan       | 1404          | Lakhonphen g  | 11404003  | 1404016      | ¨½«ö'¼ö'®ø ¾Â²¼ó        | ¾Â²¼ó        |
| 4  | Salavan       | 1404          | Lakhonphen g  | 11404004  | 1404048      | ¨½«ö'¼ö'®ø ½£ºÀñµ       | ÀñµÃ¹¨È      |
| 5  | Salavan       | 1404          | Lakhonphen g  | 11404006  | 1404037      | î½«ö'¼ö'®ø ÁjÉµ¼½²¾-èºµ | ÁjÉµ¼½²ñµèºµ |
| 6  | Salavan       | 1404          | Lakhonphen g  | 11404007  | 1404051      | ¨½«ö'¼ö'®ø ¹É, ¨j½Â²Ã§  | ¹É, ¨j½Â²    |
| 7  | Salavan       | 1404          | Lakhonphen g  | 11404011  | 1404054      | ¨½«ö'¼ö'®ø -¾¼©øÈÀjºµ¾  | ¾¼©øÈÀjºµ¾   |

|    |         |      |                 |              |             |                              |               |
|----|---------|------|-----------------|--------------|-------------|------------------------------|---------------|
| 8  | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>2 | 140407<br>8 | ½«ö'   ö'®ø Ä²   ø»          | Ä²   ø»       |
| 9  | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>3 | 140406<br>5 | ½«ö'   ö'®ø ¼c~Ä©            | ¼cÉÜÄ©        |
| 10 | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>4 | 140408<br>2 | ½«ö'   ö'®ø ¹º»È¼            | ¹º»È¼         |
| 11 | Salavan | 1404 | Lakhonphen<br>g | 11404015     | 140408<br>9 | ï½«ö'   ö'®ø ¼»¼,            | ¼»¼,          |
| 12 | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>6 | 140406<br>2 | ½«ö'   ö'®ø ¹ñj 90           | ¹ñj 90        |
| 13 | Salavan | 1404 | Lakhonphen<br>g | 11404017     | 140403<br>0 | ½«ö'   ö'®ø -<br>¼²¼®¼»Ä¹~È  | ¼²¼®¼»Ä¹~È    |
| 14 | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>9 | 140402<br>7 | ½«ö'   ö'®ø Ä   ½¹, È¼»      | Ä   ½¹, È¼»   |
| 15 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>2 | 140408<br>5 | 'ø   ¼, Ä, È                 | ¼, Ä, È       |
| 16 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>3 | 140408<br>8 | ½«ö'   ö'®ø ©ºÄiÈ            | ©ºÄiÈ         |
| 17 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>4 | 140403<br>4 | ½«ö'   ö'®ø êÈ¼£ñ-<br>§÷'§ö, | êÈ¼£ñ§÷'§ö,   |
| 18 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>7 | 1404013     | 'ø ¼êöÄªÉ                    | ¼êöÄªÉ        |
| 19 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>8 | 140405<br>5 | ½«ö'   ö'®ø ¼©øÈÄ¹~È         | ¼©øÈÄ¹È       |
| 20 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>0 | 140405<br>7 | ½«ö'   ö'®ø Ä©ó§¼~           | Ä©ó§¼~        |
| 21 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>1 | 140400<br>7 | ½«ö'   ö'®ø ¹º»   ½Ä (2<br>) | ¹º»§½Ä2       |
| 22 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>2 | 140409<br>4 | ½«ö'   ö'®ø ¹º»çšªö'         | ¹º»çšªö'      |
| 23 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>4 | 140406<br>7 | ½«ö'   ö'®ø<br>²ø©¼, Ä»É»Éº~ | ²ø©¼, Ä»É»Éº~ |
| 24 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>0 | 140402<br>6 | ½«ö'   ö'®ø ©º-<br>¹¼iÄjôº   | ©ºi¼iÄjôº     |
| 25 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>4 | 140406<br>3 | ½«ö'   ö'®ø ¼   í Ä»»        | ¼   í Ä»»     |
| 26 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>6 | 140406<br>0 | 'ø , ñ»Äj©                   | , ñ»Äj©       |
| 27 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>7 | 140403<br>2 | ½«ö'   ö'®ø ¼²¼®¼»-<br>Éº~   | ¼²¼®¼»Éº~     |
| 28 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>0 | 140405<br>6 | ½«ö'   ö'®ø ¹º»Ä, »          | ¹º»Ä, »       |
| 29 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>3 | 140407<br>6 | 'ø ê»»ÄªÈ»©È¼                | ÄªÈ»©È¼       |
| 30 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>5 | 140404<br>2 | 'ø ²ø   óÄjÉ,                | ²ø   óÄjÉ,    |
| 31 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>1 | 140407<br>0 | ½«ö'   ö'®ø ©È¼Éº~           | ©È¼Éº~        |
| 32 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>2 | 140403<br>5 | ½«ö'   ö'®ø ²øj¼   ó         | ²øj¼   ó      |
| 33 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>4 | 140409<br>7 | ½«ö'   ö'®ø<br>ÄjÉ»¹~É¼±ð©   | ÄjÉ»¹~É¼±ð©   |
| 34 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>8 | 1404019     | ½«ö'   ö'®ø ¹º»Ä   »         | ¹º»Ä   »      |
| 35 | Salavan | 1404 | Lakhonphen<br>g | 1140407<br>3 | 140404<br>4 | ½«ö'   ö'®ø ¼i½Ä©ö¼          | ¼i½Ä©ö¼       |
| 36 | Salavan | 1404 | Lakhonphen<br>g | 1140407<br>9 | 140400<br>9 | ½«ö'   ö'®ø ², »   ½¹, ñ     | ², »   ½¹, ñ  |

|    |         |      |                 |              |             |                  |               |
|----|---------|------|-----------------|--------------|-------------|------------------|---------------|
| 37 | Salavan | 1404 | Lakhonphen<br>g | 1140400<br>5 | 140402<br>8 | ‘ø ¼,¼           | ¼,¼           |
| 38 | Salavan | 1404 | Lakhonphen<br>g | 1140400<br>9 | 140409<br>6 | ‘ø i÷© ¿²º¤      | i÷© ¿²º¤      |
| 39 | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>0 | 140400<br>5 | ‘ø ˆ¼i ½ö’       | ˆ¼i ½ö’       |
| 40 | Salavan | 1404 | Lakhonphen<br>g | 1140401<br>8 | 140409<br>5 | ‘ø ©º£,,¤        | ©º£¿¤         |
| 41 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>0 | 140409<br>2 | ‘ø º÷©º¼²¼       | º÷©º¼²¼       |
| 42 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>1 | 140406<br>6 | ‘ø ²ø©¼,Á¥É¤Ã¹·È | ²ø©¼,Á¥É¤Ã¹·È |
| 43 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>5 | 140402<br>3 | ‘ø ¼i ½¼         | ¼i ½¼         |
| 44 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>6 | 1404011     | ‘ø ¼Áì           | ¼Áì           |
| 45 | Salavan | 1404 | Lakhonphen<br>g | 1140402<br>9 | 140401<br>8 | ‘ø ¼À’öº¤        | ¼À’öº¤        |
| 46 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>5 | 140408<br>7 | ‘ø ¹º¤ +Á¥       | ¹º¤ ¿Á¥       |
| 47 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>6 | 140402<br>2 | ‘ø ©ºÀ»öº        | ©ºÀ»öº        |
| 48 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>7 | 1404031     | ‘ø ¼èö’          | ¼èö’          |
| 49 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>8 | 140403<br>3 | ‘ø ,ñ¤º¼Á¹ ,     | ,ñ¤º¼Á¹ ,     |
| 50 | Salavan | 1404 | Lakhonphen<br>g | 1140403<br>9 | 1404015     | ‘ø ÁjÉ¤êñ        | ÁjÉ¤êñ        |
| 51 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>1 | 140406<br>4 | ‘ø ©ö¤º½¹ ÷¤     | ©ö¤º½¹ ÷¤     |
| 52 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>2 | 140409<br>3 | ‘ø Àºö¼«È¼ 1     | Àºö¼«È¼       |
| 53 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>3 | 140404<br>3 | ‘ø ¼,¼ ÷i        | ¼,¼ ÷i        |
| 54 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>5 | 140407<br>9 | ‘ø Â²Á²¤         | Â²Á²¤         |
| 55 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>8 | 140408<br>3 | ‘ø îº¤Áºû        | ¹º¤ÁºÉ        |
| 56 | Salavan | 1404 | Lakhonphen<br>g | 1140404<br>9 | 140408<br>4 | ‘ø ¹º¤Àèö¼       | ¹º¤Àèö¼       |
| 57 | Salavan | 1404 | Lakhonphen<br>g | 11404051     | 1404061     | ‘ø ¹ ñj 94       | ñj 94         |
| 58 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>2 | 140400<br>8 | ‘ø Àìò¤öjê¼      | Àìò¤öjê¼      |
| 59 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>4 | 140401<br>0 | ‘ø ²,¤’½Ãi       | ²,¤’½Ãi       |
| 60 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>7 | 140404<br>7 | ‘ø À²ñ¤Éº”       | À²ñ¤Éº”       |
| 61 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>8 | 140403<br>9 | ‘ø £º ¼”         | i½£º ¼”       |
| 62 | Salavan | 1404 | Lakhonphen<br>g | 1140405<br>9 | 140406<br>9 | ‘ø £¿Àºó”        | £¿Àºó”        |
| 63 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>3 | 1404014     | ‘ø ÂÁ ²ñ         | ÂÁ ²ñ         |
| 64 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>5 | 140408<br>1 | ‘ø Â²¤¼’ ii      | Â²¤¼’ 2       |
| 65 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>6 | 140402<br>5 | ‘ø Â² ½¹ñ,       | Â² ½¹ñ        |



|    |         |      |                 |              |             |               |                    |
|----|---------|------|-----------------|--------------|-------------|---------------|--------------------|
| 66 | Salavan | 1404 | Lakhonphen<br>g | 1140406<br>9 | 140405<br>2 | ‘ø Â§jÁ²¤     | Â§jÁ²¤             |
| 67 | Salavan | 1404 | Lakhonphen<br>g | 1140407<br>0 | 140408<br>6 | ‘ø Ä§§½½ ö’®ø | Ä§§½½ ö’®ø         |
| 68 | Salavan | 1404 | Lakhonphen<br>g | 1140407<br>4 | 140406<br>8 | ‘ø ¹º¤ ½Â (1) | ¹º¤½Â1             |
| 69 | Salavan | 1404 | Lakhonphen<br>g | 1140407<br>6 | 1404041     | ‘ø  ñ³ò ÷i    | ñ³ò ÷i             |
| 70 | Salavan | 1404 | Lakhonphen<br>g | 1140407<br>8 | 140400<br>1 | ‘ø ¹¾© ½Â     | ¾²¾-<br>£÷É’èÈ%©È¾ |
| 71 | Salavan | 1404 | Lakhonphen<br>g | 1140408<br>0 | 140405<br>9 | ‘ø ²ú¾¾       | ¾                  |
| 72 | Salavan | 1404 | Lakhonphen<br>g | 1140408<br>1 | 140402<br>0 | ‘ø©²Á©¤       | ©²Á©¤              |

| No. | Province name | District CODE | District name | EMIS Code | Village Code | School name  | Village name   |
|-----|---------------|---------------|---------------|-----------|--------------|--------------|----------------|
| 1   | Salavan       | 1401          | Salavan       | 11401001  | 1401097      | ¹º¤Ã         | ¹º¤-Ã          |
| 2   | Salavan       | 1401          | Salavan       | 11401002  | 1401098      | ²õ¤ç¾’       | ²õ¤ç¾’         |
| 3   | Salavan       | 1401          | Salavan       | 11401003  | 1401044      | §½Âˆ         | ½-Âˆ           |
| 4   | Salavan       | 1401          | Salavan       | 11401004  | 1401029      | ø¤           | ø¤             |
| 5   | Salavan       | 1401          | Salavan       | 11401005  | 1401148      | ¹¾i¾,Ã¹ˆÈ    | ¹¾i-¾,Ã¹ˆÈ     |
| 6   | Salavan       | 1401          | Salavan       | 11401006  | 1401086      | ÁjÉ¤ç÷’      | Áj¤-ç÷’        |
| 7   | Salavan       | 1401          | Salavan       | 11401007  | 1401113      | ÁjÉ¤i½§½Ã¹ˆÈ | i½-§½-Ã¹ˆÈ     |
| 8   | Salavan       | 1401          | Salavan       | 11401011  | 1401105      | èÈ¾Á’òº¤Àj%¾ | èÈ¾-Á’òº¤-Àj%¾ |
| 9   | Salavan       | 1401          | Salavan       | 11401012  | 1401110      | èÈ¾Á’òº¤À§   | èÈ¾-Á’òº¤-À§   |
| 10  | Salavan       | 1401          | Salavan       | 11401013  | 1401034      | ¾¤£ç         | ¾¤-£ç          |
| 11  | Salavan       | 1401          | Salavan       | 11401014  | 1401117      | ¹º¤¹¾iµ¾¤    | ¹º¤-¹¾i-µ¾¤    |
| 12  | Salavan       | 1401          | Salavan       | 11401015  | 1401010      | £ñ¥ö’        | £ñ-¥ö’         |
| 13  | Salavan       | 1401          | Salavan       | 11401016  | 1401067      | Á ,ñ¤Ã¹ˆÈ    | Á -ñ,ñ¤Ã¹ˆÈ    |
| 14  | Salavan       | 1401          | Salavan       | 11401017  | 1401090      | ¾Â²Àìó       | ¾-Â²-Àìó       |
| 15  | Salavan       | 1401          | Salavan       | 11401018  | 1401085      | ³i¤Ã¹ˆÈ      | ³i¤-Ã¹ˆÈ       |
| 16  | Salavan       | 1401          | Salavan       | 11401019  | 1401125      | ¹º¤³ñ¤µº¤    | ¹º¤-³,ñ,µº¤    |
| 17  | Salavan       | 1401          | Salavan       | 11401021  | 1401001      | ¾À¹ñj        | ¾-À¹ñj         |
| 18  | Salavan       | 1401          | Salavan       | 11401022  | 1401013      | Â²Â°È        | Â²-Â°È         |
| 19  | Salavan       | 1401          | Salavan       | 11401024  | 1401161      | ¾Â²Ã¹ˆÈ      | ¾-Â²-Ã¹ˆÈ      |
| 20  | Salavan       | 1401          | Salavan       | 11401025  | 1401104      | ¾©ºç,¾¤      | ¾-©º-ç,¾¤      |
| 21  | Salavan       | 1401          | Salavan       | 11401026  | 1401150      | Â²èñ         | Â²-èñ          |

|    |         |      |         |          |         |              |                |
|----|---------|------|---------|----------|---------|--------------|----------------|
| 22 | Salavan | 1401 | Salavan | 11401027 | 1401157 | ¼©¹,µ        | ¼©-¹,µ         |
| 23 | Salavan | 1401 | Salavan | 11401028 | 1401152 | ¹ºµ®ö,       | îºµ-®ö,Ã¹-È    |
| 24 | Salavan | 1401 | Salavan | 11401029 | 1401108 | À ö¾i½©ó     | À ö¾-i½-©ó     |
| 25 | Salavan | 1401 | Salavan | 11401030 | 1401014 | ¾êÈº         | ¾-êÈº          |
| 26 | Salavan | 1401 | Salavan | 11401031 | 1401028 | Âi½          | Âi½            |
| 27 | Salavan | 1401 | Salavan | 11401032 | 1401003 | ¬½«ö'Â²ÁjÉ,  | Â²-ÁjÉ,        |
| 28 | Salavan | 1401 | Salavan | 11401033 | 1401011 | £ñê½i¾©      | £ññ-ê½-i¾©     |
| 29 | Salavan | 1401 | Salavan | 11401034 | 1401136 | ©È¾Ã¹-È      | ©È¾-Ã¹-È       |
| 30 | Salavan | 1401 | Salavan | 11401035 | 1401155 | ®È,µÃ¹-È     | ®È,µ-Ã¹-È      |
| 31 | Salavan | 1401 | Salavan | 11401036 | 1401004 | ¾iöjÂ²       | ¾-iöj-Â²       |
| 32 | Salavan | 1401 | Salavan | 11401039 | 1401142 | Â£jÃ¹-È      | Â£j-Ã¹È        |
| 33 | Salavan | 1401 | Salavan | 11401040 | 1401018 | ¾Â£j         | ¾-Â£j          |
| 34 | Salavan | 1401 | Salavan | 11401041 | 1401012 | ¾Â©          | ¾-Â©           |
| 35 | Salavan | 1401 | Salavan | 11401042 | 1401027 | ¾ê¾jÉ,¨      | ¾-ê¾-jÉ,¨      |
| 36 | Salavan | 1401 | Salavan | 11401044 | 1401074 | ¡÷¾¾,¾ió     | ¡÷-¾¾-¾-ió     |
| 37 | Salavan | 1401 | Salavan | 11401045 | 1401060 | ©öµÂj½Ã¹öº   | ©öµ-Âj½Ã¹öº    |
| 38 | Salavan | 1401 | Salavan | 11401047 | 1401073 | ¾¾ø          | ¾-¾ø           |
| 39 | Salavan | 1401 | Salavan | 11401048 | 1401064 | ì½,¾µ        | ì½-,¾µ         |
| 40 | Salavan | 1401 | Salavan | 11401050 | 1401106 | ¾Ã²µÃ¹-È     | ¾-Ã²µ-Ã¹-È     |
| 41 | Salavan | 1401 | Salavan | 11401051 | 1401149 | ®÷Èµ ÷É¨     | ®÷Èµ- ÷É¨      |
| 42 | Salavan | 1401 | Salavan | 11401053 | 1401063 | i½©ñ®        | i½-©ñ®         |
| 43 | Salavan | 1401 | Salavan | 11401054 | 1401118 | ÁjÉµÃ¹öºµi¾, | ÁjÉµ-Ã¹öºµ-i¾, |
| 44 | Salavan | 1401 | Salavan | 11401055 | 1401062 | £¾µÂ£Éµ      | £¾µ-Â£Éµ       |
| 45 | Salavan | 1401 | Salavan | 11401056 | 1401089 | Â£j ½¹,¾©    | Â£j- ½¹,¾©     |
| 46 | Salavan | 1401 | Salavan | 11401057 | 1401114 | ¡ºµ£º        | ¡ºµ-£º         |
| 47 | Salavan | 1401 | Salavan | 11401058 | 1401022 | ¾²½¨†        | ¾-²½¨-¨‡       |
| 48 | Salavan | 1401 | Salavan | 11401059 | 1401132 | Â ½¹,ñ       | Â- ½¹,ñ        |
| 49 | Salavan | 1401 | Salavan | 11401061 | 1401146 | ºñjç½Ã¹-È    | ºñj-ç½Ã¹-È     |
| 50 | Salavan | 1401 | Salavan | 11401062 | 1401138 | Àió¬¾ºø®     | Àió-¬½-ºø®     |
| 51 | Salavan | 1401 | Salavan | 11401063 | 1401039 | ¾Ã§Ã¹-È      | ¾-Ã§-Ã¹-È      |
| 52 | Salavan | 1401 | Salavan | 11401064 | 1401061 | Á®Èµ         | Á®Èµ-Ã§jºµ     |

|    |         |      |         |          |         |                       |              |
|----|---------|------|---------|----------|---------|-----------------------|--------------|
| 53 | Salavan | 1401 | Salavan | 11401065 | 1401092 | ®ðÄŞ                  | ®ðÄŞ-Âîõ°    |
| 54 | Salavan | 1401 | Salavan | 11401066 | 1401103 | ¼©°®ð                 | ¼-©°-®ð      |
| 55 | Salavan | 1401 | Salavan | 11401068 | 1401091 | ¹ºñ¹´Ó                | îºñ-îÓ       |
| 56 | Salavan | 1401 | Salavan | 11401069 | 1401137 | ƒññö,                 | ƒññö,        |
| 57 | Salavan | 1401 | Salavan | 11401072 | 1401124 | ¾ƒø                   | ¾-ƒø         |
| 58 | Salavan | 1401 | Salavan | 11401074 | 1401019 | Â²ª¾                  | Â²-ª¾        |
| 59 | Salavan | 1401 | Salavan | 11401075 | 1401084 | ²ñjÁ°_ê%º             | °ñj-Á²_ê-%º  |
| 60 | Salavan | 1401 | Salavan | 11401076 | 1401139 | ¹ºñƒÉÉ¾               | îºñ-ƒÉÉ¾     |
| 61 | Salavan | 1401 | Salavan | 11401077 | 1401128 | ÁjÉñ ó´ÄªÉ            | ÁjÉñ- ò´-ÄªÉ |
| 62 | Salavan | 1401 | Salavan | 11401079 | 1401020 | Â²®öj                 | Â²-®öj       |
| 63 | Salavan | 1401 | Salavan | 11401080 | 1401026 | ©öñ¹Éº                | -©öñ-îÉº     |
| 64 | Salavan | 1401 | Salavan | 11401081 | 1401021 | Àªö¾-ø                | Àªö¾-ø       |
| 65 | Salavan | 1401 | Salavan | 11401082 | 1401119 | ¬¾j¬º                 | ¬¾j¬-%º      |
| 66 | Salavan | 1401 | Salavan | 11401083 | 1401017 | ê¾©¹É,¨               | ê¾©¹É,¨      |
| 67 | Salavan | 1401 | Salavan | 11401084 | 1401131 | ¾®º                   | ¾-®º         |
| 68 | Salavan | 1401 | Salavan | 11401085 | 1401088 | ¾¹óÂîñ                | ¾¹ó-Âîñ      |
| 69 | Salavan | 1401 | Salavan | 11401087 | 1401024 | ¾ćÉº¬¾,               | ¾-ćÉº¬¾,     |
| 70 | Salavan | 1401 | Salavan | 11401092 | 1401069 | ¬½«ö´ ö´®ø-<br>ÀŞÀ,ñ© | Á®Èñ-ÀŞÀ,ñ©  |
| 71 | Salavan | 1401 | Salavan | 11401099 | 1401031 | ¾î¾©                  | ¾-î¾©        |
| 72 | Salavan | 1401 | Salavan | 11401100 | 1401133 | ¾¹,É¾                 | ¾¹,É¾        |
| 73 | Salavan | 1401 | Salavan | 11401102 | 1401030 | ²É¾,Ä¹¨È              | ²É¾,Ä¹¨È     |
| 74 | Salavan | 1401 | Salavan | 11401103 | 1401144 | ¬½«ö´,ññŞº            | - ,ññ-Şº     |
| 75 | Salavan | 1401 | Salavan | 11401105 | 1401129 | ¹ºñÄ°Ş                | îºñ-Ä°™      |
| 76 | Salavan | 1401 | Salavan | 11401106 | 1401002 | ,ñ©j¾                 | ,ñ©-j¾       |
| 77 | Salavan | 1401 | Salavan | 11401108 | 1401016 | ¹¾©Éº¨                | ê¾©¹Éº¨      |
| 78 | Salavan | 1401 | Salavan | 11401109 | 1401008 | ¾®¾j                  | ¾¹½Àjº       |
| 79 | Salavan | 1401 | Salavan | 11401110 | 1401151 | Â²êº                  | Â²-êº (11)   |
| 80 | Salavan | 1401 | Salavan | 11401113 | 1401115 | j½Ş½Éº¨               | j½-Ş½Éº¨     |
| 81 | Salavan | 1401 | Salavan | 11401114 | 1401101 | ²½,                   | ²½,          |
| 82 | Salavan | 1401 | Salavan | 11401118 | 1401005 | ¹ñj 2                 | îñj II       |
| 83 | Salavan | 1401 | Salavan | 11401120 | 1401123 | ¹ºñÄ²ñj               | îºñ-Ä²ñj     |

|     |         |      |         |          |         |                        |                    |
|-----|---------|------|---------|----------|---------|------------------------|--------------------|
| 84  | Salavan | 1401 | Salavan | 11401122 | 1401077 | ,ñṁṁö,                 | ,ñṁ-ṁö,            |
| 85  | Salavan | 1401 | Salavan | 11401123 | 1401058 | ¥¼Á'ôº                 | ¥¼-Àîôº            |
| 86  | Salavan | 1401 | Salavan | 11401126 | 1401050 | Àìó®öì(ÀìóÂê)          | Àìó-Âê             |
| 87  | Salavan | 1401 | Salavan | 11401127 | 1401025 | ¾êøÉº                  | ¾-êø-Éº            |
| 88  | Salavan | 1401 | Salavan | 11401129 | 1401095 | ê%ṁç¾'                 | ê%ṁ-ç¾'            |
| 89  | Salavan | 1401 | Salavan | 11401134 | 1401057 | ¥¾,öṁ                  | ¥¾-,öṁ             |
| 90  | Salavan | 1401 | Salavan | 11401139 | 1401069 | ½«ö'®É¾-<br>Á®ÈṁÀ§À ñ© | Á®Èṁ-À§À ñ©        |
| 91  | Salavan | 1401 | Salavan | 11401142 | 1401080 | ¹ṁ®øÈÃ¹È               | ¹ṁ-®øÈ-Ã¹È         |
| 92  | Salavan | 1401 | Salavan | 11401144 | 1401164 | ¹,É'í¾©                | ¹É, '-í¾©          |
| 93  | Salavan | 1401 | Salavan | 11401149 | 1401102 | ¹ṁ®ö,Éº                | ¹ṁ-®ö,-Éº          |
| 94  | Salavan | 1401 | Salavan | 11401151 | 1401100 | ¾À§ È,                 | ¾-À§- È,           |
| 95  | Salavan | 1401 | Salavan | 11401152 | 1401143 | 'ø¾iø                  | ¾iø÷               |
| 96  | Salavan | 1401 | Salavan | 11401153 | 1401163 | ©öṁ ½,ñṁ               | ©öṁ- ½-,ñṁ         |
| 97  | Salavan | 1401 | Salavan | 11401154 | 1401046 | iöì²É¾,                | ¾-À§-iöì-²É¾,      |
| 98  | Salavan | 1401 | Salavan | 11401155 | 1401047 | ©ºç¾,                  | ©º-ç¾,             |
| 99  | Salavan | 1401 | Salavan | 11401157 | 1401153 | Á®Èṁ,ñṁ¥ñ              | ,ñṁ-¥-ñ            |
| 100 | Salavan | 1401 | Salavan | 11401159 | 1401035 | ¾ṁ²øÃ¹È                | ¾ṁ-²ø-Ã¹È          |
| 101 | Salavan | 1401 | Salavan | 11401162 | 1401099 | 'ø¥¾Ãªü                | ¥¾-ÃªÉ             |
| 102 | Salavan | 1401 | Salavan | 11401163 | 1401068 | 'ø¾Àªò½                | ¾-Àªò              |
| 103 | Salavan | 1401 | Salavan | 11401164 | 1401065 | 'øÁ ,ñṁüº              | Á -,ñṁ-Éº          |
| 104 | Salavan | 1401 | Salavan | 11401165 | 1401094 | ¾©ºÁjü,                | ¾-©º-ÁjÉ,          |
| 105 | Salavan | 1401 | Salavan | 11401167 | 1401070 | i½öṁÃªü                | i½öṁ-ÃªÉ           |
| 106 | Salavan | 1401 | Salavan | 11401170 | 1401154 | i½êü¾ṁ                 | i½-êÉ¾ṁ            |
| 107 | Salavan | 1401 | Salavan | 11401184 | 1401075 | ¾ªð'                   | ¾-ªð'              |
| 108 | Salavan | 1401 | Salavan | 11401010 | 1401082 | ªjṁÉº                  | ªjṁ-Éº             |
| 109 | Salavan | 1401 | Salavan | 11401020 | 1401040 | ¹ṁ ½Â                  | ¹ṁ- ½-Â            |
| 110 | Salavan | 1401 | Salavan | 11401037 | 1401158 | Àj¾½Ö                  | Àj¾½-Ö             |
| 111 | Salavan | 1401 | Salavan | 11401038 | 1401127 | ÁjÉṁ ó'À'ôº            | ÁjÉṁ ò'-Àîôº       |
| 112 | Salavan | 1401 | Salavan | 11401049 | 1401007 | ¾,¾                    | ¾-,¾ (Â»' 1401006) |
| 113 | Salavan | 1401 | Salavan | 11401070 | 1401048 | ©öṁÃj½ÃªÉ              | ©öṁ-Ãj½-ÃªÉ        |
| 114 | Salavan | 1401 | Salavan | 11401071 | 1401159 | ¾Â²Éº                  | ¾-Â²-Éº            |



|     |         |      |         |          |         |         |                          |
|-----|---------|------|---------|----------|---------|---------|--------------------------|
| 146 | Salavan | 1401 | Salavan | 11401168 | 1401053 | ÁiññĂĩú | Áiñ-ĂĩÈ                  |
| 147 | Salavan | 1401 | Salavan | 11401171 | 1401093 | ¼©ºç¼'  | ¼-©º-ç¼'                 |
| 148 | Salavan | 1401 | Salavan | 11401172 | 1401042 | ¼Ăšûº   | ¼-Ăš-Éº                  |
| 149 | Salavan | 1401 | Salavan | 11401176 | 1401117 | ©ºç,ğ   | îºğ-î¼i-µ¼ğ              |
| 150 | Salavan | 1401 | Salavan | 11401177 | 1401083 | 'ø³ó    | îºğ-®øÈÉº                |
| 151 | Salavan | 1401 | Salavan | 11401179 | 1401147 | î¼i¼,ûº | î¼i-¼,-Éº (Â»®. ¼çÉº'¼,) |
| 152 | Salavan | 1401 | Salavan | 11401181 | 1401049 | ¥úºğĂ'ú | ¥Èºğ-Ă'È                 |
| 153 | Salavan | 1401 | Salavan | 11401183 | 1401067 | çö,À ñ© | Á'-,ñğĂ'È                |

## **Annex 11    Acronyms**

|        |  |
|--------|--|
| BBM    | Big Brother Mouse – local NGO                              |
| BEQUAL | Basic Education Quality and Access in Lao PDR              |
| CO     | Country Office   |
| CP     | Country Programme  |
| CPE    | Country Programme Evaluation                               |
| CSP    | Country Strategic Plan                                     |
| CRF    | WFP Corporate Results Framework                            |
| CRS    | Catholic Relief Services                                   |
| CSO    | Civil Society Organization                                 |
| DAC    | Development Assistance Committee (of the OECD)             |
| DEQAS  | Decentralized evaluation quality assurance system (of WFP) |
| DP     | Development Partner  |
| EB     | Executive Board (of WFP)                                   |
| ECCD   | Early Childhood Care and Education                         |
| ED     | Executive Director   |
| EM     | Evaluation Manager   |
| EMOP   | Emergency Operation  |
| EP     | Evaluation Plan  |
| EQ     | Evaluation Question  |
| EQAS   | Evaluation quality assurance system (of WFP)               |
| ER     | Evaluation Report  |
| ESDF   | Education Sector Development Framework                     |
| ET     | Evaluation Team  |
| EU     | European Union   |
| FAD    | Food Assistance Division                                   |
| FAO    | Food and Agriculture Organization                          |
| FFA    | Food assistance For Assets                                 |

|       |  |
|-------|--|
| FFR   | Food For Relief  |
| FFT   | Food For Training  |
| GAIN  | Global Alliance for Improved Nutrition                   |
| GDP   | Gross Domestic Product                                   |
| GEEW  | Gender Equality and the Empowerment of Women             |
| GFD   | General Food Distribution                                |
| GIF   | Global Innovation Fund                                   |
| GIZ   | Deutsche Gessellschaft fur Internationale Zusammenarbeit |
| GM    | Gender Marker  |
| GNR   | Global Nutrition Report                                  |
| GoL   | Government of Lao PDR                                    |
| GPE   | Global Partnership for Education                         |
| HQ    | Headquarters   |
| IFAD  | International Fund for Agricultural Development          |
| IFPRI | International Food Policy Research Institute             |
| ILO   | International Labor Organization                         |
| INGO  | International non-governmental organization              |
| IR    | Inception Report   |
| LBW   | Low birth weight   |
| LIC   | Low Income Country                                       |
| LMIC  | Low Middle Income Country                                |
| LRP   | Local and Regional Procurement – USDA                    |
| LWU   | Lao Women Union  |
| MA    | Monitoring Assistants                                    |
| MAF   | Ministry of Agriculture and Forestry                     |
| MDG   | Millenium Development Goal                               |
| MGD   | Mc Govern Dole   |
| MOES  | Ministry of Education and Sports                         |



|       |   |
|-------|---|
| MOH   | Ministry of Health  |
| MT    | Metric Ton  |
| MTE   | Mid Term Evaluation   |
| NAN   | National Plan of Action on Nutrition  |
| NNS   | National Nutrition Strategy   |
| NSMP  | National School Meals Programme   |
| ODI   | Overseas Development Institute  |
| OECD  | Organization for Economic Cooperation and Development   |
| OEV   | WFP Office of Evaluation  |
| OLA   | UN Office for Legal Affairs   |
| OpEv  | Operation Evaluation  |
| PDR   | People's Democratic Republic – Lao  |
| PLW   | Pregnant Lactating Women  |
| PESS  | Provincial Education and Sports Services – sub national ministry  |
| RB    | Regional Bureau   |
| RC    | United Nations Resident Coordinator   |
| REACH | Renewed Effort Against Child Hunger and Undernutrition – Ending Child Hunger and Undernutrition Partnership (FAO, WHO, UNICEF, WFP) |
| SMP   | School Meals Programme  |
| SNF   | Specialized Nutritious Food   |
| SPR   | Standard Project Report   |
| SRF   | Strategic Results Framework   |
| SUN   | Scaling Up Nutrition movement   |
| THR   | Take Home Rations   |
| TOC   | Theory of Change  |
| TOR   | Terms of Reference  |
| TWG   | Technical Working Group   |
| 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. |
| WASH   | Water Sanitation and Hygiene  |
| WATSAN | Water and Sanitation  |
| WFP    | World Food Programme  |
| ZHC    | Zero Hunger Challenge   |