

Annexes

Annex 1. Summary Terms of Reference

Subject of the Evaluation

- 1 WFP has received a 5-year \$25 million program in Lao People's Democratic Republic (PDR) to implement a McGovern-Dole-funded school feeding program, building on achievements of previous awards to support a full transition to the National School Meals Program (NSMP). The 2020 -2025 project will provide mid-day school meals consisting of fortified rice, canned fish, lentils, and fortified cooking oil across the 18 targeted districts in Lao PDR, along with a comprehensive package including interventions in the areas of WASH, community development and infrastructure investment, literacy, agriculture support, policy support/government capacity strengthening, and health and nutrition. Through a set of defined outputs, these activities will equip the GoL, schools, parents and communities with the resources, knowledge and practical application experience needed to achieve the key objectives of improving the literacy of school-aged children and increasing the use of health, nutrition and dietary practices. The project will target approximately 63,000 pre-primary and primary school students in close collaboration with CRS, the MoES, and other partners and relevant ministries.
- 2 This project will use McGovern-Dole commodities and cash funding to contribute directly towards the McGovern-Dole program's highest-level Strategic Objectives, MGD SO1: Improved Literacy of School-Aged Children and MGD SO2: Increased Use of Health and Dietary Practices. The following activities will contribute toward the achievement of SO1: literacy, school meals, agriculture support, and community mobilization and infrastructure investments. The following activities will contribute toward the achievement of SO2: WASH, health and nutrition, and community mobilization and infrastructure investments.

Rationale and Objectives of the Evaluation

- 3 WFP Lao PDR CO is commissioning this baseline evaluation of the USDA McGovern Dole FY20 school feeding project in Lao PDR to serve the following purposes: (1) confirm indicator selection and targets and establish baseline values for all performance indicators included in the proposal (2) be used for ongoing project monitoring activities to regularly measure activity outputs and performance indicators for lower-level results (i.e. output level), (3) measure performance indicators for McGovern-Dole's two strategic objectives as well as the highest-level results (outcomes) that feed into the strategic objectives as part of the mid-term and final evaluations, (4) provide a situational analysis before the project begins and confirm the full evaluation design as prepared during the inception period. This analysis will inform project implementation and will provide important context necessary for the mid-term and final evaluation to assess the project's relevance, effectiveness, efficiency, sustainability, and impact.

- 4 The baseline study will therefore be designed to include data collection for indicators that are suitable for both monitoring and evaluation. The baseline study will also include draft evaluation questions, so that the indicators and data collection will support the future evaluations, as well as the specific USDA Learning Agenda research questions.

Expected Outcomes and Key Activities

School meals: WFP will directly reach school students in 9 districts across six provinces (Vientiane Capital, Vientiane, Saravane, Xekong, Attapeu, Champasak). CRS will, as a sub-recipient to WFP, provide daily lunch in schools across districts in Khammouane and Savannakhet provinces. As a cooperating partner to WFP, the MoES will support the provision of lunch in four districts in the northern provinces. Building on previous program success at engaging communities and integrating school gardening and links with local farmers into SFPs, the ration will be complemented with fresh commodities produced locally to support a diversified diet. Nutrition training, including a selection of nutritious recipes in line with local tastes, will be provided to cooks.

Local and Regional Procurement: Rice will only be provided for three academic years, from the 2021/22 school year to the 2023/24 school year. The community will contribute milled or cooked local rice from home in the last year of the program (2024–2025) as part of the transition strategy and in line with the Government's vision; the aim is to prepare the community to take over the provision of rice before WFP completes the handover of these schools to MoES by the end of 2025.

Literacy: Through the literacy activities – the project will train administrators to become more effective mentors to teachers, train teachers to regularly and effectively assess students' reading and provide adaptive remedial instruction, provide high-quality materials to create extra practice opportunities for students during and outside of school, and familiarize pre-primary children with the classroom environment and Lao language to prevent dropout and grade repetition when entering school.

WASH: WASH activities will target approximately 130 schools that do not have a functional water source. The project will provide improved water source infrastructure in these schools through the building or rehabilitation of water sources and installation of handwashing stations, combined with school-based hygiene messaging. WASH activities will be sustained through building the capacity of community-level stakeholders to self-manage their infrastructure.

The table below presents the expected outcomes and key activities under each of the strategic objectives of the program.

Table 1: Strategic objectives and expected outcomes under the MGD SFP

Strategic Objective	Expected outcomes	Activities
MGD SO 1: Improved Literacy of School-Age Children	Better Access to School Supplies and Materials (MGD 1.1.2)	<ul style="list-style-type: none"> Increased Access to Books for Schoolchildren
	Improved Literacy Instruction Materials (MGD 1.1.3)	<ul style="list-style-type: none"> Curriculum Development on Nutrition and School Agriculture Improved Literacy Instruction Materials
	Increased Skills and Knowledge of Teachers (MGD 1.1.4)	<ul style="list-style-type: none"> Provide Training on Literacy Instruction to Teachers

Strategic Objective	Expected outcomes	Activities
	Increased Skills and Knowledge of School Administrators (MGD 1.1.5)	<ul style="list-style-type: none"> • Increase the Engagement of School Management and Community on Literacy and Importance of Education • Provide training to Administrators
	Reduced Short-Term Hunger (MGD 1.2.1)	<ul style="list-style-type: none"> • Provide School Meals • Support School Agriculture
	Increased Economic and Cultural Incentives (MGD 1.3.1)	<ul style="list-style-type: none"> • Provide School Meals
	Reduced Health-Related Absences (MGD 1.3.2)	<ul style="list-style-type: none"> • Provide School Meals
	Improved School Infrastructure (MGD 1.3.3)	<ul style="list-style-type: none"> • Improve School Infrastructure (school buildings, classrooms, improved water sources, and latrines)
	Increased Student Enrolment (MGD 1.3.4)	<ul style="list-style-type: none"> • Provide School Meals • Community Mobilization
	Increased Community Understanding of Benefits of Education (MGD 1.3.5)	<ul style="list-style-type: none"> • Improve School Infrastructure • Community Mobilization
MGD SO 2: Increased Use of Health and Dietary Practices	Improved Knowledge of Health and Hygiene Practices (MGD 2.1)	<ul style="list-style-type: none"> • Support School Agriculture • Building/rehabilitation: Wells and water stations/systems • Identify Student WASH Ambassadors • Provide Incentives and Training to School Cooks and Storekeepers • Curriculum Development on Nutrition and School Agriculture • Nutrition Campaign in Schools
	Increased Knowledge of Safe Food Preparation and Storage Practices (MGD 2.2)	<ul style="list-style-type: none"> • Provide Incentives and Training to School Cooks and Storekeepers • Community Mobilization
	Increased Knowledge of Nutrition (MGD 2.3)	<ul style="list-style-type: none"> • Support School Agriculture • Curriculum Development on Nutrition and School Agriculture
	Increased Access to Clean Water and Sanitation Services (MGD 2.4)	<ul style="list-style-type: none"> • Building/rehabilitation: Wells and water stations/systems
	Increased Access to Requisite Food Preparation and Storage Tools and Equipment (MGD 2.6)	<ul style="list-style-type: none"> • Provide Incentives and Training to School Cooks and Storekeepers • Community Mobilization
Foundational Results	Increased Capacity of Government Institutions (MGD 2.7.1)	<ul style="list-style-type: none"> • Curriculum Development on Nutrition and School Agriculture • Capacity Development • Development of a Nutrition Education Tool Box • Development of Fortified Food
	Improved Policy and Regulatory Framework (MGD 2.7.2)	<ul style="list-style-type: none"> • Curriculum Development on Nutrition and School Agriculture • Capacity Development • Development of a Nutrition Education Tool Box • Development of Fortified Food
	Increased Government Support (MGD 2.7.3)	<ul style="list-style-type: none"> • Capacity Development • Development of a Nutrition Education Tool Box

Strategic Objective	Expected outcomes	Activities
	Increased Engagement of Local Organization and Community Group (MGD 2.7.4)	<ul style="list-style-type: none"> • Support School Agriculture • Improve School Infrastructure • Capacity Development • Community Mobilization • Farmer Group Establishment and Training

MGD 1.1.1 (More consistent Teacher attendance), MGD 1.1.2. (Better Access to School Supplied and Materials), MGD 1.1.3. (Improved Literacy Instruction Materials), MGD 1.1.4. (Increased Skills and Knowledge of Teachers), MGD 1.1.5. (Increased Skills and Knowledge of Administrators), MGD 2.1 (Improved Knowledge of Health and Hygiene Practices) and MGD 2.4 (Increased Access to Clean Water and Sanitation Services) are results to be achieved by Partners.¹

Organization of the Evaluation

- 5 The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP CO Evaluation Manager. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.
- 6 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. To enhance the quality and credibility of this baseline study, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarters provides a review of the draft inception and baseline report (in addition to the same provided on draft TOR), and provide:
 - Systematic feedback from an evaluation perspective, on the quality of the draft inception and baseline report.
 - Recommendations on how to improve the quality of the final inception/baseline report.
- 7 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/ baseline report. To ensure transparency and credibility of the process in line with the UNEG norms and standards², a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

¹ As indicated in the Results Framework. WFP Lao CO. 2021. *Terms of Reference: Baseline Study for USDA McGovern Dole Grant (2020-2025) for WFP School Feeding in Laos.*

² UNEG Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

- 8 The baseline report will be submitted to the Evaluation Office in the School Based Programs Division in Headquarters for a final review, as the last line of quality assurance in WFP. All final evaluation reports will be subjected to a post hoc quality assessment (PHQA) 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 approved evaluation reports, free of personally identifiable information (PII).
- 9 WFP will ensure the baseline study and the evaluations reflect the Evaluation Reference Group (ERG)'s perspectives. The process of the study and the evaluations emphasize on the stakeholder's engagement and consultations on the ERG, in order to balance the diversified perspectives and enhance the program ownership.

Annex 2. Timeline

Table 2: Evaluation Schedule

Steps	Key Deliverables	Timelines
Inception		
Inception Meeting	Inception Report	30 th July 2021
Obtaining, listing and review of program documents and contextual literature for planning		31 st July 2021 to 20 th August 2021
Submission of Draft IR		20 th August 2021
Submission of Final IR with Key Stakeholders		24 th September 2021
Finalisation of IR		30 th September 2021
Data collection		
Training & Fieldwork	Field movement plan, Field Updates	21 st October to 3 rd December
Fieldwork debriefing	Debriefing Presentation	17 th December 2021
Reporting		
Data cleaning & analysis	Data Tables	4 th December to 24 th December 2021
Draft Evaluation Report	Draft Evaluation Report	11 th January 2022
Final Evaluation Report	Final Evaluation Report	18 th February 2021
Dissemination and follow up		
Stakeholders' dissemination workshop	Evaluation Findings Presentation	25 th February to 21 st March 2022
Share final evaluation report and management response with OEV for publication		

Annex 3. Methodology

- 10 The FY20 SFP addresses issues at individual, group and community levels by affecting knowledge, capacities, policy contexts as well as cultural norms that may contribute towards consistent teacher attendance, improved access to school supplies, reduced short term hunger, increased incentives for schooling, better community engagement and increased enrolment and retention of children in schools. Further, the program aims to address cross cutting issues of gender, nutrition and WASH, hence promoting safe health and dietary practices (MGD SO2). These intermediate outcomes are likely to translate into long term outcomes of improved quality of literacy education (MGD 1.1), improved attentiveness of students (MGD 1.2) and improved student attendance (MGD 1.3). These underlying factors and immediate, intermediate and long-term outcomes are not mutually exclusive but rather, interact with each other to feed into the goal of improving literacy and nutrition status of school going children.
- 11 In recognition of this multidimensional approach of the program and drawing upon the ET's experience, the evaluation framework for the current baseline study includes **the key thematic and functional areas** that the interventions work upon **under four key domains**:
- Individual (school going children as beneficiaries of different intervention activities),
 - Institutional (school teachers, school administrators, school cook and supply managers as implementers of different intervention activities),
 - Social (parents and community as contributors and beneficiaries of activities), and
 - External environment (policy discourse and strengthening, government stakeholders at national, provincial and district levels as recipients of capacity strengthening support, civil

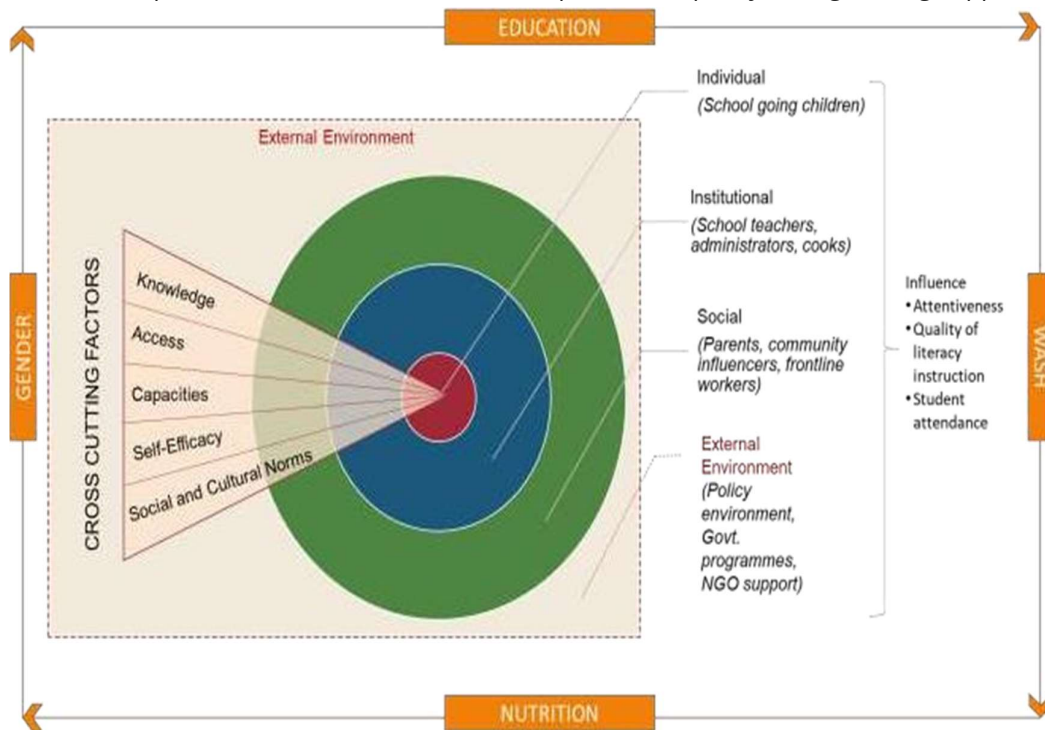
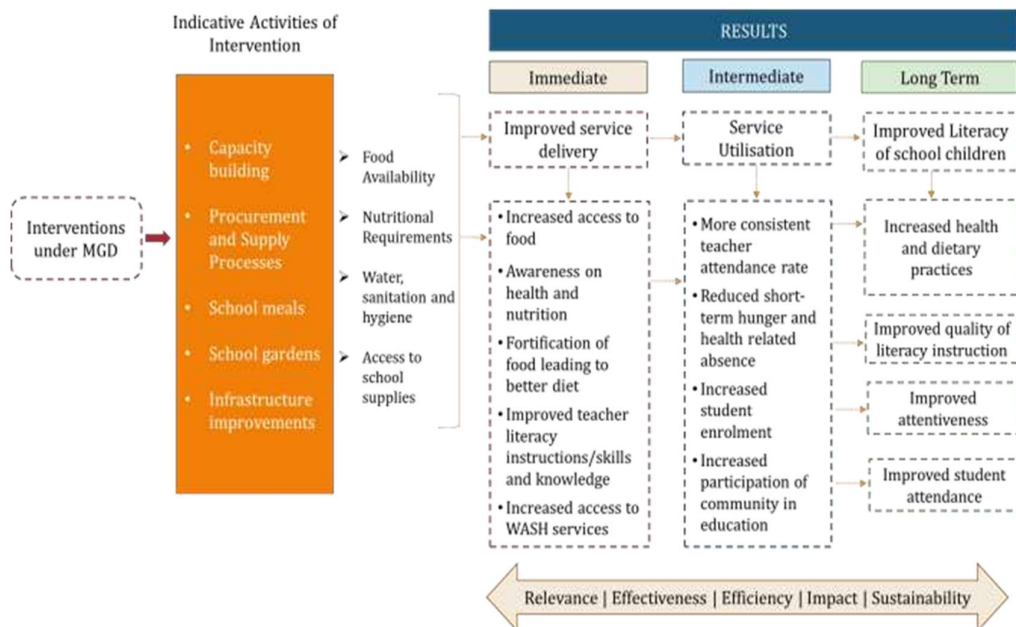


Figure 1: Conceptual Framework

society).

- 12 The **five cross cutting factors** act as triggers or barriers influencing each of the actors and structures within the three inner domains. For instance, the knowledge and capacities of the teachers and the infrastructural support determine the quality of literacy instruction which subsequently has direct influence on the learning levels of students. Similarly, the social and cultural norms often determine whether a girl child will go to school or stay at home and help in household chores. **These cross-cutting factors form an integral part of the assessment and feed into the understanding of the main reasons and limitations for the program's progress in terms of key operations as well as outcomes.**



- 13 Further, for analysis of outcomes and pathways, the current baseline evaluation assesses the processes and outcomes of the program by using the **logic model approach** of evaluation. This model describes **logical linkages** among program resources, activities, and outputs across primary, secondary and tertiary audiences, thus explaining short, intermediate, and long-term outcomes related to the identified issues. Complementary to the broader conceptual approach and results framework of the current program, the Logic models follows a **systems approach and illustrates a sequence of cause-and-effect relationships** analyzing the entire process and outcomes, highlighting the path to desired results. Hence, this approach is well suited for the baseline study. Through this approach, the Theory of Change, capturing possible enablers and risk, would be used to build process and outcome indicators for obtaining measurable responses to what has worked and what has not. This process helps understand the inherent risk and assumptions, and the extent to which the program design has addressed issues of equity and inclusion in terms of gender, ethnicity, vulnerable groups and those groups residing in hard-to-reach geographical areas. Such an approach allows for the gender and ethnicity analysis for the baseline study.
- 14 The processes and outcomes are measured using the **OECD-DAC criteria** of relevance (and appropriateness) effectiveness, efficiency, impact and sustainability. The current evaluation is designed in accordance with both the WFP Evaluation quality checklist and USDA's Monitoring

and Evaluation Policy. The key components of the evaluation include (i) a desk evaluation supported by the WFP Lao monitoring team on USDA output and outcome indicators and (ii) a sample survey with quantitative as-well-as qualitative components to establish benchmarks for the program and obtain inputs and feedbacks from the various stakeholders who would support and benefit from the program, and the progress of the handover of the school meals. The usage of secondary sources is critical for supporting the baseline study. In addition to aiding the development and finalization of tools, these sources helped the evaluation team to contextualize the findings from the primary research component. The following schematic represents the technical approach for the baseline study.

- 15 As can be referred from the figure, the approach to the baseline study entails a review of the key intervention areas including Capacity Building, Procurement and Supply related processes, School Meals, School Gardens and Infrastructural improvements. This includes reviewing delivery as well as utilization of services around food availability, nutritional requirements, water, sanitation and hygiene (WASH) and access to school supplies.
- 16 The process of operationalization of the approach is summarized into the following steps:

Stage 1- Review of Secondary Data: This stage entails identification and secondary review of key program documents including the needs assessments, situation analysis reports, monitoring reports, case studies conducted, country level assessment reports and other program documents. The data from these sources was subjected to both qualitative and quantitative analysis to assess aspects like the program's reach, yearly progress, decline versus improvement of program operations, and so forth. The study also reviewed available national, province and district level data, further disaggregated by gender and ethnicity, in order to determine the context and situation in which the project will be commenced, for comparison during mid-term and end- line evaluations.

Stage 2- Preparation for Field Work and Primary Data Collection: This stage entailed development of appropriate tools of data collection for different categories of stakeholders in collaboration with the WFP evaluation team, training of researchers on tools as well as primary data collection in the form of surveys, key informant interviews and in-depth interviews.

Stage 3- Analysis of Findings and Dissemination: In this stage, the Evaluation Team (ET) conducted quantitative and qualitative analysis of findings as well as synthesized and triangulated the quantitative findings with the qualitative findings to effectively assess and identify the gaps and barriers to implementation that may be contextually embedded and recommend the way forward.

One of the important components of this evaluation was understanding **how the program addresses issues of equity and inclusion** and thus **the analysis viewed the outcomes from the perspectives of gender, ethnicity, vulnerable groups and those groups residing in hard to reach and remote geographical areas**. All key indicators related to enrolment, attentiveness, attendance, learning levels, school meals, capacity building of key stakeholders (such as school staff, parents and communities), school gardens, infrastructure development and procurement processes, were purposefully and systematically analysed with a lens of

gender and equity. All the data collected was **disaggregated by gender and ethnicity**, moreover, the data sets were also **subjected to a gender and ethnicity analysis**.

Research Methodology

- 17 The baseline study will use OECD-DAC to assess the relevance, effectiveness, efficiency, impact and sustainability of the program. A mixed method approach will be deployed to answer the evaluation questions under the criteria using quantitative data from structured questionnaires and qualitative data from In-depth Interviews (IDIs) and Key Informant Interviews (KIIs). The details of the tools and techniques are provided in ensuing sections.
- 18 For evaluating the outcomes of the program, the ET adopted a purposive-comparison study design. The focus of the study is to understand the intra-intervention variations across different types of schools within the project, based on various characteristics as detailed out in the sampling section ahead. Therefore, within the purposive-comparison design, we deployed quasi-experimental techniques by classifying schools into different categories and then randomly selecting the required number of sample schools within these through stratified random sampling. As a result, instead of including a separate sample for comparison group, we have adopted a methodology which enables us to create multiple categories of intervention sample. The comparison of critical outcome and impact indicators across these categories would enable us determine the efficacy of the program on the said parameters, across different categories of schools (based on their pre-existing socio-economic- cultural-demographic parameters). It is understood the said design would further be emboldened by including the third arm for comparison, at the time of end line evaluation, that is, schools which did not experience the program implementation.
- 19 The usage of secondary sources and monitoring data was critical for supporting the baseline study. In addition to aiding the development and finalization of tools, these sources helped the evaluation team to contextualize the findings from the primary research component. The baseline has established values, which will help in assessing the program during midline and end-line evaluations, with gender equity and inclusion mainstreamed throughout.

Tools and Techniques

- 20 All the tools administered focused on gathering information about the current situation of the schools with regard to infrastructure status, processes followed and awareness and capacities of key staff as well as students. This was done while keeping in mind the overall objective of the baseline study: to establish baseline values for all performance indicators to be reported on during mid-term and end-term evaluations. The quantitative tools for the baseline study included **structured questionnaires** for:
 - a) **Children:** Since the program children are young (in primary and pre-primary classes), it would be difficult for them to articulate their thoughts and share reliable data through direct interviews. Hence, the structured interviews with children were kept extremely simple and brief. The tool catered to their attendance, attentiveness, literacy levels, learning levels, etc. Certain information areas of this tool were further validated via (a) secondary data collected from school attendance registers, (b) from school heads and teachers, (c) from parents and (d) from the school supplies data etc.

- b) **Parents:** The structured questionnaires administered with the parents included data on (a) social and demographic profiles of the household, (b) questions pertaining to the school-going behaviour of the selected student, (c) pattern of food consumption in school and at home (including information on dietary diversity), (d) composition of meals in school and at home, (e) attitude, belief and practices of the parents towards nutrition, WASH and education, and (f) their contribution/engagement in school meals program (feedback, volunteering, community ownership etc.
 - c) **School Facility Observation Sheet** was filled for all the schools visited. This was an objective observation sheet to understand softer aspects of school capacities, infrastructure and maintenance. This tool included information around presence of toilets and hand-washing facilities in school, status of kitchen and storage rooms, buildings and classroom, status of school gardens etc.
- 21 The qualitative tools included **In-Depth interviews (IDIs)** with School Heads and Teachers, VEDC and LWU members, Parents and Farmer Groups at the community and school levels as well as **Key informant interviews (KII)** with Government officials, NGOs and Cooperating Partners (CPs) and WFP Officials at the district, province and national levels.
- 22 In context of COVID-19 and consequent norms and mobility restrictions, the team used remote mediums such as video conference platforms, mobile calling etc. for qualitative interactions.

Sample Size and Sampling

- 23 **Qualitative Component:** To ensure higher depth and quality of qualitative data, all qualitative interactions (at the community level) were covered by a Vientiane based core team of enumerators skilled and trained especially for in-depth interactions. This would have specific implications on the tools and methodology such as:
- a. **IDI with School Head (1 interview per school):** The existing tool was divided into two parts: (a) first part was administered directly with the school head over telephone, and (b) second part, capturing all secondary data pertaining to enrollment and attendance data for the past four years, was shared before the interview for reference. The school head was requested to compile all the requisite data within a couple of days. This information was captured via a follow-up call by the enumerator.
 - b. **IDIs with School Teacher (1 interview per school):** The qualitative interview with school teacher was adequately covered virtually.
 - c. **FGDs to IDIs with VEDC and/or Parents (2 interviews per school):** Instead of undertaking FGDs therefore, we identified individual parents or VEDC members from each school and undertook IDIs with them. The FGD tools was adapted into an interview guide for smooth administration over the telephone.
 - d. **FGD to IDIs with Farmers (1 interview per school):** The tool for farmer group FGDs was adapted into interview guide for smooth administration over the telephone.

Table 3: Sample Size Proposed

Table: Sampling protocol and Methodology details		
Target Group	Discussions per unit	Total number of discussions
Total provinces		12
Total districts		18
Total number of schools	2 per district	36
Quantitative Survey		
Students	16 per school (8 boys-8 girls)	576
Parents	5 per school (2-3 men and 2-3 women)	180
Students (Learning Assessment in Khammouane)	10 per school in 20 schools	200
Total		956
Key Informant Interviews		
District Level Officials	1 per district	18
Province Level Officials	3 per province	36
National Level Officials		3
WFP Official at National Level		3
NGOs and CPs	1 per province	12
Total		72
In-Depth Interviews		
School Head	1 per school	36
School Teacher	1 per school	36
Community (PTA and VEDC members)	2 per school	72
Farmers	1 per community	36
Parents	1 per district	36
Total		216

Annex 4. Evaluation Matrix

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
Coherence				
<p>How well is the project aligned to national policy, national need, WFP policy and guidance and donor and partner strategies?</p>	<ul style="list-style-type: none"> • Alignment of the program design with respect to the NSMP, 9th Socio-Economic Development Plan (2021-25), Education and Sports Sector Development Plan (2021-25), National Nutrition Strategy 2025 and National Social Protection Strategy 2030 • Alignment with Government's priorities across education, nutrition and WASH • Adequacy in addressing issues related to education, WASH, health and nutrition and cross cutting issues related to gender • Complementarity of program interventions, strategy and key focus areas with those of other development partners and donors in the area 	<ul style="list-style-type: none"> • Review of the WFPs country strategic plan (2017-21) and (2022-26) • Review of NSMP (2014) and other policy documents • Review of program results framework • Key informant interviews (KII) with WFP program staff, MoES, MoH, MAF, DESB, MPI 	<ul style="list-style-type: none"> • Program documents (Theory of change, results in the framework, program design) • Semi-annual report – USDA MGD FY17 2019 and 2020 • WFP Annual Country Report 2020 • Endline Evaluation on USDA LRP • NSMP and WFP CSP 2017- 21 and 2022-26 • Government Plans and strategies (including National Nutrition Strategy to 2025 and Plan of Action (2016–2020); National Social Protection Strategy 2030; 8th NSEDP (2016–2020); draft 9th NSEDP etc. • WFP Program staff, MoES, MoH, MAF, DESB, MPI 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analyzing design of program activities with goals and objectives of WFP and GoL • Analysis of Qualitative Data (from KIIs conducted with WFP program staff, MoES, MoH, MAF, DESB, MPI) • Comparing views of MoES, MoH, MAF, DESB, MPI, WFP program staff and implementing partners

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<ul style="list-style-type: none"> Alignment of program interventions and key focus areas with the WFP Country Strategic Plan 2017-21 and 2022-26. 			
Relevance				
<p>How well is the design of the SFP aligned with the Lao government's education, school health and nutrition (including school feeding), social protection and other relevant policies, strategies and plans?</p> <p>To what extent have the interventions under the program aligned with WFP's Country Strategic Plan (2017–2021 and 2022–2026)?</p>	<ul style="list-style-type: none"> Alignment of the ToC and Results Framework with objectives of GoL's policies and strategies Policy and program context of the Government of Lao and the respective provinces Alignment of the program design or implementation plan with respect to the NSMP and the WFP's Country Strategic Plan (CSP) (2017-21); Overlap/alignment of the program objectives with objectives of NSMP, other relevant policies and the WFP's Country Strategic Plan (2022-26) Relevance of the design in 	<ul style="list-style-type: none"> Review of the WFPs country strategic plan (2017-21) and (2022-26) Review of NSMP (2014) and other policy documents Review of program results framework, program ToC and activities planned Mapping of program's inputs activities and outputs with 	<ul style="list-style-type: none"> Program documents (Theory of change, results in the framework, program design) NSMP and CSP 2017- 21 and 2022-26 Government Plans and strategies (including National Nutrition Strategy to 2025 and Plan of Action (2016–2020); National Social Protection Strategy 2030; 8th National Socio-Economic Development Plan (2016–2020); draft 9th National Socio-Economic Development Plan; The Education and Sports Sector Development Plan (2016–2020) etc.) 	<ul style="list-style-type: none"> Narrative/Thematic Analysis of Secondary Data Analyzing design of program activities with goals and objectives of WFP and GoL Analysis of Qualitative Data (from KIIs conducted with WFP program staff, MoES, MoH, MAF, DESB, MPI) Comparing views of MoES, MoH, MAF, DESB, MPI, WFP program staff and

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<ul style="list-style-type: none"> contributing to other sectors (social security, basic needs, human resource development) •Alignment of the program with the government policies and programs •Complementarity of program design and activities with initiatives undertaken by the other partners •The relevance of the design in addressing prevalent issues related to education, WASH, health and nutrition and cross cutting issues related to gender 	<ul style="list-style-type: none"> goal and objectives and with National priorities and WFP’s country mandate • Key informant interviews (KII) with WFP program staff, MoES, MoH, MAF, DESB, MPI 	<ul style="list-style-type: none"> •WFP Program staff, MoES, MoH, MAF, DESB, MPI • Country Strategic Plan Final Evaluation 	<ul style="list-style-type: none"> implementing partners
<p>To what extent has the package of interventions/design planned as part of the program have been based on adequate needs assessment</p> <p>To what extent has the SFP been relevant to address the capacity</p>	<ul style="list-style-type: none"> •Review of key capacity needs assessed •Alignment of program components, intended targeting, and modalities with identified needs •Responsiveness of the program in addressing the capacity needs of the Government functionaries to implement the School Lunch Program •Relevance of the USDA SFP design/activities in 	<ul style="list-style-type: none"> •Review of the WFPs country strategic plan (2017-21) •Review of NSMP (2014) •Mapping of program’s inputs activities and outputs with goal and objectives 	<ul style="list-style-type: none"> •Program documents (Theory of change, results in the framework, program design) •NSMP and CSP 2017- 21 •Country Strategic Plan Final Evaluation •Capacity Needs Assessment Reports •Handover Strategy documents • WFP Program staff, MoES, MoH, MAF, DESB, MPI 	<ul style="list-style-type: none"> •Narrative/ Thematic Analysis of Secondary Data •Analysis of Qualitative Data (from KIIs conducted with WFP program staff, MoES, MoH, MAF, DESB, MPI) •Comparing views of MoES, MoH, MAF, DESB, MPI, WFP program staff and

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>needs of the government national and provincial stakeholders managing the NSMP (specifically from a post-handover perspective and sustainability perspective)?</p>	<p>strengthening capacity of government officials for NSMP</p> <ul style="list-style-type: none"> • Relevance of the USDA SFP design/activities in strengthening capacity of government officials for handover • Relevance of the USDA SFP design/activities in strengthening capacity of WFP officials • Capacity strengthening packages planned for future handover. • Perceived relevance of the program activities by GoL 	<ul style="list-style-type: none"> • Review of Capacity Needs Assessment Reports to identify key capacity needs • Mapping of program's inputs activities with capacity needs based on CNAs • Key informant interviews (KII) with WFP program staff, MoES, MoH, MAF, DESB, MPI 		<p>implementing partners</p> <ul style="list-style-type: none"> • Comparison of capacity package with needs identified through CNAs

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>To what extent is the design/SFP appropriate/ responsive to the context and aligned to needs of the most vulnerable groups (women, men, girls and boys)?</p> <p>To what extent is the design/SFP aligned to needs of the relevant local community and school level stakeholders?</p>	<ul style="list-style-type: none"> • The demographic, social and economic context of the project provinces and districts • Responsiveness of the program to issues and concerns of affected population: <ul style="list-style-type: none"> • Education (issues on quality of literacy instruction, enrolment, retention, attendance, learning etc.) • Nutrition (nutrition knowledge and practice, access to nutrition educational teaching and learning materials) • Health and hygiene practices, (knowledge of nutrition, dietary limitations, WASH practices, related challenges) • Infrastructure availability (water supply, toilets) and access for students (for boys and girls) • External administrative, social and political environment • Inclusion of all targeted 	<ul style="list-style-type: none"> • Desk review of the context of school feeding in the project areas • Desk review of key WFP program related documents (including WFP's Corporate School Feeding Strategy, Program documents etc.) • Country Strategic Plan Final Evaluation • Review of secondary sources on previous evaluations to identify the needs of target groups • IDs with school heads and teachers, parents, 	<ul style="list-style-type: none"> • WFP Lao Country Profile • Secondary documents on context and strategies (including LSIS 2017 (Lao Social Indicator Survey 2017); EMIS 2020-2021; National Social Protection Strategy 2030 etc.) • Secondary data available in public domain including country surveys conducted by UN • Project documents and reports of previous evaluations/end-line/midline (2017) • Needs assessments/ situation analyses • Data made available by the government on the District Health Services or District Educational Services • Country Strategic Plan Final Evaluation • WFP program staff, school authorities, Government authorities and community members including 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data • Analysis of Qualitative Data (from KIIs conducted with secondary stakeholders including parents [mothers and fathers], VEDC, and Farmer Groups and school staff • Analysis of qualitative data from KIIs conducted with WFP officials • Comparison of views across primary stakeholders • Comparison of program design and planned activities with needs identified through CNAs

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<p>population including children with disability:</p> <ul style="list-style-type: none"> • Training of vulnerable groups conducted on nutrition, cooking, food storage, literacy, agriculture etc. • Extent of inclusion of marginalized groups across program activities • Infrastructure availability and access for poor and vulnerable groups • Inclusion of children from economically vulnerable households highlighting inclusion and equity • Trends and patterns of needs of target population identified at the design stage • Alignment of operation strategies with identified needs/manner in which design addresses key needs of the population (in light of capacity building, interpersonal communication and continued dialogue on nutrition, literacy, and education) 	<p>VEDC, LWU and Farmer Groups</p> <ul style="list-style-type: none"> • KII with national and provincial level Govt. staff, WFP staff and Implementation partner NGOs 	<p>parents/PTA, VEDC, Farmer Groups (especially girls and women)</p>	

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<ul style="list-style-type: none"> • Perceived relevance of the program by the community stakeholders • Responsiveness of program design to changing needs of the populations • Stakeholder perceptions of relevance of the project, in light of emerging needs due to COVID-19. 			
<p>To what extent was the School Lunch program based on a sound gender analysis?</p> <p>To what extent was the design and implementation of the School Lunch program gender-sensitive?</p>	<ul style="list-style-type: none"> • Extent to which key gender specific needs of affected populations identified through assessments/studies are reflected in the design of the program • Inclusion of gender strategy in design and implementation plan • Alignment of program with gender policies / strategies of Government and WFP • Trainings planned for men and women in nutrition, health, hygiene, food storage, and agriculture 	<ul style="list-style-type: none"> • Desk review of the context of school feeding in the project areas • Program documentation • Review of Gender analysis reports/needs assessments • Review of secondary sources such as reports of other evaluations to identify gender 	<ul style="list-style-type: none"> • Project documents • National and WFP gender policies and strategies • Documents available such as WFP's Corporate School Feeding Strategy and Country Strategic Plan Final Evaluation • Secondary data available in public domain including country surveys on gender sensitivity within programs conducted by UN • Reports from previous evaluations • WFP program staff, school authorities, Government 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data • Comparing gender strategies of the program with other gender policies/strategies • Analysis of Qualitative Data (from KIIs and IDIs conducted with secondary stakeholders including parents, VEDC, LWU and Farmers)

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<ul style="list-style-type: none"> Planned measures to increase participation of men and women in program activities (including school lunch preparation and provision, literacy, WASH, agriculture support and LRP activities) Manner in which gender is integrated into the planned process (participation of women in school lunch) and as an outcome (enrolment, attendance, and attentiveness of girls) Alignment of policy with national, WFP and other relevant gender policies or strategies 	<ul style="list-style-type: none"> specific needs of target groups Review of gender policies and strategies of key stakeholders IDIs with parents, VEDC/LWU members and Farmer Groups KII with national and provincial level Govt. staff, WFP staff and Implementation partner NGOs 	<ul style="list-style-type: none"> authorities and community members including parents/PTA, VEDC, Farmer Groups (especially girls and women) 	<ul style="list-style-type: none"> Analysis of qualitative data from KIIs conducted with WFP officials and Government staff

Effectiveness

SO1: Improved Literacy of School-aged Children

What is the current status of literacy and literacy instructions in the intervention	<ul style="list-style-type: none"> Literacy levels of school aged children in the intervention schools (disaggregated data) 	<ul style="list-style-type: none"> Secondary review of School attendance register of 	<ul style="list-style-type: none"> Data from quantitative and qualitative survey with School teachers, school going children, school heads 	<ul style="list-style-type: none"> Narrative/Thematic Analysis of Secondary Data
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Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>schools?</p> <p>What are the current attendance and participation rates for school aged children among different intervention sub-groups?</p> <p>What are the current literacy rates for school aged children among different intervention sub-groups?</p> <p>What are current levels of knowledge, attitudes and practices around literacy and education different intervention sub-groups? Children, parents and community members?</p> <p>To what extent can literacy support and infrastructure planned,</p>	<ul style="list-style-type: none"> • Percent of girls and boys who regularly attend school (at least 80 percent of school days) • Percent of student absenteeism • Literacy rates in the intervention areas disaggregated by gender, remoteness etc. • Levels of enrolment of school age children • 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; • The proportion of students passing relevant grades • Differences in learning outcomes at provincial level • Parents in program schools who can name at least three benefits of primary education • Status of Literacy instruction in intervention schools 	<p>selected students</p> <ul style="list-style-type: none"> • Self-reported data on attendance • Secondary review of EGRA and school tests and results for children • Primary Quantitative and qualitative survey with children and parents • Primary qualitative interactions (IDIs) with school staff (headmaster and teachers), parents and VEDC/LWU • KII with implementation partners and 	<p>and parents</p> <ul style="list-style-type: none"> • Attendance registers • School enrolment data • Semi-annual reports • Program documents (results framework) • Country Strategic Plan Final Evaluation • Previous evaluation reports on USDA 	<ul style="list-style-type: none"> • Analysis of Primary Qualitative and quantitative data from survey • Comparison of performance indicators (enrolment, attendance, literacy and absenteeism figures) across different intervention sub-groups • Methodological triangulation (Quantitative and Qualitative) • Analysis of data disaggregated by gender • Analysis of Qualitative data • Provincial and regional level differences in key indicators

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>cater to improved literacy outcomes for children and communities?</p>	<ul style="list-style-type: none"> • Average teacher attendance rates in schools • Percent of teachers attending at least 90 percent of the school days • Number of textbooks and other new teaching materials procured by schools in recent years • Percent of teachers/educators trained or certified and demonstrate use of new and quality teaching techniques • Adequacy of teaching materials and methods • Proportion of schools that maintain enrolment, attendance and drop-out records • Key enablers and barriers contributing to increase/decrease in attendance; • Community understanding of benefits of education; Plans for involving community members in literacy activities 	<p>WFP</p> <ul style="list-style-type: none"> • Physical observation of schools • Review of previous evaluation reports on enrolment, attendance, and literacy trends 		<ul style="list-style-type: none"> • Analyzing key enablers and barriers contributing to increase/decrease in attendance and participation

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<ul style="list-style-type: none"> • Program interventions contributing to increasing attendance and students' participation of activities after lunch • Processes planned to ensure increase in attendance (increasing economic and cultural incentives for parents, improving school infrastructure, increasing enrolment and increasing community understanding of education) • Stakeholder perception on contribution of program in increasing attendance and students' participation. 			
<p>What is the nature of agricultural support and infrastructure existent in the schools?</p> <p>To what extent can school level agricultural support and infrastructure planned, cater to nutritional knowledge and needs of</p>	<ul style="list-style-type: none"> • Number of schools with school gardens/fishponds/greenhouses or other food resources • Access to infrastructural required for developing/maintaining school gardens <ul style="list-style-type: none"> • No. of schools with availability of water sources for irrigation • Nature of water resources accessible for agriculture 	<ul style="list-style-type: none"> • Primary qualitative IDIs with school staff, parents, and VEDC • KII with Implementation partner NGOs • Physical observation of schools 	<ul style="list-style-type: none"> • Data from primary qualitative interactions with school staff, parents and VEDC • WFP program officials and implementation partners • Program documents (results framework) • CSP Final Evaluation 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative and quantitative data from survey • Mapping of inputs and outputs for school gardens

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>children?</p> <p>How would agricultural infrastructure be maintained and improved in the schools?</p> <p>To what extent would community members be involved in the same?</p>	<ul style="list-style-type: none"> • Patterns of land usage and agriculture in intervention areas • Basic agricultural tools available to schools/communities • Knowledge and awareness of school administrators, children and parents around diet, nutrition and benefits of garden vegetables • Knowledge of students and communities around agricultural practices and solutions • Perceived potential benefits of school gardens by stakeholders • Targets and plans for establishment of school gardens to aid SFP • Plans for involving community members in establishment and maintenance of school gardens, ponds, sheds etc. • Plans for engaging community and Local Organizations in school gardens • Triggers and barriers to 			<ul style="list-style-type: none"> • Assessing triggers and barriers to increasing effectiveness of school gardens (capacities, institutional bearings, policy environment, support from external aid, the sufficiency of support, engagement of communities)

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<p>increasing effectiveness of school gardens (capacities, institutional bearings, policy environment, support from external aid, the sufficiency of support, engagement of communities)</p>			
SO2: Increased Use of Health and Dietary Practices				
<p>What are the current dietary practices and dietary diversity status among different intervention sub-groups?</p> <p>To what extent do students demonstrate use of new child health and nutrition practices?</p> <p>What are current knowledge, attitudes and practices around healthy diets different intervention sub-groups?</p>	<ul style="list-style-type: none"> • Average dietary diversity score (DDS) of school-aged children disaggregated by age, gender, remoteness of area etc. • Proportion of children/households/schools that demonstrated use of new child health and nutrition practices (e.g., handwashing, cooking and hygiene); (safe food preparation and storage); (diversity in diet) • Gender Differences in no. of children practicing new child health and nutrition practices • Percent of students in target school who achieve a passing score on a test of good health and hygiene practices (was 	<ul style="list-style-type: none"> • Primary Quantitative and qualitative survey with children and parents • Primary qualitative interactions (IDIs) with school staff (headmaster and teachers), parents, and VEDC/LWU members • KII with implementation partners and 	<ul style="list-style-type: none"> • Data from quantitative and qualitative survey with School teachers, school going children, school heads and parents • Semi-annual reports • Program documents (results framework) • Country Strategic Plan Final Evaluation • Previous evaluation reports on USDA 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative and quantitative data from survey • Comparison of performance indicators (health, nutrition and WASH knowledge and practices) across different intervention sub-groups • Methodological triangulation (Quantitative and Qualitative)

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
What are current knowledge, attitudes and practices around WASH practices among different intervention sub-groups?	<p>planned but not previously assessed)</p> <ul style="list-style-type: none"> • Percent of individuals in target school areas who achieve a passing score on a test of safe food preparation and storage practices (amongst parents and community members, school staff and VEDCs) • No. of individuals (teachers, parents etc.) trained in safe food preparation and storage practices • No. of individuals trained in child health and nutrition • KAP around handwashing, safe storage practices, safe cooking practices, treating drinking water etc. • KAP around usage of toilets (gender segregated) and challenges around it • KAP around health, hygiene and nutrition practices 	<p>WFP</p> <ul style="list-style-type: none"> • Physical observation of schools • Review of previous evaluation reports on health, nutrition and WASH KAP 		<ul style="list-style-type: none"> • Analysis of data disaggregated by gender • Analysis of Qualitative data • Provincial and regional level differences in key indicators
What is the nature and status of nutrition related school infrastructure?	<ul style="list-style-type: none"> • Percentage of schools with access to water for washing purposes 	<ul style="list-style-type: none"> • Primary Quantitative and qualitative survey with 	<ul style="list-style-type: none"> • Data from quantitative and qualitative survey with School teachers, school going children, school heads 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>What is the nature and status of WASH related school infrastructure?</p> <p>To what extent can nutrition and WASH support and infrastructure planned, improve health and nutrition outcomes for children and communities?</p> <p>To what extent would community members be involved in the provision of school meals?</p> <p>To what extent would VEDC members be involved in WASH related interventions?</p>	<ul style="list-style-type: none"> • Number of schools using an improved water source (and listing sources) • Number of schools with improved sanitation facilities (availability of water, separate toilets for girls and boys) • Number of schools with handwashing stations • Number of schools with access to clean/piped drinking/cooking water • Number of schools with designated kitchen and status of kitchen functioning at par with guidelines (ventilation, quality, cooking set-up) • Number of schools with storage facilities and status of facilities • Number of schools having well-functioning and clean dining facilities • Targets and plans for construction/rehabilitation of health, nutrition and WASH infrastructure 	<p>children and parents</p> <ul style="list-style-type: none"> • Primary qualitative interactions (IDIs) with school staff (headmaster and teachers), parents and VEDC/LWU members • KII with implementation partners and WFP • Physical observation of schools • Review of previous evaluation reports on health, nutrition and WASH infrastructure 	<p>and parents</p> <ul style="list-style-type: none"> • Semi-annual reports • Program documents (results framework) • Country Strategic Plan Final Evaluation • Previous evaluation reports on USDA 	<ul style="list-style-type: none"> • Analysis of Primary Qualitative and quantitative data from survey • Comparison of infrastructure (health, nutrition and WASH) different intervention sub-groups • Methodological triangulation (Quantitative and Qualitative) • Analysis of Qualitative data • Provincial and regional level differences in key indicators • Analysing drivers that can improve health, nutrition and WASH outcomes for children and communities

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<ul style="list-style-type: none"> •Processes planned to improve health and hygiene practices (increasing economic and cultural incentives for parents, improving school infrastructure, educating community on significance of new health and hygiene practices) •Plans for involving community members in activities for improving health and WASH components •Stakeholder perception on contribution of program in improving health, nutrition and WASH levels • Drivers and factors that can improve health, nutrition and WASH outcomes for children and communities. 			

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>To what extent do health-related illnesses cause absence amongst students (girls and boys) in the intervention schools across sub-groups?</p> <p>Are health-related illnesses a significant issue in causing students to be absent at targeted schools?</p>	<ul style="list-style-type: none"> • Number of health-related absence (self-reported and validated by parents) of school going children across schools; disaggregated by gender • Health and hygiene practices of reported absentees • Gender differences in children practicing new health and nutrition practice • Weightage of illnesses in causing absence from school 	<ul style="list-style-type: none"> • Secondary review of School attendance registers of selected students • Primary quantitative survey with children and parents • Primary qualitative engagements (IDI) with school staff and parents 	<ul style="list-style-type: none"> • School attendance register of selected students • Data from primary quantitative survey with children and parents on absences • Data from primary engagements with headmasters, teachers, parents and community members on health-related absenteeism 	<ul style="list-style-type: none"> • Analysis of Primary Qualitative and quantitative data from survey • Comparison of health-related absence different intervention sub-groups • Methodological triangulation (Quantitative and Qualitative) • Analysis of data disaggregated by gender
SO1: Improved Effectiveness of School Assistance through Agriculture Support Component				
<p>Is there sufficient production of diverse and nutritious crops in the communities?</p> <p>What are the current markets accessible to communities for their crops?</p> <p>What is the nature and</p>	<ul style="list-style-type: none"> • Contributions of local producers to meeting nutritional needs of children • Agricultural patterns and crop diversity status • Crop diversity and climate resilience of farmer groups • Status of harvest for community farmers • Key market accessible to farmers and related challenges 	<ul style="list-style-type: none"> • Secondary review of program documents • Secondary review of context and Agriculture Support Component related documents 	<ul style="list-style-type: none"> • Program documents (results framework, implementation plan etc.) • Previous evaluations and reports available in the public domain on status of agriculture in target areas • Data from primary qualitative interactions with VEDC, Farmer groups and WFP officials 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Qualitative data • Methodological triangulation (secondary data and primary Qualitative data)

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>status of agricultural knowledge and infrastructure available to the community members?</p> <p>To what extent are farmer groups/communities contributing to the nutritional needs of school aged children?</p>	<ul style="list-style-type: none"> • Key challenges in agriculture and harvesting needs • Perceived potential benefits of developing partnerships with schools and Agriculture Support Component • Targets and plans of program for increasing farmer incomes through Agriculture Support Component <ul style="list-style-type: none"> ▪ Plans and targets for training of master trainers by DESB across intervention districts ▪ Planned support for farmer groups to improve diversity and increase economic growth • Strategies planned for linkage to new markets 	<ul style="list-style-type: none"> • Primary interactions (IDIs) with VEDCs and small Farmer Groups • Primary interactions (KIs) with WFP officials on Agriculture Support Component related plans and progress 		

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>To what extent are intended results, indicators, and monitoring systems feasible and able to inform results- based management?</p>	<ul style="list-style-type: none"> • Whether the program components (as in the ToC) are appropriate and suitable for achievement of intended impact • Extent to which the set result indicators are able to capture progress on program activities • Adequacy and appropriateness of the monitoring mechanisms to track progress on program components for the achievement of intended impact 	<ul style="list-style-type: none"> • Secondary desk review • Primary data collection via KIIs with program staff 	<ul style="list-style-type: none"> • Review of the ToC and its adequacy and appropriateness for measuring intended impact • Primary data collected from WFP program staff and government officials at national level 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data (including the ToC and results framework) • Analysis of Qualitative Data (from KIIs conducted with WFP program staff and government officials at national level) • Comparison of views across primary stakeholders
<p>To what extent are intended results, indicators and monitoring systems able to inform GEEW analysis?</p>	<ul style="list-style-type: none"> • Whether the program components (as in the ToC) are appropriate and suitable for GEEW analysis • Extent to which the set result indicators are able to capture gender disaggregated progress on program activities • Adequacy and appropriateness of the monitoring mechanisms to track gender disaggregated progress on program components for the 	<ul style="list-style-type: none"> • Secondary desk review 	<ul style="list-style-type: none"> • Review of the ToC and its adequacy and appropriateness for measuring intended impact 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data (including the ToC and results framework)

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	achievement of intended impact <ul style="list-style-type: none"> • Gender disaggregated data on attentiveness, attendance, enrolment, literacy levels, dietary diversity, access to WASH services, awareness about healthy and nutritious dietary practice etc. 			
<p>For MTR and End-line:</p> <p>To what extent are farmer groups/communities willing and able to contribute fresh produce for the SFP? What are the key factors influencing their willingness and participation?</p> <ul style="list-style-type: none"> • To what extent are activities under Agriculture Support Component improving crop diversity and linking farmers to markets beyond schools? <p>To what extent has support from Agriculture Support Component enabled farmers to improve community nutrition?</p> <p>To what extent has support from Agriculture Support Component improved yields and farmers' incomes?</p> <p>To what extent are the intended results, indicators, and monitoring systems feasible and able to inform results-based management?</p> <ul style="list-style-type: none"> • To what extent are the intended results, indicators and monitoring systems able to inform GEWE analysis? 				
<p>Efficiency</p>				
<p>To what extent does the project design (including partnerships with CRS and MoES) ensure efficiency in service delivery and handover?</p>	<ul style="list-style-type: none"> • Technical and allocative efficiency of the program • Plan for leveraging of funds from possible sources (public, government, private etc.) • Partnerships developed/planned (with CRS and MoES) and if they will allow for optimal resource utilization 	<ul style="list-style-type: none"> • IDIs with VEDC and parents • KIIs with WFP officials, implementation partners and GoL officials • Program data • Relevant program 	<ul style="list-style-type: none"> • WFP Program team • Project functionaries • Implementation/Cooperating partners • Financial plans and budgets 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data (including the ToC and results framework) • Analysis of Qualitative Data

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<p>and leveraging</p> <ul style="list-style-type: none"> • Choice of resources (human, financial, infrastructure, time) • Sufficiency of resources planned/committed • Plan for creation of any social capital that is sustainable • Plans and processes designed for timely allocation and utilization of human, financial and technical resources by the intervention areas (geographic and programmatic) • Alignment and adjustment of responsibilities and financial resources depending on new requirements (e.g. those emerging from COVID - 19) • Plan for utilization of monitoring data and reports generated by program and partners for informed decision making • Clear distribution and understanding of roles and responsibilities amongst key actors • Responsiveness of planned 	documents		<p>(from KIIs conducted with WFP program staff and government officials at national level</p> <ul style="list-style-type: none"> • Comparison of views across primary stakeholders

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	service delivery mechanisms			
Impact				
How can different groups benefit from the intervention outcomes and how can GEWE outcomes vary by stakeholder group?	<ul style="list-style-type: none"> • Gender and ethnicity variations in the status of nutrition, education and WASH • Potential effect of equitable interventions on gender and diverse ethnic groups • Women's and girls' needs that the project can specifically cater to (including equal access to nutritious food, gender segregated washrooms and equal educational opportunities) • Gender participation in process and outcomes (VEDC etc.) • Role of teachers and school heads in improving outcomes disaggregated by sex 	<ul style="list-style-type: none"> • Desk review of the context of school feeding in the project areas • Qualitative and quantitative interactions with various direct stakeholders • Review of gender analysis/needs assessments reports and other relevant documents 	<ul style="list-style-type: none"> • School teachers, school heads and other staff • Children and parents • Village level education development committees • Program staff • USDA MGD FY2020 – Project Proposal • USDA MGD FY17 Baseline report • WFP Annual Country Report 2020 • Semi-annual reports – USDA MGD FY17 2019 and 2020 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data • Analysis of Qualitative Data (from KIIs conducted with secondary stakeholders including parents/PTA, VEDC, school head and teachers) • Analysis of quantitative data from children and parents
What is the status of enrolment, drop-out rates and retention rates in the 12	<ul style="list-style-type: none"> • Attendance, drop-out and enrolment rates disaggregated by sub-groups across 18 districts 	<ul style="list-style-type: none"> • Review of Secondary data, including school registers 	<ul style="list-style-type: none"> • School teachers, school heads, children and parents • Village level education development committees 	<ul style="list-style-type: none"> • Narrative/ Thematic Analysis of Secondary Data

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
provinces? What factors could affect results?	<ul style="list-style-type: none"> • Dietary practices disaggregated by sub- groups across 18 districts • Knowledge, attitude, beliefs and practices towards education, nutrition and WASH related issues • Key potential enablers and barriers to increasing effectiveness of the program (capacities, institutional bearings, policy environment, support from external aid, the sufficiency of support, engagement and ownership of communities) 	<ul style="list-style-type: none"> • Quantitative survey with children and parents • IDIs with School staff, parents and VEDC • KIIs with implementation team 	<ul style="list-style-type: none"> • Program staff • USDA MGD FY2020 – Project Proposal • WFP Annual Country Report 2020 • WFP Country Strategic Plan Final Evaluation • Semi-annual reports – USDA MGD FY17 2019 and 2020 • 9th National Socio-Economic Development Plan 	<ul style="list-style-type: none"> • Analysis of Qualitative Data (from KIIs conducted with secondary stakeholders including parents/PTA, VEDC, school head and teachers) • Analysis of quantitative data from children and parents
Sustainability				
What are the capacity levels of VEDCs and communities with respect to supporting the SFP? Is there evidence within communities for self-sustainability of SFPs over the long run?	<ul style="list-style-type: none"> • Extent of development of School infrastructure to support health, nutrition and WASH activities • Communities’ readiness in terms of capacities (resources, time, interest etc.) to implement the school meal, health and WASH activities without support from WFP and partners • Readiness of school teachers and other staff for program 	<ul style="list-style-type: none"> • Desk review of relevant documents • IDIs with school heads and school teachers, parents VEDC, and other community members • KIIs with program team 	<ul style="list-style-type: none"> • VEDCs, school heads, school teachers, PTA/parents, other community members • Program team • USDA MGD FY17 Baseline report • Endline Evaluation of USDA LRP • Semi-annual reports – USDA MGD FY17 2019 and 2020 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [school heads, teachers, PTA/VEDC members, community members] • Analysis of data collected during IDIs with program team

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	activities			Methodological triangulation (secondary data and Qualitative) <ul style="list-style-type: none"> • Provincial and regional level differences
To what extent are VEDCs and Farmer Groups willing to participate in the Agriculture Support Component of the program?	<ul style="list-style-type: none"> • Whether there is sufficient production of diverse and nutritious crops in the communities • Extent to which VEDC and Farmer Groups and communities open to contributing to school feeding programs • Extent to which VEDCs and Farmer Groups open to diversification of crops for meeting nutritional needs of children • Extent to which Farmer Groups open to diversification of crops for improving marketability in accessible markets 	<ul style="list-style-type: none"> • IDIs with farmers, VEDC, parents • IDIs with school heads • Desk review of documents regarding the agricultural context in Lao 	<ul style="list-style-type: none"> • Farmer groups and village level education development committees • School heads and PTAs • Program staff • Endline Evaluation on USDA LRP in Lao PDR • Agriculture Development Strategy to 2025 and Vision to the year 2030 • WFP Country Strategic Plan Final Evaluation 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [school heads, PTA/VEDC members, community members] • Analysis of data collected during IDIs with program team • Methodological triangulation (secondary data and Qualitative) • Provincial and regional level differences

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>To what extent does the design of the School Feeding Program address the need of the GoL to integrate the SFP into the National School Meals Program at the end of the program timeframe?</p> <p>What are the key elements that facilitate the handover process?</p> <p>What are the capacity levels of GoL and implementation partners with respect to supporting the SFP? Is there evidence for self-sustainability of SFPs over the long run?</p> <p>What are the capacity levels of communities with respect to supporting the SFP? Is</p>	<ul style="list-style-type: none"> • Adequacy of capacity building interventions for GoL officials to enable eventual handover • Existence of a handing over plan and processes for adoption of the program by government agencies • Degree of convergence with poverty alleviation activities to support nutrition interventions within communities that do not have resources to contribute to the program • Integration of the program components in the policies/strategies of key stakeholders (e.g. MoES, MoH) • Agreements or MoUs for commitments from GoL to provide/mobilize resources, developing capacities, and convergence support to expand the program • The commitment of government and school 	<ul style="list-style-type: none"> • Qualitative interviews • Program data • Review of relevant documents 	<ul style="list-style-type: none"> • Teachers, school heads, parents, farmers groups and VEDC members • Program staff • School going children • Farmer groups and village level education development committees • WFP Country Strategic Plan Final Evaluation • National Policy for Promoting School Lunch • National Nutrition Strategy to 2025 • Endline Evaluation on USDA LRP in Lao PDR 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [school heads, teachers, VEDC and LWU members, community members] • Analysis of data collected during IDIs with program team • Methodological triangulation (secondary data and Qualitative) • Provincial and regional level differences

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>there evidence within communities for self-sustainability of SFPs over the long run?</p> <p>What additional advocacy might be required by WFP?</p>	<p>officials to adopt best practices or innovations from the program post-handover of schools</p> <ul style="list-style-type: none"> • Level of readiness of supported schools in remaining 18 districts to undertake the handover processes • Existence of a handing over plan and processes for adoption of the program by government agencies • Functioning and mandate of School Meals Handover Committee • Number of educational, child health and nutrition policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analysed; Stage 2: Drafted and presented for public/stakeholder consultation; Stage 3: Presented for 			

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
	<p>legislation/decreed; Stage 4: Passed/Approved; Stage 5: Passed for which implementation has begun</p> <ul style="list-style-type: none"> • Need for additional advocacy by WFP and key partners 			

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>What interventions will be the most effective at securing community, local or national government investment into the SFP? What will be the barriers and challenges in securing investment?</p> <p>Which components of the SFP will be the most sustainable in terms of operational efficiency?</p>	<ul style="list-style-type: none"> • Alignment with government priorities regarding health, nutrition and WASH • Alignment with latest government policies such as 9th NSEDP, Agriculture Development Strategy • Extent of mobilization of community members in school meals and other program activities • Level of surplus production of diverse and nutritious crops that can be contributed to SFP 	<ul style="list-style-type: none"> • KIIs with government representatives at district, province and national level • IDIs with VEDC, PTA/parents, farmers and other community members 	<ul style="list-style-type: none"> • 9th National Socio-Economic Development Plan • Agriculture Development Strategy to 2025 and Vision to the year 2030 • Endline Evaluation on USDA LRP in Lao PDR • USDA MGD FY2020 – Project Proposal • WFP Country Strategic Plan Final Evaluation • Farmers, parents, VEDC and community members • Government officials 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [government representatives at national, provincial and district level, PTA/VEDC members, community members] • Analysis of data collected during IDIs with program team • Methodological triangulation (secondary data and Qualitative) • Provincial and regional level differences

General and Covid-19

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>What is the impact of COVID on women and girls in the program areas?</p>	<ul style="list-style-type: none"> • Impact of COVID on health and nutrition outcomes and socio-economic indicators, especially for women and girls • Need for modification in the program to compensate for the negative impact of COVID on women and girls • 	<ul style="list-style-type: none"> • Desk review of relevant documents • Quantitative interactions with children and parents • Qualitative interactions with government officials, VEDCs, school staff and community members 	<ul style="list-style-type: none"> • WFP Country Profile • Parents, VEDC members and other community members • School heads and teachers • Secondary data available in public domain (such as country surveys or studies on impact of Covid conducted by UN agencies) 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [school heads and teachers, PTA/VEDC members, community members] • Analysis of quantitative data collected from children and parents • Methodological triangulation (Secondary, Quantitative and Qualitative) • Provincial and regional level differences

<p>Is there evidence supporting need for reallocating structure of program budget in consideration of the pandemic?</p>	<ul style="list-style-type: none"> • Extent to which COVID-19 can affect the progress on achievement of program results and whether contingency plans have been developed 	<ul style="list-style-type: none"> • Qualitative and quantitative interviews • Review of relevant documents 	<ul style="list-style-type: none"> • School going children, school heads and parents • Program team • WFP Country Strategic Plan (2022-26) • WFP School Feeding Strategy 2020- 2030 • Secondary data available in public domain on impact of COVID 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [school heads and teachers, PTA/VEDC members, community members] • Analysis of quantitative data collected from children and parents • Methodological triangulation (Secondary, Quantitative and Qualitative) • Provincial and regional level differences
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Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>Are there any foreseeable influences of COVID-19 on the sustainability of the program?</p> <p>To what extent has COVID-19 affected or is expected to affect policy level contributions to school education and nutrition programs/ School Feeding Programs?</p>	<ul style="list-style-type: none"> • Shift in government priorities and resources away from SFP • Impact of the pandemic on the livelihoods of farmers and families of school going children • Modifications needed in the program design and implementation strategy to make it more relevant for the COVID-19 context (remote operations, following social distancing norms etc.) • Need for additional advocacy by WFP and key partners 	<ul style="list-style-type: none"> • Desk review of relevant documents • KIIs with government representatives at district, province and national level • KIIs with WFP program team and key partners • IDIs with parents, VEDCs, LWUs farmers and community members 	<ul style="list-style-type: none"> • Government officials (MoES, MAF, MoH) • Program team • Parents of school going children, farmers, school heads, VEDC and community members • 9th National Socio-Economic Development Plan • WFP Country Strategic Plan (2022-26) • WFP School Feeding Strategy 2020- 2030 • Secondary data available in public domain (such as country surveys or studies on impact of Covid conducted by UN agencies) 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [government representatives at district, province and national level, parents, PTA/VEDC members, community members] • Analysis of Primary Qualitative data – In-depth interviews with program team • Methodological triangulation (Secondary and Qualitative)

Evaluation question and Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>To what extent will the government still prioritise institutional setup necessary for the program after the COVID-19 aftermath?</p>	<ul style="list-style-type: none"> • Functioning and mandate of School Meals Handover Committee • Government plans for adapting NSMP for Covid context and engage with capacity building activities under MGD 2020 • The commitment of government and school officials to continue program activities post-handover 	<ul style="list-style-type: none"> • Desk review of relevant documents • KIIs with government representatives at district, province and national level • KIIs with WFP program team and key partners 	<ul style="list-style-type: none"> • 9th National Socio-Economic Development Plan • Agriculture Development Strategy to 2025 and Vision to the year 2030 • Government officials • School staff • Program team 	<ul style="list-style-type: none"> • Narrative/Thematic Analysis of Secondary Data • Analysis of Primary Qualitative data [government representatives at district, province and national level, parents] • Analysis of Primary Qualitative data – In-depth interviews with program team • Methodological triangulation (Secondary and Qualitative)

Annex 5. Data collection Tools

The table below maps the indicators with the type of tools and the questions.

Table 4: Mapping of indicators with Primary Data Sources

USDA Standard Indicator Number	Results Framework	Performance Indicator	Source	Type of Questionnaire	Question No
MGD Standard 1	MGD SO 1	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	Primary Survey	Literacy Assessment - Children	Comprehension passage
MGD Standard 2	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	Secondary data, Primary Survey	IDI - School Heads	26
MGD Standard 3	MGD 1.1.2	Number of teaching and learning materials provided as a result of USDA assistance	Monitoring Data		
MGD Standard 4	MGD 1.1 MGD 1.1.4	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	Monitoring Data, Primary (Qualitative)	IDI - Teachers	17-19
MGD Standard 5	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Monitoring Data		
MGD Standard 6	MGD 1.1.5	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Monitoring Data, Primary (Qualitative)	IDI - School Heads	15-16
MGD Standard 7	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	Monitoring Data		
MGD Standard 8	MGD 1.3.3 MGD 2.4 MGD 2.6	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Monitoring Data		

USDA Standard Indicator Number	Results Framework	Performance Indicator	Source	Type of Questionnaire	Question No
MGD Standard 9	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	Monitoring Data		
MGD Standard 10	MGD 1.4.1 MGD 1.4.2 MGD 2.7.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Secondary Data, Monitoring Data		
MGD Standard 11	MGD 1.4.3 MGD 1.4.4	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Monitoring Data, Semi-Annual Reports, Progress Reports		
MGD Standard 13	MGD 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Monitoring Data		
MGD Standard 14	MGD 1.2.1.1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Monitoring Data		
MGD Standard 15	MGD 1.2.1.1	Number of individuals receiving take-home rations as a result of USDA assistance	Monitoring Data		
MGD Standard 16	MGD 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Monitoring Data		
MGD Standard 17	MGD 1.2.1 MGD 1.2.1.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Monitoring Data		
MGD Standard 18	MGD 1.2.1.1 MGD 1.3.1.1 MGD 2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Progress Reports		
MGD Standard 19	MGD SO 2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Progress Reports		
MGD Standard 20	MGD SO 2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Progress Reports		
MGD Standard 22	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Monitoring Data, Progress Reports		

USDA Standard Indicator Number	Results Framework	Performance Indicator	Source	Type of Questionnaire	Question No
MGD Standard 23	MGD 2.3	Number of individuals trained in child health and nutrition as a result of USDA assistance	Monitoring Data, Progress Reports		
MGD Standard 27	MGD 2.4	Number of schools using an improved water source	Monitoring Data, Progress Reports		
MGD Standard 30		Number of individuals participating in USDA food security programs	Monitoring Data, Progress Reports		
MGD Standard 31		Number of individuals benefiting indirectly from USDA-funded interventions	Monitoring Data, Progress Reports		
MGD Standard 32	MGD SO 1 MGD SO 2	Number of schools reached as a result of USDA assistance	Monitoring Data, Progress Reports		
LRP Indicator 1	LRP 1.3	Number of individuals participating in USDA food security programs that include an LRP component	Monitoring Data, Progress Reports		
LRP Indicator 6	LRP 1.3.2	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	Fortified oil (MT), Malaysia	Monitoring Data	
			Canned fish (MT), Thailand	Monitoring Data	
			Fortified rice (MT), Lao	Monitoring Data	
LRP Indicator 10	LRP 1.4.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Secondary Data, Monitoring Data, Semi-Annual Reports, Progress Reports		
LRP Indicator 11	MGD 1.4.4/2.7.4	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Monitoring Data, Progress Reports		
LRP Indicator 12	MGD 1.2.1.1/1.3.1.1	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	Monitoring Data, Progress Reports		

USDA Standard Indicator Number	Results Framework	Performance Indicator	Source	Type of Questionnaire	Question No
LRP Indicator 16	LRP 1	Number of schools reached with LRP activities as a result of USDA assistance	Monitoring Data, Progress Reports		
1	MGD SO1	Average number of food items recalled by students as measured by the CRS expressive vocabulary test.	Progress Reports, Primary Survey	Literacy Assessment - Children	Expressive vocabulary
		Average number of animals recalled by students as measured by the CRS expressive vocabulary test.	Progress Reports, Primary Survey	Literacy Assessment - Children	Expressive vocabulary
2	MGD 1.2.1.1	% of daily key micronutrient requirements met through school meals	Monitoring Data, Progress Reports		
3	MGD 1.2.1.1 MGD 1.3.1.1	Number of school gardens established and functioning	Monitoring Data, Progress Reports		
4	MGD SO 2	The percentage of school days where four food groups were provided	Monitoring Data, Progress Reports		
5	MGD 1.3.5 MGD SO 2	Percentage of smallholder farmers, including women, supported to produce quality food surplus and contributed to school meals programs	Progress Reports, Primary (Qualitative)	IDI - Farmers	16-20
6	MGD SO1	Percent of students at the end of two grades of primary schools that show proficiency reading familiar words.	Primary Survey	Literacy Assessment - Children	Most Used Words
7	MGD 2.1	Number of individuals trained in improved WASH practices as a result of USDA assistance.	Monitoring Data, Progress Reports		
8	MGD 2.1	Number of schools where principals report improved WASH practices as a result of USDA assistance.	Monitoring Data, Progress Reports		
9	MGD 1.1.3	Number of schools with improved literacy instructional materials as a result of USDA assistance	Monitoring Data, Progress Reports		
10	MGD 2.3	Number of individuals reached in child health and nutrition campaign as a result of USDA assistance	Monitoring Data, Progress Reports		
11	MGD 1.2	% of schools where teachers report higher concentration/attention by children during the day	Primary Survey	IDI - School Head	24
12	MGD 1.3.1 MGD 1.3.5	Drop-out rate	Primary Survey	IDI - School Head	25

USDA Standard Indicator Number	Results Framework	Performance Indicator	Source	Type of Questionnaire	Question No	
13	MGD 2.3	Proportion of children who have knowledge, believe in and practice the consumption of a diverse and healthy diet, including fruit and vegetable consumption and avoiding unhealthy food and beverages	Knowledge	Primary Survey	Children Survey	17.6
			Attitudes	Primary Survey	Children Survey	18.1-18.5
			Behaviours	Primary Survey	Children Survey	17.7
14	MDG 2.1	Proportion of children who have knowledge, believe in and practice washing hands before and after meals and washing hands before and after going to the toilet	Knowledge	Primary Survey	Children Survey	32,34
			Attitudes	Primary Survey	Children Survey	30,31
			Behaviours	Primary Survey	Children Survey	29,35
15	MGD 2.3	Proportion of teachers who have knowledge, believe in and practice the importance of a diverse and healthy diet, and avoiding unhealthy foods and beverages, for child growth and development and the	Knowledge	Primary Survey (Qualitative)	IDI - Teachers	14a, 14c, 15
			Attitudes	Primary Survey (Qualitative)	IDI - Teachers	14b
			Behaviours	Primary Survey (Qualitative)	IDI - Teachers	14d, 16c, 16d

USDA Standard Indicator Number	Results Framework	Performance Indicator		Source	Type of Questionnaire	Question No
		impact on child well-being				
16	MGD 1.3.1	Proportion of caregivers who have knowledge, believe in and practice the provision of a diverse and healthy diet, and avoiding unhealthy foods and beverages, for the growth and development of their children	Knowledge	Primary Survey	Parents Survey	23
			Attitudes	Primary Survey	Parents Survey	24
			Behaviours	Primary Survey	Parents Survey	21

QUANTITATIVE SURVEY: PARENTS

Section A: Interview Information			
A1.	Name of the Province	Bokeo	1
		Louangphabang	2
		Xiengkhouang	3
		Xaisomboun	4
		Vientiane	5
		Vientiane Capital	6
		Khammouane	7
		Savannakhet	8
		Salavan	9
		Champasak	10
		Xekong	11
		Attapeu	12
A2.	Name & code of the district		
A3.	Name & code of the village		
A4.	Name & code of the school in which the child is studying		
A6.	EMIS code of the school		
A6.1.	Student Code <i>(Note the code from the code list of children provided for that school)</i>		
A6.2.	Write the name of the selected child for which the individual is being interviewed.		
A6.3.	Class in which the child is currently enrolled		
A6.4.	Age of the child		
A7.	Date of visit (dd/mm/yy)		
A8.	Name of the enumerator		
A9.	Name of the supervisor		
Introduction to the parent:			
A11.	Has the parent given consent for the interview?	Yes	1
		No	2
	<i>If the parents says no, then thank them and proceed to the next parent on your list.</i>		
A13.	Time of survey (in am/pm)		

S.No	Question	Options	Codes	Skip
Section B: Demographics				

1.	Relationship of the respondent with the child	Father	1		
		Mother	2		
		Elder brother	3		
		Elder Sister	4		
		Grandfather	5		
		Grandmother	6		
		Others (Specify)			
2.	What is your name?				
3.	Gender (Observe only)	Male	1		
		Female	2		
4.	Number of children in primary and pre-primary in the household	_____ Boys _____ Girls			
5.	What type of walls does your house have? <i>Read options aloud and choose only one answer</i>	No walls	1		
		Cane/palm/trunks	2		
		Clay or mud	3		
		Bamboo	4		
		Wood	5		
		Stone or bricks or cement	6		
		Others (specify)			
6.	What type of floor does your house have? <i>Read options aloud and choose only one answer</i>	Earth/sand	1		
		Dung	2		
		Palm/bamboo	3		
		Wooden planks	4		
		Cement/tiles	5		
		Others (specify)			
7.	What type of roof does your house have? <i>Read options aloud and choose only one answer</i>	No roof	1		
		Thatch/grass	2		
		Bamboo	3		
		Wood	4		
		Iron-sheets	5		
		Cement or tiles	6		
		Others (specify)			
8.	Are these following items in your household?	ITEMS	Yes	No	Link 'toilet' with question 42
		1. Radio	1	2	
		2. Electricity	1	2	
		3. Refrigerator	1	2	
		4. Bicycle	1	2	
		5. Toilet	1	2	

		6. Mobile Phone	1	2	
		7. Television	1	2	
		8. Motorbike	1	2	
		9. Car	1	2	
		10. Tuktuk/tractor	1	2	
9.	What is the main source of drinking water?	Piped water into the house		1	
		Piped water to yard/plot of the house		2	
		Surface water (river, lake, stream, canal, etc)		3	
		Protected well		4	
		Unprotected well		5	
		Protected spring		6	
		Unprotected spring		7	
		Borewell		8	
		Rainwater		9	
		Bottled water/water vendor		10	
		Tanker		11	
		Others			

S.No	Question	Options	Codes	Skip
Section C: Questions related to the selected child				
11.	In the last 1 week, has (<i>name of the child</i>) been absent from school for the whole day or in the afternoon?	Yes	1	
		No	2	
12.	If yes, then how many days was (<i>name of the child</i>) absent for the whole day in the last one week?	__ Days		
13.	What was the reason of this absence? (Do not prompt; probe for reasons)	Reasons	Code	Number of days
		He/she was sick/health issues	1	
		He/she had to stay at home to help out (with household chores, farm work, take care of siblings)	2	
		Our home is far away from school/ He/she did not feel like walking back to school	3	
		Teacher was not in school	4	
		He/she was hungry and did not get enough to eat during the day	5	
		Due to bad weather conditions	6	
		There was a festival in my village/ family function at home	7	
		No particular reason	8	
		Don't want to say	9	
		Others (specify)		
14.	How many days was (<i>name of the child</i>) absent from school in the afternoon after lunch in the last one week?	__ Days		
15.	What was the reason of this absence? (Do not prompt; probe for reasons)	Reasons	Code	Number of days
		He/she was sick/health issues	1	
		He/she had to stay at home to help out (with household chores, farm work, take care of siblings)	2	

		Our home is far away from school/ He/she did not feel like walking back to school	3	
		Teacher was not in school	4	
		He/she was hungry and did not get enough to eat during the day	5	
		Due to bad weather conditions	6	
		There was a festival in my village/ family function at home	7	
		No particular reason	8	
		Don't want to say	9	
		Others (specify)		
		Stomach ache	1	
		Fever	2	
		Headache	3	
		Tiredness	4	
		Cold and Cough	5	
		Vomiting	6	
		Diarrhoea	7	
		Covid-19	8	
		Others (specify)		
		One day per week	1	
		Two days per week	2	
		Three days per week	3	
		Four days per week	4	
		Five days per week	5	
		Six days per week	6	
		Seven days per week	7	
		One day per week	1	
		Two days per week	2	
		Three days per week	3	
		Four days per week	4	
		Five days per week	5	
		Six days per week	6	
		Seven days per week	7	
		One day per week	1	
		Two days per week	2	
		Three days per week	3	
16.	If coded 1 in 13 or 15 then ask. You said (<i>name of the child</i>) was sick. What was the reason for this sickness?			
17.	In the last 1 week, how many days did (<i>name of the child</i>) eat breakfast/ morning meal at home?			
18.	In the last 1 week, how many days did (<i>name of the child</i>) eat lunch at home?			
19.	In the last 1 week, how many days did (<i>name of the child</i>) eat dinner at home?			

		Four days per week	4	
		Five days per week	5	
		Six days per week	6	
		Seven days per week	7	
20.	In the last 1 week, how many days did you give (<i>name of the child</i>) a school tiffin/ lunch/ snack to eat during lunch time in school?	One day per week	1	
		Two days per week	2	
		Three days per week	3	
		Four days per week	4	
		Five days per week	5	

S.No	Question	Options	Codes	Skip
Section D: Questions related to the dietary diversity of the child				
21.	Food Items (In the last 24 hours (during the day and night), did (CHILD NAME) eat any of these food items? Ask about every single item and record the answer. If any items are consumed less than one teaspoon, record response "2. NO"; Only count them "1.YES" if consumed ≥ 1 teaspoon.)		1=Yes 2=No 9 = Don't know	
a.	Any [local foods], bread, rice noodles, sticky rice, biscuits, or any other foods made from millet, sorghum, maize, rice, wheat, or [any other locally available grain]			
b.	White potatoes, white yams, manioc, cassava, [other local root crops] or any other foods made from roots or tubers			
c.	Any foods made from beans, peas, or lentils			
d.	Any foods made from nuts or seeds such as [add any local nut/seed names]			
e.	Milk			
f.	Cheese, yogurt, or other milk products			
g.	Eggs			
h.	Any beef, pork, lamb, goat, rabbit wild game, chicken, duck, or other birds, liver, kidney, heart, or other organ meats, or Any flesh from wild animals?			
i.	Fresh or dried fish, shellfish, or seafood, shrimps, crabs			
j.	Grubs, snails, frogs or insects such as worms Grasshoppers, larvae,			
k.	Any dark green leafy vegetables such as [local dark green leafy vegetables] Bamboo shoots, pumpkin shoots, long bean			
l.	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside or [other local yellow/orange foods]			
m.	Any other vegetables			
n.	Ripe mangoes, ripe papayas or [other local vitamin A-rich fruits] guava			
o.	Any other fruits			

p.	Foods made with red palm oil, red palm nut, or red palm nut pulp sauce (Vitamin A rich oil)				
q.	Any oil, fats, or butter, ghee, or foods made with any of these				
r.	Sweets: sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies and cakes				
s.	Condiments for flavor, such as chilies, spices, herbs, fish powder or [add any local condiment names]				
S.No	Question	Options	Codes	Skip	
21.1	Are there certain regular/daily use food items which are not easily available in the local shops?	Yes	1		
		No	2		
		Can't say	3		
21.2	If yes, please list such food items	_____ (<i>list up to 5 food items</i>)			
21.3	On a scale of 1 to 5, how likely are you to make extra efforts to source each of these food items, given that these are not easily accessible in the local shops?	(<i>ask for each food item listed above</i>)	[1. Very unlikely; 2.Unlikely; 3.Indifferent; 4.Likely; 5.Very likely]		
22.	Do you own or have access to any of the following for the purpose of sourcing food for household consumption?	Fruit or vegetable garden	1	1	1=Yes; 2=No
		Fishpond	2	2	
		Small livestock such as chickens, ducks, pigs	3	3	
23.	Out of the provided list, what all types of food should children consume? (Read out options)	Rice	1	2	1=Yes; 2=No
		Lentils	1	2	
		Vegetables	1	2	
		Meat/Fish/Poultry/Sea Food	1	2	
		Milk and milk products	1	2	
		Fruits	1	2	
		Fats, oil or butter	1	2	
		Sweetened soda or sweetened juice drinks	1	2	
		Sugary foods such as chocolates, candies, cookies and cakes	1	2	
Others					
24.	I will read out some statements and would like to know your degree of agreement or disagreement with each one of them. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.				
	Food preferences Healthy food is for sick people				

	<p>Healthy food is not tasty</p> <p>I encourage my child to eat fruits</p> <p>I encourage my child to eat vegetables</p> <p>Perceived benefits</p> <p>Eating fruits and vegetables helps in preventing diseases</p> <p>Consuming sugary foods and beverages leads to tooth decay</p> <p>Perceived barriers</p> <p>Healthy food is not enjoyable for children</p> <p>It is difficult to persuade children to give up outside food and beverages</p> <p>It is not always possible to cook 'school lunch' for children</p> <p>On certain days, it is difficult for us to arrange for a diverse and healthy diet</p> <p>Self-efficacy</p> <p>I am able to provide healthy and diverse meals/nutritious food to my children on most days</p> <p>I am able to provide all fruits to my child that he/she likes to eat</p> <p>I am able to provide all vegetables to my child that he/she likes to eat</p> <p>I can prepare healthy meals that my child finds tasty</p> <p>Readiness to adopt change</p> <p>It is okay to buy sugary food and soft drinks for children because they are young and healthy</p> <p>If you love your child, you should please him/her by buying their favourite sweets and drinks</p> <p>I am inclined to (or I intend to) avoid buying sugary food and soft drinks for my child</p> <p>Not providing sugary food and soft drinks will be beneficial for my child's health</p> <p>There is not much that I can do to influence the long-term health of my children</p>		
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S.No	Question	Options	Codes	Skip
Section E: Questions related to knowledge and attitude towards education, health and hygiene and school lunch				
25.		Yes	1	

	At home, do you or someone in your family read stories to (<i>name of the child</i>)?	No	2	
		Can't say	3	
26.	At home, do you or someone in your family help (<i>name of the child</i>) in studies or completing the school work?	Yes	1	
		No	2	
		Can't say	3	
27.	What according to you are the benefits of primary education? <i>Multiple options</i>	Improves literacy rate	1	
		Improves future opportunities of work for children	2	
		Helps child's skill development	3	
		Helps girls to remain in school and delay early marriage	4	
		Helps children from different social and ethnic groups to bond	5	
		Helps children learn more about the world	6	
		Helps break the cycle of poverty	7	
		Others (specify)		
28.	What are some of the facilities available in school to improve children's literacy and learning? <i>Multiple options</i>	Reading corners	1	
		Book banks	2	
		Materials on agriculture	3	
		Materials on health and nutrition	4	
		Any other (specify)		
29.	Have these facilities helped in increasing children's learning outcomes?	Yes	1	
		No	2	
		Can't say	3	
30.	In the wake of COVID-19 related shut down, did you, your children receive any assistance to meet their educational/ learning needs?	Yes	1	Skip to 29 if coded 2
		No	2	
31.	If yes, what type of assistance your children received to meet their educational/ learning needs? <i>Multiple options</i>	Reading materials	1	
		Online counselling	2	
		Online teaching	3	
		Parent training	4	
		Any other (specify)		
32.		Improved food security and nutrition levels	1	

	Has COVID had any impact on the food security and nutrition situation of the household?	Deteriorated food security and nutrition levels	2	
		No impact	3	
33.	Did you receive any support or assistance during COVID?	Yes, received ration	1	Skip to 32 if 4 is chosen
		Yes, received cash	2	
		Yes, other (specify)	3	
		No assistance received	4	
34.	If yes, then who provided this support?	Government	1	
		NGO	2	
		School	3	
		Community	4	
		Other (specify)	5	
35.	Has your child ever been diagnosed with undernutrition/malnutrition?	Yes	1	
		No	2	
		Can't say	3	
36.	Do you have a toilet in your house?	Yes, inside the dwelling	1	Skip to 36 if coded 3
		Yes, inside the plot of the house	2	
		No	3	
37.	Do you have access to water inside the toilet?	Yes, piped water	1	
		Yes, a container for water	2	
		No	3	
38.	Do your household members use the toilet?	Yes, all members	1	
		Yes, but some members	2	
		No	3	
39.	How often is the toilet cleaned?	Daily	1	
		Weekly	2	
		Once in 2 weeks	3	
		Monthly	4	
		Once in 6 months	5	
		Never	6	
40.	Do you have a handwashing facility inside your household/in the yard/plot?	Yes, piped water with tap	1	
		Yes, water in a bucket or a container	2	
		Yes, tippy tap	3	
		No	4	
41.	Do you use soap for handwashing in your household?	Yes	1	
		No	2	

42.	According to you, when should one wash ones' hands? <i>Multiple responses possible</i>	Before eating a meal	1		
		After eating a meal	2		
		Before feeding a child	3		
		Before preparing/handling food	4		
		After using toilet	5		
		After handling farm work/animals	6		
		Others			
43.	What are the times when you wash hands? (Ask with soap- yes or no for each coded option) <i>Multiple responses possible</i>	Options	C o d e s	With soap (yes-1/ no-2)	
		Before eating a meal	1		
		After eating a meal	2		
		Before feeding a child	3		
		Before preparing/handling food	4		
		After using toilet	5		
		After handling farm work/animals	6		
Others					
44.	Where do you get your information related to health, hygiene and nutrition from?	Local health clinic/hospital	1		
		School teachers	2		
		Community meetings	3		
		School PTA meetings	4		
		NGO/GoL Community health workers	5		
		Poster and Pamphlet	6		
		Notice board/ wall magazine/ Wall paintings/ hording board	7		
		Radio / Television	8		
		Video/Documentary Street Drama Show	9		
		Newspaper / Magazine	10		
		Others (specify)			
45.	Is there a parent teacher association in your school?	Yes	1	Skip to 44 if coded 2 or 3	
		No	2		
		Don't know	3		
46.	If yes, then are you a part of the Parent Teacher Association?	Yes	1		
		No	2		
47.		Yes	1		

	Do you know about the Village Education Development Committee (VEDC) in your village?	No	2	Skip to 46 if coded 2
48.	If yes, then are you a member of the VEDC?	Yes	1	
		No	2	
49.	Do you think (<i>name of the child</i>)'s school should provide meals to children during school hours?	Yes	1	If coded 2 or 3, go to 51
		No	2	
		Can't say	3	
50.	According to you, what are the benefits of a school lunch program? <i>Multiple responses possible</i>	My child will get nutritious food for lunch	1	
		My child will stay in school all day/improve attendance	2	
		The child will not stay hungry in school	3	
		The child can pay more attention in class	4	
		Less expense on food	5	
		More time for parents to work and earn	6	
		Others (specify)		
51.	Do you think that your household costs on food will reduce if a school lunch program starts?	Yes	1	
		No	2	
		Can't say	3	
52.	Do you think a school lunch program can improve students' health and nutrition status?	Yes	1	
		No	2	
		Can't say	3	
53.	Do you think a school lunch provision can improve children's willingness to attend school/interest in school/attentiveness towards education?	Yes		
		No		
		Can't say		
54.	Do you think (<i>name of the child</i>)'s school should have a school garden?	Yes		If coded 2 or 3, end the survey
		No		
		Can't say		
55.		Source of food material for school lunch	1	
		Knowledge and skill for children	2	

	What role do you think school gardens play for children in the school?	Knowledge and skill for community members	3	
		Any other (specify).....		
56.	Do you think you or your family members can contribute to the school for the school lunch in some way? <i>(by either giving vegetables or volunteering to cook or working in the school garden or in cash)</i>	Yes		
		No		
57.	If yes, then how do you think you can contribute?	In kind, by providing vegetables	1	If 4 is chosen, ask next 2 questions
		In kind, by helping in cooking the school meal	2	
		In kind, by providing labour in the school garden	3	
		In cash, by giving a fixed amount to school	4	
		Others		
58.	According to you, how frequently would parents be interested in contributing cash for a school lunch program?	Once a week	1	
		Once a month	2	
		Twice a month	3	
		Once every semester	4	
		Twice in a semester	5	
		Once in a year	6	
		Twice in a year	7	
		As and when the school asks	8	
		Other (specify)		
59.	According to you, what would be the cash amount that parents would be willing to contribute for a school lunch program?	_____ in kips		

QUANTITATIVE SURVEY: CHILDREN

S.No	Question	Options	Codes	Skip
Section B: Demographics				
1.	What is your name?			
2.	What is your mother's name?			
3.	What is your father's name?			
4.	Gender (<i>Observe only</i>)	Male	1	
		Female	2	
5.	What is your age? (in completed years) (<i>Confirm age with teacher</i>)			
6.	Grade in which the child is currently enrolled	Grade 1	1	
		Grade 2	2	
		Grade 3	3	
		Grade 4	4	
		Grade 5	5	
7.	How long does it take for you to get to school? (in minutes)	_____		
8.	How do you commute to school?	Walk	1	
		Motor-vehicle (private)	2	
		Motor-vehicle (public)	3	
		Bicycle	4	
		Others		
Absenteeism				
9.	Today is [Monday, Tuesday etc.]. Since last [Monday, Tuesday etc.] that is in the last 1 week, have you been absent from school, either for the whole day or just in the afternoon?	Yes	1	Go to 12
		No	2	Go to 17
10.	If yes, then how many days were you absent for the whole day in the last one week?	One day per week	1	If 0 then go to 14
		Two days per week	2	
		Three days per week	3	
		Four days per week	4	
		Five days per week	5	
		Present all days (Zero absent)	6	

11.	<p>What was the reason for this absence? (Do not prompt; probe for reasons)</p> <p>Multiple responses possible</p>	Reasons	Code	Number of days
		I fell sick/health issues	1	
		My parents asked me to stay at home to help them out (with household chores, farm work, take care of siblings)	2	
		My home is far away from school/ I did not feel like walking back to school	3	
		Teacher was not in school	4	
		I was hungry and sufficient food was not available for breakfast	5	
		Due to bad weather conditions	6	
		There was a festival in my village/ family function at home	7	
		No particular reason	8	
		Don't want to say	9	
		Others (Specify)		
12.	<p><i>If coded 6 in 12</i></p> <p>How many days were you absent in the afternoon after lunch in the last one week?</p>	One day per week	1	If 0 then go to 17.
		Two days per week	2	
		Three days per week	3	
		Four days per week	4	
		Five days per week	5	
		Present all days (Zero absent)	6	
13.	<p>What was the reason for this absence? (Do not prompt; probe for reasons)</p>	Reasons	Code	Number of days
		I fell sick/health issues	1	

	Multiple responses possible	My parents asked me to stay at home to help them out (with household chores, farm work, take care of siblings)	2	
		My home is far away from school/ I did not feel like walking back to school	3	
		Teacher was not in school	4	
		I was hungry and sufficient food was not available for breakfast	5	
		Due to bad weather conditions	6	
		There was a festival in my village/ family function at home	7	
		No particular reason	8	
		Don't want to say	9	
		Others (Specify)		
14.	If coded 1 in 13 or 15 then ask, You said that you were sick. What were you suffering from?	Stomach ache	1	
		Fever	2	
		Headache	3	
		Tiredness	4	
		Cold and Cough	5	
		Vomiting	6	
		Hunger	7	
		Others (specify)		

Diet in the last 24 hours: These questions are applicable for regular school days. If the child didn't go to school before the interview date, ask about the last school day.

Ask about last 24 hours	Did you have a meal /snack? (1. Yes; 2. No) If no, Skip to 17.5	Was this meal enough for you? (1. Yes; 2. No) <i>(ask the student if s/he was still hungry after the meal)</i>	What was the timing in relation to the school hours? 1. Before school 2. During school hours (8 am – 4 pm) 3. After school	If during school hours, where did this meal come from? 1. Bring own food and eat at school 2. Went home for lunch and then came back 3. Other (specify)	If they didn't have this meal, what was the main reason? 1. This is not part of regular consumption practice 2. Not hungry 3. There was no food to eat 4. Illness 5. Not enough time 6. No one to feed me 7. Just did not eat 8. Other (specify)
15.	15.1.	15.2.	15.3.	15.4.	15.5.
a) Early morning (Breakfast time)					
b) Mid - morning					
c) Mid-day (lunch time)					
d) Mid – afternoon					
e) Evening (dinner time)					

S.No.	Question	Options	Yes	No	Skip
17.6	Out of the provided list, what all types of food must a child of your age consume?	Rice	1	2	
		Lentils	1	2	
		Vegetables	1	2	

	(Read out options)	Meat/Fish/Poultry/Sea Food	1	2	
		Milk and milk products	1	2	
		Fruits	1	2	
		Fats, oil or butter	1	2	
		Sweetened soda or sweetened juice drinks	1	2	
		Sugary foods such as chocolates, candies, cookies and cakes	1	2	
		Others			
17.7	In the last 24 hours, which of the following did you consume? (Read out options)	Rice	1	2	
		Lentils	1	2	
		Vegetables	1	2	
		Meat/Fish/Poultry/Sea Food	1	2	
		Milk and milk products	1	2	
		Fruits	1	2	
		Fats, oil or butter	1	2	
		Sweetened soda or sweetened juice drinks	1	2	
		Sugary foods such as chocolates, candies, cookies and cakes	1	2	
		Others			
18.1.	Do you think home-cooked food is not tasty?	Yes	1		
		No	2		
18.2.	Do you like eating fruits and vegetables?	Yes	1		
		No	2		
18.3.	Would you like to eat vegetables more often in your meals?	Yes	1		
		No	2		
		Can't say	3		
18.4.	Have you ever been told by your parents or teachers that packaged/junk food is bad for your health?	Yes	1		
		No	2		
		Can't say	3		
18.5.		I feel sad	1		
		I start crying	2		

	If your parents don't buy chocolates, candies and cold drinks, how do you react?	I throw a tantrum	3	
		I request them	4	
		I understand/accept	5	
		Others (specify)		
S.No.	Question	Options	Codes	Skip
19.	In the recent Covid- 19 closure, did the school provide you with any assistance to meet your learning and nutritional needs?	Yes	1	Skip to 20 if coded 2
		No	2	
20.	What type of assistance did you receive from school authorities?	Reading materials	1	
		Online counselling and teaching	2	
		Other (Specify)	3	
Household environment				
21.	Do you have anyone at home (family members / relatives / neighbours but not private teachers) to help you with reading or writing?	Yes	1	
		No	2	
		Can't say	3	
22.	How many days per week do you take extra lessons after school?	_____		Put the number of days. Put "0" if he/she doesn't take extra lessons
23.	During the last week, did you see anyone in your house reading?	Yes	1	
		No	2	
		Can't say	3	
24.	During the last week, did anyone in your house encourage you to study?	Yes	1	
		No	2	
		Can't say	3	
25.	During the last week, did anyone in your house tell you a story?	Yes	1	
		No	2	
		Can't say	3	
26.	During the last week, did anyone in your house read to you?	Yes	1	
		No	2	
		Can't say	3	

27.	Do you read any extracurricular books?	Yes	1	Skip to 28 if coded 2 or 3		
		No	2			
		Can't say	3			
28.	If yes, did you read any story within the last 7 days?	Yes	1			
		No	2			
		Can't say	3			
29.	What are the times when you wash your hands? (Ask with soap-yes or no for each coded option) <i>Multiple responses possible</i>	Options			1 = don't wash hands 2 = wash, only with water 3 = wash, with soap and water	
		Before eating a meal	1	2		3
		After eating a meal	1	2		3
		Before feeding a child	1	2		3
		Before preparing/handling food	1	2		3
		After using toilet	1	2		3
		After handling farm work/animals	1	2		3
		Others				
30.	Do you wash your hands even when no one is around/no one is looking?	Yes	1	If 1, skip to 32		
		No, I skip washing hands	2			
31.	What are some of the reasons why you skip washing hands when no one is around/no one is looking?	My hands looked clean	1			
		Washing hands every time is not important	2			
		Not enough time	3			
		Lack of water	4			
		Lack of washing basin	5			
		Lack of soap	6			
		Other (specify)				
32.	According to you, when should one wash their hands? <i>Multiple responses possible</i> <i>Read out the options</i>	Before eating a meal	1			
		After eating a meal	2			
		Before feeding a child	3			
		Before preparing/handling food	4			
		After using toilet	5			
		After handling farm work/animals	6			

		Others		
33.	You said one should wash their hands (<i>insert the options chosen above</i>). Why do you say so?	Because it removes dirt and germs	1	
		Because it prevents disease	2	
		Because parents/teachers/ elders tell me to	3	
		Because I see others (parents/peers etc) do it	4	
		Just like that/ no reason	5	
34.	If you wash your hands well with water, do you need to use soap?	Yes	1	
		No	2	
		Can't say	3	
35.	If your hands look dirty or smell bad, do you wash them with only water, or water and soap?	Only water	1	
		Water and soap	2	
		Can't say	3	

S.No.	Question	Options	Codes	Skip
School environment				
16.	Do you like going to school?	Yes	1	Skip to 33 if coded 2
		No	2	
		Can't say	3	
17.	What do you like about your school?	Being with my friends	1	
		Participating in class activities	2	
		Working in groups	3	
		Physical education/ sports at school	4	
		Learning new things	5	
		Others (specify)	6	
		Can't say	7	
18.	How often in the last week did the teacher tell a story or read a poem which was not in the textbook? (Prior to COVID closures)	Every day	1	
		Few times	2	
		Once	3	
		Never	4	
		Can't say	5	

19.	Does your school have story books other than textbooks for you to borrow?	Yes	1	
		No	2	
		Can't say	3	
20.	Does your school have reading corners/ book banks?	Yes	1	Skip to 37 if coded 2
		No	2	
21.	If yes, how often do you utilise these reading corners/ book banks in a week?	Almost always	1	
		Very frequently	2	
		Often	3	
		Rarely	4	
		Never	5	
22.	Do teachers use materials/ classes to teach about health and nutrition?	Yes	1	
		No	2	

(Applicable only for students at the end of grade 2 / beginning of grade 3)

S.No.	Question	Options	Codes	
Student Reading & Understanding skills				
23.	Which ethnic group do you belong to?	Hmong - Eiw Mien	1	
		Mon - Khmer	2	
		Lao - Tai	3	
		Chinese - Tibetan	4	
		Other (Specify)		
24.	What language do you often speak at home?	Lao	1	
		Phouthay	2	
		Makong	3	
		Tri	4	
		Taoy	5	
		Katang	6	
		Thai	7	
		Other (Specify)		
		Can't say	99	

IDI: SCHOOL HEAD

Date of IDI:	
Name of the School:	
Name of Province:	
Name of District:	
Name of Village:	
Name of Respondent:	
Designation:	
Gender:	
Year since he/she has been in the school:	

Introduction

1. How long have you been associated with this school? Please tell us about your day-to-day roles and responsibilities.

Enrolment, Attendance and Attentiveness

1. What is the enrolment rate among pre-primary and primary children in this school? How has enrolment been affected during Covid-19 lockdown? *Check for gender related differences.*
2. To what extent do the parents understand the importance of sending their children to school? What are their perspectives on whether a child should attend school or not?
3. What factors do you think encourage families to send their children to school?
4. Are there families in this village who face challenges in sending their children to school? What are the major challenges face by them?
5. Do you feel that boys and girls have equal access to education in your village? Have you come across any instances of gender discrimination when it comes to educating children? *Probes: household chores, work in the farm etc.*
6. What is the overall trend in attendance rate among pre-primary and primary children in this school?
Probe:
 - *Absenteeism post-lunch*
 - *Differences in attendance among children from various ethnic groups*
 - *Gender-related differences in attendance*

What according to you are the key drivers that increase attendance of children?

7. In your opinion, what specific activities can be conducted to improve children's attendance in the school? *Probe specially on how to make up for gender and ethnicity related differences.*
8. What is the attentiveness level among children, especially children from different ethnicities? What may be the key reasons for this? What measures can be taken to improve the attentiveness of children in class? *Probe for gender related differences and difficulties faced by non-Lao speaking children*
9. Please tell us about the health and nutritional status of pre-primary and primary children enrolled in this school? What are the most common ailments among these students and how does this impact their learning and participation in school? *Probe for gender related differences.*
10. According to you, to what extent does school infrastructure play a role in ensuring participation and retention of learning among students? To what extent do you think this school needs construction or renovation of any facility? *Probe: functional toilets for both boys and girls, safe drinking water, classrooms with adequate furniture and blackboard, library or bookshelves etc*
11. Is this school currently benefitting from any project with a partner, for example an NGO, charity, private company or the government? If yes, what type of project or projects is the school participating in?

Probes:

- *Infrastructure construction or renovation*
- *School meals or other nutrition-related*
- *Water, hygiene and sanitation (WASH)*
- *Education / enrolment (general or focused on girls)*
- *Anti-malaria or anti-Dengue (mosquito nets etc.)*

About VEDC

12. Does the school have a Village Education Development Committee (VEDC)? If yes, how many members are there in the VEDC and how often do they convene?
13. What are the ways in which the VEDC supports the functioning of the school?
14. What is the mechanism of coordination between VEDC and the school? What are the key factors contributing to the efficiency of these mechanisms?

Training and Capacity Building

15. Have you been part of any training or capacity building workshops in the past? Who organised these training/capacity building program and what were the topics covered?
16. How have you used the methods learned/materials provided? What has been the response from students/staff? Please elaborate and provide examples wherever possible.
17. In your option are trainings and workshops needed? Are there are any topics you would like to attend trainings/workshops on?

Issues & Challenges

18. What are the key challenges you generally face in your job? What measures have been taken to address these? What are the most important things you would like to see improve in schools with regard to education?
19. In what ways have your roles and responsibilities in school been impacted during COVID-19? How did you respond to these challenges?
20. Did you receive any support during the COVID-19 crisis? If yes, in what form? To what extent was this support beneficial?
21. What has been the impact of COVID on the learning outcomes of children? What are the measures taken to reach out to children and ensure that their learning continues?
22. Do you think there is a need for a school lunch program? In your opinion, what are the potential benefits of a program to provide lunch to students in school?
23. Do you think it is feasible to conduct a school lunch program in your school? Why/why not? What kind of support would you need from different stakeholders to implement such a program? *Probe: kind of support needed from community, VEDC and education department*

Thank you for your valuable time, your feedback is much appreciated

Observation checklist

SCHOOL FACILITIES				
S.No	Question	Options	Codes	Skip
For each facility that is present, OBSERVE the facility and code accordingly. Take a picture of every facility.				
1.	Does the school have a pre-primary unit?	Yes	1	
		No	2	
2.	Number of grades in the school	Up to primary	1	
		Up to Middle	2	
		Up to Higher Secondary	3	
		Only up to pre-primary	4	
3.	Number of classrooms	_____		
4.	Does the school have a separate classroom for each grade?	Yes	1	Go to 6
		No	2	
5.	If no, then how many such grades are sharing their classroom with other grades?	_____		
6.	Does the school have a Library or a place where books are stored?	Yes	1	
		No	2	

SCHOOL FACILITIES				
7.	Does your school have a storage room/facility?	Yes, within the school	1	
		Yes, outside the school premises	2	
		No	3	
8.	Does the school have a kitchen?	Yes	1	
		No	2	
9.	Does the school have a dining area?	Yes	1	If No, skip to 11
		No	2	
10.	Does the dining area have chairs/benches and tables?	Yes	1	
		No	2	
		Could not observe	3	
11.	Does the school have a source of drinking water for students near or at school?	Inside school premises	1	Go to 12
		Outside school premises	2	
		No drinking water facility	3	Go to 15
12.	What is the source of drinking water?	Tap water	1	
		Bottled water	2	
		RO plant within school	3	
		Borehole	4	
		Protected dug well	5	
		Unprotected well	6	
		Protected spring	7	
		Unprotected spring	8	
		Rainwater collection	9	
		Rivers or ponds	10	
		Vendor-provided water	11	
		Tanker truck water	12	
Other (Specify)				
13.	Has the water been treated for drinking by boiling etc?	Yes	1	
		No	2	
		Don't know	3	
		Not required	4	
14.	Is this drinking water available for students throughout the day? <i>(Ask as well as observe by going to the drinking water facility)</i>	Only available during some hours	1	If 2, skip to 16
		Available throughout the day	2	
15.	How do the students get drinking water during school hours?	Buy Bottled water from shops	1	

SCHOOL FACILITIES				
	(Multiple Response)	Children carry water from home	2	
		Get water from neighbours	3	
		Other (Specify)		
16.	Does the school have a functioning toilet for the students?	Yes	1	
		No	2	
17.	Are there separate toilets for boys and girls?	Yes	1	
		No	2	
18.	How many toilets are there?	___ Total toilets ___ Functional toilets		

19. For each functioning toilet, ask the following set of questions

Functioning Toilet #	Type of toilet	Is the toilet for boys or girls?	Is the toilet locked ?	Does the toilet have water inside for use?	Does the toilet have a small mug inside ?
	1. Flush or pour/flush facilities connected to a: (Piped sewer, septic, pit latrine) 2. Flush or pour/flush toilets without a sewer connection 3. Pit latrines with a slab 4. Pit latrines without slab/open pit 5. Ventilated improved pit latrines 6. Composting toilets 7. Bucket latrines 8. Hanging toilets/latrines	Boys...1 Girls...2 Mixed...3	Yes...1 No...2	Yes, piped water connection...1 Yes, water kept in a container...2 No water inside the toilet...4	Yes...1 No...2
	19.1	19.2	19.3	19.4	19.5
1					
2					
3					
4					
5					

20.	Do the toilets have a functioning hand washing facilities within their area or within the school premises?	Yes	1	Go to 24
		No	2	

21.	Does the handwashing facility have access to water for washing purposes?	Yes	1	
		No	2	
22.	Does the hand washing facility have a soap?	Yes	1	
		No	2	
23.	How often is it a challenge to have sufficient water for the hand washing facility?	Never	1	
		Rarely	2	
		Sometimes	3	
		Always	4	

24. Students Attentiveness Data					
This section is to be filled for students selected for the survey. From each class three students have been pre-selected for the survey. For each student fill their student code carefully and fill the rest of the information after asking the teachers who teach the respective students.					
S.No	Student code	Grade	Sex (male=1; female=2)	According to teachers, is the pupil generally attentive in class? Yes=1, No=2, Not applicable / no more teachers=9	
				Teacher 1	Teacher 2
	a.	b.	c.	d.	e.
1		1			
2		1			
3		1			
4		2			
5		2			
6		2			
7		3			
8		3			
9		3			
10		4			
11		4			
12		4			
13		5			
14		5			
15		5			

25. Students Current Enrolment and Attendance Data								
S.No	Question			Options		Codes	Skip	
1.	Does the school have records of Student Enrolment for past academic year? (2020-2021)			Yes, complete records		1		
				Yes, partial records		2		
				No		3		
If coded 3 in Q.25, then skip to the next section								
If coded 1 or 2 in Q.25, then Complete this section for PRE-PRIMARY and PRIMARY SCHOOL (grades 1-5) only Enter "999" if the class does not exist Enter "888" if data is not available								
2. FILL THE DATA FOR ENROLMENT IN THE CURRENT SCHOOL YEAR								
Grade	Enrolment (Current academic Year: Sept 2020-Feb 2021)		Total number of students present (head count)		Total number of students who have dropped out		Total number of students who have transferred or are deceased	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.	2.8.
Pre- primary								
1								
2								
3								
4								
5								
Total								
Comments								
Students Enrolment for prior academic school years								
3. ENROLMENT FOR PRIOR ACADEMIC SCHOOL YEARS Complete for PRE-PRIMARY only Enter "999" if the class does not exist Enter "888" if data is not available								
Academic year	Enrolment at start of academic school year	Numbers advanced to next class		Numbers remaining in the same class (repetition)		Transfers or decreased	Left without reason (dropout)	

	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3.8.
2020-2021								
2019-2020								
<p>4. ENROLMENT FOR PRIOR ACADEMIC SCHOOL YEARS</p> <p>Complete for PRIMARY only (Grades 1-5)</p> <p>Enter "999" if the class does not exist</p> <p>Enter "888" if data is not available</p>								
Academic year	Enrolment at start of academic school year		Numbers advanced to next class		Numbers remaining in the same class (repetition)		Transfers or decreased	Left without reason (dropout)
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	4.1.	4.2.	4.3.	4.4.	4.5.	4.6.	4.7.	4.8.
2020-2021								
2019-2020								

26. Students Attendance Data in the last 1 year								
S.No	Question	Options	Codes	Skip				
1.	Does the school have records of Student Attendance for last academic years?	Yes, complete records	1					
		Yes, partial records	2					
		No	3					
If coded 3 in Q.26, then skip to the next section								
<p>If coded 1 or 2 in Q.98, then Complete this section for PRIMARY SCHOOL (grades 1-5) only</p> <p>Enter "999" if the class does not exist</p> <p>Enter "888" if data is not available</p>								
<p>First, enter the total number of school days for each month (not including holidays or school closures). Then, from the prior year's attendance records (2020-2021) write the attendance for the 10 selected children (1 boy and 1 girl from each grade). Enter the number of days the students attended school each month.</p>								
	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021		
	1	2	3	4	5	6		

2. Number of school days								
Please enter the number of days that the selected students were present each month. Enter "888" if data is not available								
Student code	Grade	Sex (male=1, female=2)	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021
2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.	2.8.	2.9.
	1							
	1							
	2							
	2							
	3							
	3							
	4							
	4							
	5							
	5							

27. Teachers Attendance Data in the last 1 year				
S.No	Question	Options	Codes	Skip
1.	Does the school have records of Teacher Attendance for last academic years?	Yes complete records	1	
		Yes partial records	2	
		No	3	
If coded 3 in Q.27, then skip to the next section				
If coded 1 or 2 in Q.27, then Complete this section for teachers of PRE-PRIMARY and PRIMARY SCHOOL (grades 1-5) only Enter "999" if the class does not exist Enter "888" if data is not available				
2.	What is the number of teachers that teach the pre-primary and primary grades (1-5) in the school?	Female		
		Male		
		Total		
First, enter the total number of school days for each month (not including holidays or school closures). Then, from the prior year's attendance records (2020-2021) write the attendance for the selected children. Enter the number of days the students attended each month.				
Teacher Attendance History				
(Put the number of days he/she attended school. Put 888, if data is not available and 999 if not applicable, i.e. if he / she was not working in that certain month)				

Teacher ID	Sex (male=1, female=2)	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021
2.1.	2.2.	2.3.	2.4.	2.5.	2.6.	2.7.	2.8.

IDI: SCHOOL TEACHER

Date of IDI:	
Name of the School:	
Name of Province:	
Name of District:	
Name of Village:	
Name of Teacher:	
Gender:	
Year since he/she has been in the school:	

Introduction

1. How long have you been teaching in this school?
2. Which grades do you teach? What subject do you teach at school? What do you like most about teaching?
3. What responsibilities do you have in the school in addition to teaching?

Probes:

- a. Informing children, school staff and parents about importance of education, health and nutrition*
- b. Community engagements for increasing enrolment/attendance*
- c. Overseeing maintenance of infrastructure and learning materials around literacy, reading, health and nutrition, gardening and agriculture*

Enrolment, Attendance and Attentiveness

4. To what extent do the parents understand the importance of sending their children to school? What are their perspectives on whether a child should attend school or not?
5. What factors do you think encourage families to send their children to school?
6. Are there families in this village who face challenges in sending their children to school? What are the major challenges face by them?
7. Do you feel that boys and girls have equal access to education in your village? Have you come across any instances of gender discrimination when it comes to educating children?
Probes: household chores, work in the farm etc.
8. According to you, what specific activities can be done to improve enrolment outcomes, reduce dropout and cases of repetition among children? How do you think teachers can engage with parents and communities to ensure these?
9. What is the overall trend in attendance rate among pre-primary and primary children in this school?
Probe:
 - *Absenteeism post-lunch*
 - *Differences in attendance among children from various ethnic groups*
 - *Gender-related differences in attendance*

What according to you are the key drivers that increase attendance of children?

10. In your opinion, what specific activities can be conducted to improve children's attendance in the school? *Probe specially on how to make up for gender and ethnicity related differences.*
11. What is the attentiveness level among children, especially children from different ethnicities? What may be the key reasons for this? What measures can be taken to improve the attentiveness of children in class? *Probe for gender related differences and difficulties faced by non-Lao speaking children*
12. According to you, does school infrastructure play a role in ensuring participation and retention of learning among students? Do you think this school needs construction or renovation of any facility? *Probe: functional toilets for both boys and girls, safe drinking water, classrooms with adequate furniture and blackboard, library or bookshelves etc*

Health and nutrition

13. Please tell us about the health and nutritional status of pre-primary and primary children enrolled in this school? What are the most common ailments among these students and how does this impact their learning and participation in school? *Probe for gender related differences.*
14. Narrate the story given below and ask the questions that follow.
(insert hypothetical child's name) from (insert village, district name) is a student of grade 3. His/her teacher has noticed that s/he is not very attentive in class. The teacher has also seen that s/he regularly brings snacks to school to eat during lunch time. When the teacher inquired about this, (the child's) parents said that (the child) is very fond of eating snacks,

mostly biscuits, chocolates and cold drinks. Further, they said that due to eating many snacks during the day, *(the child)* did not always want to eat the meals cooked at home. The parents said they can't prohibit *(the child)* from eating snacks because s/he sees other children eating them.

- a. What do you think about *(the child's)* diet? Do you think it is nutritionally adequate? In what ways do you think can such a diet affect the child's health?
 - b. What are your views on the parents' statements? How far do you agree with their actions?
 - c. What do you suggest can be done to improve the diet of *(the child)*?
 - d. Have you seen such instances among the students of your school? How do you respond to such instances? *(probe: counsel children and parents to improve their dietary intake, taking up the issue with the VEDC/PTA)*
15. What all types of food items must be consumed by children? What all types of food items must be avoided at all costs? Why? *(probe: food and beverages with high sugar content; incorporating fruits and vegetables in regular diet)*
16. What specific measures do you take to address each of these aspects? Please share examples wherever possible.
- a. Nurturing reading habits
 - b. Improving linguistic skills
 - c. Imparting knowledge on healthy diet and hygiene practices
 - d. Integration of nutrition into primary education

What specific issues do you face while working on each of these aspects?

Training and Capacity Building

17. Have you been part of any training or capacity building workshops in the past? Who organised these training/capacity building program and what were the topics covered?
18. How have you used the methods learned/materials provided? What has been the response from students/staff? Please elaborate and provide examples wherever possible.
19. In your option are trainings and workshops needed? Are there are any topics you would like to attend trainings/workshops on?

Issues & Challenges

20. What are the key challenges you generally face in your job? What measures have been taken to address these? What are the most important things you would like to see improve in schools with regard to education?
21. In what ways have your roles and responsibilities in school been impacted during COVID-19? How did you respond to these challenges?
22. Did you receive any support during the COVID-19 crisis? If yes, in what form? To what extent was this support beneficial?

23. What has been the impact of COVID on the learning outcomes of children? What are the measures taken to reach out to children and ensure that their learning continues?
24. Do you think there is a need for a school lunch program? In your opinion, what are the potential benefits of a program to provide lunch to students in school?
25. Do you think it is feasible to conduct a school lunch program in your school? Why/why not? What kind of support would you need from different stakeholders to implement such a program? *Probe: kind of support needed from community, VEDC and education department*

Thank you for your valuable time, your feedback is much appreciated

IDI: VEDC/LWU MEMBERS

Name of the School/VEDC:

Name of the Village:

Name of the District:

No. of respondent:

VEDC and its Functioning

1. In which year was the VEDC formed? What are the different types of agenda of the VEDC during its meetings?
2. What is the objective and purpose of forming VEDC? What all functions does the VEDC carry out?
3. How does the VEDC ensure involvement of male and female community members?
4. What are the activities undertaken by VEDC in the past two years related to education or schooling of children? Regarding health and nutrition of children? What is the result of the activities undertaken?
5. Has any member of the VEDC been trained during the last two years for their work? How beneficial has it been? What are the major challenges faced in meeting VEDC's objectives in the last two years?

VEDC Members

6. How many schools are there in your village? Till which grade?
7. How is the community's attitude and perceptions regarding the importance of education and nutrition of their children?
 - a. Are there constraints in sending your children to school? What are they? How do you overcome these obstacles?
8. For how long should a child study (boys and girls)? How many years of school would you like to see your own children complete? What difference will it make in their lives to have this level of education? (*Probe for differences between boys and girls*)
9. What, according to you, are the skills that should be taught in the school? What skills are the most important for girls to learn? For boys to learn? What are the different benefits of sending boys and girls to school?
10. Do children look forward going to school every day? If yes, what could be the reasons? If no, why do they not like going to school? What are the reasons of the absence? What do you think would encourage children in your community to go to school more often?
11. Health-related absence in recent years
 - a. Were there incidents in the last one month where your children did not go to school due to illness? What type of illness?

12. What challenges do parents and children in the community face in terms of achieving educational attainment, learning outcomes and attendance? Have there been any measures taken by parents to address those challenges? What kinds of support would you require to overcome these challenges?
13. In some villages, not all children are able to attend school on a regular basis. Does this happen in your village as well? What prevents some children in this community from going to school? Please elaborate.

Probe to understand if there are different reasons/limitations that prevent boys and girls from going to school. Check if these relate to lack of WASH facilities.

14. Does everyone in the village have a toilet in their house? Is there a handwashing facility available in all households? If not, provide reasons. *(Probe for access to toilet and handwashing facility at village level by different socio-economic categories)* Is water availability an issue in the village for handwashing purposes?
15. Is washing hands with soap practiced in the households/community? What are the contributing factors/barriers to this behaviour? What according to you are critical times when hands should be washed with soap? To what extent is water availability for drinking purposes an issue in the village? *Probe for source of drinking water, water treatments, handwashing practices before eating, after toilet etc*
16. *Narrate the story given below and ask the following questions*

(insert hypothetical child's name) from (insert village, district name) is a student of grade 3. His/her parents said they leave early in the morning for the fields so they are not able to cook breakfast for (the child) on many days. They buy snacks for (the child) from a small store in the village and whenever they go to the market, mostly biscuits, chocolates, juices and cold drinks. The child regularly takes snacks to school to eat during lunch time. Further, they said that due to eating many snacks during the day, (the child) did not always want to eat meals at home. The parents said they can't prohibit (the child) from eating snacks because s/he sees other children eating them.

- a. What do you think about *(the child's)* diet? Do you think it is nutritionally adequate? In what ways do you think can such a diet affect the child's health?
 - b. What are your views on the parents' statements? How far do you agree with their actions?
 - c. If you were in these parents' situation, what would you do?
 - d. Have you seen such instances among families in this village? What are the common reasons for such situations?
 - e. What do you suggest can be done to improve the diet of *(the child)*?
17. What challenges do parents and children in the community face in achieving positive health, nutrition and food security outcomes? How do community groups and/or NGOs support in addressing these challenges? What kinds of support would you require to overcome these challenges?

18. Are you aware of washing, sanitation and health related facilities available at the schools? What are the limitations of these facilities that you think need to be addressed? How do you think this contributes to children's likelihood to attend and remain in schools?
19. Does the schools that your child(ren) go to, have a school garden? What according to you may be the benefits of having a school garden? *(Probe whether parents are aware of what is grown, how they participate/contribute, their opinion on garden's success in augmenting the food available for cooking)*
 - a. What may be some of the challenges regarding establishment and/or maintenance of the school garden in your area? *(Probes: if challenges include scarcity of water, climate related limitations, nutritional potential of crops grown, crop diversification needs, maintenance related issues, fund and resource related challenges, lack of volunteers etc)*
 - b. What measures can be taken by schools and/or communities to address these challenges? *(Probe for roles of community groups and other stakeholders like VEDC, CBOs, NGOs, School staff, Govt. or WFP officials in addressing these challenges)*
20. To what extent are community members involved in supporting the schools to ensure children's education and/or nutrition?
 - a. How involved are parents in children's education?
 - b. How do parents support their children with studies at home?
 - c. Does the school conduct parent-teacher meetings? Do you attend? Why/why not? What are the nature of issues usually discussed in these meetings? *(Probes: perceived benefits of attending these meetings, awareness generation, barriers to attending and participating in these meetings)*
 - d. How actively do VEDC members and parents engage in such processes? What are the reasons for participation/non-participation?
21. How willing are they to engage in a school lunch program? Do the parents see merit in a school lunch program?
 - a. How would parents and community members contribute to the school lunch? *(contribution in cash, kind, labour, cooks, mechanisms, plans for participation/rosters etc)*
 - b. How often and how much might parents in the community be willing to contribute?
22. Do you think that as a community, it is possible for the parents to run a school lunch all by themselves? What is the support that they will seek from the school, the VEDC or other institutions? What key challenges do they anticipate in continuing the school lunch by themselves? What may be the other ways/support through which these issues could be addressed?
23. What are the challenges that the VEDC sees in your work ahead? *(political, social or economic)* What are the further improvements that the VEDC and community members need to undertake, in order to enhance their capacities to support interventions for education and nutrition of children?
24. How did the COVID-19 pandemic affect your child/children's education, nutrition and health? What was the impact of school closures specifically, on children during the pandemic?

- a. How were these impacts addressed by the schools and VEDC?
- b. What measures did parents take to support their children continue their education and maintain their nutrition?
- c. Did the children or parents receive any support during the COVID- 19 crisis? What was the nature of support received?

Thank you for your responses!

IDI: FARMERS

Name of the Farmer:

Name of the Village:

Name of the District:

Introduction

1. Please tell us about your village - What are the different ethnic groups here?
2. Can you please tell us a bit about the climatic conditions in and around your village throughout the year? What is the situation with respect to availability of water resources in your village?
3. How many small formal farmer groups are there in and around your village? What are the benefits of being in a farmer groups?

Agricultural Practices

4. How many months in a year do you practice farming and in which months? How many seasons and months in a year, on an average do you practice agriculture? What crops are grown in different seasons? Fill the table provided below – and probe for reasons for change in crops grown for each of the three seasons.

Details	Season 1 (Specify crops grown)	Season 2 (Specify crops grown)	Season 3 (Specify crops grown)

5. What are the status of land ownership in your village?
6. How much land size do majority of farmers practice agriculture on? Do most farmers practice *single or multiple cropping*? Why?
7. What are the major challenges that farmer like you face while growing different types of vegetables? *Probe for availability of water and extreme weather conditions including landslides and flash floods.* What measures do farmers take to counter these?
8. Do you see a risk of overproduction of vegetables, if all farmers grew same set of vegetables? How can this risk be reduced?
9. Do they extensively use bio or chemical pesticides and fertilizers in farms? Why or why not? What are the major issues related to agriculture and increasing production?
10. To what extent do you use regenerated seeds – and for what crops? What difference in the quantity of produce do you observe between mother seeds and regenerated seeds?
11. Do you have enough storage space? Is the storage area safe from natural threats? (*Challenges and support needed in this direction*).

Markets and Agriculture

12. Access to markets for inputs:
 - a. Where do you get seeds, tools, fertilizers, pesticides, etc. from?
 - b. What are the challenges you face in getting farm inputs?

13. Access to markets for outputs:
 - a. Are you able to produce enough to sell in the market?
 - b. How does the distance affect overall sales and profits for farmers?
 - c. What challenges do you face in selling crops to the traders? How has this process of selling crops to traders changed in last two-three years?

Agriculture and Livelihoods

14. What are the different sources of household income? (List) What are other livelihood activities (for example non timber forest produce, labour), apart from agriculture that you all are involved in? How does the involvement in these activities change during different months of the year?
15. What are the differences in participation, roles and decision making among men and women small landholder farmers?
16. How much of the monthly household income comes from agriculture?

School Feeding and LRP

17. What challenges do farmers in the community face in achieving food security and secure livelihoods (for the community, household) through agriculture? How do community groups and/or NGOs support in addressing these challenges? What kinds of support would you require to overcome these challenges?
18. What is your take on the idea of farmer groups selling food products to school feeding programs and contributing to community nutrition with support from WFP (inputs, trainings, linkages etc.)? How open are farmers to the idea of new cropping patterns to growing more nutritious and/or profitable food crops?
19. What is your take on the idea of farmers and farmer groups contributing cash or other materials (like chicken, meat, fuelwood) for school meals if supported by LRP interventions?
 - a. How frequently would you be open to the same?
 - b. What mechanisms may be used to decide on contributors? (same for all farmers or different depending upon differences in capabilities; same for parents of children currently in school and those not having children in school)
 - c. What challenges may you face in supplying vegetables to schools as part of LRP (selling; not contribution)?
 - d. What specific capacity building and support would farmers need to address these challenges?
20. Do you think that as a community, it is possible for farmer groups to support school lunch programs by themselves on the long run? What is the support that they will seek from the school, the VEDC or other institutions?
21. How did the COVID-19 pandemic affect agriculture and markets in your area?
 - a. Did farmers receive any support during the COVID- 19 crisis? What was the nature of support received?
 - b. Which sources did this support arrive from? To what extent were these sufficient and satisfactory?

Thank you for your valuable time, your feedback is much appreciated.

KII: WFP PROGRAM TEAM

Date of KII:	
Name:	
Designation:	

About WFP SFP FY20 program

1. What are the various activities and interventions under the FY20 WFP School Lunch program? How are these interventions relevant in addressing needs of the communities related to education, health and nutrition, WASH and agriculture?
2. How did the learnings from previous school feeding programs and their evaluations shape the design of the FY 2020 program? How is the latest MGD SFP program different from previous programs?

Probe: 2017-2021 Country Strategic Plan Evaluation, FY14 and FY 17 School Feeding Program, Local and Regional Procurement Program, situation analysis, etc.

3. How was the prioritisation of intervention activities and locations for the FY20 school feeding program undertaken? To what extent does this respond to the needs of the most marginalised and vulnerable communities?

Probe:

- *whether needs assessment undertaken, research considered while designing the program*
- *whether alternate locations and activities considered, reason for adopting/rejecting them*

4. How flexible is the school feeding program design in terms of addressing the needs of the community? To what extent do you think the program components of the FY20 SFP (such as WASH, agriculture, literacy) could be altered or contextualised to suit the needs of various districts and communities during implementation?
5. What specific measures have been undertaken to mobilise resources and ensure inputs for the FY20 program, keeping in mind the program design, planned activities and desired outcomes? *(such as procurement of ingredients for school meals etc)*
6. Do you anticipate any unintended results (positive or negative) emerging through the interventions under the program? Please describe.
7. What are the mechanisms in place for monitoring of the implementation of program activities in general? What are the mechanisms to collect feedback from the community or the government on the program interventions? How will such mechanisms be utilized to ensure the program responds to the community's needs on a sustained basis?
8. What specific roles does the program design envision for different government departments, implementing partners and other stakeholders within SFP? Please elaborate.
9. What is the mechanism of coordination with various government departments and implementing partners for smooth implementation for the FY20 program?

Alignment with priorities

10. To what extent do you think WFP SFP is aligned to MoES and GoL's priorities around education, health, nutrition, WASH, agriculture, social protection and other relevant policies, strategies and plans? What specific measures were taken at the time of conceptualisation of the program to ensure alignment with the national priorities?
11. To what extent is the FY20 program aligned with WFP policies and priorities such as WFP School Feeding Strategy 2020-2030, Country Strategy Plan 2022-2026 and others?
12. What are some alignment points of the WFP SFP design/ implementation strategy with respect to the NSMP? What are the major differences between WFP SFP and the NSMP?
13. How is the program aligned with gender policies/ strategies of the government? To what extent does the program address gender specific needs of affected populations?

Feedback

14. Please comment on the efficacy of the program design of the FY20 SFP. What suggestions would you provide to further improve the program design?
15. Based on experiences of initial handover of schools to government/NSMP, can you comment on the communities' readiness in terms of capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?
16. What specific measures (roles and responsibilities for different stakeholders) are in place within the program design to ensure sustainability of outcomes in handed over schools? According to you, what additional measures are required?
17. To what extent do you think the GoL has stable funding to implement a national school feeding program? How does the government plan to ensure the inclusion of SFs in the national budget line? What are some of the capacity-building activities undertaken by the Ministry? What measures have been already taken to ensure this inclusion, especially for handed over/taken over schools?
18. What type of technical assistance has been provided by WFP to develop/improve the GoL's National School Feeding Program model? What are some of the challenges experienced to improve NSMP? Is any other support required?

COVID-19

19. Given the challenges arising from COVID – 19 pandemic and other forms of natural disasters that have been experienced in recent years, how have the immediate priorities of WFP changed? How have these changes affected the SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations undertaken, need and impact assessments conducted to measure fall backs, Realignment of responsibilities and financial resources depending on new requirements; reallocation and utilization of human, financial and technical resources across different intervention areas; geographic and programmatic*
20. How do you think, has the pandemic context influenced and reconfigured the working associations between WFP and the GoL? *(Probe around changes in the SFP, WFP's support to the national government in handling the covid crisis etc).*
21. In your opinion, how far have the relevant ministries and GoL progressed in terms of preparation for takeover of SFP schools? Please give examples to elaborate. How do you think the government would carry forward the activities of the SFP program? Has the COVID-19

context influenced the government's commitment and efforts towards takeover of the school lunch program?

Thank you for your responses!

KII: MINISTRY OF HEALTH – NATIONAL LEVEL

Date of KII:	
Name:	
Position:	
Year since he/she has been in the designated position:	

Program Relevance and Targeting

1. Please tell us about the major issues pertaining to child health and nutrition in Lao? What kind of data points and information sources are referred to while undertaking the problem analysis, designing health programs and formulating policies?
2. What are the criteria used for identifying key priority areas (for example, hard to reach areas and emergencies affected areas) or key priority groups (for example inclusion of vulnerable population sub-groups such as different ethnic groups) for such programs and policies?
3. What have been some of the key developmental challenges in achieving favourable child health, nutrition & education outcomes across the country? What kind of variations and differences be observed in education outcomes across different provinces and regions in Lao?
4. What have been some of the key national mandates around improvement of child health & nutrition for the country? (*such as National Nutrition Strategy to 2025*) Have there been any recent developments or changes in these mandates? Please elaborate.

Support from WFP & Other Partners

5. What measures have been introduced by the ministry to address child health & nutrition-related issues specific to certain geographies? Please tell us about the progress with respect to integration of health and nutrition at the national policy levels.
6. What kind of support has the MoH received from bodies like WFP and UNICEF in improving the status of child health & nutrition in the country? What other national or internationally funded programs are being carried out, or are in the pipeline focused on child health, nutrition and education?
7. To what extent has WFP programs supported GoL in covering vulnerable geographies as well as specific programmatic areas? What has been WFP's support in developing and supporting legislation regarding NSMP and integrating school feeding in the national budget?
8. What have been the major learnings from previous or current programs rolled about to improve the status of education in Lao? Help us identify some of the key gaps identified across levels in design and implementation of such programs.
9. To what extent do the capacity building activities/ specific measures undertaken by WFP till date address the needs of NSMP? How has it helped build government stakeholders' capacity

at the national level under the WFP SFP, and how relevant is it for NSMP? How have these activities impacted MOH's readiness and plans for national SF?

About WFP SFP FY20 program

10. How relevant is the WFP SFP in addressing the needs of the communities, around related to education, health and nutrition, and WASH, in program provinces?
11. To what extent do you think the SFP's objectives are aligned with the health and nutrition-related goals, other relevant policies, strategies and plans of MOH? What are some of the aspects that align well between SFP and the NSMP policies and priorities? Are there any aspects of SFP and NSMP do NOT align with each other?
12. According to you, how are the FY20 program design, and its various components aligned with the mandates for other sectors of social security such as education, WASH and agriculture? To what extent do you think the program can further the government development mandate around these sectors?
13. How is the program aligned with gender policies and strategies of the government? To what extent the program has addressed gender specific needs of the community?
Probe for the process of inclusion of gender related issues in planning, designing and implementation; extent to which key gender specific needs of affected populations were identified, reflected in the design of the program
14. What is the nature of support expected to be provided by MoH to the FY20 SFP across national, provincial and district levels? *Probe for primary and secondary responsibilities under the program.* What is the nature of engagement you will have with the department provincial staff, implementing partners and other stakeholders?
15. Tell us about the key mechanisms in place within the program for monitoring the implementation of program activities? To what extent is the MoH expected to be involved in monitoring of specific components that it is directly or indirectly supporting? *Probe for all steps within the process of monitoring; scope for gender-disaggregated monitoring and feedback.*
16. Are there any capacity building measures in place to develop the knowledge and skills of MoH personnel at the national, provincial and district levels? Please elaborate.
Probe for plans to conduct separate or joint training to build capacities of MoES, MoH and MAF officials on school agriculture and nutrition, education, hand-washing and hygiene; exchange and educational visits, field trips etc
17. According to you, to what extent is the FY20 program expected to address the needs of the community? Do you observe any gaps in terms of the program design which needs to be addressed? What more can be done to address the issues faced by beneficiary communities? *Probe for whether needs of all genders and PWD are addressed, inclusion of all population sub-groups, responsiveness to issues specific to various ethnic groups; responsiveness to differing needs across geographies.*

Program Impact and Sustainability

18. To what extent do you think has the previous SFPs contributed towards improving the child health, nutrition and education landscape in Lao PDR? What contribution do you see of such programs in informing and influencing MoH in designing relevant programs and developing policies?

19. In your opinion, how far has the national government progressed in terms of takeover of SFP schools? How do you think the government would carry forward the activities of the SFP? How do you plan to engage with schools in future (WFP supporting schools, handed over schools and NSMP supporting schools)?
20. What in your opinion can be the best approach for sustaining the impact created under the SFP?

COVID-19

21. Given the challenges arising from COVID – 19, how have the immediate priorities of MoH changed? Are these changes expected to affect the support to the FY20 SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations (human, financial and technical), need and impact assessments conducted to measure fall backs, realignment of responsibilities.*
22. How has the COVID-19 context influenced the government's commitment and efforts towards takeover of the school lunch program? How do you think the government would carry forward the activities of the WFP SFP in the future (such as literacy, health and hygiene, WASH, agriculture)?
23. How do you think has the pandemic context influenced and reconfigured the working association between WFP and the GoL? What kind of changes do you foresee and recommend for NSMP and WFP-SMP in the short-to-medium term future? What challenges do you foresee in independent execution of similar programs in future?
24. How have the needs and priorities of the community changed due to COVID-19? Do you think the FY20 program has taken adequate measures to meet these changing needs? *Probe for gender-related needs, needs of smallholder farmers, minority ethnic groups etc*

Thank you for your responses.

KII: MINISTRY OF EDUCATION AND SPORTS – NATIONAL LEVEL

Date of KII:	
Name:	
Position:	
Year since he/she has been in the designated position:	

Program Relevance and Targeting

1. Please tell us about the major issues pertaining to education (primary education in particular) in Lao? What kind of data points and information sources are referred to while undertaking the problem analysis, designing education programs and formulating policies?
2. What are the criteria used for identifying key priority areas (for example, hard to reach areas and emergencies affected areas) or key priority groups (for example inclusion of vulnerable population sub-groups) for such programs and policies?
3. What are some of the key developmental challenges in achieving favourable education outcomes across the country, particularly for primary education? What kind of variations and differences can be observed in education outcomes across different provinces and ethnic groups in Lao?
4. What have been some of the key national mandates around improvement of education for the country? (*such as Education and Sports Sector Development Plan 2021-2025*) Have there been any recent developments or changes in these mandates? Please elaborate.

Support from WFP & Other Partners

5. What measures have been introduced by the ministry to address education-related issues specific to certain geographies? Please tell us about the progress with respect to integration of education and nutrition at the national policy levels.
6. What kind of support has the MoES received from bodies like WFP and UNICEF in improving the status of education in the country? What other national or internationally funded programs are being carried out, or are in the pipeline focused on education and child nutrition?
7. What have been the major learnings from previous or current programs rolled about to improve the status of education in Lao? Help us identify some of the key gaps identified across levels in design and implementation of such programs.
8. To what extent has WFP programs supported GoL in covering high priority geographies as well as specific programmatic areas? What type of technical assistance has been provided by WFP to develop/improve the government's National School Feeding Program model? What

has been WFP's support in developing legislation regarding NSMP and integrating school feeding in the national budget? What are some of the challenges experienced to improve NSMP?

9. To what extent do the capacity building activities/ specific measures undertaken by WFP till date match the needs of NSMP? How has it helped build government stakeholders' capacity at the national level under the WFP SFP, and how relevant is it for NSMP? What more do you think needs to be done to improve MoES's readiness and plans for national SF?

About WFP SFP FY20 program

10. Tell us about the roles and responsibilities of MoES for the FY20 SFP.
11. How relevant is the WFP SFP in addressing the needs of the communities related to education, health and nutrition, and WASH in program provinces?
12. To what extent do you think the SFP's objectives are aligned with the education-related goals, other relevant policies, strategies and plans of MoES? What are some of the aspects that align well between SFP and the NSMP policies and priorities? What aspects of SFP and NSMP do NOT go well with each other?
13. According to you, how are the FY20 program design, and its various components aligned with the mandates for other sectors of social security such as health, nutrition, WASH and agriculture? To what extent do you think the program can further the government development mandate around these sectors?
14. How is the program aligned with gender policies and strategies of the government? To what extent the program has addressed gender specific needs of the community?
Probe for the process of inclusion of gender related issues in planning, designing and implementation; extent to which key gender specific needs of affected populations were identified, reflected in the design of the program
15. What is the nature of support provided by MoES to the SFP across national, provincial and district levels? *Probe for primary and secondary responsibilities under the program.* What is the nature of engagement you will have with the department provincial staff, implementing partners and other stakeholders?
16. Tell us about the key mechanism in place within the program for monitoring the implementation of program activities? To what extent will MoES be involved in monitoring of specific components that it is directly or indirectly supporting? *Probe for all steps within the process of monitoring; scope for gender-disaggregated monitoring and feedback.*
17. Are there any capacity building measures in place to develop knowledge and skills of MoES personnel at the national, provincial and district levels for supporting the implementation of the FY20 program? What topics are these training and workshops expected to focus on?
Probe for plans to conduct separate or joint training to build capacities of MoES, MoH and MAF officials on school agriculture and nutrition, education, hand-washing and hygiene; exchange and educational visits, field trips etc
18. According to you, to what extent is the FY20 program expected to address the needs of the community? Do you anticipate any challenges in community mobilisation for the program activities?
19. Do you observe any gaps in terms of the program design which needs to be addressed? What more can be done to address the issues faced by beneficiary communities? Please elaborate.

Probe for whether needs of all genders and PWD are addressed, inclusion of all population sub-groups, responsiveness to issues specific to various ethnic groups; responsiveness to differing needs across geographies.

Program Impact and Sustainability

20. To what extent do you think has the previous SFPs contributed towards improving the education landscape in Lao PDR? What contribution do you see of such programs in informing and influencing MoES in designing relevant education programs and developing policies?
21. What in your opinion can be the best approach for sustaining the impact created under the SFP?
22. What has been the nature of engagement of the community in participating and supporting the previous USDA SFP/NSMP? Based on experiences with handed over schools, can you comment on the communities' readiness in terms of capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?
23. In your opinion, how far has the national government progressed in terms of takeover of SFP schools? What measures does MoES plan to take to increase community participation for government's future SFP programs in general and handed over schools in particular?
24. To what extent do you think the government/MoES has stable funding to implement a national school feeding program? How does the government plan to ensure the inclusion of SFs in the national budget line?

COVID-19

25. Given the challenges arising from the COVID - 19 pandemic, how have the immediate priorities of MoES changed? Are these changes expected to affect the support to the FY20 SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations (human, financial and technical), need and impact assessments conducted to measure fall backs, realignment of responsibilities.*
26. How has the COVID-19 context influenced the government's commitment and efforts towards takeover of the school lunch program? How do you think the government would carry forward the activities of the WFP SFP in the future (such as literacy, health and hygiene, WASH, agriculture)?
27. How do you think has the pandemic context influenced and reconfigured the working association between WFP and the GoL? What kind of changes do you foresee and recommend for NSMP and WFP-SMP in the short-to-medium term future? What challenges do you foresee in independent execution of similar programs in future?
28. How have the needs and priorities of the community changed due to COVID-19? Do you think the FY20 program has taken adequate measures to meet these changing needs? *Probe for gender-related needs, needs of smallholder farmers, minority ethnic groups etc*

Thank you for your responses!

KII: MINISTRY OF EDUCATION AND SPORTS – PROVINCIAL AND DISTRICT LEVEL

Name of Province: Name of Districts:				
S. No.	Name	Gender	Position	Number of years of working in this position

Introduction

1. Please tell us about the status of education and child nutrition in ___ (name of the province and district(s))? How is ___ (name of province/district(s)) different from other provinces/districts in terms of education and nutrition? What are some of the main developmental challenges faced here, in terms of achieving favourable education outcomes?
2. To what extent has the WFP SFP program supported the GoL in covering these varying areas (geographic as well as programmatic)? To what extent do you think the SFP's program objectives are aligned with the broader education related goals, relevant policies, strategies and plans of the MoES and provincial government? What are some alignment points of the WFP SFP design/ implementation strategy with respect to the NSMP?
3. How is the program aligned with gender policies/ strategies of the government? To what extent does the program address gender specific needs of affected populations? What measures has the department taken to ensure gender sensitive planning and implementation at the provincial and district level?

About WFP SFP FY20 program

4. What are the various activities and interventions that your department will implement under the FY20 WFP School Lunch Program?
5. What are the roles and responsibilities that you will manage in the implementation of the WFP school lunch program?
6. How responsive is the program to the prevalent issues and concerns of the most-affected/vulnerable population within your province/district? To what extent are the program activities and implementation processes suitable for addressing the key challenges faced by communities related to education, health and nutrition, WASH and agriculture? Please explain.
Probe: gender differences, issues faced by various ethnic groups.
7. What are the mechanisms in place for monitoring the status of implementation of the program activities in general, and specifically the components you are responsible for? Is there any mechanism to take feedback from the community and other stakeholders on the program interventions? *Probe for all steps within the process of monitoring; scope for gender-disaggregated monitoring and feedback*

8. What measures are in place to ensure timely and complete achievement of the program outputs on a yearly basis? How will the department ensure timely allocation and utilization of human, financial and technical resources? To what extent are the resources allocated for implementation adequate? *Probe for COVID-19, natural disasters and/or other external and internal factors*
9. What is the nature of your department's relationship with the implementing partners (CRS) and other government departments (such as Health & Agriculture)? What kind of collaboration do you expect with these stakeholders under the FY20 WFP School Lunch Program? *Probe for lines of communication with implementation partners, collaboration on M&E processes, infrastructural and informational support for promoting reading, nutrition, WASH and agriculture, community mobilisation etc.*
10. What capacity building measures have been planned to develop knowledge and skills of provincial and district level personnel? What topics are these training and workshops expected to focus on? Please elaborate. *Probe from the perspective of eventual handover to WFP SFP to government NSMP.*

Program Impact

11. According to you, to what extent is the FY20 program expected to address the needs of the community? Do you anticipate any challenges in community mobilisation for FY20 program activities?
12. Are there any gaps in terms of design or implementation that you think needs to be addressed? What more can be done to best address the issues faced by beneficiary communities? *Probe for whether needs of all genders and PWD are addressed, inclusion of all population sub-groups, responsiveness to issues specific to various ethnic groups; responsiveness to differing needs across geographies.*
13. In your opinion, how far has the national government progressed in terms of takeover of SFP schools? Based on experiences with handed over schools, can you comment on the communities' readiness in terms of capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?

COVID-19

14. Given the challenges arising from COVID – 19 pandemic, how have the immediate priorities of the department changed? Are these changes expected to affect the support to the FY20 SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations (human, financial and technical), need and impact assessments conducted to measure fall backs, realignment of responsibilities.*
15. Do you foresee challenges in implementation of the FY20 SFP due to COVID?
16. How do you think, has the pandemic context influenced and reconfigured the working associations between WFP and the GoL? What kind of changes do you foresee and recommend for NSMP and WFP-SMP in the short-to-medium term future?
17. How have the needs and priorities of the community changed due to COVID-19? Do you think the FY20 program has taken adequate measures to meet these changing needs? *Probe for gender-related needs, needs of smallholder farmers, minority ethnic groups etc*

Thank you for your responses!

KII: MINISTRY OF HEALTH – PROVINCIAL

Date of KII:		
Name & Position:		
Year since he/she has been in the designated position:		

Introduction

1. Please tell us about the status of child health and nutrition in ____ (name of the province)? How is ____ (name of province) different from other provinces in terms of child health and nutrition? What are some of the main developmental challenges faced here, in terms of achieving favourable education outcomes?
2. To what extent has the WFP SFP program supported the GoL in covering these specific areas of issues (geographic as well as programmatic). To what extent do you think the SFP's program objectives are aligned with the broader child health and nutrition related goals and objectives of the MoH and provincial government?

About WFP SFP SY-17 program

3. What are the various activities and interventions that your department is currently supporting/implementing under the WFP School Lunch Program?
 - a. What activities would be carried out under the program (trainings, CBT, exposure visits, etc.)
 - b. What type of capacity building programs would be organized for the beneficiaries?
 - c. What role would your department play in that? (training of farmers, cook, teacher, VEDC)
4. What are the mechanisms in place for monitoring the status of implementation of the program activities in general, and specifically the components you are responsible for? Is there any mechanism to take feedback from the community and other stakeholders on the program interventions? (*inquire for mechanisms to include women, ethnic groups etc*) How effective are the existing feedback mechanisms?
5. What measures would the department take to ensure timely and complete achievement of the program outputs on a yearly basis? How would the department ensure timely allocation and utilization of human, financial and technical resources? How adequate are the resources allocated for implementation? (*Probe for COVID-19, natural disasters and/or other external and internal factors*)
6. What is the nature of your department's relationship with the implementing partners and other government departments (Education & Agriculture)? What kind of collaboration do you expect with these stakeholders under the FY20 WFP School Lunch Program? Probe for lines of communication with implementation partners, collaboration on M&E processes, infrastructural and informational support for promoting reading, nutrition, WASH and agriculture development, community mobilisation etc.

7. How responsive is the program to the prevalent issues and concerns related to health, nutrition and WASH of the most-affected/vulnerable population within your province? To what extent are the ongoing program activities and implementation processes suited in addressing the key challenges faced by the most marginalised communities? (*Probe around issues specific to ethnic groups, genders, occupations, etc.*)
8. According to you, to what extent has the program addressed the needs of the community?
 - a. Which program components are most likely to have significant impact (in addressing gaps and being accepted by beneficiaries)?
 - b. What, according to you, are some of the key factors that might contribute to these successes?
 - c. What more can be done to best address the issues faced by beneficiary communities around health and nutrition?
9. According to you, how is the health and WASH component of the program likely to fare in its intended objectives? What may be the reasons for the same?
10. Based on past experiences with SFP, can you comment on the communities' capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?
 - a. Based on past experiences and knowledge of the context, what has been the nature of engagement of the community in participating and supporting the USDA SFP?
 - b. What responses do you anticipate from the beneficiary communities towards the intervention activities?
 - c. What are your department's plans and approach for mobilising communities and increasing participation for the program?
11. What capacity building measures have been/ would be taken up to develop knowledge and skills of provincial and district level personnel? Have you or somebody from your department been provided any training under the program? What have these training and workshops been focused on?
 - a. To what extent are department officials trained and equipped for implementation of the program components? What additional support and capacity development would be needed by the department to enhance implementation?
 - b. In your opinion, how far has the national government progressed in terms of preparation for takeover of SFP schools?
12. What are some of the key issues that your department anticipates in implementing and supporting SFP related interventions? What may be the reasons for these challenges? How would these be addressed?
13. How is the program aligned with gender policies/ strategies of the government and WFP? To what extent can the program address gender specific needs of affected populations? What measures does the department take to ensure gender sensitive planning and implementation at the provincial level?

14. Given the challenges arising from COVID – 19 pandemic, how have the immediate priorities of the department changed?
 - a. How might these changes affect the department’s support to SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations (human, financial and technical), need and impact assessments conducted to measure fall backs, realignment of responsibilities.*
 - b. How might the COVID-19 context influence the department’s commitment and efforts towards takeover of the school lunch program?
15. How have the needs and priorities of the community changed due to COVID-19? What measures were taken to meet these changing needs?
 - a. In your opinion, to what extent can the program interventions respond to these changing needs?
 - b. What additional measures/support can be taken/provided in order to meet these changing needs?

Thank you for your responses!

KII: MINISTRY OF AGRICULTURE AND FORESTRY – NATIONAL LEVEL

Date of KII:		
Name & Position:		
Year since he/she has been in the designated position:		

Introduction, Roles & Responsibilities

1. What are some of the major challenges related to food security and agriculture in the country?
 - a. What are the key factors influencing limitations?
 - b. What kind of variations and differences can be observed in education outcomes across different provinces and regions in Lao?
 - c. What are some of the key interventions, programs and policies deployed by the MAF to respond to these gaps?
2. What kind of process does the MAF deploy in order to identify such issues across the country?
 - a. What kind of data points and information sources are referred to while undertaking the problem analysis, designing programs and formulating policies?
 - b. What are the criteria used for identifying key priority areas (for example, hard to reach areas) or key priority groups (for example inclusion of vulnerable population sub-groups) for such programs and policies?
 - c. What measures are taken by the ministry to address and include issues specific to certain geographies/priority areas or groups?
3. What is your take on the relationship between agriculture, nutrition and education in Lao's country context? To what extent has the GoL and MAF progressed with respect to integration of agriculture, nutrition and education at the national policy levels?
4. What kind of support have you received from bodies like WFP and UNICEF in improving the status of education, food security and agriculture in the country?
 - a. What technical assistance has been provided by WFP specifically to develop/improve the government's National School Lunch Program model?
 - b. How have their interventions (like SFP) changed the education and food security landscape of the country?

- c. What other national or internationally funded programs are being carried out, or are in the pipeline focused on agriculture, education and child nutrition?

About WFP SFP FY-20 program

5. What are some of the key needs of communities related to agriculture and food security? How relevant are the WFP SFP in addressing these needs and developmental gaps?
 - a. How relevant are the WFP SFP– Agriculture Support Component activities in addressing the needs of the communities?
 - b. How is the program aligned with gender policies and strategies of the government? To what extent the program has addressed gender specific needs of the community?
 - c. What is the nature of your department's relationship with the implementing partners and other government departments (Health & Agriculture)?

(Probe for the process of inclusion of gender related issues in planning, designing and implementation; extent to which key gender specific needs of affected populations were identified, reflected in the design of the program)

6. What is the nature of support provided by MAF to the SFP across *national, provincial and district levels*? *Probe for primary and secondary responsibilities under the program.*
 - a. What are the various activities under the program that the ministry is directly or indirectly supporting?
 - b. What is the nature of engagement you would have with the department provincial staff, implementing partners and other stakeholders? *Probe for development and maintenance of school gardens, community mobilization for improvement in farming methods, Agriculture Support Component etc.*
 7. What are the mechanisms in place for monitoring the status of implementation of the program activities in general, and specifically the components you are responsible for? How effective are the existing feedback mechanisms?
 8. To what extent can school gardens and a local regional procurement model contribute towards ensuring food security and nutrition for communities?*
- a. To what extent are the ongoing program activities and implementation processes suited in addressing the key challenges faced by the most marginalised communities? Please explain. *(Probe around issues specific to ethnic groups, genders, occupations, etc.)**
- b. What alternative support and interventions can be considered to address agriculture and food security related issues of farmers in Lao?
9. According to you, how is the Agriculture Support Component component of the program likely to fare in its intended objectives *(local procurement of vegetables for school meals, increased production quantity and quality by farmers, improved dietary diversity of children and families of farmers, providing market linkage to farmers, involvement of women farmers, improving school attendance and improving learning outcomes etc.)?*

10. Based on learnings from previous experiences, what may be some of the key challenges anticipated by MAF in supporting SFP related interventions?
 - a. How have they been addressed by the ministry in the current program?
 - b. What support would the ministry require to address such challenges in the future?
11. In your opinion, which components of the current program may work best? (especially in addressing issues around agriculture, school gardens and Agriculture Support Component components like training, input provisions, food processing and storage etc, as well as reception from beneficiaries)
 - a. What may be the reasons for the same?
 - b. What kind of changes do you think need to be made at the design and implementation levels to improve the implementation and outcomes?
 - c. What additional interventions can be employed to achieve the program goals of education, health and nutrition, agriculture and WASH?
12. To what extent do you think the SFP's Agriculture Support Component objectives and activities are aligned with the agriculture and food security related goals of the GoL?
 - a. How is the program aligned with the mandates for other sectors of social security, food security, nutrition and agriculture?
 - b. To what extent do you think has the program furthered the government development mandate around these sectors?
 - c. Did government make (or plans to make) any policy changes related to nutrition or agriculture which might be directly or indirectly linked to the SFP program?

Sustainability and Handover

13. What has been the nature of engagement of the community in participating and supporting the USDA SFP/NSMP in the past? (Policy Goal 5)/What kind of engagement/response do you foresee for the current program?
 - a. Based on experiences what is your take on the idea of school lunch programs being independently run by communities?
 - b. To what extent have communities reflected readiness in terms of capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?
 - c. What additional support or interventions might be required to enhance capacities and increase participation of communities?
14. What capacity building measures would be taken to develop knowledge and skills of MAF personnel at the national, provincial and district levels with respect to the program (implementation and handover)?
15. In your opinion, how far has the national government progressed in terms of takeover of SF program components?

COVID-19 and Future Needs

16. Given the challenges arising from COVID – 19, how have the immediate priorities of MAF changed?
- a. How have these changes affected the support to SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations (human, financial and technical), need and impact assessments conducted to measure fall backs, realignment of responsibilities.*
 - b. How has the COVID-19 context influenced the government's commitment and efforts towards takeover of the school lunch program? How can these potential fall-backs be addressed?
17. How have the needs and priorities of the community changed due to COVID-19? What measures were taken to meet these changing needs? In your opinion, to what extent can the program interventions respond to these changing needs? What additional measures/support can be taken/provided in order to meet these changing needs?

Thank you for your responses!

KII: MINISTRY OF AGRICULTURE AND FORESTRY – PROVINCIAL LEVEL

Name of the Official:	
Designation:	
Date of Joining:	
Date of Interview:	

Introduction

1. Please tell us about the status of food security and agriculture in ____ (name of the province)? How is ____ (name of province) different from other provinces in terms of status of food security and agriculture? What are some of the main challenges faced here, in terms of achieving favourable nutrition, livelihoods, and agriculture outcomes?
2. To what extent has the WFP SFP program supported the GoL in covering these specific areas of issues (geographic as well as programmatic). To what extent do you think the SFP's program objectives are aligned with the broader food security and agriculture specific objectives of the MAF and provincial government?

About WFP SFP SY-17 program

3. What are the various activities and interventions that your department would support under the WFP School Lunch Program?
 - a. What activities would be carried out under the program (trainings, CBT, exposure visits, etc.)
 - b. What type of capacity building programs would be organized for the beneficiaries?
4. What are the mechanisms in place for monitoring the status of implementation of the program activities in general, and specifically the components you are responsible for? (*inquire for mechanisms to include women, ethnic groups etc*) How effective are the existing feedback mechanisms?
5. What measures would the department take to ensure timely and complete achievement of the program outputs on a yearly basis? How would the department ensure timely allocation and utilization of human, financial and technical resources?
6. What is the nature of your department's relationship with the implementing partners and other government departments (Education & Health)? What kind of collaboration do you expect with these stakeholders under the FY20 WFP School Lunch Program?
7. How responsive is the program to the prevalent issues and concerns related to food insecurity, nutrition, agriculture and livelihoods of the most-affected/vulnerable population within your province?

8. According to you, to what extent has the program addressed the needs of the community? What more can be done to best leverage farmer groups and address the issues faced by beneficiary communities around food security and agricultural development?
9. According to you, how is the Agriculture Support Component component of the program likely to fare in its intended objectives? What may be the reasons for the same? (*local procurement of vegetables for school meals, increased production quantity and quality by farmers, improved dietary diversity of children and families of farmers, providing market linkage to farmers, involvement of women farmers, improving school attendance and improving learning outcomes etc.*)
10. Based on past experiences with SFP, can you comment on the communities' capacities (resources, time, interest etc.) to implement the school meal without support from WFP and partners?
11. What capacity building measures would be taken up to develop knowledge and skills of provincial and district level personnel? Have you or somebody from your department been provided any training under the program? What have these training and workshops been focused on?
12. What are some of the key issues that your department anticipates in implementing and supporting SFP related interventions? What may be the reasons for these challenges? How would these be addressed?
13. How is the program aligned with gender policies/ strategies of the government and WFP? To what extent can the program address gender specific needs of affected populations? What measures does the department take to ensure gender sensitive planning and implementation at the provincial level?

COVID-19

14. Given the challenges arising from COVID – 19 pandemic, how have the immediate priorities of the department changed?
 - a. How might these changes affect the department's support to SFP? How can these potential fall-backs be addressed? *Probe for Resource reallocations (human, financial and technical), need and impact assessments conducted to measure fall backs, realignment of responsibilities.*
 - b. How might the COVID-19 context influence the department's commitment and efforts towards takeover of the school lunch program?
15. How have the needs and priorities of the community changed due to COVID-19? What measures were taken to meet these changing needs?
 - a. In your opinion, to what extent can the program interventions respond to these changing needs?
 - b. What additional measures/support can be taken/provided in order to meet these changing needs?

Thank you for your responses

KII: NGOS

Date of KII:		
Name & Position:		
Name of the organisation:		
Year since he/she has been in the designated position:		

Introduction, Roles and Responsibilities

1. How long has your organisation been active in Lao? Based on your organization's understanding, what are some of the main developmental challenge(s) faced by Lao in terms of education, health and nutrition?
2. How long has your organisation been engaged as a partner for the WFP School Lunch Program in the province? Were there any specific conditions and/or requirements set by WFP for appointment as a partner? What was the process of your organisation's appointment?

About WFP SFP FY-20 program

3. What are the various activities and interventions (components) that your organization is currently expected to implement under the WFP School Lunch Program?

(Probe for Nutrition: School Lunch Provision, nutrition and diet training for community volunteers/multipurpose health volunteers, school gardens, resource mobilisation for school meals, additional nutritional support to communities etc.)

(Probe for Education: Training VEDC, parents, community volunteers, and women's groups on awareness for education and encouraging attendance, establishment of reading facilities, conducting reading camps, increasing literacy of parents, life skills training, support to school infrastructure building and maintenance etc.)

(Probe for WASH: Health and hygiene messaging, water quality monitoring and surveillance, maintenance and repair of WASH infrastructure, promoting WASH within community and building community ownership, training sessions and workshops on WASH practices etc.)

(Probe for Agriculture Support Component: Agricultural trainings and capacity building, provision of inputs for improving agriculture, increased production quantity and quality by farmers, involvement of women farmers, providing market linkage to farmers, training on food processing and storage, procurement of vegetables for school meals, improved dietary diversity of children and families of farmers, improving school attendance, improving learning outcomes etc.)

4. Based on your understanding and experience of working with the communities, how responsive are the planned activities to the prevalent issues and concerns of the affected population? Are the ongoing program activities sufficient and satisfactory in addressing the key challenges faced by communities? What additional support may be required to address these issues and concerns?*

(Probe for Nutrition: Improving nutrition knowledge and practice, access to nutrition educational teaching and learning materials, addressing nutritional gaps, improving health and nutrition outcomes)

(Probe for Education: Issues and concerns on quality of literacy instruction, attentiveness and student attendance)

(Probe for WASH: Improving health and hygiene practices, knowledge of nutrition, WASH practices and related challenges, infrastructure availability (water supply, toilets) and access for students (for boys and girls))

(Probe for Agriculture Support Component: Issues around agricultural inputs, outputs and incomes, access to markets and adequate livelihoods, differences in outcomes for genders and ethnicities, gaps in skills and capacities for food production, gaps in agricultural production and food security etc)

5. How do you think, does the program ensure consideration of the needs of different groups of the communities? What more can be done to best address the issues faced by beneficiary communities?
6. Based on your understanding of the program and context, what responses do you anticipate from beneficiary communities towards the intervention activities? Which implementation activities may be most positively received what may be the reasons for the same?

(Probe for Nutrition: Improving nutrition knowledge and practice, access to nutrition educational teaching and learning materials, addressing nutritional gaps, improving health and nutrition outcomes)

(Probe for Education: Issues and concerns on quality of literacy instruction, attentiveness and student attendance)

(Probe for WASH: Improving health and hygiene practices, knowledge of nutrition, WASH practices and related challenges, infrastructure availability (water supply, toilets) and access for students (for boys and girls))

(Probe for Agriculture Support Component: Issues around agricultural inputs, outputs and incomes, access to markets and adequate livelihoods, differences in outcomes for genders and ethnicities, gaps in skills and capacities for food production, gaps in agricultural production and food security etc.)

7. How are implementation and operational strategies for your engagement with the school lunch program planned?

- a. What are the program's plans to ensure community participation in the planning and implementation processes?
- b. What measures do you take to ensure inclusion of community members, especially women and members of other socio-economically marginalized groups in the implementation processes?
- c. Do you adopt a specific gender-responsive strategy/policy of your NGO/WFP/Provincial or National government? To what extent have community change agents been identified in recent years?

(Probe for Inclusion of all targeted population, members from different genders, responsiveness to issues specific to marginalized groups including poor families, women led families, ethnically marginal groups, and persons with disability; responsiveness to differing needs across districts and regions within province)

8. What are some of the key implementation challenges that you anticipate? What may be the reasons for these? What support and capacity building would you require from WFP to overcome limitations and improve implementation? *(Probe for training, refresher training, technical guidance)*
9. Based on your understanding of the community context, to what extent do you think would it be possible for communities to independently continue school lunch program components (without external aid) in the long run?

Relationships and Partnerships

10. What kind of support is provided by WFP to facilitate the implementation of different program components? What is the mechanism for such communications?
11. What role do the departments play in supporting the planning, implementation and improvement of your activities? *(Probe for engagement of government departments in terms of M&E processes, infrastructural and informational support for promoting reading, nutrition, WASH and agriculture skill development, community mobilisation, incentives etc.)*

Monitoring and Evaluation

12. What are the mechanisms in place for monitoring the implementation of program activities in general and the specific components you are responsible for? Please provide suggestions which can enhance feedback mechanisms with the WFP team.
13. Is there any mechanism to take feedback from the community on the program interventions?

COVID-19

14. How have the needs and priorities of the community changed due to COVID-19? *(Probe for changes in needs with respect to nutrition and food security, health, education, WASH and*

agriculture) What measures were taken to meet the changing needs of the community by different stakeholders (CRS, WFP, GoL)

- a. How did your engagements and approaches to meeting the needs of communities change due to the pandemic?
- b. Are the existing activities of the SF program adequate to address these changing needs?
- c. What kinds of support and/or interventions would communities require to address these changing needs?

15. How do you anticipate the COVID-19 pandemic to influence your work (under the WFP school lunch program)? Based on experiences, what may be some of the key limitations and challenges in program sustenance during COVID-19? What measures can be taken to adapt to these changes?

(Probe for change in the implementation strategy; program delivery structure; Realignment of responsibilities and financial resources depending on new requirements; change in modalities of activities offered; components discontinued and newly offered, alternate activities/measures introduced by WFP)

Thank you for your responses.

LITERACY ASSESSMENT

province	Name of Province: Khammouane		
districts	Name of the district 1. Bualapha 2. Mahaxay 3. Nhommalath 4. Xaybuathong		
village	Name of village		
EMIS code	EMIS code of the school		
school name	Name of school: _____		
Enumerator	Name of the enumerator:		
Supervisor	Name of the supervisor:		
	Name of School Head/Guardian: _____		
motherconsent	Has the teacher given consent for her child to participate in this survey? 1. No <input type="checkbox"/> thank them and terminate the survey and select the next child on your list. 2. Yes <input type="checkbox"/> "timeofsurvey"		
If teacher says No, thank them, and terminate the survey and proceed to the next child on your list.			
timeofsurvey	Is the survey administered in the... 1. Morning (before 12 pm) 2. Noon (between 12pm and 1pm) 3. Afternoon (after 1pm)		select only one option

Dear student:

Hi, my name is __, and I am here asking some questions from children like you to understand more about the WFP School Feeding Program 2020-24. Nothing you say here will be repeated to your parents or teacher will be kept a secret. There aren't any right or wrong answers. I want you to answer honestly and as best as you can. Do you have any questions for me? You can interrupt me to ask a question at any time. Also, if you don't know the answer to a question or don't want to answer it, just let me know and we can skip it. Are you ready to begin?

	<p>Are you ready to begin?</p> <p>1. No <input type="checkbox"/> thank him/her, terminate the survey and proceed to the next child on your list.</p> <p>2. Yes <input type="checkbox"/> continue with the background section.</p>	I_	
assent	<p>Do you accept if I ask you some questions?</p> <p>1. No <input type="checkbox"/> thank him/her, terminate the survey and proceed to the next child on your list.</p> <p>2. Yes <input type="checkbox"/> continue with the background section.</p>	I_	
<p>If child says No, thank him/her, terminate the survey and proceed to the next child on your list.</p>			

Student Code:

Studentcode			
Stcode1	Please enter the student code CAREFULLY		Record student code >=1 & <=8
Stcode2	Please enter the student code CAREFULLY again		Record student code >=1 & <=8
	<p>Whether the school is open or closed on the day of the interview.</p> <p>1. Open</p> <p>2. Closed <input type="checkbox"/></p>		

Background info part 1

nickname	What is your nickname?		
fname	What is your first name?		
fathername	What is your father's name? -----		
mothername	What is your mother's name? -----		
gender	1. Male 2. Female	I_	*Ask only if necessary
age	How old are you?	*RECORD AGE >=5 & <17 *Add 999 if the child does not know answer
Grade	Which grade are you in? 1. G1 <input type="checkbox"/> thank the child and terminate the survey. 2. G2 <input type="checkbox"/> thank the child and terminate the survey. 3. G3 <input type="checkbox"/> expressvocab1	I_	Select only 1 answer

LITERACY ASSESSMENT:

Expressive vocabulary

Now let's try a word game. Imagine you are going to the market and name some foods that you can eat in the market. Try to name as many things as you can think of.

Record the number of items the child lists until the child has listed 10 items. You can tally on the score sheet as the child enumerates the objects.

When the child pauses for 5 seconds or more, PROMPT ONCE by saying, Can you think of any others?

When the child cannot think of more items, move on to the next question and say:

expressvocab 1	Can you tell me the names of things you can eat in Lao? (Specify the number of items child says they can eat in Lao 0-10) 1. 0 2. 1 3. 2 4. 3 5. 4 6. 5 7. 6 8. 7 9. 8 10. 9	I_	*Select only one option
---------------------------	--	----	-------------------------

	11. 10		
--	--------	--	--

Now, I want to know what animals you are familiar with. Tell me the names of some animals that you know. Try to name as many animals as you can think of and I will keep count again.

When the child pauses for 5 seconds or more, PROMPT ONCE by saying, Can you think of any others?

Expressvocab2	<p>Can you tell me the names of animals in Lao? (Specify the number of animals a child counted in Lao 0-10)</p> <ol style="list-style-type: none"> 1. 0 2. 1 3. 2 4. 3 5. 4 6. 5 7. 6 8. 7 9. 8 10. 9 11. 10 	I_I	*Select only one option
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Letter Sounds

Now we will play a listening game. This one is about the sounds in words. The word "cat" starts with /c/ (*Say the sound, not the letter name*). /c/ is the first sound in cat. Now listen to the words I say and tell me which one starts with the same sound, the sound /c/ (*Say the sound, not the letter name*) star, ball, or cup?

If the child gives an incorrect response, say: cup starts with /c/ just like cat.

Wordpair1	I will read three words to you with the sound ("c") Child matches the letter "c" and the correct word) 1. Not able to match/Don't know 2. Able to match 999. Did not understand the question	I _ I	ຫມາ, ແມວ, ເດືອນ
Wordpair2	I will read three words to you with the sound "t" -child matches the letter "t" with the correct word 1. Not able to match/Don't know 2. Able to match 999. Did not understand the question	I _ I	ໄມ້, ກ້ວຍ, ຕົ້ນ
Wordpair3	I will read three words to you with the sound "n" - Child was able to match the letter "n" with the correct word 1. Not able to match/Don't know 2. Able to match 999. Did not understand the question	I _ I	ໄກ່, ຫນູ, ມ້າ

Understanding Letters

1. Give the child the list of letters and say to the child:
2. Say: *Let's look at some letters. Can you start here (point to first letter) and tell me what these letters are moving in this direction? (indicate left to right direction) Do you understand? Ok, you can begin.*
3. Correct letters are:
 - the letter name in the home language or language of instruction
 - any sound that is acceptable for in the home or instructional language
 - a response which says "It begins like..." giving a word for which the letter is the initial letter
4. If the child read the letters out of order, then remember to bring his/her attention to the ones they might have skipped.
 - Make sure you marked all of the incorrect letters
 - Move to the Most Used Words section.

What to do if a student is struggling:

5. If the student is struggling, and hesitates at any letter for five seconds, ask follow up questions: *Do you know its name? What sound does it make? Do you know a word that starts with this letter?*
6. If the student still hesitates for five seconds, ask: *Can you tell me any of these letters?*
7. If the student still hesitates for five seconds, then stop and thank him/her for trying his/her best.
8. Mark letters not identified or not attempted as incorrect.
9. Move to the Most Used Words section.

ຈ	ບ	ຮ	ຊ	ຜ
ມ	ຂ	ພ	ຜ	ງ
ດ	ອ	ຫ	ທ	ລ
ປ	ຍ	ກ	ວ	ຖ
ຄ	ຮ	ບ	ສ	ຜ
ຕ	ຢ	ຫວ	ຫງ	ຫຍ
ໝ	ຫຼ	ໝ		

Most Used Words

1. Give the pupil the laminated copy of the "Most Used Words" list.
2. Say: *I would like you to read some words to me. They are words from your textbook. Please point to and say each of these words starting here (point to first word) and moving across each line like this (indicate left to right direction). Do you understand? Ok, you can begin.*
3. Remember that pronunciations of words in local dialects are acceptable.
4. If the child reads the words out of order then remember to bring his/her attention to the ones they might have skipped.
5. Make sure you marked all of the incorrect words.

ລິດ	ນາ	ງູ	ຈານ
ມາ	ກອບ	ຍຸງ	ກະບູ
ໄຜ	ປື້ມ	ຕະຫຼາດ	ອ້າຍ
ແຂງແຮງ	ເສື້ອ	ອະນຸຍາດ	ໂສ້ງ
ອະນາໄມ	ແມ່	ຕັ້ງ	ເດືອນ

Matching 1

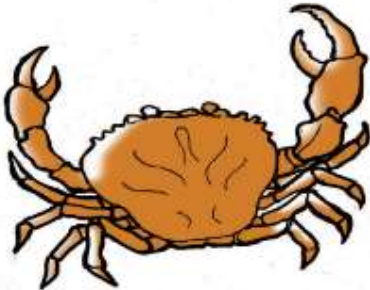
Practice: Car □ Point at the word for "car". Then point at the picture of the car.
Ask if the child understands.



Bicycle



Snake



Shirt



Bucket



Crab

Matching 2



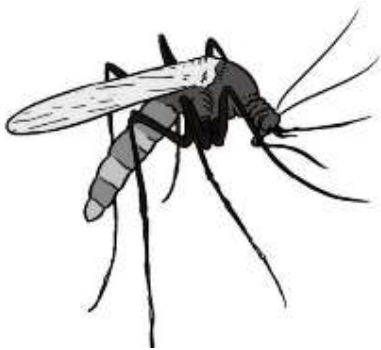
Mosquito



Table



Frog



Fire



Book

PHRASE MATCHING

Instruction to enumerator

Do not read the phrases to children. Children must read these themselves. This is to test students' comprehension, not their reading competency. If the child reads the phrase out loud incorrectly or reads it in their own home language but matches the phrase correctly to the picture that is a correct response.

STOP RULE: If the child reads slow, encourage them to continue. But, If the child cannot match five phrases consecutively at any point, then mark everything after that incorrect and move to the next test.

Instruction to children:

Please read the phrase and point to the picture that the phrase describes.

You don't need to read the words aloud. You can if you want to, but it isn't necessary. Just point to the picture you think matches the phrase.



1. Child jumps (example)



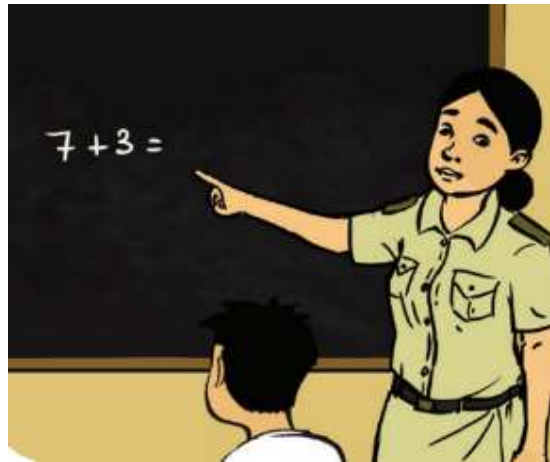
3. A boy is sleeping



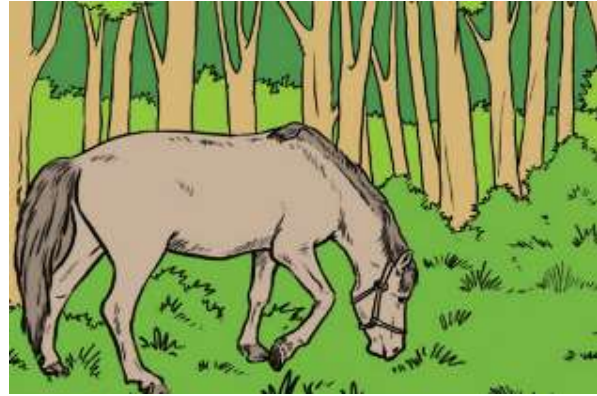
4. A boy is singing



5. A rat is eating rice



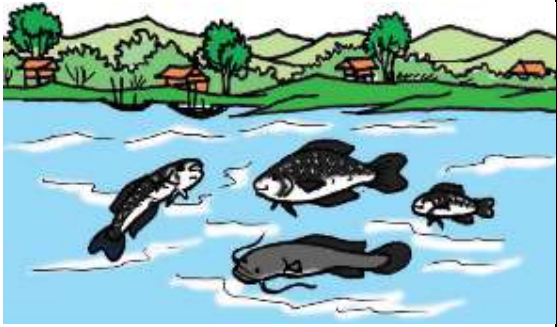
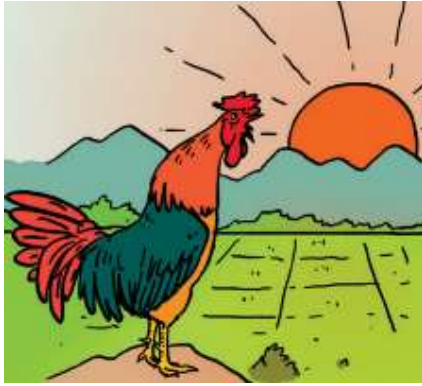
6. A child is yawning



7. A Rabid is sitting



7. A girl and a boy are planting a tree



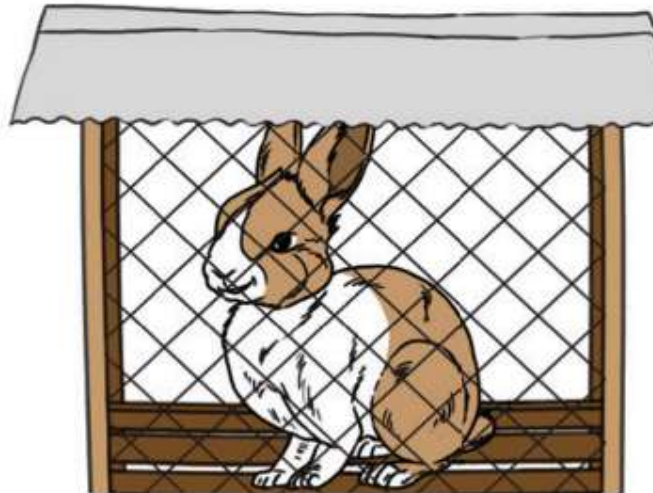
8. A buck is standing



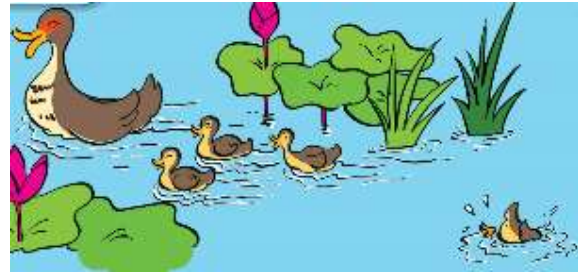
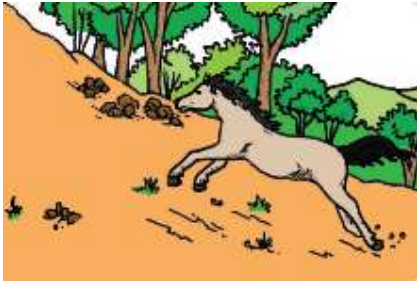
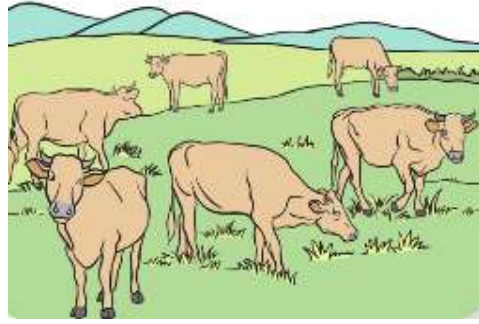
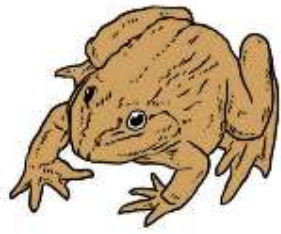
9. A kid is brushing his teeth



10. A girl is cleaning up the bed



11. A man is sitting



12. Ducks are swimming



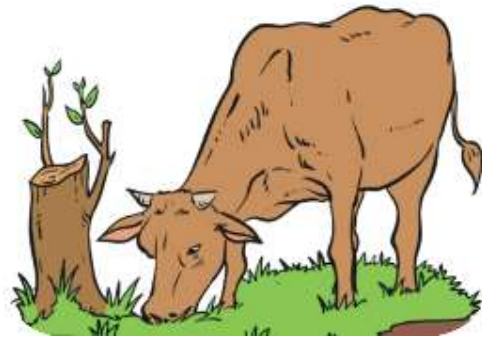
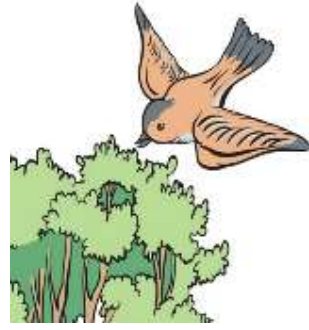
13. 2 ladies dance



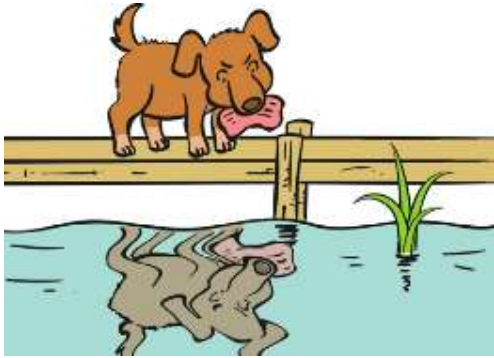
14. Mother bathes the baby



15. a boy is running



16. The monkey is on the tree



17. The dog eat a meat

COMPREHENSION PASSAGES AND QUESTIONS

Instructions

1. Give the pupil the reading passage. Say: When I say 'begin,' start reading aloud from the title on this page. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to try to do your best reading. Do you understand what I want you to do?
2. Say: 'Begin' and when the pupil begins to say the first word of the title press START. As the pupil reads, follow along on your screen. Click on words read incorrectly (they will have line through them).
3. If the pupil stops reading before the end of the passage, encourage the pupil to keep reading. Show the pupil where he/she stopped, if necessary. Follow along on your copy.
4. After 30 seconds, a message will flash, "Please mark the item being attempted." Mark the word that the child was reading when the message came, and a blue box will appear around it. When the screen flashes at the end of 30 seconds, do a quick count of the correct words. If the pupil has read less than 5 words correctly, then: Politely stop the child and Press STOP. Say: Thank you. On the next page, mark NON-READER or Return him/her to class
5. If the pupil has read 5 or more words correctly, then Allow the pupil to finish the passage. Continue marking which words are read incorrectly by clicking on them.
6. As soon as the pupil finishes the last word of the passage, click the STOP button. Say: Thank you.
7. On the next page, for the question, 'Was the student a reader or non-reader?' mark READER. Move to the Reading Comprehension questions

The red ant family

The sky darkened and it soon rained, and the red ant crawled in and out of the nest when it rained, they could not get out . The red ants were strong animal the can carry the food which is bigger than their body . Ants live together in hocks and communicate with each other by using the of scent ants they are as united as human

reader	Is child a reader or a non-reader? 1. A non-reader read less accurate than 5 per 30 seconds) 2. A reader (read correctly 5 per 30 seconds)	I__I	Select only one option
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Comprehension Questions

Comp1	What happened in the story? 1. Ants stores the food 2. And is a very strong animal 3. They are living together	I__I	mark every main point mentioned by the child
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	<p>4. They are harmonies</p> <p>5. 5 None</p>		
Comp2	<p>When the ant bringing the food (When the sky nearly dark)</p> <p>1. False</p> <p>2. True</p>	I__I	Don't read the answer to them
Comp3	<p>When it is raining ant can bring the food (cannot)</p> <p>1. False</p> <p>2. True</p>	I__I	Don't read the answer to them
Comp4	<p>It The ants are the strong animals (Yes)</p> <p>1. False</p> <p>2. True</p>	I__I	Don't read the answer to them
Comp5	<p>The ant could carry the food which is bigger than their body (Yes)</p> <p>1. False</p> <p>2. True</p>	I__I	Don't read the answer to them
Comp6	<p>The ants are the animal who is living together (Yes)</p> <p>1. False</p> <p>2. True</p>	I__I	Don't read the answer to them
Comp7	<p>The ant harmonies like the human (Yes)</p> <p>1. False</p> <p>2. True</p>	I__I	Don't read the answer to them
Comp8	<p>How ants communicate with each other (By scent)</p> <p>1. True</p> <p>2. False</p>	I__I	Don't read the answer to them
<p>Thank you very much for answering my questions.</p>			

Background information

ecdattended	<p>Did you attend ECD/preschool?</p> <ol style="list-style-type: none"> 1. No 2. Yes <p>999. Don't know</p>	_	*Select only one option
newsch	<p>When you started at this school, which grade were you in?</p> <ol style="list-style-type: none"> 1. Preschool 2. 1st year 3. 2nd year 4. 3rd year <p>999. Don't know</p>	_	*Read the list, but don't read "Don't know"
everrpt	<p>Did you repeat any grades?</p> <ol style="list-style-type: none"> 1. No 2. Yes <input type="checkbox"/> graderepeat <p>999. Don't know</p>	_	
graderepeat	<p>Which grade had you repeated?</p> <ol style="list-style-type: none"> 1. Grade 1 2. Grade 2 3. Grade 3 	_ _ _ _	*Select all that apply
Grade1	<p>Does your teacher teach other grades in your classroom?</p> <ol style="list-style-type: none"> 1. No 2. Yes <p>888. Don't know</p>	_	*Select only one option
mainlang	<p>What language do you often speak at home?</p> <ol style="list-style-type: none"> 1. Lao 2. Phouthay 3. Makong 4. Tri 5. Taoy 6. Katang 7. Thai 	_	*Select only one option

	8. Other 999 Don'tKnow/No response		
otherlang	At home, do you speak any other languages? 1. Lao 2. Phouthay 3. Makong 4. Tri 5. Taoy 6. Katang 7. Thai 8. Other 9. None 999 Don' t Know/No response	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Select all that apply
ses	Does your home have the following: 1. Mobile 2. Electricity 3. Refrigerator 4. Bicycle 5. TV 6. Motorbike 7. Car 8. Tractor [TOK TOK]) 9. None 999. Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Please read all the options to the child and select all that apply
book	At home do you have: 1. Textbooks 2. Magazines 3. Newspapers 4. Storybooks/COMICS 5. Coloring a drawing books 6. None of these 999. Don't know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	*Please read all the options to the child and select all that apply
Book2a	Did you receive any alphabet books when schools were closed because of COVID-19? 1. No 2. Yes	<input type="checkbox"/>	

	888. Don't know		
Book2b	<p>Did you receive any short story books with crayons to color at home when schools were closed because of COVID-19?</p> <p>1. No</p> <p>2. Yes</p> <p>888. Don't know</p>	<input type="checkbox"/>	

HEALTH

Thank you! Now, I would like to ask you a few questions about your health.

health1	<p>Have you been sick anytime during the last week?</p> <p>1. No <input type="checkbox"/> "health4"</p> <p>2. Yes <input type="checkbox"/> "health1a"</p> <p>999. Don't know</p>	<input type="checkbox"/>	*Select only one
health1a	<p>What kind of sickness did you have?</p> <p>1. Sore stomach</p> <p>2. Fever</p> <p>3. Headache</p> <p>4. Tiredness</p> <p>5. Coughing</p> <p>6. Other</p> <p>999. Don't Know</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>*If the child cannot name the sickness, ask them to describe the symptoms for you and select the right answer.</p> <p>*Give examples for a sore stomach such as food poisoning or diarrhoea</p> <p>*Select all that apply</p>
health2	<p>During last week, did you miss school because you were sick?</p> <p>1. No <input type="checkbox"/> "health4"</p> <p>2. Yes <input type="checkbox"/> "health3"</p> <p>999. Don't know</p>	<input type="checkbox"/>	<p>*Explain that this means they stayed at home</p> <p>*Select only one</p>

<p>health3</p>	<p>How many days did you miss school because you were sick during the last week?</p> <p>1. 1 2. 2 3. 3 4. 4 5. 5 <input type="checkbox"/> fs3</p> <p>999. Don't Know</p>	<p> _ </p>	<p>*Select only one</p>
<p>Health4</p>	<p>During the last week did you miss school for any other reasons?</p> <p>1. No 2. Yes</p> <p>999. Don't know</p>	<p> _ </p>	<p>*Explain to student if necessary: When the school was open, not because the school was closed</p> <p>*Select only one</p>

FOOD SECURITY

Thank you! Now, I would like you to think about all the meals you had today.

<p>fs3</p>	<p>Did you eat something for breakfast today?</p> <p>1. No <input type="checkbox"/> "fs5" 2. Yes <input type="checkbox"/> "fs4a"</p> <p>999. Don't know</p>	<p> _ </p>	<p>*Select only one</p>
<p>fs4a</p>	<p>Did you feel full after eating breakfast? Or could you have eaten more?</p> <p>1. I felt full <input type="checkbox"/> "fs5" 2. I could have eaten more <input type="checkbox"/> "fs4b"</p>	<p> _ </p>	<p>*Select only one</p>
<p>fs4b</p>	<p>Why didn't you eat more in the morning?</p> <p>1. There wasn't any more food 2. There was nothing I liked 3. Other</p>	<p> _ </p>	<p>*Select only one</p>

The next set of questions will be asked if "timeofsurvey" is equal to 2 or 3, else go to "fsx3".

fs5	<p>Has the school lunch meal already been served today?</p> <p>1. No <input type="checkbox"/> "fs6" 2. Yes <input type="checkbox"/> "fsX1"</p> <p>999. Don't know</p>	_	*Select only one
fs6	<p>Did you already eat something for lunch today?</p> <p>1. No <input type="checkbox"/> "fsX3" 2. Yes <input type="checkbox"/> "fsX3"</p> <p>999. Don't know</p>	_	*Select only one
fsX1	<p>Did you already eat the school meal?</p> <p>1. No 2. Yes</p> <p>999. Don't know</p>	_	*Select only one
fsX2	<p>Did you like the taste of the school meal?</p> <p>1. Not at all 2. A little bit 3. Somewhat 4. Yes, very much</p>	_	*Select only one
fx2b	<p>Why didn't you eat the school meal?</p> <p>1. I was sick 2. I was playing 3. There was not enough food 4. I didn't like the taste 5. Other</p> <p>999. Don't know</p>	_	*Don't read the options to the child *Select only one
fsX3	<p>How hungry do you feel right now?</p> <p>1. Not at all hungry 2. A little hungry 3. Somewhat hungry 4. Very hungry</p> <p>999. Don't know</p>	_	*Select only one

Household Environment

Very good! We have a few more questions about your home.

nhhold	How many people are there in your household, including yourself?	*Record the number > 0 & < 21 *Mark 999 if no response/don't know
seeread	During the last week, did you see anyone in your house reading? 1. No <input type="checkbox"/> "helpstudy" 2. Yes <input type="checkbox"/> "nseeread" 999. Don't know	I_	*Select only one
nseeread	Who did you see reading last week? 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 999. Don't know	I_	(enter the number of household members the child counted) *If the child counted more than 6 select 6
helpstudy	During the last week, did anyone in your house encourage you to study? 1. No <input type="checkbox"/> "story2u" 2. Yes <input type="checkbox"/> "nhelpstudy" 999. Don't know	I_	Select only one option
nhelpstudy	Who encouraged you to study last week? 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 999. Don't know	I_	(enter the number of household members the child counted) *If the child counted more than 6 select 6
story2u	During the last week, did anyone in your house tell you a story? 1. No <input type="checkbox"/> "read2u" 2. Yes <input type="checkbox"/> "nstory2u" 999. Don't know	I_	Select only one option

nstory2u	Who told you a story in the past week? 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 999. Don't know	I__I	(enter the number of household members the child counted) *If the child counted more than 6 select 6
Read2u	During the last week, did anyone in your house read to you? 1. No 2. Yes 999. Don't know	I__I	*Select only one option
nread2u	Who read to you last week? 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 999. Don't know	I__I	(enter the number of household members the child counted) *If the child counted more than 6 select 6
Hhenviro3	Are your parents or family members asking you questions about the stories they tell you or read to you? 1. No 2. Yes 999. Don't know	I__I	Select only one option
readout	During the last week, did you read outside of school? 1. No 2. Yes 999. Don't know	I__I	select only one option

SCHOOL ENVIRONMENT AND PARTICIPATION

We are almost done! Now, I would like to ask you some questions about your school.

enviro1	Do you like coming to school? 1. No 2. Yes 999. Don't know	_	*Select only one option
enviro2	What do you like about your school? 1. Reading 2. Writing 3. Participating in class activities/games 4. Dancing 5. Teacher reading 6. Being with my friends 7. Working in groups 8. Answering questions 9. Presenting ideas in class 10. Food is provided 11. Physical education/sports at school 12. Learning new things 13. Listen the teacher read/tell the story 14. other 15. Nothing 999. Don't know	_ _ _ _ _ _ _ _ _ _ _ _ _ _	*Don't give examples or read the list to the respondent *Select all that apply
Skip enviro 6, enviro4, and enviro7 if health3 = 5 (missed school for 5 days)			
enviro6	How often in the last week did the teacher tell a story or read a poem to the classroom which was not in the textbook? 1. Every day 2. A few times during the week; 3. Once during the week; 4. Never 999. Don't know	_	*Read the list to the respondent, but don't read 'don't know' *Select only one
enviro4	How often in the last week did the teacher ask you about the story s/he told or the poem s/he read during class?? 1. Often 2. Sometimes 3. Rarely 4. Never	_	*Read the list to the respondent, but don't read "don't know" *Select only one

	999. Don't know		
enviro7	<p>How often in the last week did you play a game in the classroom around the alphabet or a reading activity?</p> <ol style="list-style-type: none"> 1. Every day 2. A few times during the week; 3. Once during the week; 4. Never <p>999. Don't know</p>	I__I	<p>*Read the list to the respondent, but don't read 'don't know'</p> <p>*Select only one</p>
enviro10	<p>Does your school have story books other than textbook for you to take home and borrow?</p> <ol style="list-style-type: none"> 1. No <input type="checkbox"/> thank the child and terminate the survey. 2. Yes <input type="checkbox"/> enviro10a <p>999. Don't know</p>	I__I	*Select only one
Enviro10a	<p>How often in the last week did you borrow story books other than textbook from school to take home to read?</p> <ol style="list-style-type: none"> 1. Every day 2. A few times during the week; 3. Once during the week; 4. Never <p>999. Don't know</p>	I__I	<p>*Read the list to the respondent, but don't read 'don't know'</p> <p>*Select only one</p>
Enviro11	<p>Are you allowed to take the books home?</p> <ol style="list-style-type: none"> 1. No 2. Yes <p>999. Don't know</p>	I__I	*Select only one
Say thank you!			

Annex 6. Fieldwork Agenda

Table 5: List of sampled villages

S. No.	Provinces	Districts	Villages	
1	Attapeu	Xaysetha	B. Kangyay	
2		Xaysetha	B. Phog	
3	Bokeo	Meung	B. Chormcheng	
4		Meung	B. Houaithath	
5	Champasak	Bachiangchaleunsook	B. Nongkoug	
6		Bachiangchaleunsook	B. Kangtin	
7		Sukhuma	B. Khoksavang	
8		Sukhuma	B. Sarm khar	
9		Moonlapamok	B. Louangxo	
10		Moonlapamok	B. Mai	
11		Khong	B. Naphang	
12		Khong	B. Nasomhong	
13		Khammouane	Nhommalath	B. Houaytad
14			Nhommalath	B. Hai
15	Mahaxay		B. Park song	
16	Mahaxay		B. Dang kang	
17	Bualapha		B. Pakphanang	
18	Bualapha		B. Nasalone	
19	Xaybuathong		B. Nakong	
20	Xaybuathong		B. Phasava	
21	Louangphabang	Park ou	B. Houaylae	
22		Park ou	B. Kiad	
23	Salavan	Lakhonepheng	B. Nongxano2	
24		Lakhonepheng	B. Navieng	
25	Savannakhet	Xonbuly	B. Huoi muang	
26		Xonbuly	B. Kabao	
27	Vientiane	Feuang	B. Nalang	
28		Feuang	B. Mouengfoueng	
29	Vientiane Capital	Sangthong	B. Koua	
30		Sangthong	B. Nahoyphang	
31	Xekong	Lamarm	B. Beang	
32		Lamarm	B. Kasangkang	
33	Xiengkhouang	Nonghed	B. Keopatou	
34		Nonghed	B. Kocheer	

Table 6: List of sampled villages for Literacy Assessment

S. No.	Province	District	Village
1	Khammouane	Bualapha	B. Napung
2			B. Sa ang
3			B. Kaenggnarlouan
4			B. Nasalone
5			B. Pakphanang
6		Mahaxay	B. Sangphork
7			B. Nar saa
8			B. Nakiew
9			B. Park song
10			B. Dang kang
11		Nhommalath	B. Phonsi
12			B. Khamhae
13			B. Kouanphanh
14			B. Houaytad
15			B. Hai
16		Xaybuathong	B. Phonhnadi
17			B. Nakhamphan
18			B. Phakouaynongbone
19			B. Phasava
20			B. Nakong



ETHICAL GUIDELINES FOR EVALUATION
PLEDGE OF ETHICAL CONDUCT IN EVALUATION



By signing this pledge, I hereby commit to discussing and applying the UNEG Ethical Guidelines for Evaluation and to adopting the associated ethical behaviours.



INTEGRITY

I will actively adhere to the moral values and professional standards of evaluation practice as outlined in the UNEG Ethical Guidelines for Evaluation and following the values of the United Nations. Specifically, I will be:

- **Honest and truthful** in my communication and actions.
- **Professional**, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
- **Independent, impartial and incorruptible**.



ACCOUNTABILITY

I will be answerable for all decisions made and actions taken and responsible for honouring commitments, without qualification or exception; I will report potential or actual harms observed. Specifically, I will be:

- **Transparent** regarding evaluation purpose and actions taken, establishing trust and increasing accountability for performance to the public, particularly those populations affected by the evaluation.
- **Responsive** as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
- **Responsible** for meeting the evaluation purpose and for actions taken and for ensuring redress and recognition as needed.



RESPECT

I will engage with all stakeholders of an evaluation in a way that honours their dignity, well-being, personal agency and characteristics. Specifically, I will ensure:

- **Access** to the evaluation process and products by all relevant stakeholders – whether powerless or powerful – with due attention to factors that could impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability.
- **Meaningful participation and equitable treatment** of all relevant stakeholders in the evaluation processes, from design to dissemination. This includes engaging various stakeholders, particularly affected people, so they can actively inform the evaluation approach and products rather than being solely a subject of data collection.
- **Fair representation** of different voices and perspectives in evaluation products (reports, webinars, etc.).



BENEFICENCE

I will strive to do good for people and planet while minimizing harm arising from evaluation as an intervention. Specifically, I will ensure:

- **Explicit and ongoing consideration** of risks and benefits from evaluation processes.
- **Maximum benefits** at systemic (including environmental), organizational and programmatic levels.
- **No harm**. I will not proceed where harm cannot be mitigated.
- **Evaluation makes an overall positive contribution** to human and natural systems and the mission of the United Nations.

I commit to playing my part in ensuring that evaluations are conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNEG Ethical Guidelines for Evaluation. When this is not possible, I will report the situation to my supervisor, designated focal points or channels and will actively seek an appropriate response.

(Signature)
(ANILGON ANARMA)

14th AUGUST 2021 (Signature and Date)

Annex 7. Ethical Pledge

Annex 8. Findings Conclusions Observations Mapping

Table 7: Findings, Conclusions and Observations mapping

Observations [in numerical order]	Conclusions [by number(s) of conclusion]	Findings [by number of finding]
Observation 1: Intensify community mobilization activities particularly around introducing new nutritious food items	Conclusion 311	176
Observation 2: Use of digital mediums for capacity building of district officials and stakeholders at the community level	Conclusion 328	273
Observation 3: Diversifying livelihoods; establishing market linkages for farmers	Conclusion 329-330	278, 279
Observation 4: Higher intensity in villages in remote locations, inhabited by ethnic minorities	Conclusion 313	121, 124, 147, 156, 177, 218, 223
Observation 5: Allotting fixed responsibility for development and maintenance of school garden	Conclusion 325	172
Observation 6: Need to energize VEDCs by way of increasing engagement with the community, and offering non-monetary incentives through gamification	Conclusion 308	168

Annex 9. List of People Interviewed

Table 8: List of people interviewed

S. No.	Name of people interviewed	Designation
WFP SFP FY20 Program Team		
1	Sengarun Budcharern	Evaluation Manager
2	Fumitsugu Tosu	Head of Program
3	Jingfu Chen	Program Policy Officer
4	Phouthasinh Khamvongsa	External Partnerships Officer at UN World Food Programme WFP
5	Air Sensomphone	Program Policy Officer
6	Outhai Sihalath	
7	Sengphet Laopaoher	Senior Program Manager
8	Yangxia Lee	Program Policy Officer
9	Sophia Dunn	Consultant, Handover Strategy
10	Nadya Frank	
11	Vongmany Vongphachanh	
12	Soulitah Sengdala	
13	Stuart Coupe	Evaluation Consultant, WFP
National Government Officials		
14	Mr. Vongsone Phoummanivong	Deputy director of Inclusive Education Promotion Centre, MoES
15	Mr. Thanongchit Phunthaba	Deputy head of the School Meal and Nutrition Promotion sector, MoES
16	Mr. Maaly Vorabouth	Deputy Director General of Department of Planning, also, Director of Education and Sports Statistics Center, MoES
17	Dr. Kongkham MIBOUN	Head of National Center for Water Supply and Environmental Health (NCWSEH) or "Namsaat"
18	Mr. Sengphet Keomany	Deputy head National Center for Water Supply and Environmental Health (NCWSEH) or "Namsaat"
19	Dr. Khamphong Kongphaly	Technical Staff, Center of Nutrition, MoH
20	Ms Viengkham Sengsoulivong	Deputy Head Division, Department of Agriculture
21	Ms Chanthaphone Phanchackha	Deputy Head Division, Department of Animal Raising and Fishing

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Annex 11. Data Cleaning & Analysis

Data Cleaning

- 24 Quantitative data was collected through Computer Aided Personal Interview (CAPI) using tablets. The software was programmed to minimize data entry errors using built-in constraints and skip-pattern logic. Data collection teams were trained to cross-check the data before it is uploaded to the server. Data was uploaded to a central server daily, and the evaluation team conducted range and consistency checks during the duration of the data collection period to identify and address any errors in the data collection process.
- 25 The raw data obtained from the field was checked by the data analyst for consistency errors, duplicity of cases and missing data. Most of these errors are expected to be already minimised at the stage of software development process for CAPI enabled data collection. Moreover, any outliers in the quantitative data were also triangulated with the qualitative information to assess the validity of the data point in the outlier. These outliers were noted and highlighted during the analysis along with the associated qualitative observations.
- 26 For the qualitative data, field notes along with the transcripts will be attached to add information to the analysis.

Data Analysis

- 27 A cross-section analysis was applied treating the baseline as a cross-section. This technique helped the ET benchmark the key indicators of the intervention **by comparing the different sub-groups within the intervention group**. Further, it will also help ascertain the overall effectiveness of the intervention by a similar intra-intervention comparison across the sub-groups at the time of end line evaluation. The design will further be emboldened by further adding a comparison arm to it at the time of end line.

The regression specification for the baseline cross-section analysis can be written as follows:

$$y_i = \alpha + \beta_1 T + \beta_2 X_i + \epsilon_i \dots \dots \dots (1)$$

Where, y_i is an outcome indicator of the beneficiary studying in school; T is dummy for variation across the sub-groups; X is vector of observable social indicators and ϵ_i is usual stochastic random error. In equation (1), ' T ' provides the estimates of gains from the program based on position across sub-groups as indicated by the parameter estimates of β_1 .

- 28 The data analysis for quantitative data aimed to establish baseline values of key indicators as per the program framework across the comparison sub-groups. These values would be useful in measuring and estimating the extent of change brought across the schools as a result of different program components, during the mid-line and end-line evaluations. The quantitative data analysis included descriptive analysis of sex disaggregated data, setting the benchmark values across each combination sub-groups of remote-non-remote, (model-non model and WASH-Non-WASH schools were not available at the time of the survey), and allow for ensuing mid-term and end-line evaluations to estimate the extent of change that is attributable to the program. Further, through an intra-intervention comparison across each combination sub-groups of remote-non-remote, the analysis aided in identifying key influencing demographic

and programmatic factors, along which, future monitoring and evaluations for program impacts would be assessed.

- 29 The data analysis (using baseline values) will also provide descriptive analysis of sex disaggregated data setting the benchmark values in intervention schools across remote and non-remote school groups (with WASH and non-WASH schools and model and non-model schools also being compared during mid-line and end-line). Data obtained for the gender-related questions was analysed comprehensively to report on the gender dimensions of the evaluation.
- 30 Qualitative data was analysed using content analysis. The qualitative data from in-depth interviews (IDIs) and key informant interviews (KIIs) was first documented by the researchers, translated, coded and analysed. The coding was based on the set of factors to be assessed under the conceptual framework and the outcomes under the research evaluation approach. The analysis focused on providing the reasons for status of performance on indicators as well as provide insights on the relevance and sustainability of the program by highlighting strategic issues in the program design.
- 31 The analysis of qualitative data intended to fulfil two objectives of explanation and review. Firstly, analysis of qualitative data helped identify and understand the reasons that could contribute to the achievement or lack thereof of the program targets. The qualitative analysis was also used to understand the perceptions of beneficiaries about the services and interventions under the program, the value they view in these services, the nature of changes that could be brought about as a result of the program activities and initiatives, and their overall experience and expectations from it. Perceived enablers and barriers by the VEDCs and school administrators in implementing the program objectives were highlighted through this analysis to draw lessons.
- 32 Secondly, the qualitative analysis enabled the ET to review past experiences, knowledge, perceptions and current and future capacity needs of multiple stakeholders in the community level (VEDC, LWU, Farmers) as well as program implementation levels (MoES, MAF, MoH, WFP, and CPs), to formatively review the design and logic of the program and provide evidence for relevance of program as well as highlight alternate pathways of impact reflected from the beneficiary levels.
- 33 Data obtained for the gender related questions from the evaluation matrix were analysed comprehensively to report on the gender dimensions of the study. Data on attainment of outputs and outcomes was disaggregated by sex and age. Gender analysis was conducted through assessment of qualitative data on causalities that lead to drop-out or affect attendance of boys and girls in schools. Variables such as ethnicity and distance from the school were also used to contextualise the variations (if any) in evaluation findings for both boys and girls.

Annex 12: Quality Assurance Procedures

34 The ETs internal quality control measures are reflected at each stage of the evaluation starting from design of tools, hiring and training of field teams; data collection in the field and monitoring of the process; data analysis till the reporting of findings. Some of our key steps to ensure data quality are as follows:

- **A three-stage internal review process of key deliverables:** Our evaluation teams are structured in such a way that all deliverables including data collection tools, IR, data analysis plans, and final reports are reviewed by the team leader and the quality assurance expert.
- The **Core team members are experienced** in use of socio-ecological model and similar gendered approaches for evaluations.
- The **local evaluation teams travelled extensively** to the field work areas to ensure that the data quality is excellent. We have devised efficient and effective methods to deploy coordinators and supervisors to monitor the data collection process continuously.
- **Assuring data quality during analysis:** NRMCM ensures the quality of data from qualitative or quantitative methods using interactive checking, validation of sample data, and data cleaning by our data analysts. We will ensure that transcripts of the qualitative interviews along with field notes, are made available to the evaluation team for better analysis.
- **Strong support teams:** Trainings for field teams will be conducted by core team members (from the evaluation team). Our **internal data processing team** will ensure that all errors are resolved quickly and thoroughly.
- **Multi-levelled communication:** In the context of the COVID-19 pandemic related restrictions, most key processes including planning, meetings, trainings and qualitative data collection were conducted virtually. To best mitigate potential limitations and enhance the quality of these processes, NRMCM had a constant and multi-levelled communication system whereby, the core team members would contact field supervisors every 2-3 days to take updates of the field. Simultaneously, learnings and feedbacks provided by the field personnel were emphasised upon for further analysis, course correction or probing.
- **Professional translators** were part of the research team for translating the data and other relevant information from local language to English and vice-versa.

Quality Assurance during Data Collection

35 To address the unpredictable status of COVID related closures, we proposed a hybrid approach to data collection: (i) entailing in-person quantitative data collection with field investigators engaging with communities on the field and (ii) a virtual and telephonic qualitative data collection process. To respond to the same, we had to tweak the design to undertake in-depth interviews with community members (parents, VEDC and LWU members) as-well-as farmers as an alternative to FGDs, in order to ensure in-depth conversation and rich quality of responses. Help was sought from WFP and its CPs to obtain contact details of

sampled community members, school staff, as-well-as key stakeholders such as government officials for undertaking telephonic data collection.

- 36 Owing to the fresh initiation of the program in a new geography, we anticipated uncertainties around the extent to which communities and key individuals may show support and interest to participate in the baseline evaluation. Further, it was not possible for the field teams to travel across districts due to Covid-related travel restrictions. The data collection team also did not have any contact details of sampled respondents. These were mitigated through selection of multiple district specific teams, as-well-as adequate prior coordination and planning of logistics with WFP and local field teams through initiation and support seeking from key village personnel and school staff in advance.
- 37 A key risk anticipated was regarding feasibility and time related barriers associated with telephonic data collection. Considering the remoteness and vulnerability of the sampled villages, the tele-calling research team were sometimes faced with communication related externalities such as poor network and call drops. We also witnessed certain delays with respect to completing virtual data collection, since some respondents were not available over phone at the scheduled time. The team created an exhaustive daily field plan for the tele-calling research team to smoothen the process of reaching out to respondents and scheduling appointments.
- 38 It is understood that the communities have been affected by Covid-19 in the last 18 months, with the public schools remaining closed, particularly in the last four months. Due to the recency effect, there are high chances that the respondents might talk extensively about the post-Covid-19 phase, lending higher weightage to the situation in last 18 months, rather than recalling the status of education, health and nutrition in schools and communities, that may have been the norm prior to the pandemic. Given the special circumstances under which the baseline is being undertaken, it is essential to take the prevailing context into consideration while comparing indicator values across baseline and MTR. This would be especially important to distinguish COVID related impacts from the general demographic and programmatic influences on key indicators over the program duration, specifically from a monitoring and evaluation perspective.

Annex 13: Ethical Considerations

39 NRMC's Internal Ethics Committee adheres to the following three categories of ethical norms:



Integrity

The staff on payroll or contract always demonstrates honesty, integrity, and professionalism at all times.

The staff is aware of applicable statutes, regulations, practices, and ethical standards governing data collection and reporting.

The team reports information accurately and without bias.

The team is accountable, and holds others accountable, for ethical use of data.



Data Quality

The team promotes data quality by adhering to best practices and operating standards.

The team provides all relevant data, definitions, and documentation to promote comprehensive understanding and accurate analysis when releasing information.



Data Security

The team treats data systems as valuable organizational assets and hence data backup is a mandatory affair.

The team safeguards sensitive data to guarantee privacy and confidentiality as **our servers are accessible to limited staff only.**

40 The Evaluation Team is responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities. The ET as well as the data collection team adhered to the following ethical norms:

- **Informed consent and confidentiality:** All interviews were conducted with prior consent of the respondents through a consent form administered at the start of the interviews. The respondents were informed about their *voluntary participation* and *confidentiality of information* being collected. In case of children, informed consent was taken from both the children and their parents (wherever accessible) or from school teachers in case parents are unavailable during field engagements. *All respondents had a right to decline their participation in the interview or not disclose any information that they do not want to reveal.*
- **Right to safeguard integrity:** No information obtained from the responses was made public at any stage of the surveys and thereafter. Personal data that are not identifiers (such as data on gender, education, occupation, household size etc.) was collected only for the purpose of analysis. All such information is encrypted and complete privacy of the respondent will be maintained.
- **Protection from physical, mental and emotional harm:** During the survey, enumerators paid special attention to avoid asking any question or pose any cross-questions that are personal or sensitive, or that might physically, mentally or emotionally harm the respondent.
- **Access to information regarding research:** Enumerators provided all information related to the survey and its objectives to all respondents. If any respondent sought additional information, he/she was provided the contact of the supervisors for answers. Since the ET

appointed a Lao Local partner team to spearhead the data collection process, the contact details of focal persons of this team were provided in the tools itself.

- **Protection of privacy and well-being:** Personal Identifiable Information (PII) of the respondents (including name, family details, contact details, address etc.) was collected only for the purpose of data validation, and the electronic database removed the names of the respondent or family members once the data collection concluded. PII of the participants will not be shared with anyone.
- **Working with Children:** Considering that the baseline evaluation engaged children (primary school students), special care, ethical behaviour and understanding was ensured. The research tools were framed with extra caution, making sure that no sensitive information is sought during interviews and discussion. The evaluation team also oriented and trained the data collection team regarding care related to working with children.

41 The following ethical issues, related risks, safeguards and measures have been considered during the evaluation:

Table 9: Ethical Considerations, Risks and Safeguards

Phases	Ethical issues	Risks	Safeguards
Inception	<ul style="list-style-type: none"> • Including questions requiring respondents to provide personal or sensitive information. • Framing questions in insensitive manner 	<ul style="list-style-type: none"> • Possibility of causing mental or emotional harm to the respondent 	<ul style="list-style-type: none"> • Being extra-cautious while drafting questions for quantitative and qualitative tools • Multiple layers of review for research tools, ensuring all questions are framed in a sensitive manner, and no potentially sensitive information is sought during data collection
Data collection	<ul style="list-style-type: none"> • Respondents have the right to ask questions pertaining to the survey, evaluation as well as the program, basis which they can decide whether to participate or not 	<ul style="list-style-type: none"> • Respondent might agree to participate without understanding the potential risks or benefits of participation 	<ul style="list-style-type: none"> • Included provisions for the respondents to have a right to decline participation in the interview, or not disclose any information • Enumerators provided all information related to the survey and its objectives • Photographs of respondents, their family members and homes were taken only after seeking permission
Data analysis	<ul style="list-style-type: none"> • Retaining identifiers such as name and address of the respondent in the qualitative and quantitative data sets 	<ul style="list-style-type: none"> • Risk of not maintaining complete privacy of the respondent 	<ul style="list-style-type: none"> • Electronic database are encrypted, after removing names of the respondent or family members.
Reporting	<ul style="list-style-type: none"> • Using respondents' identifiers, such as their name in the narrative report (especially while 	<ul style="list-style-type: none"> • Risk of revealing respondent identity within the narrative report, 	<ul style="list-style-type: none"> • Personal identifiers of the respondent are not shared with anyone, and are kept confidential

	documenting case studies)	compromising their right to privacy	
Dissemination	<ul style="list-style-type: none"> • Using respondents' identifiers, such as their name or other identification details • Using photographs of respondents or other community members in the dissemination outputs 	<ul style="list-style-type: none"> • Risk of revealing respondent identity in the form of name or photographs while disseminating the findings, compromising his/her right to privacy 	<ul style="list-style-type: none"> • Personal identifiers of the respondent such as name, contact details and address are encrypted and not shared with anyone. Its use was limited to validating of data and cross verification. • Photographs taken for documentation of the program outputs that included participants or community members were be taken with prior consent and used strictly for documentation and reporting. These are exclusively accessible to WFP and not shared anywhere else.

Annex 14: Detailed Stakeholder Analysis

The WFP CO and program team were interviewed to understand the context of program implementation in Lao PDR, the program implementation modalities, success stories, and learning from previous implementations to be used for FY20 award rollout. Interviews with CRS and MoES were conducted to better understand their role and engagement in the program. Interviews with the Government officials were conducted at the central, provincial and district levels, with adequate prior communication to the relevant government departments (specifically MoES, MoH and MAF) regarding the study plan and scheduling of meetings.

To assess baseline values, interviews with beneficiaries including school-children from primary grades (equal number of boys and girls), their parents, teachers, school administrators, farmers and VEDC and VWU members were conducted. The interviews consisted of structured questionnaires along with in-depth interviews (IDI) and key informant interviews (KII) which included open-ended questions meant to capture information on the relevance, effectiveness, and sustainability of the program from the beneficiary point of view.

Table 10: Stakeholder Analysis

Stakeholders	Interest in Evaluation	Involvement in Evaluation
Internal Stakeholders		
Country Office (CO) Lao PDR	<p>The CO Lao PDR is 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 for correctional measures to be taken, moving forward into implementation and future project design.</p> <p>It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operations.</p>	<ul style="list-style-type: none"> In addition to being one of the primary stakeholders, and users of this study, the CO was engaged as key informants due to their involvement in the implementation and monitoring processes of the USDA Mc Govern Dole FY20-24 grant. The CO were involved in the initial briefing and overview of WFP work as well as provided support in terms of providing program documents, helping evaluation team better understand the context of implementation and participating in strategizing for future. The CO also supported the evaluation team to obtain an introduction to key stakeholders. They were also engaged in review of IR and draft Baseline report.
Regional Bureau (RB) for Asia and the Pacific	<p>The RB for Asia and Pacific is 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</p>	<ul style="list-style-type: none"> The RBB was engaged as key informant for the study. As a primary stakeholder the RBB may also be involved in assessing learnings from the evaluation and planning for future programs.

Stakeholders	Interest in Evaluation	Involvement in Evaluation		
	apply this learning to other country offices. The Regional Evaluation Officer supports CO/RB to ensure quality, credible and useful decentralized evaluations.			
WFP HQ Policy and Program	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate program 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.	<ul style="list-style-type: none"> Relevant HQ units were consulted across phases to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. The HQ were involved in the analysis and recommendation generation phases to best comprehend contextual factors and possible future program course. 		
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy.	DE Help Desk		
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations.	<ul style="list-style-type: none"> The executive board is primarily involved as a stakeholder interested in the evaluation learnings. The board will be consulted with for future program development and feedback of the evaluation. 		
WFP Field Offices	<p>Responsible for day-to-day CSP implementation</p> <p>Liaise with stakeholders at subnational levels</p> <p>Direct contact with beneficiaries</p>	<ul style="list-style-type: none"> WFP field offices and implementing officials were key informants to the study. They helped the evaluation team better understand contextual factors affecting program implementation They also supported the team in contacting beneficiaries and key informants, based on their field presence and networks. 		
External Stakeholders				
Beneficiaries	Interest in Evaluation		Involvement in Evaluation	
	Beneficiaries have a stake in WFP in terms of determining whether its assistance is appropriate and effective or not. The evaluation sample will be gender-balanced and	School children (boys and girls): Receiving school meals, literacy and WASH activities		<ul style="list-style-type: none"> Parents and children articulated their needs related to nutrition, learning outcomes and WASH
		Parents		
	School staff (School teachers, School heads, Cooks and Storekeepers): Receiving training regarding literacy	<ul style="list-style-type: none"> The school staff helped identify children's needs related to nutrition, learning and WASH 		
			As key informants, beneficiaries articulated their needs related to nutrition, learning outcomes and WASH, and provided their perspectives on WFP's	

Stakeholders	Interest in Evaluation	Involvement in Evaluation		
	representative of the population to be covered under the program, including vulnerable communities.	activities, school gardens, WASH activities, safe food preparation and storage practices	<ul style="list-style-type: none"> The school staff members expressed their needs around (a) training and capacity building, as well as (b) school infrastructure development 	program design and the implementation modalities.
		<p>Smallholder farmers (men and women): Receiving support for nutrition-sensitive agricultural extension; establishing farmer groups</p>	<ul style="list-style-type: none"> Interviews with farmers helped capture their current capacity levels, and the willingness to contribute to the school meals, which would help refine agriculture support activities under the program Farmers' perspectives will help WFP identify the support they need for improving market access, for both inputs and outputs 	
		<p>Village Education Development Committee (VEDC) members (men and women): Receiving capacity strengthening for SFP implementation</p>	<ul style="list-style-type: none"> The VEDC members articulated their needs around (a) training and capacity building, for managing the program, as well as (b) school infrastructure development and its maintenance Their perspectives helped in understanding VEDC's proposed engagement under the program, and refining their roles and responsibilities. 	

Stakeholders	Interest in Evaluation		Involvement in Evaluation
Government of Lao PDR	The Government has a direct interest in knowing whether WFP activities in the country are aligned with national priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability of the program as well as lessons learnt, would be of particular interest for the government.	Ministry of Education and Sports (MOES), Ministry of Agriculture and Forestry (MAF) and Ministry of Health (MoH) are partners in the design and implementation of WFP Local Regional Procurement and School Meals activities.	<ul style="list-style-type: none"> The government ministries were relied on as key informants and primary stakeholders Officials were interviewed to gain insight on government policy, priorities, views on support by WFP and on expanding school feeding In the context of COVID especially, the government bodies were crucial to provide inputs on GoL's overall commitment to provide/mobilize resources, issues, and opportunities in handing over of the program, capacities, and convergence to be explored. Their perspectives were also taken in order to identify contextual gaps and plan the way forward for future programs.
		At sub-national level, Provincial Education and Sports Services (PESS), District Education and Sport Bureau (DESB), Provincial Health Office (PHO), and District Health Office (DHO), all of these sub-national government institutions play key roles at implementation level.	<ul style="list-style-type: none"> The provincial level offices were approached as primary stakeholder and key informants for the evaluation. Officials were interviewed to learn about the implementation of the school feeding components. They provided perspectives on challenges and achievements faced in implementation and help identify barriers They also assisted in facilitating field visits.
UN Country team	The UNCT's harmonized action should contribute to the realization 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.	UNICEF: Involved in WASH policy and Implementation	<ul style="list-style-type: none"> The UN Country team are involved as a secondary stakeholder with an interest in the evaluation findings They were consulted to ascertain knowledge and information on the overall context and as well as specific delivering of the program components They would be engaged for future planning processes
		UNFPA: Involved in prevention of child marriage and violence against children and women	
Partner NGOs/Impl	NGOs are WFP's partners for the implementation of certain specific activities while having their own interventions. NGO partners such as		<ul style="list-style-type: none"> The results of the evaluation might affect future implementation modalities, strategic orientations, and

Stakeholders	Interest in Evaluation	Involvement in Evaluation
Implementation Partners	Catholic Relief Services would be interested in the learnings of the intervention to guide future implementation modalities, strategic orientations and partnerships, identify gaps and adapt for future programs. They would also be important stakeholders needed to participate in the evaluation itself.	<p>partnerships. Thus, the partner NGOs were involved in the study as key informants</p> <ul style="list-style-type: none"> • Officials responsible for different program components and activities were interviewed to gain insight on the program processes, progress, implementation barriers and best practices.
Donors	<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 programs.</p> <p>United States Department of Agriculture, France Embassy, Australian DFAT and the Government of Japan are some key donors.</p> <p>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.</p>	<ul style="list-style-type: none"> • Donors like USDA are involved as the primary stakeholders for the evaluation. • They were periodically updated on the study's evaluation framework, results and way forward.
Others	<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 and educational activities.</p> <p>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 program as well as its sustainability.</p>	<ul style="list-style-type: none"> • Respective perspectives of these stakeholders were sought in the form of interviews and interactions with key informants • With these stakeholders having significant influence on the effectiveness and sustainability of the program, their inputs on the program were used to identify gaps and provide adequate recommendations for future.

Annex 15: Updated External Reference Group Membership

The evaluation team conducted the evaluation under the direction of its team leader, and in close communication with the WFP evaluation manager. The Evaluation Team ensured relevant ethical clearances were taken from applicable stakeholders (beneficiaries) ahead of going to the field with the surveys. The evaluation team took special consideration of the United Nations Evaluation Group (UNEG) Ethical Guidelines which state that “all those engaged in designing, conducting and managing evaluation activities should aspire to conduct high quality work guided by professional standards and ethical and moral principles. The integrity of evaluation is especially dependent on the ethical conduct of key actors according to UNEG Ethical Guidelines on the evaluation process.”

Internal Evaluation Committee for USDA MGD FY20 – Baseline Evaluation

Table 11: Internal Evaluation Committee

No.	Core member	Alternate
1	Jacqueline de Groot (Deputy Country Director)	
2	Fumitsugu Tosu (Head of Program)	Outhai Sihalath
3	Yangxia Lee	Air Sensomphone
4	Phouthasinh Khamvongsa	Sengphet Laopaoher
5	Joelle Dahm	
6	Sengarun Budcharern (Evaluation Manager)	Khammon Phommakeo

Evaluation Reference Group for USDA MGD FY20 – Baseline Evaluation

Table 12: External Reference Group

Core members	
Yumiko Kanemitsu (Regional Evaluation Advisor)	Anna Inzeo (Partnership Officer WFP Washington)
Niamh O’Grady (HQ Evaluation Officer, School Based Programs)	Luna Kim (Regional Monitoring Advisor)
Nadya Frank (RBB School Feeding)	Mr. Maaly Vourabouth, Deputy Director of Planning Department, and Director General of EMIS, Ministry of Education and Sports
Mrs. Dala Khiemthammakhoue, Acting Director Inclusive Education Center, Ministry of Education and Sports	Mr. Houmphanh Keo Ounkham Deputy Director of Inclusive Education Center – Ministry of Education and Sports
Mamie Clarke, USDA Analyst	Katherine McBride, TFAA-FAS, Washington, DC
Sengarun Budcharern (Evaluation Manager, M&E Officer)	Khammon Phommakeo (M&E Assistant)

Annex 16: Communication and Knowledge Management Plan

Part 1: The Internal (WFP) Communications Plan

When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals / position (e.g. country office staff, technical staff etc)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager etc)</i>	How (in what way) <i>Communication means (e.g. meeting, interaction, written report, email etc.)</i>	Why- <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
Planning	Tentative time and scope of evaluation	WFP CO Laos – Program Team – SO1 Program Manager and Team Head of Program	Program staff	Evaluation Manager and Head of Program	Meeting and emails	To ensure evaluation is reflected in work plans for the office as well as PACE for involved staff including the evaluation manager
Preparation/ TOR	Draft TOR	<ul style="list-style-type: none"> Key stakeholders Through the Internal Evaluation Committee, RBB Evaluation Team, and DEQS. Head of Program, program staff, and Evaluation Manager 	Management and technical level (Head of Program and SO1 School Feeding Program Staff)	Sengarun Budcharern – WFP CO M&E Officer as Evaluation manager on behalf of the evaluation committee	Both face-to-face and MS Teams Meetings and Emails	To get comments/inputs on the draft ToR
	Final TOR	Key stakeholders through the Internal Evaluation Committee and the External Evaluation Reference Group, WFP CO Laos management,	Both management and technical level; Chair of Evaluation – DCD and the Internal Evaluation Committee, RBB	WFP CO M&E Officer - Evaluation manager	Emails	To inform the relevant staff of the overall plan for the evaluation, including critical dates and milestones.

When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals / position (e.g. country office staff, technical staff etc)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager etc)</i>	How (in what way) <i>Communication means (e.g. meeting, interaction, written report, email etc.)</i>	Why- <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
		Head of Program and program staff – SO1 School Feeding team and the relevant support staff	Evaluation Team and WFP CO SO1 School Feeding program team			To inform the support staff on the selected option for contracting team
Inception	Draft Inception report	Key stakeholders through the Internal Evaluation Committee and the External Evaluation Reference Group, DEQS, WFP CO Laos management, Head of Program and program staff	Management and technical level	Evaluation manager on behalf of the evaluation committee	MS Teams Meetings and Emails	To get comments/inputs on the draft Inception Report
	Final Inception Report	Key stakeholders through the Evaluation reference Group WFP CO Laos management and program staff -relevant support staff -Field level staff (sub-offices, field offices, area offices)	management and technical level at both CO and FO levels. -HoFOs and FO operations staff	Evaluation manager, on behalf of the evaluation committee	Emails	To inform the relevant staff of the detailed plan for the evaluation, including critical dates and milestones; sites to be visited; stakeholders to be engaged etc. To inform the field office support staff (especially administration) of required logistical supports
Data collection	Debriefing powerpoint	WFP CO Laos management, RBB Evaluation Team, CO and FO program staff	Strategic and operation/technical levels	Team leader (may be sent to EM who	MS Teams Meeting and Emails	Allow reflection on the preliminary findings before the scheduled debriefing.

When <i>Evaluation phase</i>	What- <i>Communication product/information</i>	To whom- <i>Target group or individuals / position (e.g. country office staff, technical staff etc)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager etc)</i>	How (in what way) <i>Communication means (e.g. meeting, interaction, written report, email etc.)</i>	Why- <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
				then forwards to the relevant staff)		
Data Analysis and Reporting	Draft Evaluation report	Key stakeholders through the Internal Evaluation Committee and the External Evaluation Reference Group, RBB Evaluation Team, WFP CO Laos management and program staff	Management and technical levels	Evaluation manager, on behalf of the evaluation committee	MS Teams Meetings and Emails	Request for comments on the draft report
	Final evaluation Report	Key stakeholders through the Evaluation reference Group WFP CO Laos management and program, and other staff - RBB Evaluation Advisor and Team - WFP HQ - OEV - Global WFP	All levels -Users of WFPgo	Evaluation manager shares the final report through RBB Evaluation Advisor.	Email	Informing internal stakeholders of the final main product from the evaluation -Making the report available publicly
Dissemination & Follow-up	Draft Management Response to the evaluation observations	- CO Program and M&E staff -Senior Regional Program Adviser level (RBB School Feeding Program Team) - RBB Evaluation Advisor and team.	Management and technical	Evaluation manager	Email, -and/or an organized face-to-face session	-communicate the suggested actions on observations and elicit comments -discuss the commissioning office's action to address the evaluation observations

When <i>Evaluation phase</i>	What- <i>Communication product/ information</i>	To whom- <i>Target group or individuals / position (e.g. country office staff, technical staff etc)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager etc)</i>	How (in what way) <i>Communication means (e.g. meeting, interaction, written report, email etc.)</i>	Why- <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
	Final management Response	-Staff in the commissioning office -Global WFP	- All levels -Users of WFPgo	Evaluation manager	Email, plus shared folders Posting report and MR on WFPgo	-Ensure that all relevant staff are informed on the commitments made on taking actions -Make MR accessible across WFP

Part 2: The External Communications Plan

When <i>Evaluation phase plus month/year</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom- <i>Target organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Planning	Tentative time and scope of evaluation	Government counterparts, NGO partners (CRS), UN agency partners, donors	Strategic + Operational	<ul style="list-style-type: none"> Fumitsugu Tosu, WFP CO Head of Program. Yangxia Lee, WFP CO SO1 School Feeding Manager. 	Meeting and Emails	To confirm the intention to learn/ account for results for the baseline study of USDA McGovern-Dole FY20 School Feeding Program

When <i>Evaluation phase plus month/year</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom-Target organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
				<ul style="list-style-type: none"> Sengarun B. M&E Officer – Evaluation Manager 		
Preparation	Draft TOR	Key stakeholders Through the Evaluation reference Group; and directly to stakeholders not represented in the ERG	Operational/ Technical	Sengarun B. Evaluation manager	Email; plus a meeting of the ERG if required	To seek for review and comments on TOR
	Final TOR	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Sengarun B. Evaluation manager	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the overall plan, purpose, scope and timing of the evaluation; and their role
Inception	Draft Inception report	Key stakeholders through the Evaluation reference Group; and/or directly	Operational/ technical	Sengarun B. Evaluation manager	Email	To seek for review and comments on draft Inception report
	Final Inception Report	Key stakeholders through the Evaluation	Strategic	WFP CO Laos DCD as Chair of Evaluation with	Email; plus discussions during	Informing stakeholders of the detailed plan of

When <i>Evaluation phase plus month/year</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom-Target organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
		reference Group; and/or directly	+ Operational/ Technical	supports from Head of Program and Evaluation Manager	scheduled coordination meetings as appropriate	the evaluation; and their role including when they will be engaged
Data collection and analysis debrief	Debriefing power-point	Key stakeholders through the Evaluation reference Group; and/or directly	Technical/ operational	Evaluation manager And/or the head of program, and SO1 School Feeding program manager	Email	Invite the stakeholders to the external debriefing meeting, to discuss the preliminary findings
Reporting	Draft Evaluation report	Key stakeholders through the Evaluation reference Group; and/or directly	Management and technical levels	Evaluation manager, on behalf of the evaluation committee	Email	Request for comments on the draft report
	Final evaluation Report	-Key stakeholders through the Evaluation reference Group; and/or directly -General public	All levels -Users of WFP.org -Users of partners websites	-Evaluation manager; RBB Evaluation Advisor plus the head of program - Focal point at the partner organizations	Email -Posting report on WFP.org -Posting on partners websites	Informing all key stakeholders of the final main product from the evaluation -Making the report available publicly

When <i>Evaluation phase plus month/year</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom-Target organization or individuals/position <i>(e.g. NGO partner, head of government ministry, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Dissemination & Follow-up	Draft Management Response to the evaluation observations	-Key stakeholders through the Evaluation reference Group; and/or directly	Management and technical level, depending on subject of evaluation and their responsibility in taking the action	Evaluation manager, on behalf of the evaluation committee and RBB Evaluation Advisor	-Email, -and/or an organized face-to-face session	-communicate the suggested actions on observations and elicit comments, especially on actions required by external stakeholders
	Final Management response	-General public	-Users of WFP.org -Users of partners websites	Evaluation manager -Focal point at the partner organizations	-Posting report on WFP.org -Posting on partners websites	-Making the MR available publicly

Annex 17: Handover related learnings and way forward

- 42 Since the issuance of the national Policy on Promoting School Feeding in 2014, WFP had engaged closely with the Government of Lao to build institutional frameworks and capacities, developed an evidence base for school feeding, provided capacity strengthening support to both the host government and communities to ensure that they have sufficient knowledge and resources to manage the school feeding programs *sustainably after handover*. WFP assisted the Government to design and improve school feeding policies and legislations and mobilized communities for greater ownership of the programs.³
- 43 In 2019, several legislations were passed to support the handover process and to ensure long-term sustainability, including a Ministerial Directive on Promoting School Agriculture, (to ensure each educational institution had a garden), a Ministerial Circular to appoint a handover committee (for the remaining provinces and districts), and a Ministerial Circular on ownership and regular cooking in the remaining 21 districts. Release of Ministerial Decrees followed finalization of locations and formation of handover committees on provincial, district and village levels where workshops and information exchange continued. Additional dialogue led to the proposal of funds for the National School Lunch Program (NSLP) in national budgets for legislative consideration in 2019. Funding was allocated for the handover of WFP schools in 2019 and costed for the 925 schools to be handed over in 2021. Furthermore, a Prime Minister Decree is in the final stages of finalization, establishing a \$0.09 (LAK 800)/day per child as the standard rate for the school meals program.
- 44 As part of the handover preparation, WFP together with the Ministry of Education and Sports (MoES), drafted the school meals handover plan, which outlined the joint work plan for both the Government and WFP at all administrative levels. The plan detailed the handover of the first 500 schools by 2019, and the remaining 950 schools by 2021, coinciding with the completion of the five-year WFP country strategic plan. WFP also participated significantly in the hand-over working group composed of MoES, CRS and the World Bank. Through World Bank support, WFP supported the Ministry in developing and piloting a tablet-based school monitoring and self-reporting system in 306 schools in Northern Lao PDR with the objective of strengthening the national school reporting system and mainstreaming school feeding into the regular ministry statistical reporting.
- 45 In strengthening national governance capacity, WFP with the Ministry of Planning and Investment continued supporting the Government in planning, monitoring and reporting food security and nutrition activities through regular multi-stakeholder meetings held at national and provincial levels. Joint missions to target provinces and districts ensured inter-ministerial collaboration and supported ownership and leadership, particularly in the handing over of the school lunch program by 2021. WFP organised meetings with various government officials and representatives from selected villages/schools, shared lessons learned on school meals management and implementation and committed to continue the program to ensure it

³ WFP Lao PDR Annual Country Report 2019, 2020

functions just as well or even better than before. Model schools were set up by the government in all 30 districts supported by WFP, including districts to be handed over in 2021. WFP supported MoES in training provincial and district officials, as well as communities on the new cash-based transfer system using the School Meals Management Module⁴.

- 46 To prepare communities for handover, WFP developed a Community Capacity Assessment (CCA) tool to assess communities' readiness to manage school meal programs, and design packages of assistance according to identified needs. Results from the community capacity assessment were shared, and district officials presented on infrastructure and other support needed over the ensuing two years to ensure a successful handover. WFP partnered with the Lao Front for National Development for regular monitoring of school feeding activities and conduction of community mobilisation, to ensure a full community ownership of the school feeding program. Prior to handover, it was ensured for schools to have the physical infrastructure, community support, and human resources that would enable them to support a sustainable school feeding program.
- 47 Following the handover of 2019, in FY 17-21, the government re-allocated funds to provide cash to the 821 schools that are currently part of the National School Meals Program, including the 515 WFP-supported schools that were handed over in mid-2019. The number of pre-primary and primary school students that WFP supported, decreased from 135,500 to 88,703 students during the 2019-2020 school year. These schools are located in 22 of the most educationally disadvantaged districts in four northern and four southern provinces.⁵ As per the Annual Country Report (2020), the cash-based transfer target for 2020 could not be reached and was postponed to the first quarter of 2021.
- 48 While WFP was able to reach beneficiaries as planned and put in place adequate school infrastructure for a timely and smooth handover scheduled in mid-2021⁶, recent review of handover processes commissioned by WFP CO revealed *capacity gaps among government staff in maintaining program outcomes* post take-over of schools under the NSMP. *Disparities in readiness of schools*, and relevant district, province and national officials was also identified as an area requiring continued capacity building support from WFP. Although the MoES has an established and fully functioning School Meals Unit at the national level, *staff support was found to be needed at the provincial and local levels* to support the transition process and establish ongoing support and oversight.⁷
- 49 Gaps in *efficiency of monitoring mechanisms* of handed over schools, were also identified for improvement in the subsequent handover. There was limited support during the semester after the handover and although CCL & LWF were engaged for monitoring and support (with District Community Facilitators being deployed for the same in districts not covered by CCL & LWF), need for a robust monitoring system to monitor implementation of the NSMP and improved coordination between relevant offices in responding to implementation challenges were identified.

⁴ Developed by MoES, School Meals Management Module details and provides instructions for how to use, access, and report on the Government's cash-based transfer modality for school meals.

⁵ Semi-annual reports of WFP USDA MGD SFP FY 17-21 (2017-2021)

⁶ WFP Lao PDR Annual Country Report 2020

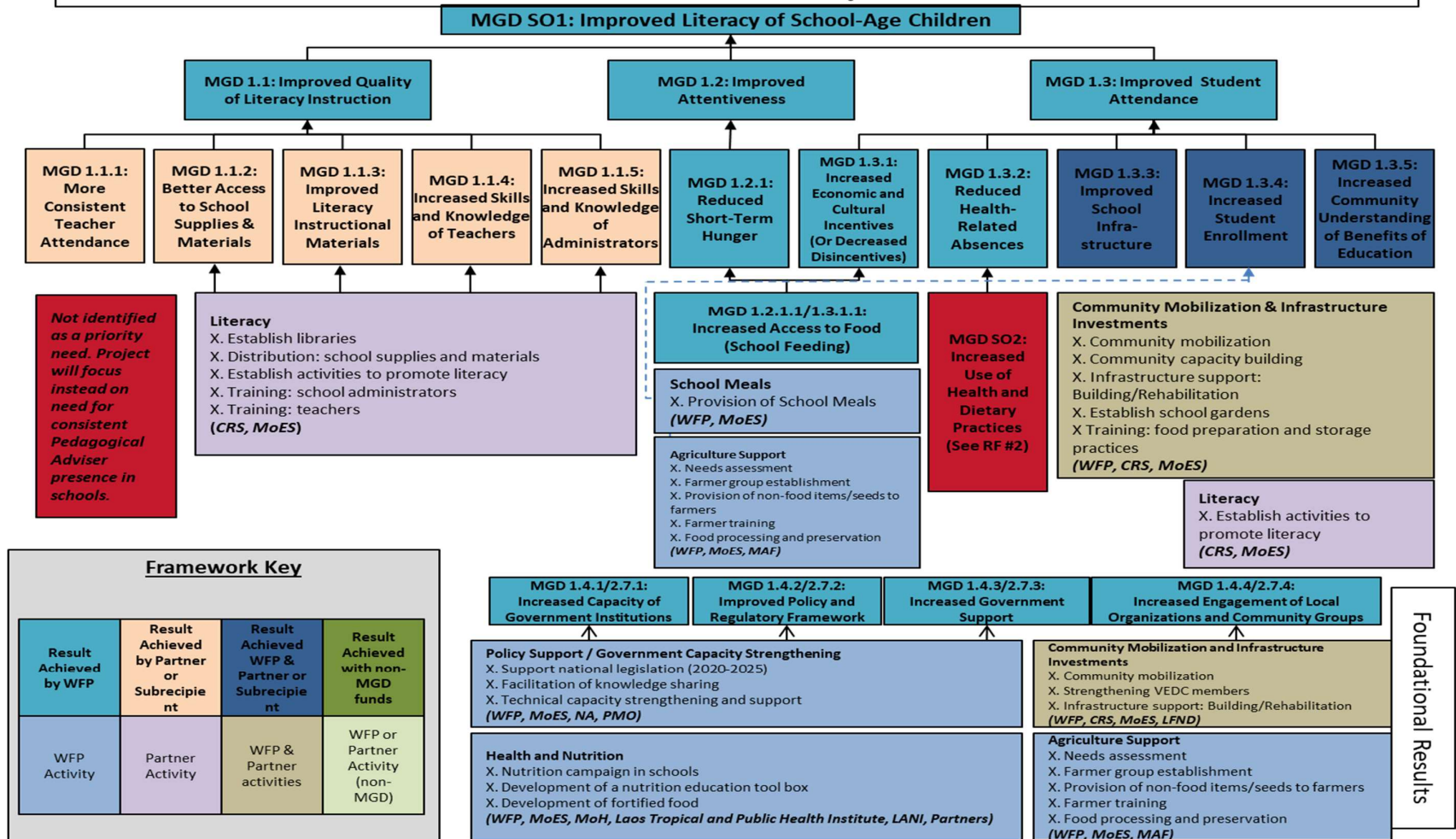
⁷ World Food Programme Lao People's Democratic Republic FY 2020 USDA McGovern-Dole Proposal

- 50 The transition to a Cash Based Transfer (CBT) model in *absence of an intermediate period of adjustment* was found to be a prominent roadblock, despite trainings of stakeholders on the School Meals Management Module. Need for an elaborate strategy for testing the transfer and transition process with support from WFP for a certain period of time was identified. The CBT model of NSMP had also been faced with *irregular fund flow and unavailability of adequate quantities of cash for disbursement*. Over discussions with WFP, MoES highlighted a need for additional sources of funding for successful continuation of the NSMP post takeover. Especially with the advent of COVID-19, reduction in government financing to NSMP was anticipated due to changing priorities of the government.
- 51 These learnings have highlighted several intervention areas of focus, leading to progress in decisions for enhancing systems and preparations for the next handover. Following a series of discussions with MoES, WFP committed to continue support for enhancing the strength and sustainability of NSMP, improve legislation, and strengthen monitoring and capacity strengthening, in line with its current Country Strategic Plan (2022-2026). The duration of the FY 17 McGovern-Dole award was extended through September 2022 (a year after the handover) with the specific purpose of continuing capacity strengthening activities.
- 52 Plans for supporting the School Meals Unit and MoES (Personnel Department and Finance Department) to establish an appropriate staffing structure for the NSMP at national, provincial and district levels, as well as facilitating linkages among ministries at national and local levels have been initiated under the FY 2020-25 program so that action planning and transition plans could leverage support from each line ministry. Meanwhile, providing advanced orientation for provincial, district staff and communities on the Handover Plan, key guidelines and updated transition strategy, as well as re-establishment of the national handover committee have been planned to bridge key capacity gaps.
- 53 Supporting the development of robust monitoring systems for processes before, during, and after the handover has also been prioritised to ensure adequate monitoring and addressing of implementation challenges faced by the NSMP. In light of the existing fiscal constraints mentioned above and the impact of COVID, WFP will continue to work with MoES to pursue alternative sources of financing to supplement the national budget for NSMP while also providing in-kind support for the coming year.⁸

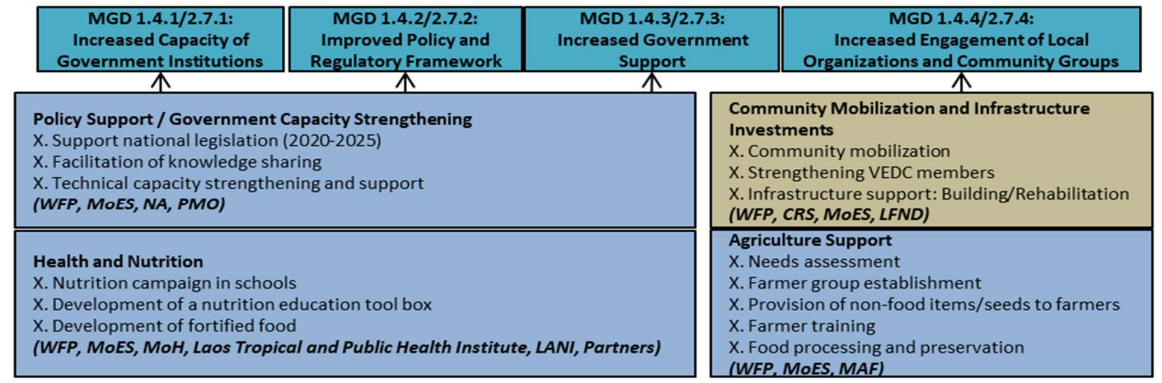
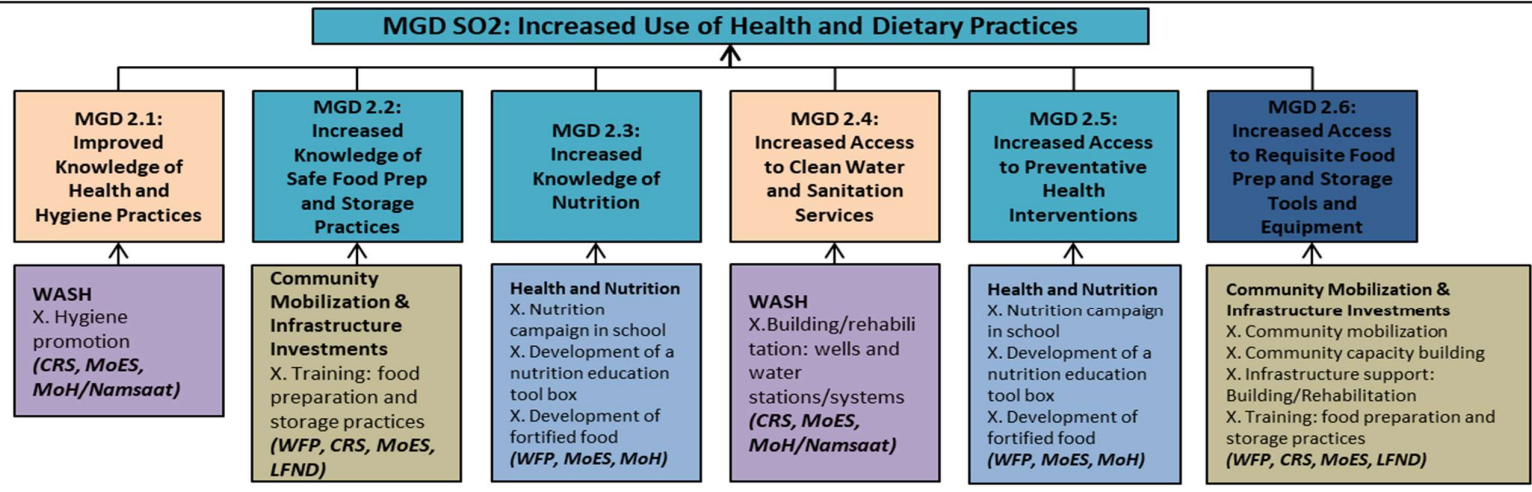
⁸ A per the Aide Memoire (2021), WFP has agreed to 600 mt of rice and 90 mt of oil on top of government's cash transfers to support the sustainability and strength of the NSMP for the coming school year.

Annex 18. Results Framework

WFP-Lao PDR FY2020 McGovern-Dole Proposal: Results Framework #1



WFP-Lao PDR FY2020 McGovern-Dole Proposal: *Results Framework #2*



Foundational Results

Framework Key

Result Achieved by WFP	Result Achieved by Partner or Subrecipient	Result Achieved by WFP & Partner or Subrecipient	Result Achieved with non-MGD funds
WFP Activity	Partner Activity	WFP & Partner activities	WFP or Partner Activity (non-MGD)

Annex 19. Indicators

S.No.	Performance Indicator	Sample Size	Overall Proportion	Proportion (Non-Remote)	Proportion (Remote)
Literacy Indicators					
1	Average number of food items recalled by students as measured by the CRS expressive vocabulary test	199	7.9	7.8	8.0
2	Average number of animals recalled by students as measured by the CRS expressive vocabulary test.	199	8.6	8.5	8.8
3	Proportion of students who could correctly identify initial letters/sounds from all three words	199	39.7%	43.4%*	29.6%
4	Average number of correct letters identified and read by students (out of 33)	199	24.8	24.9	24.7
5	Average number of correct words identified and read by students (out of 20)	199	4.9	5.4	3.4
6	Proportion of students who could correctly identify and read at least half of words (10 out of 20)	199	21.1%	24.1%*	13.0%
7	Average number of words correctly matched with images (out of 10)	199	4.6	4.8	4.0
8	Average number of phrases correctly matched with images (out of 17)	199	5.9	6.5	4.3
9	Proportion of readers among all students	199	13.6%	16.6%*	5.6%
10	Average correct words read in 30 seconds	199	10.0	10.5	6.0

S.No.	Performance Indicator	Sample Size	Overall Proportion	Proportion (Non-Remote)	Proportion (Remote)
11	Proportion of readers with correct comprehension (answered at least 6 out of 8 questions correctly)	199	55.5%	68.0%*	45.6%
12	Increase in enrollment rate: Pre-primary grade	27 Schools	9.2%	23.5%*	(23.6%)
13	Increase in enrollment rate: Primary grades	34 schools	1.2%	(0.3%)	6.3%
14	Student Attendance: Grade 1	34 schools	93.6%	92.9%	95.7%
15	Student Attendance: Grade 2	34 schools	94.7%	94.5%	95.8%
16	Student Attendance: Grade 3	34 schools	95.1%	95.1%	95.1%
17	Student Attendance: Grade 4	34 schools	95.6%	95.9%	95.2%
18	Student Attendance: Grade 5	34 schools	96.6%	96.7%	96.7%
Nutrition Indicators					
19	Mean Dietary Diversity Score (Out of 12)	169	7.3	7.5	6.9
20	Attitude among children towards healthy eating (Highly Positive – score 3 out of 3)	544	1.3%	1.0%	2.1%
21	Attitude among children towards healthy eating (Moderately Positive – score 2 out of 3)	544	61.9%	63.3%	58.3%
22	Parents' Attitude: Perceptions towards healthy food (mean score out of 5)	170	3.0	2.9	3.2

S.No.	Performance Indicator	Sample Size	Overall Proportion	Proportion (Non-Remote)	Proportion (Remote)
23	Parents' Attitude: Knowledge about nutritional value/benefits/negative consequences of eating certain food items (mean score out of 5)	170	3.6	3.6	3.5
24	Parents' Attitude: Perceived barriers (mean score out of 5)	170	2.7	2.7	2.8
25	Parents' Attitude: Self-efficacy (mean score out of 5)	170	3.4	3.4	3.3
26	Parents' Attitude: Readiness to change (score out of 5)	170	3.4	3.4	3.4
27	Parents' Attitude towards School Meals (Proportion with 'Very high positive attitude')	170	63.5	67.2%*	53.3%
WASH Indicators					
28	Knowledge: Before eating a meal: Used water and soap	544	98.3	98.0%	99.3%
29	Knowledge: After eating a meal: Used water and soap	544	89.5	91.0%	85.3%
30	Knowledge: After using toilet: Used water and soap	544	68.6	70.5%	63.2%
31	Behaviour: Before eating a meal: Used water and soap	544	55.1	57.0%	50.0%
32	Behaviour: After eating a meal: Used water and soap	544	48.0	52.5%*	35.4%
33	Behaviour: After using toilet: Used water and soap	544	53.1	61.0%*	31.3%

* Difference in proportions significant at 95% level

Acronyms

BEQUAL	Basic Education Quality and Access in Lao PDR
CD	Country Director
CO	Country Office
CP	Country Program
CPE	Country Program 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)
DDS	Dietary Diversity Score
DEQAS	Decentralized Evaluation Quality Assurance System (of WFP)
DESB	District Education and Sports Bureau
EB	Executive Board (of WFP)
ECE	Early Childhood Education
ED	Executive Director
EM	Evaluation Manager
EMIS	Education Management and Information System
EMOP	Emergency Operation
EP	Evaluation Plan
EQ	Evaluation Question
EQAS	Evaluation quality assurance system (of WFP)
ER	Evaluation Report
ERG	Evaluation Reference Group
ESDP	Education Sector Development Plan
ET	Evaluation Team
EU	European Union
FAD	Food Assistance Division
FAO	Food and Agriculture Organization
FFA	Food assistance For Assets
FFE	Food for Education
FFR	Food for Relief

FFT	Food for Training
GAIN	Global Alliance for Improved Nutrition
GDI	Gender Development Index
GDP	Gross Domestic Product
GEEW	Gender Equality and Empowerment of Women
GFD	General Food Distribution
GGI	Gender Gap Index
GDI	Government of Lao
GII	Gender Inequality Index
GIF	Global Innovation Fund
GNR	Global Nutrition Report
GoL	Government of Lao PDR
GPE	Global Partnership for Education
HDI	Human Development Index
HDR	Human Development Report
HQ	Headquarters
IEC	Internal Evaluation Committee
IFAD	International Fund for Agricultural Development
IFPRI	International Food Policy Research Institute
INGO	International non-governmental organization
IR	Inception Report
LBW	Low birth weight
LDC	Least Developed Country
LIC	Low Income Country
LMIC	Low Middle Income Country
LRP	Local and Regional Procurement – USDA
LWU	Lao Women’s Union
MA	Monitoring Assistants
MAF	Ministry of Agriculture and Forestry
MDG	Millennium Development Goal
MGD	Mc-Govern Dole
MOES	Ministry of Education and Sports
MOH	Ministry of Health
MT	Metric Ton

NAN	National Plan of Action on Nutrition
NER	Net Enrolment Ratio
NNS	National Nutrition Strategy
NNSPA	National Nutrition Strategy and Plan of Action
NRMC	NR Management Consultants
NSMP	National School Meals Program
ODI	Overseas Development Institute
OECD	Organization for Economic Cooperation and Development
OEV	WFP Office of Evaluation
OLA	UN Office for Legal Affairs
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
SDG	Sustainable Development Goals
SFP	School Feeding Program
SNF	Specialized Nutritious Food
SPR	Standard Project Report
SRF	Strategic Results Framework
STH	Soil-Transmitted Helminthiasis
SUN	Scaling-up Nutrition Movement
THR	Take Home Rations
TOC	Theory of Change
TOR	Terms of Reference
TWG	Technical Working Group
UNEG	United Nations Evaluation Group
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
VEDC	Village Education Development Committee
WASH	Water Sanitation and Hygiene
WATSAN	Water and Sanitation

WB	World Bank
WFP	World Food Programme
WHO	World Health Organization
ZHC	Zero Hunger Challenge