

END-LINE Evaluation of USDA McGOVERN-DOLE GRANT FOR WFP SCHOOL FEEDING in Laos from 2017 to 2022

Decentralized Evaluation Terms of Reference

WFP Laos Country Office



World Food
Programme

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1. Background

1. The terms of reference (ToR) for the McGovern-Dole FY2017-2021 have been prepared by the WFP Lao People's Democratic Republic (PDR) Country Office (CO) based on consultations with relevant stakeholders and following the guidance of the standard Decentralized Evaluation (DE) ToR template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

1.1. INTRODUCTION

2. The terms of references are for an end-line evaluation of WFP Lao PDR's school feeding programme under the USDA McGovern-Dole FY17 project. The end-line evaluation aims to critically and objectively evaluate the performance of the project for the purposes of learning and accountability covering from the time of inception of the project (since April 2018) to October 2022. This evaluation is commissioned by WFP Lao PDR CO and will commence from October 2022 to May 2023. In addition, the TOR aims to 1) provide key learning themes, project scope, and other key information to guide the evaluation team in conducting the evaluation; and 2) to involve stakeholders early on, keeping them informed of progress achieved at the end of the programme implementation, and providing opportunities for inputs to secure their support and commitment to the findings and recommendations from this endline evaluation.
3. The evaluation will provide an evidence-based, independent assessment of the results of the project to enable WFP Lao PDR CO, the Government of Lao PDR, and Cooperating Partners (CPs) to demonstrate results and learning to feed into future school feeding initiatives, in particular the government-led and managed National School Meals Program (NSMP), while also making it possible to quantify the impacts of the project.
4. The purpose of the end-line evaluation will serve several critical purposes: (1) measure performance indicators for the McGovern-Dole's two strategic objectives as well as the highest-level results (outcomes) that feed into the strategic objectives as part of the final evaluations; and (2) provide a situational analysis at the end of the project's implementation period and provide important context necessary for the final evaluation to assess the project's relevance, effectiveness, efficiency, sustainability, and impact.
5. The evaluation process within WFP will be managed by an evaluation manager appointed by WFP Lao PDR's Country Director. This evaluation manager will be the main focal point for the day-to-day contact during the evaluation period. An external independent firm (evaluation team) will be contracted to carry out the actual evaluation and will appoint their own evaluation team leader and managers.
6. In 2017, WFP Lao PDR was awarded \$27.4 million to implement the USDA McGovern-Dole School Feeding Programme FY2017-2021 Programme in 8 target provinces (Phongsaly, Oudumxay, Luang Namtha, Luang Prabang, Saravane, Sekong, Attapeu and Khammouane) over a four year period. As part of this, the project provided school lunch in 1,430 schools, supported inclusion of agriculture and nutrition education as part of school curriculum, built capacities of community, supported government in take-over of project across several schools under its national school meals program, and established systems for monitoring the progress of the project.

1.2. CONTEXT

7. The World Food Programme (WFP) received US\$ 27.4 million to implement a school feeding project in Lao PDR, from the U.S. Department of Agriculture's (USDA) McGovern-Dole program. The programme's strategic objectives are to improve the literacy of school-age children (McGovern-Dole's SO1) and increase the use of health and dietary practices (McGovern-Dole's SO2). These strategic objectives are achieved through various activities and intermediate outcomes visualized in the Results Framework (Annex 7). The McGovern-Dole support also contributes to Strategic Outcome 1 of WFP's Country Strategic Plan 2017-2021:

school children in remote rural areas have sustainable access to food by 2021 and Strategic Outcome 1 of WFP Country Strategic Plan 2022-2026: Schoolchildren in vulnerable areas have improved food security, nutrition and learning results through a sustainable national school meals programme by 2026. The McGovern-Dole award was granted for an initial duration of four years but was extended to February 2023. The award covered 8 provinces, including Phongsaly, Luangnamtha, Oudomxay, Luangprabang, Khammouane, Attapeu, Saravane, and Sekong.

8. Lao PDR has progressed steadily across multiple economic, health and nutrition, education, and poverty indicators over the past three decades, and the country aims to graduate from its status as one of 47 Least Developed Countries (LDCs) by 2024. Between 2004–2006 and 2016–2018, undernourishment in Laos declined from 27 percent to 16.5 percent. Under-five mortality also halved between 1995 and 2015. More children are attending school, with the proportion of children over age 6 who have never attended school falling from 38 percent in 1995 to 13 percent in 2015. Children are also attending school at an early age, with national primary enrolment rates of the 6-11 year-olds increasing from 86 percent in the 2007 school year to 98 percent in 2021. As of the 2019/20 school year, 82 percent of all 5-year-olds attended school nationally, with equal numbers of boys and girls.¹
9. Yet despite the considerable progress, there is still far to go to tackle poverty and malnutrition, and improve education, water access and hygiene and sanitation. Nearly 19 percent of the population live under \$1.90 a day. Overall, 33 percent of children under the age of 5 are stunted, while 21.1 percent are underweight, and 44.1 percent suffer from anaemia. For school-aged children (ages 5–19), 9 percent are thin or severely thin – on par with Indonesia and the Philippines (10 percent). Over four out of five households had source water contaminated with *E. coli*.
10. The country has experienced unequal growth, with large disparities between the more remote, upland provinces and lowland provinces, between ethnicities, and between genders. There are 49 officially recognized ethnicities, classified into four ethno-linguistic families: Lao-Tai, Hmong-Mien, Sino-Tibetan, and Mon-Khmer. The majority Lao-Tai population has a 75.7 percent literacy rate, while literacy among the other ethno-linguistic groups is below 40 percent. Only 19.3 percent of Mon-Khmer children attend upper secondary school or higher. Women across all ethno-linguistic groups have lower literacy rates (65% for female, and 72% for male).
11. School feeding is seen as a key component of these strategies and a platform for addressing hunger and nutrition awareness as well as increasing attendance and contributing to learning outcomes. The Nutrition Strategy/Plan of Action and Social Protection Strategy specifically highlight the National School Meals Program as a core instrument to improve diets and nutrient intake.
12. Agriculture (smallholder farmers) and food security
13. Agriculture and rural livelihoods provide income to more than two-thirds of the population in Lao PDR, although only 4 percent of the total area in Lao PDR is arable – the smallest amount of any country in Southeast Asia – due to its mountainous terrain. Most of this land is devoted to paddy production, with glutinous (sticky) rice making up almost 80 percent of rice production.

Education and literacy

14. There are 8,854 primary schools (public and private) and 3,432 pre-primary schools in Lao PDR. Compulsory education lasts nine years in the country, from Grade 1 (G1) through G9. When accessible, children typically attend pre-primary school from ages 3–5, enter primary school at age 6 and attend Grades 1–5 until age 10. There are four grades in lower secondary school (G6–G9), and three grades in upper secondary school (G10–G12). The school year generally runs for 175 days from September to June. Enrolment reached 770,659 students in public and private primary schools in the 2018/19 school year, and 66 percent of new entrants in G1 had pre-school experience. On average, there are fewer than 100 students per primary school in Lao PDR, which adds to the challenge and expense to reach each school in the country.²

¹ Source: LSIS II (2017)

² Source: MoES – EMIS (2021)

15. While significant progress has been made across all levels of the Lao education structure in previous decades, literacy remains a significant challenge with many students lacking the basic literacy skills necessary to engage in classroom learning. One assessment showed that over 30 percent of 2nd graders could not read a single word, and among those who could read, 57 percent did not understand what they had just read. This issue is most pronounced in early grades where students first begin to fall behind in Lao language and readings skills, particularly for non-Lao speaking students. Inadequate learning at the primary level has flow-on effects to higher levels of education. Nationally, 83 percent of students who enrol in G1 complete G5, 51 percent complete lower secondary school, and 33 percent complete upper secondary school.

Water, sanitation and hygiene (WASH)

16. Accessing clean water and sanitation facilities remains a critical need in most schools in Lao PDR and is a priority of the MoES. According to MoES data from 2017, only 66 percent of primary schools in Lao PDR had both access to water and sanitation facilities. This lack of access can have detrimental effects on attendance, enrolment, and learning outcomes, and rural and marginalized communities are most affected. Diarrheal disease and parasitic infections – both sanitation-related – are leading causes of mortality and malnutrition through reduction in food intake leading to a decrease in absorption of nutrients especially in the under-five age group and missed school days and disability among children of all ages.

Overview of the Lao PDR School feeding program

17. With nearly 90 percent of children of primary school age attending primary schools, the Government of Lao PDR clearly sees schools as a key platform through which to deliver an essential integrated package of health and nutrition services to children. The enrolment rate has been risen from 86 percent in 2007 to 98.8 percent in 2021.
18. School feeding has gained importance among government priorities for its role in increasing attendance, educational outcomes and improving the nutritional status of school-aged children. The 8th National Socio-Economic Development Plan attributes increased attendance and lower drop-out rates to school lunch and food supplements, among other initiatives (p.32–33), and highlights the importance of promoting a diverse diet and eating behavior among children through school feeding, as well as micronutrient supplementation and deworming (p.34). The 2014 Policy on Promoting School Lunch states as one of its objectives, “instill good values and principles of proper nutrition and good health practices with children acting as agents of change at home and in the communities” (p.4–5).
19. The first school feeding program (SFP) in the country began in 2002, when WFP began distributing a mid-morning snack of corn-soya blend (CSB) to students in the three northern provinces of Phongsaly, Luangnamtha and Oudomxai. In 2012, WFP carried out a “Home Grown School Feeding” cash-based pilot project in Oudomxai and Phongsaly provinces. The Government took over the pilot schools and used the pilot to design their own model, which became the cash-based NSMP. With funding from the World Bank, the NSMP gradually expanded to cover over 24,600 students in 306 schools across 10 districts by the end of 2018.
20. Since 2014, WFP has moved away from simply providing school meals towards capacity strengthening of schools, communities and the Government, with the aim for an eventual handover of the school feeding program to the GoL, in line with WFP’s global School Feeding Strategy 2020–2030, which envisions a shift from direct implementation to supporting the transition and scale up of national programs.
21. In May 2018, WFP and the MoES signed a School Feeding Handover Plan, which outlined a phased approach to the handover of SFPs. WFP-supported programs in the first 515 schools in nine districts were handed over under the government take over in July 2019, and in September 2021, WFP handed over school feeding programs in the remaining 915 schools to the government of Lao PDR.
22. The successful first phase of the handover in 2019, and the second phase hand over in 2021, were made possible through close engagement with the Government and communities; it was the culmination of support to institutional frameworks, legislation, school meals management and school infrastructure. Following the agreement in 2018, a School Meals Handover Committee within MoES – as well as committees

at the provincial and district levels - were established. WFP also supported the development of several decrees and legislation, including a Prime Minister's Decree to integrate school feeding into the national budget (endorsed in May 2022) and guidelines on school meals implementation at national, provincial, district and community levels. In the 2019-2020 school year, the Government re-allocated funds to provide cash to the 821 schools that were part of the NSMP, representing the first ever domestic budget allocation to school feeding.

23. Today in Lao PDR, approximately one-third of all primary and pre-primary school children (almost 2,800 schools) receive school lunch through SFPs implemented by the GoL (through the NSMP), WFP and CRS. WFP directly supports 64,000 pre-primary and primary school students in 707 schools across 17 districts in Vientiane Capital and 10 provinces. MoES supports 192,513 students in 1,782 schools in 48 districts through the NSMP. CRS supports 28,171 children in 302 schools across six districts in Savannakhet Province. In addition, the Humana People to People organization supports two schools in Borikhamxay Province.
24. The current SFPs offer a mix of in-kind food commodities, paired with awareness raising and community activities, as well as cash disbursements. The Government's NSMP currently provides a cash budget of LAK 800 child/day, used by schools for the local procurement of food items. Students in schools supported by WFP receive a daily lunch consisting of fortified rice, lentils, canned fish, and fortified vegetable oil through USDA. CRS provides a similar food basket. The in-kind food provided is supplemented by fresh produce (meat, fish, eggs and green leafy vegetables or root vegetables) donated by parents and the community to provide more nutritious and diversified lunches for the children. WFP also provides take-home rations of rice for cooks and storekeepers, once per semester, as an incentive.
25. Lao PDR has the highest under-5 child mortality rate in the region, and at 16.5 percent, the prevalence of undernourishment in the population in Lao PDR is higher than any other South-East Asian countries with the exception of Timor-Leste. Stunting among children under 5 is prevalent among all income levels, from 48 percent for the poorest quintile ("very high" according to World Health Organization (WHO) classification) to 13.9 percent for the richest (medium, WHO classification). Over 30 percent of children under 5 from the poorest quintile and 25 percent from the second-poorest quintile are underweight

It is clear that there is a need for further education and awareness-raising about nutrition and the need for diverse, healthy diets – not only in the first 1,000 days but throughout childhood and adolescence to ensure that children grow up to realize their potential. If the early gains from the first 1,000 days are to be sustained, and children are to achieve their full potential as adults, they need to maintain good health and nutrition throughout the periods of development that continue through the first 8,000 days of life. By its School Feeding Strategy 2020-2023, WFP aims to provide an integrated package of support to schoolchildren to invest in the critical window of child development.

Nutrition implementation strategy

26. In 2015, the GoL approved its National Nutrition Strategy to 2025 and Plan of Action 2016–2020. The Government laid out the key drivers of malnutrition in Lao PDR and outlined a strategic framework for the next 10 years that aims to reduce maternal and child malnutrition rates while improving the nutritional status and food security of the country's multi-ethnic population.
27. The school feeding program can directly and indirectly address some of the interconnected factors leading to malnutrition and food security. School lunches are likely to improve nutrient intake and dietary diversity while also alleviating the economic burden for vulnerable families by reducing household's food expenditure. These savings can then be allocated towards other households' essential needs, such as access to health care, soap and detergent, and other items that can contribute to a more sanitary environment. WASH activities will address the poor environmental hygiene that lead to food, water, and vector-borne diseases, in addition it will provide dignity to the students. Furthermore, gender-responsive nutrition campaigns can reduce the unpaid burden of care of women and girls.
28. WFP's experience implementing nutrition awareness campaigns showed that villagers were engaged when learning in their own language. By leveraging the lessons learned from its previous nutrition interventions as part of broader nutrition awareness raising, this project has an opportunity to have an impact on maternal and child health and nutrition (MCHN).

Policy Support/Government Capacity Strengthening

High level policy support and capacity strengthening form the backbone of the transition to the NSMP under full government ownership in 2021. Through support to national legislation and guidelines, the strengthening of technical capacity, and the facilitation of knowledge sharing, The Government of Lao PDR has taken over management of school feeding of 515 schools in 2019, and other 915 schools in 2021 in the 31 target districts within the 8 target provinces³

2. Reasons for the evaluation

2.1. RATIONALE

29. WFP Lao PDR CO is commissioning an activity evaluation as an end-line evaluation for the USDA McGovern Dole FY17 award. The McGovern-Dole project in support of WFP's School Feeding Program (SFP) activities in Lao PDR, will be evaluated from the period October 2022 to May 2023 (inception phase of the evaluation process to submission of the final report), in order to be able to critically and objectively assess performance of the project for the purposes of learning and accountability.
30. The end-line evaluation is being commissioned as the final stage in the evaluation cycle to fulfil USDA's McGovern-Dole project requirement to critically and objectively evaluate the implementation and performance with an eye to generating recommendations that will inform WFP and partners' support to strengthening the expanding NSMP, as well as the ongoing FY20 USDA McGovern-Dole project implementation.

2.2. OBJECTIVES

31. Evaluations serve the dual and mutually reinforcing objectives of accountability (performance and results of the operation) and learning (the reasons why certain results occurred, and lessons learned for the continuance of school feeding in Lao PDR) for WFP and partners, including government and other stakeholders, to strengthen the NSMP. Evaluation findings will also be used by the key government counterparts for this project, most notably the Ministry of Education and Sports (MoES).
 - **Accountability** – The evaluation processes will assess and report on the performance and results of the USDA McGovern-Dole FY17 School Feeding project during the project period. For accountability, the evaluation will assess whether targeted beneficiaries have received services as expected, and if the project has achieved the stated goals and objectives aligned with the results frameworks and assumptions comparing to the baseline and mid-term findings. In addition, the evaluation will also examine to what extent recommendations of the midterm were incorporated. what all course-corrections were done.
 - **Learning** – The evaluation processes will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems. For learning, the evaluation components will aim at critically and objectively reviewing and taking stock of participants' implementation experience and the implementation environment.

2.3. STAKEHOLDER ANALYSIS

32. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their

³ The 8 target provinces: Phongsaly, Louangnamtha, Luangprabang, Oudomxay, Khammouane, Saravane, Sekong, and Attapeu.

expected interest in the results of the end-line evaluation and relative power to influence the results of the programme being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

33. Accountability to affected populations is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities (such as ethnic and linguistic).
34. The primary users of this evaluation will be:
 - a. WFP Lao PDR and its partners and NGOs such as Big Brother Mouse (BBM), Plan International (PI), and The World Bank in decision-making, notably related to programme implementation, design and partnerships;
 - b. USDA as funder for the project and the evaluation;
 - c. WFP’s Regional Bureau Bangkok (RBB) is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight;
 - d. WFP HQ may use evaluations for wider organizational learning and accountability as well as program support on school feeding;
 - e. WFP’s Office of Evaluation (OEV) may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board;
 - f. The government at the national and sub-national levels are expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance. The Ministry of Education and Sports will use evaluation findings as inputs for its take-over strategy;
 - g. Other partners such as World Bank, UN agencies and INGOs such as BBM, Plan International, Save the Children International, and the World Bank involved in the education sector may also be interested in the results of the evaluation.

The evaluation will be shared and disseminated to the primary users primarily through email. An internal and external communication plan will be prepared. The communication plan will identify the means and channels for sharing and disseminating the evaluation to the primary users in each respective phase.

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Lao PDR	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings from this end-line evaluation for its support to strengthening the expanding NSMP, as well as for strengthening programme implementation of the USDA McGovern-Dole FY20 school feeding project.
WFP field offices in Phongsaly, Oudomxay and Pakse	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. They will be affected by the outcome of the evaluation.

Regional bureau (RB) for Asia and the Pacific based in Bangkok	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau will be involved in the planning of the next programme, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)	Primary stakeholder - The Office of Evaluation 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. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder - the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
Beneficiaries	Key informants and primary/secondary stakeholders - As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. Among the beneficiaries receiving capacity strengthening are schoolteachers, women and men small-holder farmers, women and men members of Village Education Development Committees and the students themselves. The level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
Government of Lao PDR	Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Ministry of Education and Sports (MOES) is one of the key partners in the design and implementation of School Meals activities. At sub-national level, Provincial Education and Sports Services (PESS), District Education and Sport Bureau (DESB), Provincial Agriculture and Forestry Office (PAFO), District Agriculture and Forestry Office (DAFO), Provincial Health Office (PHO), District Health Office (DHO), and District Lao Women Union will all play key roles at implementation level.
United Nations country team (UNCT)	Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in

	ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
<p>Non-governmental organizations (NGOs)</p> <p>Catholic Relief Services, Plan International, Save the Children International, Room To Read, Lutheran World Federation, Comité de Coopération avec le Laos</p>	<p>Key informants and primary stakeholder - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientation and partnerships. They will be involved in using evaluation findings from this end-line evaluation for programme implementation.</p>
<p>Donor</p> <p>USDA,</p>	<p>Primary– The key donors for this school feeding programme is USDA McGovern-Dole. WFP interventions are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes. USDA has specific interest in ensuring that operational performance reflects USDA standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions. That is the main reason for including USDA in the Evaluation Reference Group.</p>
<p>Others</p> <p>DFAT, Japan, JAWFP, Russia Embassy, Chinese private sector, YUM and World Bank</p>	<p>A wide range of actors, such as other donors, local suppliers, school administrators and local communities, are involved in the provision of school meals and are expected to benefit from some of the capacity development activities. WFP-Lao PDR also has established partnerships with the World Bank, Australian DFAT, FAO, and Lao Women’s Union to achieve project objectives. Their respective perspectives will be sought during the evaluation as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.</p>

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

35. The World Food Programme (WFP) received US\$ 27.4 million to implement a school feeding project in Lao PDR, from the U.S. Department of Agriculture's (USDA) McGovern-Dole program on improving literacy of school-age children (McGovern-Dole's SO1); increasing use of health and dietary practices (McGovern-Dole's SO2). The McGovern-Dole support contributes to Strategic Outcome 1 of WFP Country Strategic Plan 2017-2021: *school children in remote rural areas have sustainable access to food by 2021* and the Strategic Outcome 1 of WFP Country Strategic Plan 2022-2026: Schoolchildren in vulnerable areas have improved food security, nutrition and learning results through a sustainable national school meals programme by 2026. The McGovern-Dole award was for an initial duration of four years but extended to February 2023, and covered 8 provinces, including Phongsaly, Luangnamtha, Oudomxay, Luangprabang, Khammouane, Attapeu, Saravane, and Sekong. The project activities to achieve the strategic outcome are, amongst others, provision of school meals to children in Lao PDR, provision of support packages to communities such as literacy strengthening, improving water and sanitation and strengthening the capacity of communities to take and lead the implementation of school feeding.
36. The support reaches approximately 140,000 children, 13,000 school administrators and officials including teachers, 10,000 VEDC members, 3,000 cooks and 1,500 storekeepers, in 31 districts in 8 provinces. This includes areas directly supported by WFP and 15 schools in Nakai District in Khamouane Province supported by an NGO partner - the Education for Development Fund (EDF-Lao). WFP has also been working with three other partners to support the promotion of literacy, namely Plan International, Big Brother Mouse (BBM), and Room To Read (RtR). These three organizations provide books, community engagement, and teacher training to target schools and conduct targeted literacy activities for children in these schools. WFP has been working with World Education to strengthen Big Brother Mouse (BBM)'s capacity to deliver literacy promotion activities. WFP has also been working with the Department of Water (Namsaat) of the Ministry of Health (MoH) to improve health and hygiene practices. Also, WFP has worked in partnership with two other NGOs - LWF and CCL to support the review and follow-up of the handed over schools in Viengkhoukha, Nalae and Bounneudistricts.
37. WFP handed over school feeding programmes in 515 schools in July 2019 and programmes in the remaining 915 schools in September 2021. Capacity strengthening activities have been implemented at all levels to lead and drive school meals implementation forward. Awareness raising and support to central level were also provided including the Prime Minister's Office, National Assembly and the Ministry of Education, so as to increase the knowledge about school meals as an important element in social safety-net policies and to ensure the Government's budget allocation for taking over school meals. In this regard, study visits for the government officials responsible for school meals were organized to neighbouring countries (Thailand, Sri Lanka, and Cambodia). At the community level, peer-to-peer exchange visits have also been organized.
38. In 2018, the baseline study for the FY17 McGovern-Dole project was conducted and found that the USDA McGovern-Dole school feeding project was well-positioned to continue with the school meal activities carried out under the FY14 award and for a smooth handover to MoES at the end of the project in 2021. In 2021, mid-term review of USDA McGD FY17 School Feeding was conducted and found that the SFP FY17 was completely aligned with government's policies and strategies for improving nutrition, education, gender and social equality in the country's context. It was also coherent with WFP's larger strategy to gradually shift from direct implementation of food assistance to providing technical and policy support to the government, as a result of which, handover of schools to NSMP had been initiated and tested throughout the FY17 project cycle. The project had succeeded in establishing education, school meals, school gardens and WASH related infrastructure for all schools. Capacities of all key stakeholders at the community level (cooks, storekeepers, teachers, VWUs etc.), district, provincial level and national levels (with government officials of different departments) had been strengthened prior to handover of schools. For the recently handed-over schools, this is expected to result in improved outcomes at end-line.
39. The FY17 project has also proved to be a major learning step in the trajectory of school meal project in Lao PDR's context. It has allowed for extensive piloting and review of different project components which has

produced learnings relevant for school feeding programs as a whole (as well as other future programs in the space of education and nutrition).

3.2. SCOPE OF THE EVALUATION

- 40. The end-line is part of an evaluation plan that includes three key products: a baseline evaluation, a mid-term review, and a final evaluation. The evaluations will be carried out by an independent evaluation firm in a representative sample of the intervention areas in all target districts, including areas with WASH and literacy activities, and all types of beneficiaries. The evaluation will be managed by WFP’s Lao PDR Country Office with the support from the Regional Evaluation Officer, and the School-Based Programs Evaluation Officer and Office of Evaluation at WFP’s Headquarters.
- 41. The end-line evaluation will serve several critical purposes: (1) measure performance indicators for McGovern-Dole’s strategic objectives as well as the highest-level results (outcomes) that feed into the strategic objectives as part of the end-line evaluations, (2) provide a situational analysis at the final stage of the project 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 end-line evaluation to assess the project’s relevance, effectiveness, efficiency, sustainability, and impact.

The end-line evaluation will therefore be designed to include data collection for indicators that are suitable for both monitoring and evaluation, and integration of gender, equity and wider inclusion issues. The end-line evaluation will also include evaluation questions, so that the indicators and data collection will support the future evaluations, as well as the specific USDA Learning Agenda research questions.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

- 42. The evaluation will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the end-line evaluation of the USDA McGovern-Dole FY17 School Feeding Programme, with a view to informing future strategic and operational decisions.
- 43. The evaluation should analyse how gender, equity and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.
- 44. The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, Sustainability. Gender equality and empowerment of women should be mainstreamed throughout. The table below outlines those focus areas, along with key evaluation questions and the relevant data sources.

Table 2: Evaluation questions and criteria

Evaluation questions - End-line	Criteria
EQ1 – How relevant and influential has the project been with regard the Government of Laos’ current and future plans in school feeding?	Relevance

1.1	<ul style="list-style-type: none"> To what extent does the design of the McGovern-Dole FY17 school feeding project contribute to realizing the Government of Laos' policies and strategies related to school feeding and WFP's Country Strategic Plan (2017–2021 and 2022–2026)? To what extent was the design of the project activities aligned to the National School Meals Programme (including implementation model and package of capacity strengthening activities provided to schools before handover)? 	
1.2	Do capacity strengthening activities align with government plans, strategies and priorities within those for school feeding, school health and nutrition, sector specific [depending on the objectives of the NSMP] and national-level development commitments?	
1.3	Was appropriate planning done with the government about which schools would be handed over, and when? Was it documented (in a handover plan/strategy with division of labor, roles and responsibilities, targets and expectations of what is a successful handover)?	
1.4	Was the timing of the handover appropriate, based on the capacity of national stakeholders to implement the national school feeding programme?	
EQ2 – How effective and efficient was the project in adapting to circumstances and meeting its stated goals?		Effectiveness and Efficiency
2.1	How effective was the capacity strengthening work to build national capacity in the National School Meals Programme?	
2.2	Were all the project activities carried out as planned and what were the outcomes? To what extent capacity strengthening and handover activities were carried out as planned.	
2.3	What was the impact of COVID-19 pandemic on the project with specific reference to school children's return to school and the achievement of project outcomes? What alternatives did WFP propose in these circumstances and what impact did they have on programme effectiveness?	
2.4	How efficient was WFP's approach to strengthen the national capacities vis-à-vis the National School Meals Programme? To what extent was WFP able to timely mobilize the required human and technical resources to provide support to national actors (at technical, project management and advocacy levels)?	
2.5	Is there evidence of girl and boy students who demonstrate the use of good health and nutrition practices in the WFP-supported schools and the comparison schools in these 8 provinces?	
2.6	To what extent does the government have a monitoring system to enable themselves to know the effectiveness and impacts of the National School Meals Programme?	

EQ3 – How significant are the changes brought about by the project since the baseline, measured in terms of outcomes and impacts?		Impact
3.1	How do the literacy outcomes of girls and boys compare between the WFP-supported schools and the comparison schools in these 8 provinces?	
3.2	How did the project contribute to the observed impacts? Is there evidence that school gardens are effective at increasing knowledge of nutrition for schoolchildren in WFP-supported schools in these 8 provinces?	
3.3	Has there been any unintended outcomes, either positive or negative from the handover? To what extent are all the handed-over schools continuing to provide high quality school lunch after handover?	
3.4	What were the key enabling factors and challenges for the handover? What are the lessons learnt and good practices that should be taken into consideration for future school feeding activities?	
3.5	What are the emerging results from this school feeding project in terms of benefits to the learning outcomes, health and nutrition of target schoolchildren, and social protection? What evidence was collected in support of this?	
3.6	To what extent did the programme contribute to increased attendance of school-age children (girls and boys) in WFP-supported schools and the comparison schools in these 8 provinces?	
3.7	Have there been any unintended outcomes, either positive or negative? How do different groups benefit from the intervention outcomes and how do GEWE outcomes vary by stakeholder group (ethnic groups, gender, etc)?	
3.8	What internal factors affected the project's ability to deliver impact? Were there any divergences from the project design? If so, what were the drivers of these decisions?	
3.9	What were the external factors (political, economic, social, other) that contributed to the project's observed impacts? Did the relationship with government change over the project's delivery timeline? If so, how? Were any external obstacles identified? How were these obstacles overcome/mitigated?	
EQ4 – The extent to which the programme interventions continue post handover of school feeding programme.		Sustainability
4.1	The extent to which has school feeding been continuously implemented since the programmes were handed over by WFP to the Government under the National School Meals Programme? What were the key enabling factors and challenges?	

4.2	To what extent the WASH, hygiene, literacy, school gardening and other activities that WFP supported in line with the Government's guidelines for school feeding programmes are continuing in the handed-over schools?	
4.3	What measures did WFP take to increase financial and human capital contribution of other stakeholders to the WFP-supported schools and how successful were they?	
4.4	To what extent has the government discussed setting up/supporting school feeding activities beyond WFP support? How has WFP supported these activities?	
4.5	What interventions are the most effective at securing community, local or national government investment into the school feeding programmes? What are the barriers and challenges in securing investment?	
4.6	How are the community involved in maintaining key school infrastructure to enable the programme to continue? How does this involvement differ among men and women?	

45. The following indicators will be assessed in this end-line evaluation:

Table 3: List of indicators to be assessed:

No	Indicators
1.	Number of public-private partnerships formed as a result of USDA assistance (Multi-focus)
2.	Number of individuals benefiting indirectly from USDA-funded interventions
3.	Number of individuals benefiting directly from USDA-funded interventions (female; male; new; continuing) (This indicator measures all direct beneficiaries who benefitted from the intervention under SO2. Individuals are counted only once, even they received support through multiple interventions, such as multiple trainings provided.)
4.	Number of students enrolled in schools receiving USDA assistance (Students enrolled" are students enrolled at the beginning of the school year at targeted schools)
5.	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new; continuing)
6.	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance
7.	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (kitchens, cook areas; Other school grounds or school buildings)
8.	Number of cooks and storekeepers/individuals trained in food preparation and storage practices as a result of USDA assistance
9.	Number of individuals trained in child health and nutrition as a result of USDA assistance

No	Indicators
10.	Number of school-aged children receiving daily school lunch as a result of USDA assistance (new; continuing)
11.	Number of daily school lunch provided to school-age children as a result of USDA assistance
12.	Number of take-home rations provided as a result of USDA assistance
13.	Number of individuals receiving take-home rations as a result of USDA assistance (new; continuing)
14.	Number of students regularly (80%) attending USDA supported classrooms/schools <i>("Students regularly attending" are students that attend a minimum of 80% of the school operating hours during the school year.) (USDA supported classrooms/schools is defined as those receiving direct services from the USDA supported programme.)</i>
15.	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
16.	Number of national school meal sustainability workshops held as a result of USDA assistance
17.	Value of new public and private sector investments leveraged as a result of USDA assistance
18.	Number of educational policies, 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 legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun
19.	Degree (in %) of WFP's Community Strength Assessment Tool (CST) being adopted, included and implemented by MOES monitoring system: - MOES agrees to adopt - MOES include and apply into their monitoring system - CST data in MOES monitoring system is being collected
20.	Number of community mobilization activities in the village
21.	Number of exchange visits between communities (peer to peer)
22.	Number of Government people trained on governance, roles, and responsibilities.
23.	Number of representatives from government institutions that facilitate training of VEDC

No	Indicators
24.	Number of study visits organized to learn about the handover from WFP to Government and how to expand school meals nationwide
25.	Number of Advocacy activities aimed at decision makers promoting school meals
26.	Number of school administrators and officials in target schools who demonstrate the use of new techniques or tools as a result of USDA assistance
27.	Number of students benefiting from campaign to promote literacy as a result of USDA assistance (This indicator measures the number of students who directly benefit from the literacy promotion campaign which would have been conducted with partners in the pilot province of Phongsaly)
28.	Number of school administrators and officials trained or certified as a result of USDA assistance
29.	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance
30.	Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools as a result of USDA assistance
31.	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance
32.	Number of individuals who demonstrate the use of new child health and nutrition practices as a result of USDA assistance.
33.	Number of individuals who demonstrate the use of new safe food preparation and storage practices as a result of USDA assistance
34.	Number of schools using an improved water source.
35.	Number of schools with improved sanitation facilities
36.	Percent of students having reduced absenteeism due to USDA support
37.	Number of schools providing school lunch every day for the past 2 weeks
38.	Number of school garden able to contribute with food for lunch at least 2 times harvest to school lunch in a month
39.	Number of climate change installations (green houses, irrigation systems etc.) established
40.	Number of fishponds/ livestock schemes supported
41.	Percentages of schools with access to water for school gardens, cooking and wash purposes

No	Indicators
42.	Number of Community Volunteers supporting SFP
43.	Number of schools have well-functioning and clean dining facility
44.	Number of children (10 years +) benefitting from literacy campaigns, books, and new teaching material
45.	Number of schools where Nutrition and School Agriculture teaching (curriculum) material is being applied
46.	Number of teacher instruction sets/manuals, guidance's, teaching material and books
47.	Number of platforms established to track WFP community package implementation.

46. **The evaluation** should analyse how GEWE objectives and GEWE mainstreaming principles were included in the intervention design, and whether the objectives have been guided by WFP and system-wide objectives on GEWE. The GEWE dimensions should be integrated into all evaluation criteria as appropriate.
47. **The end-line conclusion** should draw together what the findings to these questions mean for implementation and monitoring: what needs to be modified or strengthened to maximise results?
48. **End-line recommendations** should outline any missing concrete steps to enabling a continuation of a sustainable NSMP following handover of the schools under the USDA McGovern-Dole FY2017 Program, i.e. school meals, water access, hygiene promotion, literacy, community mobilization, agricultural support, policy support, and health and nutrition awareness activities, through strengthened capacities of the host government and communities in school feeding. The recommendations should take into consideration the geographic, political, economic, and enabling environment. Additionally, the lessons learned, challenges and recommendations related to GEWE must also be included and presented in the findings of this end-line evaluation.

4.2. EVALUATION APPROACH AND METHODOLOGY

49. The methodology will be designed by the evaluation team during the inception phase in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Monitoring and Evaluation Policy. Also, the methodology for this end-line should be in line with its baseline and mid-term. Where necessary, the same data collection tools and protocols should be used at endline to allow for comparison of quantitative results over time. Based on the requirements described in the TORs, further analysis done at inception phase and consultations with key stakeholders, the end-line team will formulate an appropriate evaluation design, sampling strategy, and methodological approach for each stage of evaluation process. The detailed methodology defined in the Inception Report should be guided by the following principles:
- Employ the relevant evaluation criteria above
 - Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints
 - Use mixed methods (quantitative and qualitative) to ensure information from different methods and sources is triangulated to enhance the validity, reliability and credibility of the findings. The data collection will be conducted in the two phases – phase 1 quantitative and phase 2 will be qualitative data collection, where mostly data around the issues/key area emerged based on the quantitative data would be collected. Then the qualitative methods such as focus group discussions and key informant interviews, will be used where relevant to highlight lessons learned and case studies representative of the interventions.

- Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that cultural and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries and others; and
 - To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR.
50. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including pre-primary (5 years) and primary school students (6-11 years), teachers, parents, cooks, storekeepers, members of the Village Education Development Committees and village leaders; direct observation in different locations; across evaluators; across methods etc.). It will take into account any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.). All data collection will be in alignment with WFP's Beneficiary Personal Data Protection and Child Protection standards.
 51. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.
 52. Looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.
 53. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.
 54. There is already useful data from the mid-term review of the McGovern-Dole FY 17 project by using a quasi-experimental approach to analyze the overall impact of school feeding versus no school feeding. With this end-line evaluation of McGovern-Dole FY17, the evaluation team will look into the performance of different types of schools within the project along various characteristics (some are listed below, but the final variables will be determined during the inception phase). The evaluation team will thus still apply quasi-experimental techniques by breaking the schools according to categories e.g remote and non-remote areas. and then randomly selecting within these (i.e. stratified random sampling). Similar to the mid-term review, a sample of at least 20 intervention schools and 4 comparison schools should be selected across all 8 provinces. The interventions schools should include an equal mix of schools handed-over to the government in the first and second phases. For each school, a sample of 10 children (5 boys and 5 girls) and 10 parents should be randomly selected to participate in the quantitative survey.
 55. The aim of monitoring and evaluation is to understand the extent to which project strategies can compensate for specific vulnerabilities and deprivations. The sample size for the end-line will be determined based on the degree of change that is expected amongst the performance indicators (enrolment, literacy after five years of school, attendance, drop-out and retention rates, nutrition awareness, etc.), levels of statistical significance desired and acceptable levels of statistical error. Gender will also be considered and is an important variable for WFP's gender equality and women's empowerment (GEWE) agenda. The sampling frame, methodology, and sample size calculations will be the responsibility of the Evaluation Team in consultation with the WFP CO.
 56. Specific data collection methods are expected to include: a desk review, quantitative surveys, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. Participants for focus group

discussions will include school principals/teachers, parent-student associations, village education development committee members and community members/small-holder farmers. Participants for (semi-)structured interviews will include district and provincial education officials, relevant local and international NGOs and UN agencies, and central government officials. The survey modules utilized will include household and child questionnaires, suppliers and smallholder farmers as well as school questionnaire (with teachers and school directors). The key respondents have been identified as critical for the primary data collection as outlined in Table 3 with the list and survey modules to be reviewed and further detailed based on methodology proposed by the Evaluation Team and agreed by WFP CO.

Table 3. Key respondents for primary data collection by program		
Type	Respondents for End-line,	
End-line 2017-2021	Schools (school directors and staff responsible for provision of school feeding; school children), Village Education Development Committees (VEDC members), Parents, Teachers, Communities, Government (MoES, MAF, MoH), Cooperating Partner NGOs (LWF, CCL, BBM, SNV, Plan International, World Education, EDF), other NGOs and UN agencies in the education sector, WFP Officials at Country Office and Regional Bureau	

57. The following mechanisms for independence and impartiality will be employed

Independence: The Evaluation Manager ensures that the independent evaluators selected have not had prior involvement with the subject to be evaluated and have no vested interest.

Impartiality: The Evaluation Manager prepares the TOR following this Process Guide to ensure the absence of bias in terms of scope and design. A reference group, which includes key stakeholders, is formed to help steer the evaluation and reduce the risk of bias. The Evaluation Manager has demonstrated his/her ability to maintain impartiality towards the evaluated subject, i.e. should not be biased with respect to what is being evaluated.

58. The following potential risks to the methodology have been identified

The COVID-19 pandemic may pose challenges, particularly related to international travel into Lao PDR. Mitigation measures include adopting a hybrid approach to data collection, with a subset of the evaluation team present in-country, while other members may operate remotely. Key government and cooperating partner NGOs and WFP officials who are key informants will be interviewed by the in-country evaluation team (face-to-face) and remotely-called-in from the outside-country evaluation team. Data collection at the sub-national levels (provincial, district and school) will be done by the in-country evaluation team by either face-to-face or remotely-called-in in case of lockdown or domestic travel restriction. The approach will need to be adapted to the evolving situation and the internal evaluation committee, the external reference group (including USDA) will be updated of the changes. The evaluation team should clearly identify the data collection approaches in the inception report.

Potential COVID-19 related limitations. Depending on the prevailing circumstances at the time of the evaluation the evaluation team may be requested to mitigate the following potential limitations if adopting remote data collection:

- The lack of visual cues (that ease communication), loss of non-verbal visual data and the inability of the evaluator to use body language for probing were limitations
- Poor mobile connectivity also leading to dropping of some sample points and re-sampling new respondents.
- Limited time and complexity of questions: While the tools to be used during a end-line face-to-face evaluation can be more detailed, phone surveys are unavoidably constrained by time and hence, require shorter and concise tools.

- Selection bias of respondents: using remote data collection mechanisms can limit the reach to the vulnerable population of the evaluation regions.
 - Also, the protracted timelines and delay caused in conducting a evaluation owing to the pandemic can add to the challenge of finding relevant and up to date data.
 - Lack of observation data: Key outcome indicators (skills of teachers, administrators, cooks; personal hygiene; sanitation behavior by students) could not be reported due to lack of observation data.
59. The methodology will be GEEW-responsive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure gender equality is considered when designing and performing data collection.
60. For this end-line evaluation, the evaluation team will need to expand on the methodology presented in the ToR, and develop a detailed evaluation matrix in the inception report.

4.3. EVALUABILITY ASSESSMENT

61. During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.3. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

The main sources of information available to the evaluation team will be from both monitoring data sources (including COMET, ACR, BCM, and PDM) and evaluation products, project documents and project reports. The following documents will be available:

- 1) USDA McGovern-Dole FY2017 – project proposal
- 2) USDA McGovern-Dole FY2017 – baseline report
- 3) USDA McGovern-Dole FY2017 - mid-term reviewn report
- 4) Semi-annual report – USDA McGovern-Dole FY2017 for 2019, 2020, and 2021
- 5) Baseline evaluation – USDA McGovern-Dole FY2020
- 6) WFP Annual Country Reports 2017-2021
- 7) WFP CO Laos – CSP 2017-2021 Evaluation Report
- 8) End-line Evaluation on USDA LRP
- 9) LSIS 2017 (Lao Social Indicator Survey 2017)
- 10) EMIS 2020-2021
- 11) The 9th National Socio-Economic Development Plan
- 12) The Education and Sports Sector Development Plan (2016–2020)
- 13) National Nutrition Strategy to 2025 and Plan of Action (2016–2020)
- 14) National Social Protection Strategy 2030.

Concerning the quality of data and information, the evaluation team should:

- a. assess data availability and reliability as part of the inception phase expanding on the information provided in this Annex 6. This assessment will inform the data collection
- b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
- c. Assess the data and information in the USDA McGovern-Dole FY2017 School Feeding Program project documents as key data source for designing of this end-line evaluation

4.4. ETHICAL CONSIDERATIONS

62. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results do no harm to respondents or their communities.
63. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
64. The team and evaluation manager will not have been involved in the design, implementation or monitoring of this USDA McGovern-Dole FY17 School Feeding programme implemented by WFP Laos CO nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract.

4.5. QUALITY ASSURANCE

65. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
66. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
67. 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.
68. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
69. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),^[1] a rationale should be provided for comments that the team does not take into account when finalizing the report.
70. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.
71. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.

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

72. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows (refer to Annex 2 for further details):

Figure 1: Summary Process Map



Please refer to an evaluation schedule in Annex 2

1) Inception phase, timeline is from October 2022 to December 2022. The evaluation team is required to share the Inception Report for the end-line evaluation of USDA McGovern-Dole FY2017 School Feeding. The Inception report will include the methodology of the end-line evaluation, sample size and locations of villages/schools to be visited during field data collection for both phase (quantitative data collection) and phase 2 (qualitative data collection) or remote data collection (in case of travel restriction or lockdown due to COVID-19), review and analysis of secondary data, tentative key informants for focus group discussion, and interviews.

Deliverables required:

- Workplan,
- Quality Assurance Plan, and
- Inception Report (A draft, revised and the finalized IR with tracked changes and clean version).

2) Data collection phase, timeline is from 14 December 2022 to 7 January 2023 for phase 1 - quantitative data collection; and from 1-10 February 2023 for phase 2 – qualitative data collection. The evaluation team is required to collect sufficient and reliable data to enable evaluation questions to be answered, by conducting field visits or remote calls (in case of travel restriction or lockdown due to COVID-19) to collect primary data, key informant information, etc. In addition, the ET is required to prepare a plan B option for primary data collection in case of travel restrictions or lock-downs in which data collection may only be possible remotely for all sampled communities/schools. The evaluation team is also expected to conduct an end-of-fieldwork debriefing session complemented by a written document or Power Point presentation.

Deliverables required:

- Data Collection Tools,
- Clean Datasets of both quantitative and qualitative data, and
- Debriefing power-point presentation.

3) Analyse data and report phase, timeline is from 12 February to 11 March 2023. The evaluation team is required to finalize the analysis of data gathered, produce a draft evaluation report which presents the key findings, conclusions and recommendations in an accessible manner with a 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the end-line evaluation, and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables. The evaluation team is expected to produce a final report by 21 May 2023. All final versions of evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance

on creating documents accessible to persons with disabilities, please see the following resources:
<https://www.section508.gov/create/documents>
<https://www.section508.gov/create/pdfs>

Deliverables required:

- Draft Evaluation Report (with performance indicators annex) by 11 March 2023,
- Revised Evaluation Report with tracked changes and the comment matrix addressed.
- Final Evaluation Report by 21 May 2023
- 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations
- Presentation of Evaluation by 27 May 2023.

73. Table 4 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

Table 4: Summary timeline – key evaluation milestones			
Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	15 May to 14 October 2022	Preparation of ToR Selection of the evaluation team & contracting Document review	Evaluation manager
2. Inception	17 October to 14 December 2022	Inception mission Inception report	Evaluation Team
3. Data collection	14 December 2022 to 7 January 2023 (Phase 1)	Fieldwork (Quantitative data collection)	Evaluation Team
	1-10 February 2023 (Phase 2)	Fieldwork (Qualitative data collection) Exit debriefing	Evaluation Team
4. Reporting	12 February to 21 May 2023	Data analysis and report drafting Comments process Evaluation report	Evaluation Team Evaluation Manager
5. Dissemination and follow-up	1-30 June 2023	Management response Dissemination of the evaluation report	Evaluation Manager WFP Laos CO Programme and Management Team

5.2. EVALUATION TEAM COMPOSITION

74. The evaluation team is expected to include at least two members, including the team leader and a mix of national and international evaluator(s) will be required. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.

75. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:
- Institutional capacity development (with a focus on establishing national systems, cost-efficiency analysis, supply chain management)
 - School feeding, education, nutrition, food security, SBCC and systems strengthening.
 - All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Asia and Pacific regions.

Other areas of expertise may include:

- Gender expertise / good knowledge of gender analysis, and gender responsive evaluation
 - Evaluation designs and methods (both qualitative and quantitative)
 - Knowledge management
 - All team members should have strong analytical and communication skills, evaluation experience and familiarity with Lao PDR and/or the region.
 - All team members should have strong skills in oral and written English. For the national team members, including field enumerators should have strong skills in oral and written Lao, and able to communicate in ethnic minority dialects will be preferable.
76. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
77. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
78. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with Sengarun BUDCHARERN - the WFP Laos CO evaluation manager. The team will be hired following agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

79. The WFP Laos Country Office management (Director or Deputy Director) will take responsibility to:
- Assign an evaluation manager for the evaluation [Sengarun BUDCHARERN, M&E Officer]
 - Compose the internal evaluation committee and the evaluation reference group (see below)
 - Approve the final ToR, inception and evaluation reports
 - Approve the evaluation team selection
 - Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
 - Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
 - Organize and participate in two separate debriefings, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.
80. The **evaluation manager** manages the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation

manager will be the main interlocutor between the team, represented by the team leader, the firm's focal point, and WFP counterparts to ensure a smooth implementation process.

81. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. The specified membership and key roles and responsibilities, including overseeing the evaluation process, making key decisions and reviewing evaluation products. Annex 3 provides further information on the composition of the evaluation committee.
 82. **An evaluation reference group (ERG)** is formed as an advisory body with representation from. Please find details of list of the membership of the ERG representing the key internal and external stakeholders for the evaluation in Annex 3. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process.
 83. **The regional bureau:** RBB, the regional bureau will take responsibility to:
 - Advise the evaluation manager and provide support to the evaluation process where appropriate
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
 - Provide comments on the draft ToR, inception and evaluation reports
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.
 84. While the regional evaluation officer, Mari Honjo, will perform most of the above responsibilities, other RBB-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
1. Other Stakeholders: **USDA**
 - Provide inputs and comment on ToRs.
 - Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the evaluations.
 - Provide comment on the inception report as required.
 - Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
 - Provide comment on the report
 85. **Relevant WFP Headquarters divisions** will take responsibility to:
 - Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
 86. **The Office of Evaluation (OEV).** OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

5.4. SECURITY CONSIDERATIONS

87. **Security clearance** where required is to be obtained from the Laos CO, through UNDSS.
 - Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.
 - As an "independent supplier" of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the

WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

88. However, to avoid any security incidents, the Evaluation Manager is requested to ensure:
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
 - The team members observe applicable UN security rules and regulations –e.g. curfews etc
89. Potential COVID-19 related limitations. Depending on the prevailing circumstances at the time of the evaluation the evaluation team may be requested to mitigate the following potential limitations if adopting remote data collection:
- The lack of visual cues (that ease communication), loss of non-verbal visual data and the inability of the evaluator to use body language for probing were limitations
 - Poor mobile connectivity also leading to dropping of some sample points and re-sampling new respondents.
 - Limited time and complexity of questions: While the tools used during a end-line face-to-face evaluation can be more detailed, phone surveys are unavoidably constrained by time and hence, require shorter and concise tools.
 - Selection bias of respondents: using remote data collection mechanisms can limit the reach to the vulnerable population of the evaluation regions.
 - Also, the protracted timelines and delay caused in conducting a evaluation owing to the pandemic can add to the challenge of finding relevant and up to date data.
 - Lack of observation data: Key outcome indicators (skills of teachers, administrators, cooks; personal hygiene; sanitation behavior by students) could not be reported due to lack of observation data.

5.5. COMMUNICATION

90. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders specified in the communication and knowledge management plan in Annex 5.
91. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.
92. Based on the stakeholder analysis, the communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.
93. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, as having described the communication and knowledge management plan.

5.6. BUDGET

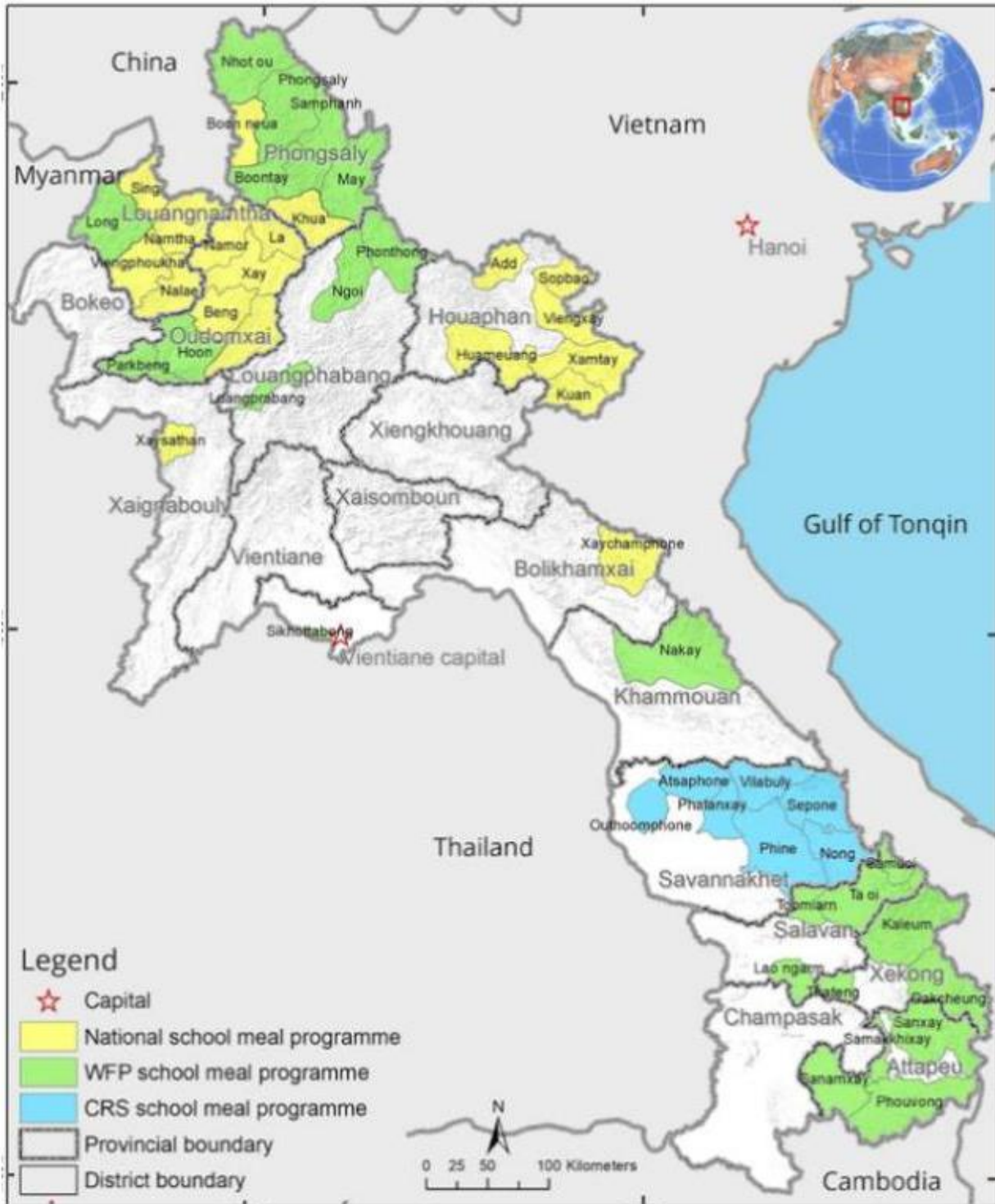
94. This end-line evaluation will be financed through the WFP Lao PDR Country Office using the M&E budget allocation under the McGovern-Dole grant .

95. The offer will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.). For the purpose of this evaluation, the service provider will:
- Include budget for travel for all relevant in-country data collection (both qualitative and quantitative)
 - Hire and supervise any and all technical and administrative assistance required (including in-country).
 - The final budget and handling will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
 - Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

Please send any queries to George GEGELIA, Sr. Procurement Officer, Regional Bureau Bangkok (RBB) at email: george.gegelia@wfp.org.

Annexes

Annex 1: Map



Annex 2: Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation (15 May – 14 October 2023)		Up to 9 weeks
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	15 May - 15 June 2022 (4 weeks)
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	23 June – 17 July 2022 (2 weeks)
EM	Review draft ToR based on DEQS and REO feedback and share with EC and Programme Team – School Feeding	18-25 July, 2022
EM	Review the revised ToR based on DEQS, EC and Programme Team – School Feeding and share with RBB Evaluation Team and HQ Evaluation Officer	29 July – 2 August, 2022
EM	Revise the reviewed ToR based on DEQS and REO and EC feedback and share with ERG (including USDA)	3 – 5 August 2022 (3 days)
EM	Start identification of evaluation team/LTA firms	2 August 2022 (1 day)
ERG	Review and comment on the revised draft ToR	5-19 August 2022
EM	Review the revised ToR based on comments received and submit final ToR to EC Chair	21-22 August 2022
EC Chair	Approve the final ToR and share with ERG and key stakeholders	21-22 Aug 2022
EM	Call for proposals with the identified evaluation teams/LTA firms confirmed their interests and available for the evaluation.	23 Aug – 16 Sept 2022 (3 weeks)
EM	Assess evaluation proposals and recommends team selection	16-23 Sept 2022 (1 week)
EM	Evaluation team recruitment/contracting	23 Sept – 7 Oct 2022 (2 weeks)
EC Chair	Approve evaluation team selection and recruitment of evaluation team	7-14 Oct 2022 (1 week)
Phase 2 - Inception (17 Oct – 14 Dec 2022)		Up to 7 weeks
EM/TL	Brief core team	17 Oct 2022 (1 day)
ET	Desk review of key documents	17-19 Oct 2022 3 days
TL	Inception mission in the country (if applicable)	19-26 Oct 2022 (Optional)
ET	Draft inception report	20-30 Oct 2022 (1 week)

EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	1-7 Nov 2022 (1 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	7 – 14 Nov 2022 (1 week)
EM	Share revised IR with ERG (including USDA team)	17 Nov 2022
ERG	Review and comment on draft IR	17-30 Nov 2022 (2 weeks)
EM	Consolidate comments	30 Nov 2022
ET	Review draft IR based on feedback received and submit final revised IR	1-5 Dec 2022 (1 week)
EM	Review final IR and submit to the evaluation committee for approval	5-7 Dec2022
EC Chair	Approve final IR and share with ERG for information	7-14 Dec 2022 (1 week)
Phase 3 – Data collection (14 Dec 2022 – 11 Feb 2023)		Up to 3 weeks
EC Chair/ EM	Brief the evaluation team at CO	14 Dec 2022 (1 day)
ET	Data collection: Phase 1: Quantitative Data Collection	14 Dec2022 – 7 Jan 2023 (3 weeks)
	Phase 2: Qualitative Data Collection (Field mission)	1-10 February, 2023
ET	In-country debriefing (s)	11 Feb2023 (1 day)
Phase 4 – Reporting (12 Feb – 31 May 2023)		Up to 11 weeks
ET	Draft evaluation report	12 Feb – 11 Mar 2023 (4 weeks)
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	11-17 Mar 2023 (1 week)
ET	Review and submit draft ER based on feedback received by DEQS, EM and REO	17-30 Mar 2023 (2 weeks)
EM	Circulate draft ER for review and comments to ERG, RB and USDA	1-14 April 2023
ERG	Review and comment on draft ER	14-30 April 2023 (2 weeks)
EM	Consolidate comments received	2-7 May 2023
ET	Review draft ER based on feedback received and submit final revised ER	7-21 May 2023 (2 weeks)
EM	Review final revised ER and submit to the evaluation committee	21-27 May 2023
EC Chair	Approve final evaluation report and share with key stakeholders for information	28-31 May2023
Phase 5 - Dissemination and follow-up (1-30 June 2023)		Up to 4 weeks
EC Chair	Prepare management response	1-30 June 2023

		(4 weeks)
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	1-10 July 2023

Annex 3: Role and Composition of the Evaluation Committee

Purpose and role: The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee.

Composition: The evaluation committee will be composed of the following staff:

- The Deputy Country Director (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- Head of Programme or programme officer(s) directly in charge of the subject(s) of evaluation
- Regional evaluation officer (REO)
- Country office monitoring and evaluation (M&E) Assistant
- Country office school feeding programme team.
- **Internal Evaluation Committee** for USDA McGovern-Dole FY2017 – End-line Evaluation

Unit	Member	Alternate	Function
Deputy Country Director	Jacqueline de Groot (DCD)		Chair of the EC and ERG
RAM	Sengarun Budcharern	Rumbidzayi Machiridza	Evaluation Manager (EM)
Programme	Fumitsugu Tosu / Marc Sauveur or new SF Manager	Outhai Sihalath	Member
School Feeding (SO1)	Yangxia Lee	Air Sensomphone	Member
School Feeding (SO1)	Phouthasinh Khamvongsa	Sengphet Laopaoher	Member
School Feeding (SO1)	Jingfu Chen		Member
Gender	Joelle Dahm		Member
M&E	Thai Thao	Khammon Phommakeo	Member
RBB	Stuart Coupe		Advisor

Annex 4: Role and Composition of the Evaluation Reference Group

Purpose and role: The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders’ participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

The main roles of the evaluation reference group are as follows:

- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on: a) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations
- Provide guidance on suggested communications products to disseminate learning from the evaluation.
- External Reference Group for USDA McGovern-Dole FY2017 – End-line Evaluation

Unit	Member	Function
Deputy Country Director	Jacqueline Degroot	Chair of the ERG
WFP CO Lao PDR M&E	Sengarun Budcharern	Evaluation Manager
School based programmes (HQ)	Anna Hamilton	Member
School Feeding RBB	Sophia Dunn	Member
Regional Evaluation Officer	Stuart Coupe	Member

Donor -USDA	Katherine McBride	Member
Acting Director of IEPC, MoES	Mrs. Dala Khiemthammakhoune	Member
Deputy Director of IEPC, MoES	Vongsone Phoumanivong	Member
WFP CO Lao PDR RAM	Rumbidzayi Machiridza	Member

Annex 5: Communication and Knowledge Management Plan

Decentralized evaluation for evidence-based decision making

WFP Office of Evaluation

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-Purpose of communication <i>(e.g. solicit comments, seek approval, share findings for organizational learning)</i>
Planning	Tentative time and scope of evaluation	WFP CO Laos – Programme Team – SO1 Programme Manager and Team Head of Programme	Programme staff	Evaluation Manager and Head of Programme	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 Programme, programme staff, and Evaluation Manager 	Management and technical level (Head of Programme and SO1 School Feeding Programme 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	Both management and technical level; Chair of Evaluation – DCD	WFP CO M&E Officer - Evaluation manager	Emails	To inform the relevant staff of the overall plan for the evaluation,

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-Purpose <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
		Committee and the External Evaluation Reference Group, WFP CO Laos management, Head of Programme and programme staff – SO1 School Feeding team and the relevant support staff	and the Internal Evaluation Committee, RBB Evaluation Team and WFP CO SO1 School Feeding programme team			including critical dates and milestones. 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 Programme and programme 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 programme staff -relevant support staff -Field level staff (sub-offices, field	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

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-Purpose <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
		offices, area offices)				logistical supports
Data collection	Debriefing powerpoint	WFP CO Laos management, RBB Evaluation Team, CO and FO programme staff	Strategic and operation/technical levels	Team leader (may be sent to EM who then forwards to the relevant staff)	MS Teams Meeting and Emails	Allow reflection on the preliminary findings before the scheduled debriefing.
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 programme 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 programme, and other staff - RBB Evaluation	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

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-Purpose <i>Purpose of communication (e.g. solicit comments, seek approval, share findings for organizational learning)</i>
		<ul style="list-style-type: none"> - Advisor and Team - WFP HQ - OEV - Global WFP 				
Dissemination & Follow-up	Draft Management Response to the evaluation recommendations	<ul style="list-style-type: none"> - CO Programme and M&E staff -Senior Regional Programme Adviser level (RBB School Feeding Programme Team) - RBB Evaluation Advisor and team. 	Management and technical	Evaluation manager	Email, -and/or an organized face-to-face session	<ul style="list-style-type: none"> -communicate the suggested actions on recommendations and elicit comments -discuss the commissioning office's action to address the evaluation recommendations
	Final management Response	<ul style="list-style-type: none"> -Staff in the commissioning office -Global WFP 	<ul style="list-style-type: none"> - All levels -Users of WFPgo 	Evaluation manager	Email, plus shared folders Posting report and MR on WFPgo	<ul style="list-style-type: none"> -Ensure that all relevant staff are informed on the commitments made on taking actions -Make MR accessible across WFP
<i>Others</i>						

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"> Fumitsu Togu Tosu, WFP CO Head of Programme. Yangxia Lee, WFP CO SO1 School Feeding Manager. Sengarun B. M&E Officer – Evaluation Manager 	Meeting and Emails	To confirm the intention to learn/account for results for the end-line evaluation of USDA McGovern-Dole FY20 School Feeding Programme
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	Informing stakeholders of the overall plan, purpose, scope and timing of the

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>
					meetings as appropriate	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 reference Group; and/or directly	Strategic + Operational/Technical	WFP CO Laos DCD as Chair of Evaluation with supports from Head of Program and Evaluation Manager	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the detailed plan of 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 programme, and SO1 School Feeding programme 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	All levels -Users of WFP.org	-Evaluation manager; RBB Evaluation Advisor plus the head of programme	Email -Posting report on WFP.org	Informing all key stakeholders of the final main product from the evaluation

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>
		-General public	-Users of partners websites	- Focal point at the partner organizations	-Posting on partners websites	-Making the report available publicly
Dissemination & Follow-up	Draft Management Response to the evaluation recommendations	-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 recommendations 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
Others						

For more information on Decentralized Evaluations visit our webpage

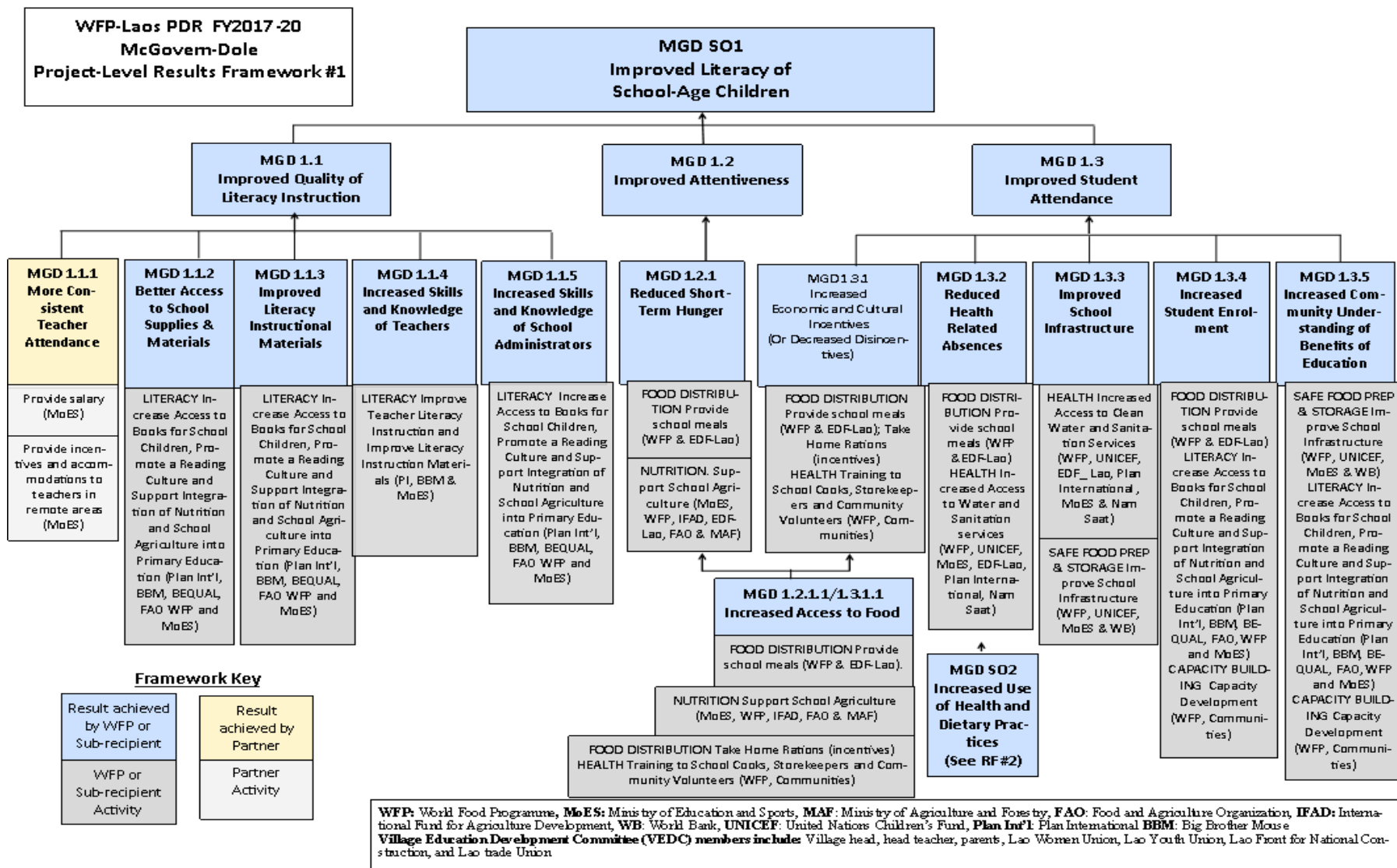
<http://newgo.wfp.org/how-do-i/do-an-evaluation>

Or contact the DE team at: wfp.decentralizedevaluation@wfp.org

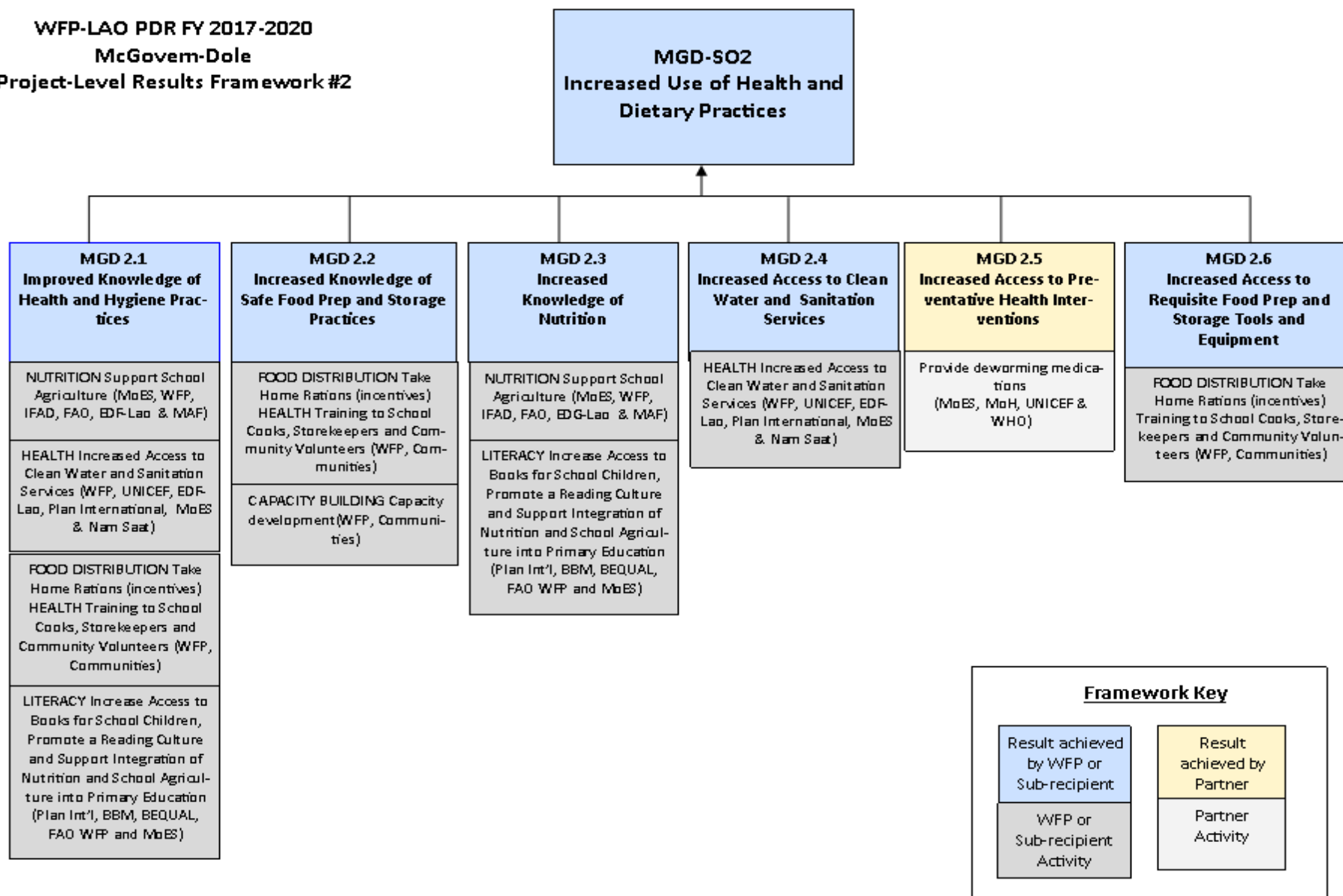
Annex 6: Acronyms

ASEAN	Associate of Southeast Asian Nations
CD	Country Director
CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
DESB	District Education and Sports Bureau
EDF	Education for Development Foundation
EM	Evaluation Manager
EMIS	Education Management and Information System
ERG	Evaluation Reference Group
FAD	Food Assistance Division
FFE	Food for Education
GGI	Gender Gap Index
HQ	Headquarters
IEC	Internal Evaluation Committee
LDC	Least Developed Country
LMIC	Lower Middle Income Country
LRP	Local and Regional Procurement
MAF	Ministry of Agriculture and Forestry
MDG	Millennium Development Goal
MoES	Ministry of Education and Sports
MoH	Ministry of Health
NSMP	National School Meal Program
OEV	Office of Evaluation
SDG	Sustainable Development Goals
TOR	Terms of Reference
UNDSS	United Nations Department of Safety and Security
USDA	United States Department of Agriculture
VEDC	Village Education Development Committee
WFP	World Food Programme
WHO	World Health Organization

Annex 7: USDA McGD FY17 School Feeding Programme - Project Level Results Framework



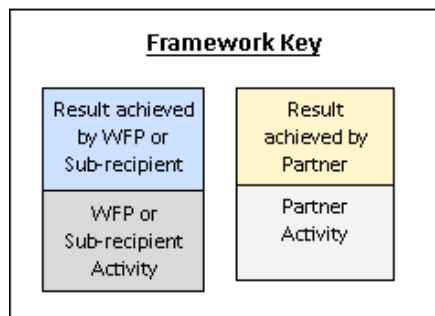
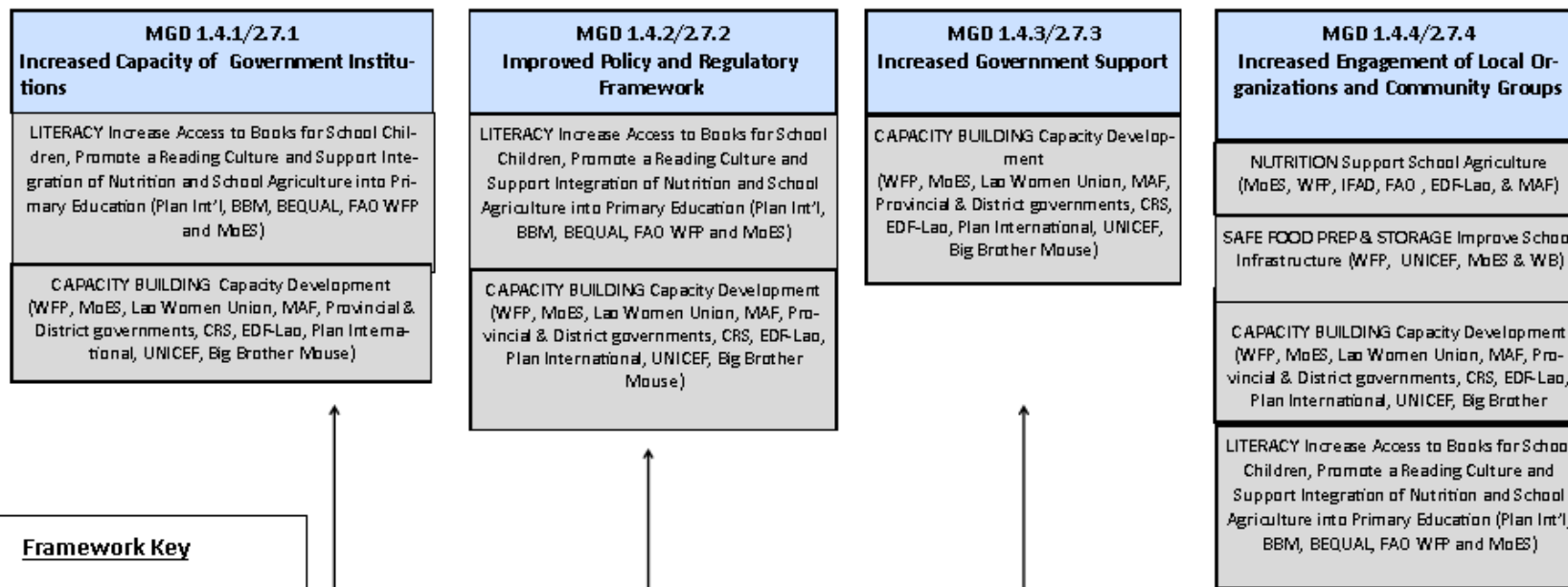
WFP-LAO PDR FY 2017-2020
McGovern-Dole
Project-Level Results Framework #2



WFP-LAO PDR FY2017 -20
McGovern-Dole
Project-Level Results Framework

- Critical Assumptions**
- The government continues to will take over WFP’s program into the National School Meals Program (NSMP).
 - The government allocates budget line items for NSMP.
 - The community resumes implementation of NSMP.

Foundational Results



The Global Partnership for Education (GPE) provides comprehensive technical support to the MoES to implement the GoL’s education policy framework. GPE is a WB managed trust fund and AusAID and UNICEF are the coordinating agencies. The GoL’s National School Meals Program is funded by the Early Childhood Education fund/WB under GPE until August 2019. The new ESDP II (2016-2020) is to be approved by the National Assembly. WFP is an active member of the Education Sector Working Group (ESWG) co-chaired by AusAID/UNICEF. WFP, together with CRS is the co-chair of School Meals Technical Working Group under ESWG.

* **School Meals Committee (SMC) members include:** MoES, MAF, MoH, MoF, MPI, Lao Women’s Union, Lao Youth Union, Lao Front for National Construction, and Lao

WFP Laos Country Office

<https://www.wfp.org/countries/lao-peoples-democratic-republic>