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**Executive Board  
Third Regular Session**

**Rome, 11–14 October 2004**

# PROJECTS FOR EXECUTIVE BOARD APPROVAL

Agenda item 8

*For approval*

**E**

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## DEVELOPMENT PROJECT — LAO PDR 10078.1

### Access to Primary Education for Girls and Boys in Remote Areas of Lao PDR

Number of beneficiaries	Year 1	Year 2	Year 3	Year 4	Year 5
Total	97,100	101,200	105,300	139,500	145,100
Girls	46,400	48,100	50,500	67,400	70,800
Boarders	13,900	14,900	16,100	21,400	23,100
Duration of project	Five years (1 June 2005–31 May 2010)				
Cost (United States dollars)					
Total food cost	12,407,210				
Total cost to WFP	22,784,163				

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## NOTE TO THE EXECUTIVE BOARD

**This document is submitted for approval by the Executive Board.**

The Secretariat invites members of the Board who may have questions of a technical nature with regard to this document to contact the WFP staff focal points indicated below, preferably well in advance of the Board's meeting.

Director, Asia Regional Bureau (ODB): Mr A. Banbury

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Should you have any questions regarding matters of dispatch of documentation for the Executive Board, please contact the Supervisor, Meeting Servicing and Distribution Unit (tel.: 066513-2328).



## EXECUTIVE SUMMARY

The proposed WFP intervention addresses household food insecurity and low levels of education that limit development opportunities, especially for girls, among the rural population in the Lao People's Democratic Republic. It will target food-insecure areas where school enrolment rates are low, aiming to enhance access to primary education, especially for girls, through food aid interventions to improve primary school enrolment and attendance, and improve children's learning capacity. It meets WFP's Strategic Priority 4, contributes to the Millennium Development Goals and is an important initiative in the Government's National Growth and Poverty Eradication Strategy. Partnerships with the World Health Organization on deworming and with the World Bank on impact assessment, complemented by targeted support from the United Nations Children's Fund on water and sanitation, will enhance the impact of the intervention.

There will be three forms of food intervention: (i) a mid-morning snack for all students in participating primary schools, (ii) take-home rations for girls to compensate parents for the loss of domestic labour and (iii) food rations for informal boarding students to supplement food brought from home and encourage families to continue to send their children to schools at some distance from home. Up to 1,200 primary schools in three remote northern provinces will be included. The Ministry of Education will be the main executing authority of the school feeding project.

## DRAFT DECISION\*

The Board approves Lao PDR Development project 10078.1, "Access to Primary Education for Girls and Boys in Remote Areas of Lao PDR" (WFP/EB.3/2004/8-A/2).

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\* This is a draft decision. For the final decision adopted by the Board, please refer to the Decisions and Recommendations document issued at the end of the session.



## SOCIO-ECONOMIC DEVELOPMENT CONTEXT

1. The Lao People's Democratic Republic (Lao PDR) is a landlocked, mountainous country, large parts of which are inaccessible by road. Most of its 5.5 million people live in rural areas and rely on subsistence farming. The population is young — at least 50 percent are under 18 — and growing at an annual 2.8 percent; it is ethnically diverse, with 49 distinct ethnic groups and 100 different languages. Lao PDR is one of the poorest countries in the world, a least-developed, food-deficit country with a per capita gross domestic product of US\$333 ranking 135<sup>th</sup> of 175 on the United Nations Development Programme (UNDP) Human Development Index.<sup>1</sup>
2. One third of households currently experience insufficient food intake.<sup>2</sup> The extent of food insecurity is reflected in widespread nutritional problems. Stunting and wasting rates are among the worst in southeast Asia: 40 percent of children under 5 are underweight, 15 percent are moderately or severely wasted and 41 percent are stunted.<sup>3</sup> Deficiencies of micronutrients such as iron, iodine and vitamin A are a serious public health problem.<sup>4</sup> Maternal mortality of 530 per 100,000 births and under-5 mortality of 107 per 1,000 are among the highest in the world.<sup>5</sup> HIV/AIDS is still not considered a problem, especially in its impact on nutrition, but the adult infection rate is 0.06 percent and increasing.<sup>6</sup>
3. Education, like other public services, suffers from chronic lack of financial and human resources. The budget for the social sector, which increased steadily until the 1997 economic crisis, is now slowly climbing back. A large proportion of government spending targets capital investments, leaving very little for recurrent costs. The Government's recurrent spending on education was 10.9 percent of public expenditure in 2000/2001 substantially less than neighbouring countries, with considerable differences among provinces.
4. Poor rural children have little encouragement for education and large household workloads, especially girls, who care for younger siblings and work in the fields. Girls also marry young, which further hampers their schooling. The cost of sending children to school, especially girls, is high for poor households and education is given low priority. The main reasons why parents do not send children to school were household work and poverty-related issues.<sup>7</sup> Hunger during the day was identified by teachers and parents as the most unfavourable factor for learning.

<sup>1</sup> UNDP Human Development Index, 2003.

<sup>2</sup> World Bank Country Brief, April 2003.

<sup>3</sup> Ministry of Health (2001) National Health Survey (draft); Kaufmann, S. 1997. *Nutrition Survey — Muang Sing and Nalae, Luang Namtha Province*; FAO. 1995. *Diagnosis of the Nutrition Situation and Food Consumption in Lao PDR*.

<sup>4</sup> WHO, 2004.

<sup>5</sup> National Reproductive Health Survey (2001), Lao PDR.

<sup>6</sup> MDG Report, 2003.

<sup>7</sup> WFP Baseline Survey, 2001.



5. Levels of enrolment and attendance in primary schools are extremely poor: the primary net enrolment ratio (NER)<sup>8</sup> for the whole country was only 82.5 percent (78.8 percent for girls) in 2003. Large regional disparities are hidden, however, and only about 50 percent of students complete primary school.<sup>9</sup> Rural areas, especially remote poor regions, have low NERs and low completion rates. Girls are under-represented at every level of education: the national ratio of girls to boys in primary schools in 2002 was 84/100; girls' enrolment is even lower in poor rural areas, and for some ethnic minority groups the enrolment rate can be as low as 8 percent. Of the few girls in these areas who do enrol in primary school, many drop out after grades 1 and 2 and never return. As a consequence, only 51.2 percent of the national adult population — 60 percent of men and 45 percent of women — have basic literacy.<sup>10</sup>
6. Many children live too far from school and have to commute daily or rely on boarding arrangements; 15 percent of villages have no primary school; most lack a complete five-grade primary school.<sup>11</sup> The situation in the poorer rural regions is of particular concern: 90 percent of schools in the poorest districts offer fewer than five grades. Many children therefore enrol as boarders, sometimes from grade 1, and in many cases from grade 3 onwards. Given the limited availability of Government-funded boarding schools, most boarding has to be organized and financed by parents on an "informal" basis, with children boarding with relatives or other people or in dormitory huts built by the villagers. The children eat rice brought from home and forage whatever they can from the local environment, including firewood for cooking.
7. The food situation for poor children is critical. Most children in remote areas live in poor, food-insecure households: they are malnourished, stunted and underweight. This is not surprising, because 85 percent of the diet consists of rice. Children eat rice left over from the previous day, sometimes with simple side dishes, early in the morning; many walk long distances to school. There may be six to eight hours between breakfast and the next meal, leaving the children hungry with little energy to concentrate on their studies.

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## PREVIOUS WFP ASSISTANCE

8. The school feeding project commenced in 2002 for an initial three school years until the end of May 2005: 7,306 mt of food was programmed for 57,000 students, of whom 45 percent were girls, in 664 assisted primary schools in 12 districts in three Northern provinces. A separately funded deworming component for all students complemented the project.
9. Monitoring reports, project assessments and Ministry of Education statistics show early indications of positive impact on student enrolment: NER for primary schools has increased significantly in all three targeted provinces within one year, by 11.2 percent in Oudomxay, 9.1 percent in Luang Namtha and 9.5 percent in Phongsaly. The average national rise was 3.1 percent, from 80 percent to 82.5 percent.<sup>12</sup> The project has had a

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<sup>8</sup> NER is the ratio of the number of children of primary school age enrolled in school to the total population of such children.

<sup>9</sup> Government of Lao PDR. National Growth and Poverty Eradication Strategy (NGPES), 2004.

<sup>10</sup> Lao National Literacy Survey (LNLS), 2001.

<sup>11</sup> Government of the Lao PDR. NGPES, 2004.

<sup>12</sup> Ministry of Education statistics.



particular impact on girls: more girls than boys have been enrolled in school. Teachers confirm that the food was relieving the children's hunger during class.

10. The Ministry of Education, the main executing authority of the school feeding project, sees it as an important part of NGPES and has requested WFP to extend the project. Under NGPES, the Government has made "increasing equitable access to basic education" an investment priority.

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## PROJECT OBJECTIVES AND OUTPUTS

11. The long-term objective will be to improve access to primary education, especially for girls (see Annex III). A health/deworming component with the World Health Organization (WHO)/Ministry of Health and a water and sanitation component with the United Nations Children's Fund (UNICEF) will complement the project under separate agreements.
12. The objective is in line with WFP's Strategic Priority (SP) 4: "Support access to education and reduce gender disparity in access to education and skills training", and contributes to Millennium Development Goal (MDG) 2: "Achieve universal education" and MDG 3: "Promote gender equality". It supports objective 1 (poverty eradication), objective 2 (meeting basic human needs) and objective 4 (human rights, gender equality and good governance) of the United Nations Development Framework (UNDAF) for the Lao PDR. The long-term objective will be achieved through the following outcomes:
  - more children are enrolled in assisted primary schools;
  - the gender gap is reduced in assisted primary schools;
  - children's capacity to concentrate and learn is improved; and
  - more children are attending school.
13. These outcomes will be measured by the following indicators:
  - the number of boys and girls in primary schools who received their daily corn-soy blend (CSB) snack around mid-morning;
  - the number of girls who received their monthly take-home rations as per entitlement; and
  - the number of boy and girl informal boarders who received their monthly food rations as per entitlement.

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## ROLE AND MODALITIES OF FOOD AID

14. WFP will provide food to primary schools as an incentive for parents to enrol and maintain their children in school, especially girls, and will provide dietary supplements to food-insecure households. As in the previous project phase, there will be three forms of food interventions: a mid-morning snack, a take-home ration for girls and a ration for informal boarders.
15. A **mid-morning snack** made from a blended fortified food such as CSB, often sweetened with sugar, will be provided on-site for all students in participating primary schools. This will motivate children to attend regularly throughout the school year and will enhance their ability to concentrate. Each student will be entitled to a daily ration of 100 g of fortified CSB and 12.5 g of sugar over a full school year of 166 days. Fortification of



CSB will address widespread deficiencies of micronutrients, including iron, iodine and Vitamin A to support physical and mental development (see Table 1).

16. Villagers will be trained to prepare CSB in various ways and will be encouraged to enrich it with local bananas, coconuts or pumpkins. Villagers will organize the cooking of the CSB by turns on a voluntary basis. CSB is generally received as in-kind donations; sugar can be purchased in the region.

<b>TABLE 1: NUTRITIVE VALUE OF THE MID-MORNING SNACK</b>			
<b>Nutritive value</b>	<b>WFP recommended daily requirements (g)</b>	<b>Proposed snack: 100 g CSB 12.5 g sugar</b>	<b>%</b>
Energy (kcal)	600–900	426	47–71
Protein (g)	16–24	17.2	72–108
Fat (g)	7–11	6.9	63–99
Calcium (mg)	700	831	119
Iron (mg)	18	18	100
Iodine (mcg)	100	57	57
Vitamin A (mcg)	500	500	100
Thiamin (mg)	0.9	0.53	59
Riboflavin (mg)	0.9	0.48	53
Niacin (mg)	12	6.2	52
Vitamin C (mg)	35	40	114

17. **Take-home rations for girls** will consist of (i) 425 g of nutritious canned fish provided to households once a month for nine school months and (ii) a rice allocation made during lean-season food shortages at the beginning and end of the school year — 15 kg on enrolment and 30 kg in May for maintaining attendance. The take-home ration will compensate parents for the loss of girls' domestic labour, a factor that causes low enrolment of girls in poor areas. Small bags of rice and small cans of fish are preferred.
18. **Rations for informal boarding students** of rice, canned fish and iodized salt will be distributed once a month. The ration — 4 kg of rice, 850 g of fish and 80 g of salt in small sachets — will be provided for nine school months; it will complement food brought from home and encourage families, especially the poor, to continue to send their children to schools located some distance from their homes. Iodized salt is locally available from a factory supported by UNICEF.
19. The total food requirement for the five-year project is 29,000 mt: 48 percent will be distributed to girls as take-home rations, 38 percent will be distributed to students as mid-morning snacks and 14 percent will be rations for informal boarders. Table 2 shows food requirements by project year.



**TABLE 2: SUMMARY TABLE OF FOOD COMMODITIES PER PROJECT YEAR**

Project year	Beneficiaries			Commodities (mt)					
	Total	Girls	Boarders	Rice	CSB	Sugar	Fish	Salt	Total
Year 1	<b>97 100</b>	46 400	13 900	2 588	1 612	201	284	10	<b>4 695</b>
Year 2	<b>101 200</b>	48 100	14 900	2 701	1 680	210	298	11	<b>4 900</b>
Year 3	<b>105 300</b>	50 500	16 100	2 852	1 748	218	316	12	<b>5 146</b>
Year 4	<b>139 500</b>	67 400	21 400	3 803	2 316	289	422	15	<b>6 845</b>
Year 5	<b>145 100</b>	70 800	23 100	4 018	2 409	301	448	17	<b>7 193</b>
<b>Total (mt)</b>				<b>15 962</b>	<b>9 765</b>	<b>1 219</b>	<b>1 768</b>	<b>65</b>	<b>28 779</b>

## PROJECT STRATEGY

### Geographic Targeting

20. The project will be implemented in all districts in the northern provinces of Luang Namtha, Oudomxay and Phongsaly. This involves an expansion of the current project to cover seven more districts. Districts covered by the current project phase were targeted on the basis of (i) high levels of household vulnerability, (ii) low rates of primary school enrolment and (iii) low girl/boy ratios. An additional criterion was the presence of other education partners to ensure complementary support. These criteria will be the basis of a further expansion to other provinces to be considered after the first two years, depending on performance in project management and the availability of food and non-food resources.

### National Coordination

21. The Ministry of Education will be the main executing authority of the school feeding project. It will establish a national Project Steering Committee (PSC) to coordinate the institutions and partners involved in the project, review achievements and provide guidance on policy and strategy. It will be chaired by the Ministry of Education and will consist of representatives of the Ministry of Health, the Committee for Planning and Coordination (CPC), WFP and provincial governors. Collaborative donors such as WHO, UNICEF and Australian Aid for International Development (AusAID) will be included in PSC meetings, which will occur at least once per school year.

### Implementation

22. A plan of operations defining roles and responsibilities will be signed between the Ministry of Education and WFP. Memoranda of understanding (MOUs) determining roles and responsibilities of all stakeholders and the resources to be mobilized will be signed with all districts to be covered, in accordance with the Government's decentralization policy.
23. **National level.** A national implementation unit will be established for overall project management and to coordinate Ministry of Education departments, the Ministry of Health and donors such as WHO and UNICEF.





24. **Provincial level.** Provincial school feeding management boards comprising representatives from the Ministry of Education and the Ministry of Health, the Lao Women's Union (LWU) and the Youth Union (YU) will be established in all the provinces. The boards will coordinate government and donor assistance, supervise and support district activities and compile and certify government budget requests from district management boards. The boards may be part of a provincial education framework for rationalizing provincial initiatives and projects. Regular project-review meetings will be chaired by provincial governors or their deputies; representatives of WFP, the Ministry of Education, the Ministry of Health and education and health donor agencies operating in the project area will be included.
25. **District level.** District school feeding management boards comprising representatives from the Ministry of Education and the Ministry of Health, LWU and YU will be established in all districts to supervise project implementation at the school level, train school staff and community members and conduct regular monitoring visits. The Board will conduct monthly meetings under the chairmanship of the district governor.
26. **Village level.** Strong community participation is fundamental to the success of the project. Establishment of school feeding committees (SFCs) will be a requirement for the inclusion of any school. Members are typically village chiefs, heads of LWU and YU, principals or teachers, pupils' parent association (PPA) members and village elders; SFCs with 50 percent women members will be strongly encouraged. SFCs will be responsible for project management, including construction and maintenance of food-storage facilities, transport of commodities from final delivery points (FDPs) to schools, provision of water and fuel wood, food preparation and distribution, and collection of monitoring data.

## Capacity-Building

27. Training programmes for government staff will be conducted before project launch, especially in recently included districts. Refresher courses will be given as needed to enable the Government to manage and monitor the project fully; staff from these courses will undertake community training and follow up with on-the-job training during monitoring visits.
28. WFP will monitor the project through field staff based in three provincial offices. A food monitor will be appointed for each district. Field office staff will guide and support government staff in daily supervision, monitoring and food management and help to build up government and village committee capacities to implement the programme.
29. An "implementation specialist" for the school feeding project will be identified in each village, preferably a mother who has sufficient time for the task and who would be able to ensure continuity of project training in the community. This is particularly important, given the high turnover of village schoolteachers. The implementation specialist should be able to explain the project to newly appointed teachers, headmen/headwomen and representatives of organizations.

## Logistics Arrangements

30. Imported commodities will be transported mainly by road to a transshipment point in Vientiane and from there to extended delivery points (EDPs) in each province, from where they will be distributed by road or river at the start of school term in September and January to FDPs in targeted villages. Any villages that are inaccessible by these means will collect commodities from the nearest FDP, which will not be more than one day's walk away.



31. The Ministry of Education will be responsible for import procedures and for warehouses at the transshipment point in Vientiane and at EDPs. Communities will build village food stores, for which WFP will contribute sheet metal and nails. WFP will maintain regular training courses in warehouse and stock management, including loss prevention.

### **Landside Transport, Storage and Handling (LTSH)**

32. WFP will be responsible for transporting food and non-food items from the point of origin to FDPs. The LTSH rate is estimated at US\$158 — US\$49 for overland transport and US\$109 for internal transport, storage and handling (ITSH). WFP will also cover villagers' costs for transporting food from FDPs — mainly fuel and vehicle hire.

### **Exit Strategy**

33. After the initial period to institutionalize the project, WFP will gradually hand over more responsibility to the Government at all levels. In consultation with the Government, WFP will continue vulnerability analysis and mapping (VAM) to monitor socio-economic and food-security indicators, including the state of education in the target areas, to assess the extent to which targeting criteria are met.

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## **BENEFICIARIES AND BENEFITS**

34. All primary school in a target district will be eligible for inclusion in the school feeding project. Communities will be informed about project objectives and criteria for participation. If communities elect to participate, project staff will verify their readiness and initiate formal contracts with SFCs.
35. The project will cover about 1,200 schools — all the current 700 schools and an additional 500 schools in the new districts. About 145,100 students will be assisted, an estimate based on trends in enrolment increases experienced during the first phase. The percentage of girl students is expected to increase to 49 percent; the percentage of informal boarders is likely to rise to 16 percent.

### **Expected Effects on Women**

36. An important element of the project is supporting girls in remote poor areas by giving them a take-home ration. This has already increased the enrolment of girls, particularly in areas with a low girl/boy ratio in the schools. The take-home ration enhances the social status of girls and gives their education an economic value, which appears to be accepted by the parents as compensation for lost domestic labour. Girls will receive 71 percent of all rations distributed under the project. This percentage is likely to rise during the project as the percentages of girls and informal boarders increase.<sup>13</sup>
37. The role of LWU at the village and district levels is being strengthened by the project through allocation of definite responsibilities.<sup>14</sup> LWU organizes and supervises preparation of snacks. District representatives will be trained to conduct village training. LWU has expressed an interest in becoming more active and is willing to support education staff in supervision of schools. LWU and YU will help to promote the values of WFP and Ministry

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<sup>13</sup> Currently, about 45 percent of snacks, 100 percent of take-home rations and 38 percent of informal boarders' rations are distributed to girls.

<sup>14</sup> The traditional role of LWU in villages is to arrange and prepare for religious and cultural ceremonies.



of Education gender policy and to ensure that villagers appreciate the reasons for providing the take-home ration as an incentive for girls to attend schools.

38. Women are strongly involved in the project at the village level, because they cook the CSB. They either take turns in food preparation voluntarily or are paid in cash by villagers in areas where cash crops are produced.

## PROJECT SUPPORT AND PARTNERSHIPS

39. The project emphasizes partnerships with other donors in the education and health sectors and has been designed to complement and benefit from interventions by other organizations. Targeted schools will be in districts where other partners are operational. Donors in the education sector were involved in project formulation and appraisal; WHO, UNICEF and AusAID representatives participated in the mission. As a result, the future programmes of UNICEF, WHO and AusAID will complement and strengthen primary education available to the children supported by this project. These donor resources will be used to foster improved health, provide improved facilities and address improvements in the quality of education in terms of teacher training, educational materials and efforts to improve educational management, especially in poorer areas. These will be covered in the ongoing initiatives described in paragraphs 40–42.
40. The **Quality of Basic Education, Especially for Girls (QEEG)** project, supported by UNICEF, focuses on teaching quality and capacity enhancement for provincial and district education officers. The **Support for School Sanitation and Hygiene Education (SSHE)** project aims to improve the health of schoolchildren and promotes better hygiene practices by providing water and sanitation facilities. UNICEF will contribute kitchen materials for schools. An MOU under the “Minimum Package Approach” will be signed by the two agencies upon WFP project approval.
41. The **Ministry of Health, WHO and WFP** have agreed on a collaborative approach to a **deworming component** to be funded by WHO, which will provide deworming tablets to children in targeted villages, arrange stool surveys for impact assessment and train villagers and government staff. This collaboration is under the umbrella of a helminth-control policy as formulated in an MOU signed between the Ministry of Education and the Ministry of Health.
42. Other complementary donor programmes are the **European Commission’s** Basic Education Sector Project, the **World Bank’s** Second Education Development Programme, the **French Government’s** Basic Education Support Project, the **Church World Service’s** Basic Education Project and the **Lao-American** Integrated Rural Development Project. Most of these focus on girls from ethnic minority groups and aim to improve access to education, quality of primary education and management support for educational institutions. This project will benefit considerably from the experience of the Basic Education for Girls Project (BEGP), supported by **ADB and AusAID**, which will have ended by the time this project starts.

## MONITORING AND EVALUATION

### Monitoring

43. Monitoring will be in accordance with the logical framework matrix (see Annex III). Indicators to measure progress towards expected results will be selected in line with the



standard school feeding indicators identified in WFP's SP 4 and will include other indicators appropriate to the Lao PDR situation. Follow-up to the WFP standard school feeding survey will be incorporated into the annual data collection. Indicators may be adjusted following the results of the joint WFP/World Bank research study.

44. Government and WFP staff will monitor food distributions to FDPs and beneficiaries. All members of district management boards and WFP will make regular school monitoring visits using established monitoring questionnaires. Day-to-day monitoring reports will be analysed at the district level for further action, but output and outcome data on standard school feeding indicators will be maintained in a database and analysed by WFP. Monthly situation reports will be produced by WFP monitors; implementation progress reports from SFB meetings will be prepared for district and provincial meetings.

## Evaluation

45. The World Bank and WFP have an agreement to undertake a joint research study on school feeding in Lao PDR. A proposal for an impact assessment of the project is currently in preparation. The aim will be (i) to assess the education and health impacts that can be attributed to the school feeding project and the three types of food intervention, and (ii) to assist the Government in improving its analytical and impact-monitoring capabilities. The results will be used to refine the project strategy and assist in any further expansion decisions. The project's impact will also be evaluated through an end-of-project evaluation based on indicators in the logical framework and baseline survey and the results of the impact research.

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## PROJECT FEASIBILITY AND SUSTAINABILITY

### Technical and Social Feasibility

46. Results from the first phase of the school feeding project confirm that the Government has the technical expertise to carry out project activities. Required supervision structures are in place and will be enhanced by the involvement of LWU and YU to cover the full range of school feeding issues. Government staff have demonstrated the capacity and willingness to manage the project with support from WFP.
47. There is strong commitment in the villages to the school feeding project: many villagers build their own schools and recruit their own teachers, who are supported by the community through contributions of money, housing, rice and sometimes land for farming. The project also has a self-targeting mechanism in its design, allowing communities to decide whether they are willing to make the commitment to participate.

### Risks

48. A major risk would be the Government's inability to allocate a sufficient budget in time to implement the project, which would have a negative impact on the Government's ability to provide sufficient staff and to cover its financial commitments. Having a longer-term project to be approved with plenty of time for the various levels of Government to allocate funds should minimize this risk. There is also a risk that a significant increase in enrolment will further strain the Government's ability to provide adequate educational services: it may not be able to employ sufficient teachers or provide enough education materials for the additional students, which would erode the quality of education. This risk may be partially alleviated through the strong partnership strategy whereby partners will provide



complementary support to improve the quality of education support in these schools, for instance in teacher training and recruitment.

49. Hygiene and sanitation are problems where there is no water source close to the school, for example in terms of washing hands and cleaning utensils. This risk will be addressed through partnerships with donors aimed at improving water and sanitation facilities for many of the schools in this project.

## **Environment**

50. Preparation of school snacks will require additional water and fuel, which is typically firewood provided by the community. Most of the villages are located in forest areas with low population density, so the impact on the environment, particularly forests and water resources, will be minimal. In more densely populated areas with limited access to firewood, WFP will provide schools with fuel-efficient stoves.

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## **DISINCENTIVES, DISPLACEMENT AND DEPENDENCY**

51. On-site feeding and food rations for informal boarders are designed to complement current consumption by students to improve their daily food intake at school. No negative effect on the market is anticipated, because Lao PDR is a food-deficit country and the targeted locations are food-deficit areas with poorly developed food markets or none at all. The rice take-home ration for girls will be provided during rice shortages. Two main concerns were therefore considered in designing this intervention: (i) distributing food that is not usually produced or purchased and is of high nutritional value, such as canned fish, and (ii) using seasonal shortages as a guide for providing rice, the staple food.

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## **COORDINATION AND CONSULTATION**

52. The school feeding project has been developed at the request of the Department of General Education in the Ministry of Education. Development of the project document has involved consultations with other WFP offices, local United Nations agencies, bilateral donors and government ministries.

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## **RECOMMENDATION OF THE EXECUTIVE DIRECTOR**

53. The Executive Director requests the Board to approve this development project, which requires 28,800 mt of commodities at a cost to WFP of US\$22.8 million, including a food cost of US\$12.5 million, to assist up to 145,100 primary students over five school years.



## ANNEX I

PROJECT COST BREAKDOWN			
	Quantity (mt)	Average cost per mt	Value (US\$)
<b>WFP COSTS</b>			
<b>A. Direct operational costs</b>			
Commodity <sup>1</sup>			
– Rice	15 962	275	4 389 550
– CBS	9 765	324	3 163 860
– Sugar	1 219	350	426 650
– Canned fish	1 768	2 500	4 420 000
– Iodized salt	65	110	7 150
<b>Total commodities</b>	<b>28 779</b>		<b>12 407 210</b>
<b>External transport</b>		<b>55.30</b>	<b>1 591 530</b>
<b>Landside transport</b>		<b>158.18</b>	<b>4 552 081</b>
<b>Other direct operational costs</b>		<b>24.21</b>	<b>696 664</b>
<b>Total direct operational costs</b>			<b>19 247 485</b>
<b>B. Direct support costs (see Annex II for details)</b>			
<b>Total direct support costs</b>		<b>71.10</b>	<b>2 046 125</b>
<b>C. Indirect Support Costs (7% of total direct costs)</b>			
			<b>1 490 553</b>
<b>TOTAL WFP COSTS</b>			<b>22 784 163</b>
<sup>1</sup> This is a notional food basket used for budgeting and approval purposes. The contents may vary depending on the availability of commodities.			

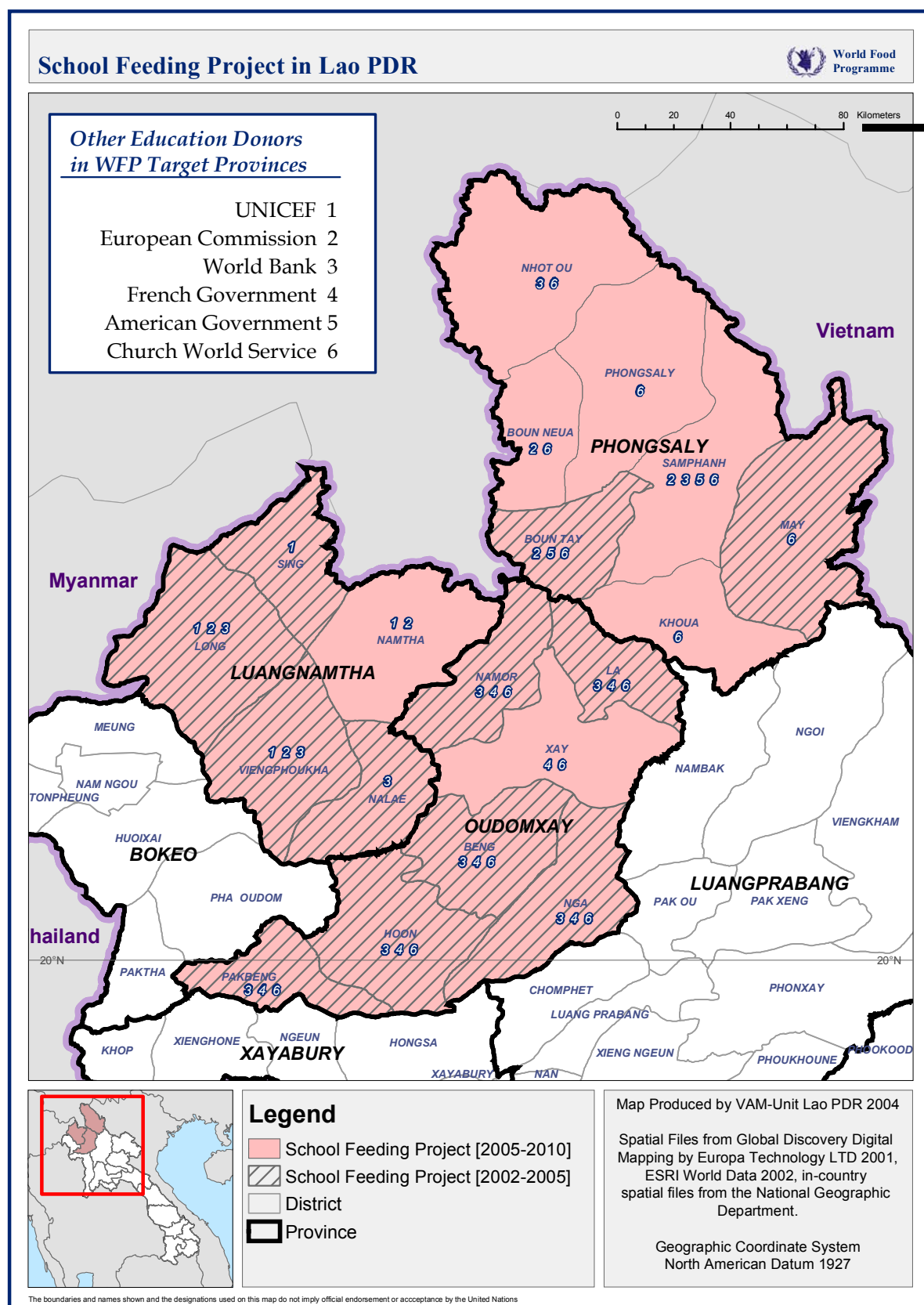




LOGICAL FRAMEWORK, SCHOOL FEEDING PROJECT LAO PDR 10078.1			
	Hierarchy of results	Performance indicators	Assumptions, risks
<b>Impact</b>	I-1: Improved access to primary education, especially for girls.	1. Primary education completion rates increased for girls and boys in targeted areas.	Education sector development – commitment to Education For All (EFA) – remains a priority for the Lao Government.
<b>Outcomes</b>	<p>O-1: More children are enrolled in assisted primary schools.</p> <p>O-2 Gender gap is reduced in assisted primary schools.</p> <p>O-3: Children's capacity to concentrate and learn is improved.</p> <p>O-4: More children are attending school.</p>	<p>1.1 NER for girls and boys.</p> <p>1.2 Number of boys and girls continuing education in five-grade schools.</p> <p>2.1 The girl/boy ratio in WFP assisted schools.</p> <p>3.1 Teachers' perception of children's ability to concentrate and learn in school as a result of school feeding.</p> <p>4.1 Increased percentage of boys and girls attending class at least 80% of school days.</p> <p>4.2 Reduced percentage of boys and girls dropping out of school.</p>	<p>Teachers are available and teaching quality is sustained.</p> <p>Teacher/pupil ratio will not exceed 1:33 in the majority of target schools.</p> <p>Under-age enrolment will not take place.</p>
<b>Key outputs</b>	<p>O-1: Boys and girls in primary schools receive their CSB snack at mid-morning.</p> <p>O-2: Girls receive their monthly take-home rations as per entitlement.</p> <p>O-3: Boy and girl boarders receive their monthly food rations as per entitlement.</p>	<p>1.1 Number of boys and girls receiving the daily CSB mid-morning snack.</p> <p>2.1 Number of girls receiving the monthly take-home ration.</p> <p>3.1 Number of informal boarders receiving the monthly food ration.</p>	<p>Resources are provided on time.</p> <p>Distributions follow entitlement policy.</p> <p>Adequate training funds are made available on time.</p> <p>Adequate government funds and staff are made available.</p>



## ANNEX IV



The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of the World Food Programme (WFP) concerning the legal status of any country, territory, city or area or of its frontiers or boundaries.





## ACRONYMS USED IN THE DOCUMENT

ADB	Asian Development Bank
AusAID	Australian Aid for International Development
BEGP	Basic Education for Girls Project
CPC	Committee for Planning and Coordination
CSB	corn-soya blend
EDP	extended delivery point
Lao PDR	Lao People's Democratic Republic
LNLS	Lao National Literacy Survey
LWU	Lao Women's Union
LTSH	landside transport, storage and handling
MDG	Millennium Development Goal
MOU	memorandum of understanding
NER	net enrolment ratio
NGPES	National Growth and Poverty Eradication Strategy
PPA	Pupils' Parents Association
PSC	Project Steering Committee
QEEG	Quality of Basic Education, Especially for Girls (project)
SFC	school feeding committee
SP	Strategic Priority
SSHE	Support for School Sanitation and Hygiene Education (project)
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
VAM	vulnerability assessment and mapping
WHO	World Health Organization
YU	Youth Union

