

**Decentralized evaluation for evidence-based decision making**  
WFP Office of Evaluation



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

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## **Terms of Reference**

### **EVALUATION of**

**USDA McGovern Dole Grants FFE-442-2016/015-00 for WFP  
School Feeding in Cambodia from 2017 to 2019**

**WFP Cambodia Country Office**

## Terms of Reference

### EVALUATION of

## USDA McGovern Dole Grants FFE for WFP School Feeding in Cambodia from 2016 to 2019

### WFP Cambodia Country Office

## Table of Contents

<b>1. Introduction .....</b>	<b>1</b>
<b>2. Reasons for the Evaluation .....</b>	<b>1</b>
2.1. Rationale.....	1
2.2. Objectives.....	2
2.3. Stakeholders and Users.....	2
3.1. Context .....	4
3.2. Subject of the evaluation .....	6
<b>4. Evaluation Approach .....</b>	<b>7</b>
4.1. Scope.....	7
4.2. Evaluation Criteria and Questions.....	8
4.3. Data Availability .....	10
4.4. Methodology .....	10
4.5. Quality Assurance and Quality Assessment.....	11
<b>5. Phases and Deliverables .....</b>	<b>12</b>
<b>6. Organization of the Evaluation &amp; Ethics .....</b>	<b>13</b>
6.1. Evaluation Conduct.....	13
6.2. Team composition and competencies.....	13
6.3. Security Considerations .....	14
<b>7. Roles and Responsibilities of Stakeholders.....</b>	<b>14</b>
<b>8. Communication and budget .....</b>	<b>16</b>
8.1. Communication .....	16
8.2. Budget.....	17
<b>Annex 1 Map.....</b>	<b>18</b>
<b>Annex 2 Evaluation Schedule.....</b>	<b>20</b>
<b>Annex 3 Membership of the Evaluation Committee .....</b>	<b>22</b>
<b>Annex 4 Membership of the Evaluation Reference Group .....</b>	<b>23</b>
<b>Annex 5 Acronyms .....</b>	<b>25</b>

<b>Annex 6</b>	<b>Deliverable timelines .....</b>	<b>26</b>
<b>Annex 7</b>	<b>Available data/information.....</b>	<b>27</b>
<b>Annex 8</b>	<b>Performance Monitoring Plan, FY 2017-2019 .....</b>	<b>28</b>
<b>Annex 9</b>	<b>Baseline questionnaire tools, FY 2017-2019 .....</b>	<b>29</b>
<b>Annex 10</b>	<b>Results Framework.....</b>	<b>30</b>

## **1. Introduction**

1. These Terms of Reference (TOR) are for the evaluation of United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme supported school feeding activities in Cambodia. This evaluation is commissioned by WFP Country Office ( WFP Cambodia CO) and will cover the period from September 2017 to August 2019.
2. These TOR were prepared by the WFP Cambodia CO based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
3. The evaluation process within WFP will be managed by an evaluation manager (WFP - EM) appointed by the WFP Cambodia Country Office (CO) who will be the main focal point for day to day contact during the evaluation period. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager
4. These evaluations will provide an evidence-based, independent assessment of performance of the operation and associated interventions so far, so that WFP-Cambodia and the Cooperating Partners (CPs) can share with others particularly for future programme managements and designs modeled for government-owned SFP while also making it possible to quantify the impacts of the programme. Please note, evaluations reports should contain explicit conflict of interest statements verifying the evaluators' independence.

## **2. Reasons for the Evaluation**

5. The reasons for the evaluation being commissioned are presented below.

### **2.1. Rationale**

6. The evaluation is being commissioned for the following reasons:
7. The WFP Cambodia CO is commissioning an endline evaluation for the FY 2017-2019 McGovern-Dole supported WFP Education Support activities in Cambodia to assess the performance of programme operations and associated interventions for the purposes of accountability and learning for programme strengthening. This final evaluation will emphasize the relevance, efficiency, effectiveness, impact and sustainability of the programme.
8. For the WFP Cambodia CO, the evaluation will have the following uses: The WFP CO is keen to evaluate progress to date and assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs as one of key component of the programme is to work in partnership with stakeholders and provide capacity building to government to eventually take over the programme. The evaluation will follow the baseline survey and mid-term review of the McGovern-Dole School Feeding programme FY 2016-2017 and 2017-2018 respectively.
9. This endline evaluation will also fulfil a requirement of the McGovern-Dole funded projects critically and objectively evaluate the progress of the FY 2017-2019 school feeding

programme. The SY 2018/2019 evaluation will be also to determine whether recommendations made during the baseline survey and the mid-term review were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

## 2.2. Objectives

10. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** – The evaluation will assess and report on the performance and results of the McGovern-Dole funded activities during the funding period.
  - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It 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
11. For learning, the final evaluation is to critically and objectively review and take stock of the program participant’s implementing experience and the implementing environment. For accountability, the evaluation is to assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, evaluate the results frameworks and assumptions, and discuss necessary for future programme managements and designs modeled for government-owned SFP.

## 2.3. Stakeholders and Users

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

**Table 1: Preliminary Stakeholders’ analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Cambodia</b>	Responsible for the planning and implementation of WP interventions at country level. It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes.

<b>Regional Bureau (RB) Bangkok</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
<b>WFP HQ School Feeding and nutrition units</b>	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Board but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	
<b>Beneficiaries</b>	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
<b>Government (MoEYS, MEF, MoH other)</b>	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.
<b>UN Country team</b>	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
<b>NGOs: World Vision, Plan International and World Education</b>	NGOs are WFP's partners for the implementation of some activities while having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
<b>Donors: USDA</b>	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. USDA will use evaluation findings to inform project strategy, results frameworks, and critical assumptions.
<b>Other education, nutrition and social</b>	Results from this evaluation will be used to inform the direction of government and WFP work on school meals moving forward. As part of the baseline, a reference groups comprising key stakeholders in country

<b>protection partners and stakeholders in Cambodia (USAID, UNICEF, NGOs, etc)</b>	was formed to provide inputs and contribute to the related evaluation processes.
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14. The primary users of this evaluation will be:

- The WFP Cambodia country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships, scaling up of activities or interventions.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- WFP HQ may use evaluations for wider organizational learning and accountability
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- The Ministry of Education Youth and Sport (MoEYS) might use evaluation findings for decision making related to programme implementation and/or design, country strategy and partnerships. Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Ministry of Economy and Finance and the Council for Agriculture and Rural Development (CARD) might also use this findings for their learning and implementation of programmes in the future.

### 3.1. Context

15. Current economic growth has allowed Cambodia to attain lower-middle-income country (LMIC) status, with GDP per capita reaching USD 1,159<sup>1</sup>. Over the past two decades, Cambodia has seen significant decline in poverty rate, from 50 percent in 1992 to 13.5 percent in 2014<sup>2</sup>. Ranked 146 out of 189 countries on the UNDP 2017 Human Development Index, Cambodia's growth is expected to remain robust at around seven percent, driven by solid performances in garment manufacture, construction, tourism, and production of food and cash crops. Cambodia achieved the World Bank's LMIC status in mid-2016, though it is recognized that human capital development and economic sustainability lag behind, thus delaying the graduation from the UN's least developed country (LDC) rating.

16. Despite economic growth and current development in urban areas, rural development lags behind. Rural communities, which make up 79 percent of the population, account for most of the country's poor<sup>3</sup>. A significant proportion of Cambodians lives on the brink of poverty; it has been estimated that losing just USD 0.30 a day per person in income would double the poverty rate<sup>4</sup>. This means that natural hazards such as storms, floods, droughts or serious illness could cause profound setbacks to fragile livelihoods. A joint WFP, UNICEF,

<sup>1</sup> WB. World Bank Open Data: <http://data.worldbank.org/>

<sup>2</sup> MoP. Poverty Estimate in 2014 in Cambodia

<sup>3</sup> Cambodia Inter-Censal Population Survey, 2013

<sup>4</sup> WB Policy Note on Poverty Monitoring and Analysis, October 2013

FAO Household Resilience survey<sup>5</sup> showed that 13 percent of households acquired additional debts as a result of the 2015/2016 El Nino event, increasing the overall percentage of indebted households to nearly 50 percent. While the poor are often disproportionately effected by shocks, near poor and middle class households are also put under considerable stress.

17. Food poverty reduced from 20 percent in 1993 to 4.1 percent in 2010 and zero in 2014, surpassing Cambodia's Millennium Development Goal (MDG) 1 target. However, the newly proposed Sustainable Development Goal (SDG) indicators, undernourishment and dietary diversity, suggest that 14 percent of households continued to consume less than the minimum dietary energy requirement while 11.6 percent had inadequate dietary diversity<sup>6</sup>. Thus, work remains to be done to end food insecurity and hunger for all.
18. The 2014 Cambodia Demographic Health Survey (CDHS) found that the stunting rate fell from 49.2 percent in 2010 to 32.4 percent in 2014; approximately half a million Cambodian children under five are stunted while wasting remains unacceptably high at 9.6 percent. While micronutrient deficiencies appear to be reducing, iodine deficiency is increasing, which impacts growth and cognitive development. Two out of three children aged 6-23 months do not have access to timely, appropriate, nutritionally adequate and safe complementary food. Total mortality rate of children under five is 35 per 1,000 live births of which malnutrition contributes 12.25 percent. It is important to note that while under-nutrition continues to play an important role in determining population wellness and productivity, over-nutrition is on the rise; while 14 percent of women between 15 and 49 years of age have a body mass index (BMI) below 18.5 (thin), 18 percent are overweight (BMI>25). This double burden is indicative of economic shifts and predicts greater challenges in future, including those associated with non-communicable diseases, unless addressed in a timely manner.
19. In education, Cambodia has made good strides in improving primary education programs in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 97.7 percent in 2016-2017. Dropout is pervasive in some regions, particularly towards the end of the primary school cycle as students become more likely to leave school rather than repeat a year; though not captured at aggregate level, attendance and absenteeism are of particular concern. Available national statistics don't show substantial differences between boys and girls. The ASEAN integration in 2015 and the desire of Cambodia to be a middle income country by 2030 require Cambodia to invest in its physical and human capital and adopt reforms to enable sustained and inclusive growth.
20. The Persistent gender inequality is measured in the Gender Inequality Index; Cambodia ranks 93 out of 149 countries on the Global Gender Gap Index 2018<sup>7</sup>. However, women are increasingly income generators, migrating from rural areas to urban areas to work or starting small businesses from their homes. The number of women having primary occupation in the private sector is higher than men in many provinces<sup>8</sup>, particularly in the garment sector. Women are typically employed at lower levels and paid less. It is

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<sup>5</sup> Household Resilience in Cambodia: A review of livelihoods, food security and health, May 2016, WFP.

<sup>6</sup> Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning

<sup>7</sup> Human Development Report, 2015, UNDP

<sup>8</sup> Commune Database 2013, Ministry of Planning



estimated that on average women are paid thirty percent less than men on commensurate work<sup>9</sup>.

### **3.2. Subject of the evaluation**

21. School feeding programme is a major component of the ongoing WFP Cambodia's Country Strategic Plan (CSP), and currently implementing in 8 out of the Cambodia's 26 provinces. The programme provides multiple food assistance modalities including school meals (SMP), and food take home rations (THR) while cash scholarships were phased-out in 2018. A Home-Grown School Feeding (HGSF) model is being implemented in almost 300 schools under the SMP, utilizing locally procured commodities. A daily school meal (breakfast) is provided to all pre-and primary children attending morning classes, aimed to encourage student's enrolment, attendance and completion of their primary education, and also to reduce short-term hunger and improve their concentration in the classroom. Food scholarship or take home ration is provided to the poor children in grade 4 to 6, aimed to further facilitate their progression in grades 4 to 6 and provide more equitable access to the Government's scholarship programme for the poor in grade 7 to 9.
22. The Government of the United States of America, through the USDA McGovern-Dole Program, has been a trusted partner of the World Food Programme in Cambodia, dating back to 2001. Since its inception, this partnership has ensured that more than 3.6 million children have benefited from School Feeding Programmes.
23. The 2017-2019 McGovern-Dole funded operation is a continuance of the 2013-2016 McGovern-Dole Program; implemented by WFP in partnership with World Education, KAPE, PLAN International, World Vision and Government ministries; covering the same provinces in Kampong Thom, Siem Reap and Battambang; and continuing the SMP programme in largely the same schools while discontinuing THR in Battamabang from school year 2017-18 (please modalities of programme in different school years on map in annex 1) . The approach and transfer, under these grants, is largely the same with some schools receiving the SMP, some schools receiving the THR Programme and other schools receiving both programmes, depending on the detailed targeting criteria within WFP, which will be available for the evaluation team during inception phase if needed. WFP anticipates a full handover of THR schools and a gradual handover of SMP schools to Government in the years after the end of the 2017-2019 grant (15.21 mlnUSD); hence, the current grant is focussing strongly on the Government's programme management and accelerate of handing over of these programme responsibilities to the Government. Additionally, the current grant is focused on partnership to achieve maximum impact, with a particularly strong focus on literacy improvements, especially among the grade 1 and 2 students whereas the previous round funding focussed on literacy of grade 6 students.
24. Recognizing the importance of sustainability of the school feeding programme moving forward, WFP's overarching vision is to oversee the transition from a WFP-led school feeding programme in Cambodia to a government-led programme by 2021, as outlined in the School Feeding Roadmap which was agreed and signed between WFP and the Ministry of Education, Youth and Sports (MoEYS) in May 2015. WFP's strategy is to utilize MGD commodities and capacity building funds to increase the readiness of MoEYS, preparing

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<sup>9</sup> CSO report on Cambodian gender issues. 2009

them for adopting the SMP and absorbing the THR beneficiaries into the national cash scholarship programme. WFP's FY2017-2019 McGovern-Dole Programme of US\$15 million reach 859 schools with the SMP and THR in three provinces, while also supporting complementary activities focused on improving literacy as well as health and dietary practices. Resources are being used to provide 145,000 pre-school and primary school children with school meals and 15,000 children from the poorest households with THRs.

25. Like previous cycle grant, the FY 2017-2019 McGovern Dole funded operation also requires undertaking a baseline survey, mid-term review and final evaluation. The baseline survey and mid-term review were conducted in 2017 and 2018 respectively, and the final evaluation will be conducted in 2019. The evaluation process within WFP will be managed by an evaluation manager appointed by the WFP Cambodia CO who will be the main focal point for day to day contact during the evaluation period with technical support and oversight from regional bureau. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager.
26. The USDA-McGovern-Dole International Food for Education and Child Nutrition Program has two strategic objectives: to improve the literacy of school-age children through improving student attendance, quality of literacy instruction, and attentiveness; and increase the use of improved health and dietary practices through reducing health-related absences. WFP CO will provide relevant documents such as results framework, performance monitoring plan, programme maps, baseline questionnaire, etc. in the annexes

## **4. Evaluation Approach**

### **4.1. Scope**

27. The 2017-2019 endline evaluation will cover the WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Programme FFE-442-2016/015-00, including all activities and processes related to their formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Cambodia Country Office, will cover three school feeding years<sup>10</sup> of implementation of the McGovern-Dole funded operation for FY 2017-2019. The CO deemed this a worthy exercise in order to assess and identify good practice which are useful for other future programme management, given the need to ensure that the programme is functioning effectively in preparation for impending handover in 2021.
28. The final evaluation will assess progress from the beginning of the project period (referencing baseline and mid-term results) and will document lessons learned; assess relevance, effectiveness, efficiency, impact and sustainability efforts to date; and discuss and recommend for future programme. As such, the evaluation is focused on outcome and output results and their affecting factors, partnerships, implementation

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<sup>10</sup> In school year 2016-17 the current grant ran in parallel with a former USDA McGovern-Dole grant for the same programme. Under the current grant, literacy activities were introduced since the start of the school year 2016-17; THRs were distributed from August 2017; meals were provided from November 2017; and infrastructure, WASH, training and capacity development activities were implemented from November 2017.

arrangements and systems, national ownership readiness, programme and information management approach, and community engagement.

29. The final evaluation will be primarily for accountability and learning purposes. It will assess the progress of the indicators in the project agreement and Performance Monitoring Plan, and the recommendations of the baseline survey and the mid-term review.

The final evaluation will assess the impact of the program against the two strategic objectives: improve the literacy of school-age children and increase the use of improved health and dietary practices

#### 4.2. Evaluation Criteria and Questions

30. **Evaluation Criteria** Following MTR evaluation criteria, evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, Sustainability<sup>11</sup>. The evaluation should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design, and whether the object has been guided by WFP and system-wide objectives on GEEW. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.
31. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the USDA McGovern Dole Grants FFE, which could inform future strategic and operational decisions.

**Table 2: Criteria and evaluation questions**

Criteria	Evaluation Questions
<b>Appropriateness</b>	<p>Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities were:</p> <ul style="list-style-type: none"> <li>• Appropriate to the needs of the target population on both females and males;</li> <li>• Aligned with relevant stated national policies, including sector policies and strategies and seek complementarity with the interventions of relevant humanitarian and development partners [as well as with other CO interventions in the country, if relevant];</li> <li>• Aligned with WFP strategies, policies and normative guidance.</li> </ul>

<sup>11</sup> For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

<p><b>Results of the programme</b></p>	<p>While ensuring that differences in benefits between boys and girls from different groups are considered, the evaluation will analyze:</p> <ul style="list-style-type: none"> <li>• The efficiency of the program (attainment of the planned outputs, cost factors, logistics and pipeline performance);</li> <li>• The effectiveness of the program (the contribution of outputs to selected program objectives);</li> <li>• The intended and unintended impacts of the program (comparing to non-program schools/areas against selected program objectives).</li> <li>• MoEYS capacity to manage the school feeding programme moving forward: <ul style="list-style-type: none"> <li>○ Has the Government of Cambodia adequately staffed and resourced MoEYS to effectively assume management of the school feeding programme in USDA supported areas?</li> <li>○ Is the design of the programme suitable to government control?</li> <li>○ Is there a functioning government reporting and monitoring and evaluation system?</li> <li>○ Are community feedback mechanisms in place?</li> </ul> </li> </ul>
<p><b>Why and how the operation produced the observed results</b></p>	<p>The evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on:</p> <ul style="list-style-type: none"> <li>• Internally (factors within WFP’s control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc.</li> <li>• Externally (factors outside WFP’s control): the external operating environment; the funding climate; external incentives and pressures; etc.</li> <li>• The implications for this as the programme transitions to MoEYS</li> </ul>
<p><b>Sustainability of the project moving forward</b></p>	<p>With a roadmap for national ownership of the school feeding programme already being implemented, the government will begin to gradually assume ownership of the programme within period of the roadmap and beyond. As such, the evaluation should have a strong focus on USDA-supported implementation models tested over the course of the project period. It should draw conclusions about the following:</p> <ul style="list-style-type: none"> <li>• Cost effectiveness, efficiency and practicality of each of the models tested</li> <li>• Government buy in on each model tested</li> <li>• Recommendations on which model may be most appropriate given the findings</li> <li>• Evidence that activities are likely to be sustained or scaled up beyond the project life</li> </ul> <p>The evaluation should also assess the success of USDA supported initiatives to improve information systems within MoEYS to ensure transparency and cost effectiveness of the programme.</p>

### 4.3. Data Availability

32. The main sources of information available to the evaluation team are in the annex 7. But they are not exhaustive and additional information can be provided as needed and availability.

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

- a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection
- b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

### 4.4. Methodology

33. The endline evaluation is expected to replicate the previous endline and baseline approach and methodology<sup>12</sup>. The detailed methodology will be developed by the evaluation team during the inception phase. It should:

- Employ the evaluation criteria of relevance, effectiveness, efficiency, impact, and sustainability
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Use mixed methods (quantitative and qualitative) to ensure triangulate information from difference methods and sources to enhance the reliability and credibility of the findings. During the inception phase, the service provider should provide a detailed methodology of how they intend to conduct the endline evaluation. Qualitative method like focus group discussions and key informant interviews, will be used where relevant to highlight lessons learned and case studies representative of the interventions;
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and used;

34. The methodology should be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women and marginalised groups. The methodology should ensure that data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and taken into account.

35. Looking for explicit consideration of gender 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-sensitive ways before fieldwork begins.

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<sup>12</sup> A theory-based, participatory, gender-responsive approach and quasi-experimental case-control design

36. The evaluation findings, conclusions and recommendations must reflect gender analysis, and the report should provide lessons/ challenges/ recommendations for conducting gender responsive evaluation in the future. The following mechanisms for independence and impartiality will be employed:
- Establishment of an internal evaluation committee across various units in the WFP Country office.
  - Re-establish the Evaluation Reference Group comprising partners and stakeholders across education and other interested sectors in Cambodia.
  - Consult with WFP Office of Evaluation to determine additional measures requested to ensure impartiality and independence through all stages of the evaluation.
37. The following potential risks to the methodology have been identified. School year will be finish by August; hence, the data collection should be done prior and/or during this month to get all information from different kind of respondents such as teachers, cooks, store keeper, parents and students. Language and culture are also barriers for the evaluation; hence, evaluation team should be aware of and take preemptive action before going down to the field.

#### **4.5. Quality Assurance and Quality Assessment**

38. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
39. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
40. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
41. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
- a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
  - b. recommendations on how to improve the quality of the final inception/evaluation report.
42. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/

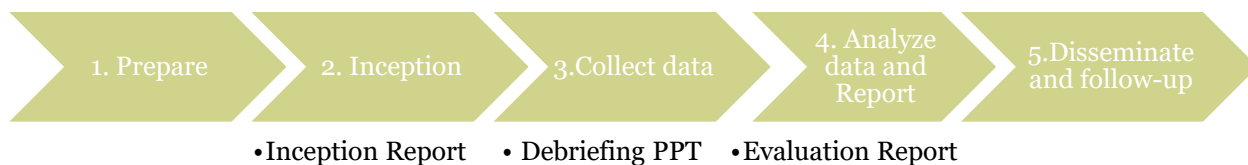
evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)<sup>[1]</sup>, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

- 43. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
- 44. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive CP2010/001](#) on Information Disclosure.
- 45. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

### 5. Phases and Deliverables

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

**Figure 1: Summary Process Map**



- 47. **Timeline:** The timeline of for the whole endline evaluation is from Mar to Nov 2019, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination (see details in endline evaluation planning and deliverable timelines below). For the evaluation team, the timing will start from May, with any primary data collection to begin no later the first week of August. The specific timetable is shown in annex 2.
- 48. **Deliverable timelines:** The main deliverables table will be detailed in annex 6.

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

## 6. Organization of the Evaluation & Ethics

### 6.1. Evaluation Conduct

49. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP CO evaluation manager. The team will be hired following agreement with WFP on its composition.
50. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).

### 6.2. Team composition and competencies

51. The evaluation team is expected to include 3-5 members, including the team leader and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation for both national and international (exclude field enumerators). To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.
52. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management, logistics)
  - School feeding, education, nutrition and food security
  - Agro-economics/rural development
  - Knowledge management
  - Gender expertise / good knowledge of gender analysis
  - Survey, sampling, and statistical skills
  - All team members should have strong analytical and communication skills, evaluation experience and familiarity with Cambodia country and/region.
  - All team members should have strong skills in oral and written English. Given that local counterparts and beneficiaries may have limited English, partnership with local organization/firm for field work in Khmer will be recommended.
53. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.
54. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.



55. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
56. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

### **6.3. Security Considerations**

57. **Security clearance** where required is to be obtained from the Cambodia CO. As an independent supplier of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
58. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
  - The team members observe applicable UN security rules and regulations – e.g. curfews etc.

### **6.4 Ethics**

59. WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.
60. Contractors are responsible for managing any potential ethical risks and issues and must put in place in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

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

### **61. The WFP Cambodia Country Office:**

- a- The WFP Cambodia CO Management (Director or Deputy Director) will take responsibility to:
- o Assign an evaluation manager for the evaluation: Mr Bunthang Chhe, Programme Policy Officer (Programme Support).

- Compose the internal evaluation committee and the evaluation reference group
- Approve the final ToR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and of a evaluation reference rroup (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations

**b- The Evaluation Manager:**

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required

c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The role and responsibility of committee members will be detailed in annex 2. An internal evaluation committee chaired by the Country Director (CD) will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by programme implementers.

62. **An Evaluation Reference Group** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. Pleae refer to annex 4 where list of members is available. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

63. **The Regional Bureau:** the RB will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

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

64. **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.
65. **Other Stakeholders (Government, NGOs, UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members of the group.
66. **The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.
67. **USDA FAD**
- Provide inputs and comment on draft endline evaluation ToRs.
  - Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the endline evaluation.
  - Provide comment on the endline evaluation inception report.
  - Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
  - Provide comment on the endline evaluation report

## **8. Communication and budget**

### **8.1. Communication**

68. 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 and by producing clear deliverables that are written in both English and Khmer.
- The Evaluation manager will submit all final deliverables to the WFP CO for pre-approval. Upon pre-approval of deliverables, the WFP CO will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD programme staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations.
  - The service provider will deliver an evaluation report. USDA comments on final draft report will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the CO.

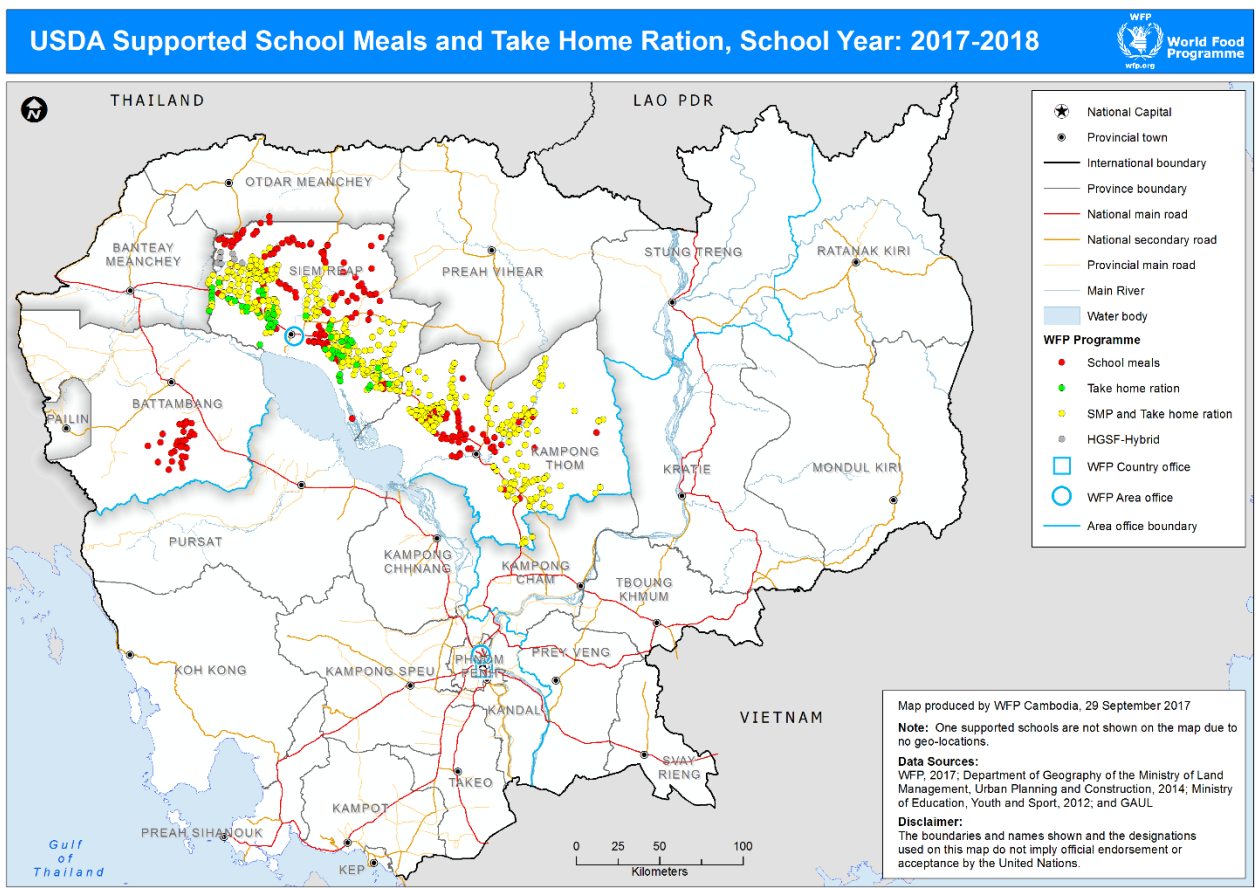
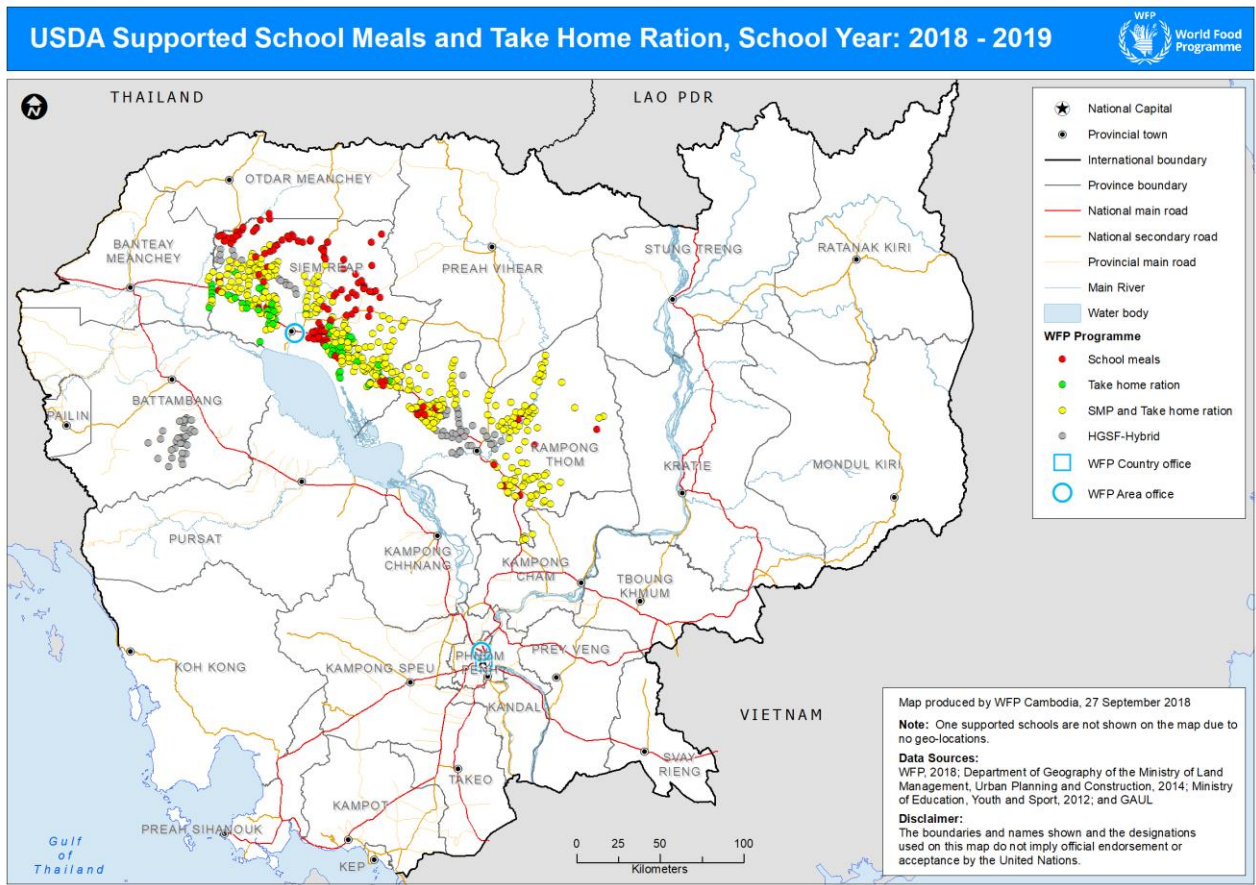
69. The Communication and Learning Plan should include a GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.
70. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. To ensure maximum use of the lessons learned for national partners, the resulting reports will be translated into Khmer language. Importantly, this will facilitate learning amongst government, as technical staff often do not speak or read English

## **8.2. Budget**

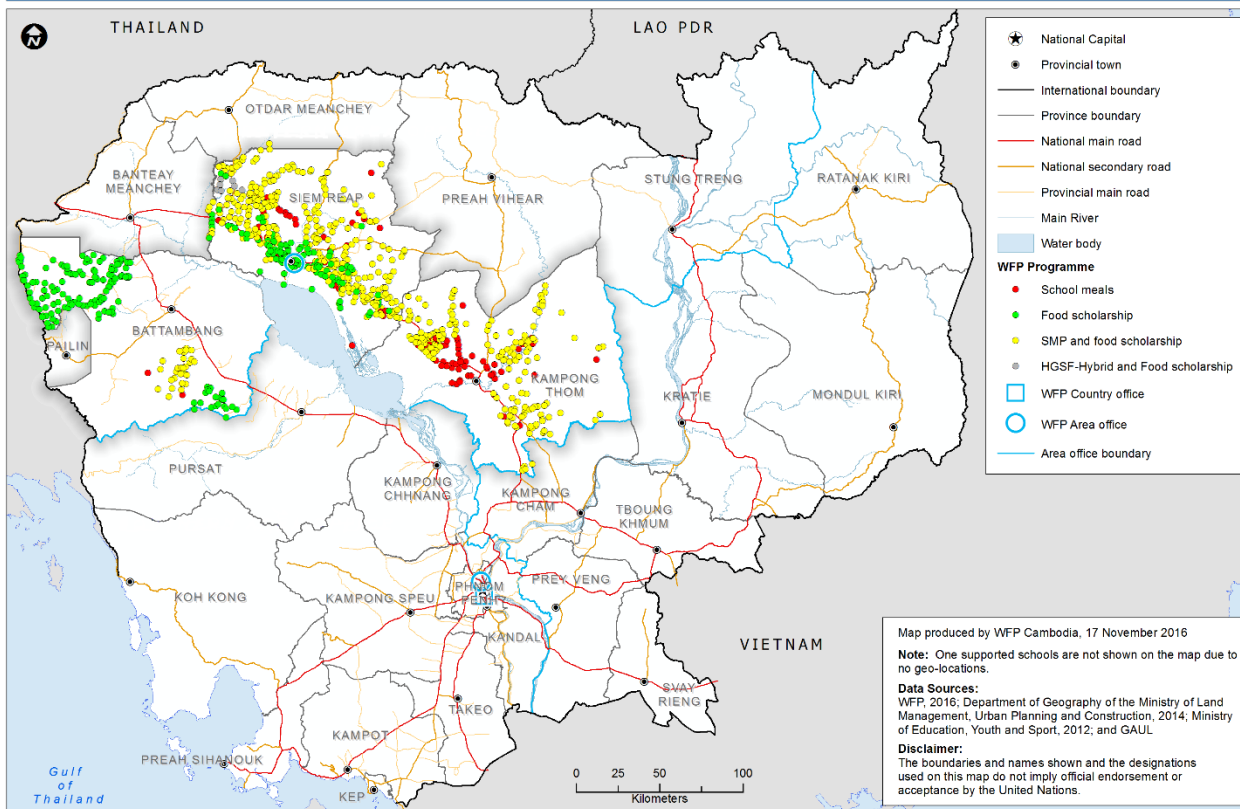
71. Funding Source: The endline evaluation will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole grant funds.
72. The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP) (Annex 2: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation the service provider will:
- Include budget for international and domestic travel and 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.

Please send any queries to Sokheng Leng, procurement Officer, at email: [sokheng.leng@wfp.org](mailto:sokheng.leng@wfp.org), Telephone number: (855) 23 210 943.

# Annex 1 Map of USDA-supported schools and programme modalities



# USDA Supported School Meals and Scholarship Target Areas



## Annex 2 Evaluation Schedule

	<b>Phases, Deliverables and Timeline</b>	<b>Period</b>	<b>Date</b>	<b>Led By</b>
<b>Phase 1 - Preparation</b>			<b>Up to 13 weeks</b>	
	Desk review, draft of TOR and quality assurance (QA) using ToR QC	3 weeks	25 Mar 19	EM & IEC
	Sharing drafted ToR with outsourced quality support service (DE QS) & ERG, RB, and relevant WFP Headquarters divisions for comments	1 week	26-31 Mar 19	EM & IEC
	(1) Reviewing and revising the draft ToR based on comments received, (2) submitting the revised TOR to the internal evaluation committee for approval and (3) sharing the revised TOR with key stakeholders	1 week	01-05 Apr 19	EM & IEC
	Sharing the revised TOR with USDA for comments	4 weeks	08 Apr- 03 May 19	USDA
	Selection and recruitment of evaluation team	4 weeks	22 Apr -17 May 19	EM & IEC
<b>Phase 2 - Inception</b>			<b>Up to 10 weeks</b>	
	Briefing TOR to evaluation team	1 day	20 May 2019	EM & IEC
	Remote desk review and submission of a draft inception report (IR)	3 weeks	20 May -7 Jun19	Eval. Team
	Sharing the draft IR with DE QS and ERG, RB, and relevant WFP Headquarters divisions for comments	1 week	10 – 14 Jun 19	EM & IEC
	(1) Reviewing and revising the draft IR based on comments received, (2) submitting the revised IR to the internal evaluation committee for approval and (3) sharing the revised IR with key stakeholders	1 week	17 - 21 Jun 19	EM & IEC
	Sharing the revised IR with USDA for comments	4 weeks	24 Jun- 19 Jul 19	USDA
	Revision drafted IR based on stakeholder comments	1 week	22 - 26 Jul 19	Eva. Team
<b>Phase 3 – Data collection</b>			<b>Up to 4 weeks</b>	
	Briefing of evaluation team at CO	1 day	29 Jul 19	Eva. Team & WFP CO
	Data collection	3 weeks	30 Jul- 16 Aug 19	Eva. Team
	Debriefing of evaluation team at CO	1 day	19 Aug 19	Eva. Team & WFP CO
<b>Phase 4 - Analyze data and report</b>			<b>Up to 11 weeks</b>	
	Draft evaluation report (ER)	3 weeks	20 Aug - 9 Sept 19	Eva. Team
	Sharing the draft ER with DE QS and ERG, RB, and relevant WFP Headquarters divisions for comments	1 week	10 – 16 Sep 19	EM & IEC

	(1) Reviewing and revising the draft ER based on comments received, (2) submitting the revised ER to the internal evaluation committee for approval and (3) sharing the revised ER with key stakeholders	1 week	17-23 Sept 19	EM & IEC
	Revise the drafted ER based on stakeholder comments	1 week	24 -30 Sept- 19	Eva. Team
	Sharing the revised ER with USDA for comments	4 weeks	01 -31 Oct 19	USDA
	Revision the draft ER based on stakeholder comments	1 week	04-08 Nov 19	Eva. Team
<b>Phase 5 - Dissemination and follow-up</b>			<b>Up to 4 weeks</b>	
	Prepare management response	4 weeks	11 Nov -06 Dec 19	EM & IEC
	Sharing final ER and management response with OEV for publication	2 weeks	09-20 Dec 19	EM & IEC



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

### **WFP Cambodia Country Office:**

- Emma Conlan, Programme Policy Officer (SO Lead): Chair, at [emma.conlan@wfp.org](mailto:emma.conlan@wfp.org)
- Bunthang Chhe, Programme Policy Officer (M&E, FLA and Reporting); as Evaluation manager; at [thang.bun@wfp.org](mailto:thang.bun@wfp.org)
- Riguen Thorn, Senior Programme Associate (M&E) as technical officer [Riguen.thorn@wfp.org](mailto:Riguen.thorn@wfp.org)
- Kannitha Kong, Programme Policy Officer (education); at [kannitha.kong@wfp.org](mailto:kannitha.kong@wfp.org)
- Nisith Um, head of Field Operations at [nisith.um@wfp.org](mailto:nisith.um@wfp.org)

### **WFP Regional Bureau (RBB):**

- Yumiko; Regional Evaluation Officer at [yumiko.kanemitsu@wfp.org](mailto:yumiko.kanemitsu@wfp.org)

## Annex 4 Membership of the Evaluation Reference Group

### **WFP Cambodia Country Office:**

- Francesca Erdelmann, Country Director, Chair; at [francesca.erdelmann@wfp.org](mailto:francesca.erdelmann@wfp.org)
- Bunthang Chhe, Programme Policy Officer (M&E, FLA and Reporting); as Evaluation manager; at [thang.bun@wfp.org](mailto:thang.bun@wfp.org)
- Riguen Thorn, Programme Associate (M&E) at [riguen.thorn@wfp.org](mailto:riguen.thorn@wfp.org)
- Yav Long, Programme Policy Officer (VAM); at [yav.long@wfp.org](mailto:yav.long@wfp.org)
- Kannitha Kong, Programme Policy Officer (education); at [kannitha.kong@wfp.org](mailto:kannitha.kong@wfp.org)
- Sokrathna Pheng, Programme Policy Officer (education); at [sokrathna.pheng@wfp.org](mailto:sokrathna.pheng@wfp.org)
- Nisith Um, head of western area office at [nisith.um@wfp.org](mailto:nisith.um@wfp.org)

### **WFP Regional Bureau (RBB):**

- Yumiko Kanemitsu; Regional Evaluation Officer; at [yumiko.kanemitsu@wfp.org](mailto:yumiko.kanemitsu@wfp.org)
- Shereen Nasef; Regional Programme Policy Officer; at [shereen.nasef@wfp.org](mailto:shereen.nasef@wfp.org)

### **Government Partners:**

- Representative from the Ministry of Education, Youth and Sport (MoYES) includes as follows:
  - o School health department (SHD): Ms. Chhay Kimsotheavy, Director, Tel: 011 973757, [kimsotheavy@yahoo.com](mailto:kimsotheavy@yahoo.com)
  - o Policy department (PD): Mr. Dy Khamboly, Director, Tel: 017883967, [khamboly12@gmail.com](mailto:khamboly12@gmail.com)
  - o Primary Education Department (PED): H.E. Chan Sophea, Director, Tel: 012211336 [chansopheaped@gmail.com](mailto:chansopheaped@gmail.com)
  - o Programme coordination committee (PCC): H.E. Puth Samith, Director General, Tel: 012914297, [putsamith@yahoo.com](mailto:putsamith@yahoo.com)
  - o H.E. San Vathna at [vathana20@yahoo.com](mailto:vathana20@yahoo.com)

### **Donor, UN Organizations and Cooperating Partners:**

- Representative from donor agency, USDA; Molly Rumery, [Molly.Rumery@fas.usda.gov](mailto:Molly.Rumery@fas.usda.gov), reach through Althea: [althea.pickering@wfp.org](mailto:althea.pickering@wfp.org)
- Representatives from other UN agencies, including:
  - o FAO: Kosal Oum at [kosal.oum@fao.org](mailto:kosal.oum@fao.org), lean Russell at [lean.russell@fao.org](mailto:lean.russell@fao.org)
  - o UNICEF: Kateryn Bennett at [kbennett@unicef.org](mailto:kbennett@unicef.org);
  - o UNESCO: Khatri Santosh at [s.khatri@unesco.org](mailto:s.khatri@unesco.org)
- Representatives from cooperation partners/NGOs such as:
  - o Plan International: Mr. Pham Binh, [Binh.Pham@plan-international.org](mailto:Binh.Pham@plan-international.org)
  - o World Vision: Mr. Ravuth Thea, Senior Program Officer Tel: 012 546 007, [ravuth\\_thea@wvi.org](mailto:ravuth_thea@wvi.org)

- World Education: Mr. Sieng Heng, Tel: 012920700, Senior Education Adviser [sieng\\_heng@kh.worlded.org](mailto:sieng_heng@kh.worlded.org)

## **Annex 5      Acronyms**

ASEAN	Associate of Southeast Asian Nations
BMI	Body Mass Index
CARD	Council for Agriculture and Rural Development
CD	Country Director
CDHS	Cambodia Demographic Health Survey
CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
EM	Evaluation Manager
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
MAFF	Ministry of Agriculture, Forestry and Fisheries
MDG	-Millennium Development Goal
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
OEV	Office of Evaluation
ERG	Evaluation Reference Group
SDG	Sustainable Development Goals
USDA	United States Department of Agriculture
THR	Take Home Rations
TOR	Terms of Reference
WFP	World Food Program

## Annex 6 Deliverable timelines

Deliverable	Due Date	Description
Inception Report (Draft and Final reports)	Draft: 7 Jun 2019	Report should describe the following: i. Understanding of the project based on project documents and literature review ii. Finalized methodology including detailed sampling plan. Evaluation questions and field procedures iii. Quality assurance plan iv. Communication protocol v. Timeline (activities, responsible party, outputs, and timing) vi. Data collection tools
	Final: 26 Jul 2019	
Final Data Collection Tools (for qualitative & quantitative) and analysis plan	16 Aug 2019	Electronic copies of all clean and final English-version of data collection tools and analysis plan
PowerPoint Presentation (debrief in country)	19 Aug 19 End of fieldwork data collection	Presentation should include an abbreviated list of evaluation findings that can be presented to relevant internal and external stakeholders
Draft endline evaluation report	6 Sept 2019	The report should be submitted in English addressing all the evaluation objectives and questions listed in the scope of work.
Final evaluation report	08 Nov 2019	Report should include the following sections: a. Acknowledgements b. List of Acronyms and abbreviations c. Table of Contents d. Executive Summary (no longer than two pages) e. Background (Programme description and purpose of mid-term) f. Methodology and Implementation g. Methodology Limitations (strengths and weaknesses) h. Results and Findings (in accordance with the objectives) i. Conclusions, Lessons Learned and good practices j. Recommendations (for mid-course corrections) k. Annex: Table of key programme indicators from the PMP with updated values in comparison to baseline values l. Annex: Scope of Work for the evaluation m. Annex: Inception Report for the evaluation n. Annex: Survey Instruments: questionnaire(s), survey(s), interview protocol(s), focus group discussion protocol(s) as relevant
Datasets and related documents	08 Nov 2019	Datasets and related documents should include the following a. Raw and clean datasets organized in SPSS with its analysis syntaxes; b. Interview transcript and focus group discussion notes etc. c. All materials above provided in electronic versions.

## **Annex 7 Available data/information**

- Cambodia Country Portfolio Evaluation Reports, 2011-2017
- Baseline and Midline report of the USDA McGovern Dole Food for Education Programme, 2017-2019, including survey tools.
- Baseline, mid-term and Endline evaluation report of the USDA McGovern Dole Food for Education Programme, 2013-2016, including survey tools.
- Project document (including Logical Framework in Annex) and Agreement with USDA
- M&E Plan MGD Performance Monitoring Plan
- Field level agreements (FLAs) between WFP and implementing partners (Plan International, World Education etc.)
- List of partners including Government, NGOs, and UN agencies
- School Assessment Study Report, 2015-2016
- Post-Distribution Monitoring Reports, January 2016
- WFP Semi-annual Programme reports
- Annual Standard Project Reports, 2016, and 2017 and Annual Country report 2018.
- Regular monitoring data on process, outputs and outcomes
- School Feeding Roadmap between WFP and MoEYS (signed in May 2015)
- Education Strategic Plan 2014-2018
- Education Annual Operational Plan (AOP) for 2013, 2014, 2016 and 2017
- National Cash Scholarship Programme 2015 Anukret 34 Scholarship
- MoEYS Cash Scholarship Manual
- Education Statistics & Indicators 2013/2014, 2014/2015, 2015/2016, 2016/2017, 2017/18 (English version) Datasets for 2013-14, 2014-15, 2015-16, 2015-16??
- New National Reading Standards and Continuous Assessment System Tools; benchmarks for grades 1, 2 and 3.
- Cooperating partner reports 2016-17, 2017-18 and 2018-19
- National Strategic Development Plan 2014-2018
- National Social Protection Policy Framework 2016-2025
- National Strategy for Food Security and Nutrition (NSFSN), 2014-2018??
- Mid-term Strategic review of the NSFSN, 2014-2018 (Progress inventory 2016, situation update 2017, & strategic directions towards 2030).
- FFE-442-2016/015-00 project agreement and amendment documents

## **Annex 8 Performance Monitoring Plan, FY 2017-2019**

The full approved PMP will be made available to the competing evaluation companies during the RFP process. The PMP is too large to be included in this document. All updated grant documentation will be made available to the selected evaluation company.

All indicators at the Output and outcome level will be included in this endline evaluation.

## **Annex 9      Baseline questionnaire tools, FY 2017-2019**

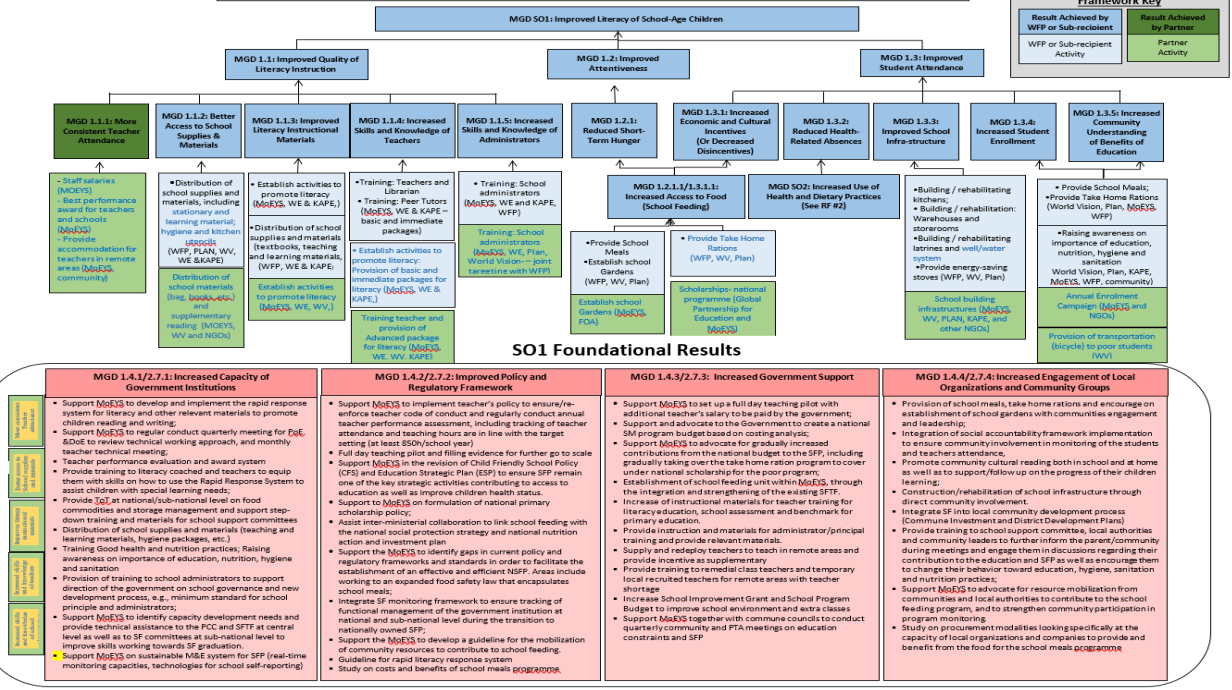
- **Annex 4.1:** Household Questionnaire
- **Annex 4.2:** School Assessment Questionnaire (Teacher)
- **Annex 4.3:** School assessment Questionnaire (Less Observation)
- **Annex 4.4:** School assessment Questionnaire (Observation only items)

Note: Questionnaire tools will be added for TOR announcement



# Annex 10 Results Framework

## WFP Cambodia FY2016 McGovern-Dole Proposal: Results Framework #1



## WFP Cambodia FY2016 McGovern-Dole Proposal: Results Framework #2

