

**Terms of Reference**

**ACTIVITY EVALUATION of**

**USDA McGovern Dole Grants FFE-442-2019-013-00**

**and USDA Local and Regional Food Aid Procurement**

**LRP-442-2019-011-00**

**for WFP School Feeding in Cambodia from 2019 to**

**2023**

**WFP Cambodia Country Office**

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## 1. Introduction

1. These Terms of Reference (TOR) are to guide an evaluation process comprising 3 distinct evaluation processes over a four year period. The evaluations are commissioned by the WFP Cambodia Country Office (WFP CO) for the activity evaluations of school feeding program (SFP) activities in Cambodia supported by United States Department of Agriculture McGovern-Dole (USDA-McGovern-Dole) International Food for Education and Child Nutrition and Local and Regional Food Aid Procurement (USDA-LRP) programs for fiscal years (FY) 2019-2023. The TOR covers six deliverables: a baseline, a mid-term and an endline evaluation for USDA-McGovern-Dole and a baseline, a mid-term and an endline evaluation processes for USDA-LRP. All deliverables will preferably be undertaken in a single assignment/contract. The specific deliverables (timeframes mentioned are subject to change) are outlined in Table 1.

**Table 1: Evaluation exercise for McGovern-Dole and LRP**

<b>Evaluation exercises for USDA-McGovern-Dole project</b>	<b>Evaluation exercises for USDA-LRP project</b>	<b>Date</b>
Baseline study	Baseline study	Nov 2019-Jun 2020
Mid-term evaluation	Mid-term review <sup>1</sup>	Mar-Dec 2021
Endline evaluation	Endline evaluation	Mar-Dec 2023

2. This TOR was prepared by the WFP CO based upon an initial document review and consultation with stakeholders. It outlines the evaluation requirements for USDA-McGovern-Dole (US\$19 million budget ) and USDA-LRP (US\$4.7 million budget) grants supporting implementation of a traditional school meals program (SMP), Hybrid Home-Grown School Feeding program (HGSF-hybrid), and associated interventions in 599 schools in Siem Reap, Kampong Thom and Kampong Chhnang provinces. The TOR aims to 1) provide key learning themes, program scope, and other key information to guide the evaluation team on the conducting the evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.
3. The evaluation process within WFP will be managed by an evaluation manager who will be the main focal point for day to day contact during the evaluation period. An external independent firm (evaluation team) will be contracted to carry out the actual evaluation and will appoint their own evaluation team leader and managers.
4. This evaluation will provide an evidence-based, independent assessment of the results of the programs to enable WFP CO, government and Cooperating Partners (CPs) to demonstrate results and learning to feed into future programs in particular the government led and managed School Feeding Program (SFP) while also making it possible to quantify the impacts of the program.

## 2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

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<sup>1</sup> WFP together with Evaluation team will consider conducting a lighter evaluation exercise for the mid-term phase to focus primarily on the qualitative data collection among key stakeholders for learning purposes to allow for program adjustments.

## 2.1. Rationale

5. The WFP CO is commissioning baseline studies, mid-term evaluation/reviews and endline evaluations for the FY 2019-2023 USDA-McGovern-Dole and USDA-LRP grants in support of WFP School Feeding Program (SFP) activities in Cambodia, to be evaluated from the period 1 November 2019 to 30 September 2023<sup>2</sup>, to critically and objectively assess performance of the programs and associated interventions for the purposes of accountability and learning and to fulfil a requirement of the USDA.
6. The baseline studies (first deliverables) will provide information about the pre-program situation, establish a baseline value and review targets. The mid-term evaluation (second deliverable) for the USDA McGovern-Dole supported program and mid-term review for USDA LRP-supported program (second deliverable) will provide an independent evidence-based assessment of the program outcomes at that stage so that WFP CO can adjust program design and implementation for the remaining period. The final evaluations (third deliverables) will determine whether recommendations made during the baseline and the mid-term evaluation/review were integrated into implementation and if so, whether the recommendations were successful in strengthening deliveries and outcomes.

## 2.2. Objectives

7. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. These activity evaluations are conducted for accountability purposes to USDA while carrying a learning purpose for WFP, partners - including government and other stakeholders to feed into future program design. Evaluation findings will also be used by the key government counterpart, the Ministry of Education, Youth and Sport (MoEYS), to take forward as they assume full management of the program through a national SFP.
  - **Accountability** - The evaluation processes will assess and report on the performance and results of the USDA McGovern-Dole and USDA LRP-funded activities during the funding period. For accountability, the evaluations assess whether targeted beneficiaries have received services as expected, if the programs are on track to meeting their stated goals and objectives aligned with the results frameworks and assumptions.
  - **Learning** - The evaluation processes will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems. For learning, the evaluation components will aim at critically and objectively reviewing and taking stock of participant's implementation experience and the implementation environment for both McGovern-Dole and LRP.

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<sup>2</sup> Activities on the ground will start later once baseline is approved by USDA - estimated to be June 2020.

## 2.3. Stakeholders and Users

8. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluations and some of these will be asked to play a role in the evaluation processes. Table 2 (Annex 9) provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase of the baseline.
9. 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 processes, with women, men, school girls and school boys from different groups participating in group discussion as part of field survey and being consulted in individual interviews.

## 3. Subject of the Evaluation

### 3.1. Context

10. The Royal Government of Cambodia (RGC) has made impressive strides in economic growth over the past 20 years, bringing the country to lower middle-income status in 2016 with a Gross Domestic Product (GDP) per capita of USD 1,384.42 in 2017<sup>3</sup>. During this time, the RGC has seen one of the fastest economic growth rates in the world, which has been accompanied by significant reduction in poverty<sup>4</sup>. Despite this progress, health and education both remain important challenges and development priorities for Cambodia. The RGC's long-term development vision, the Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019-2023), emphasizes strong commitment to education and children's nutrition, which are viewed as a priority for "sustainable human resource development, economic growth, and social development"<sup>5</sup>.
11. 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>6</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>7</sup>. This means that natural hazards such as storms, floods, droughts or serious illness could cause profound setbacks to fragile livelihoods.
12. Food security and undernutrition remain important public health concerns in Cambodia. The national objectives set for the Cambodia-specific Millennium Development Goal (MDG) 1 were not met<sup>8</sup> and the figures for malnutrition remain higher than most countries in the region.<sup>9</sup> The new SDG indicators covering undernourishment and dietary diversity, suggest that 14 percent of households continue to consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.<sup>10</sup>

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<sup>3</sup> World Bank. World Bank Open Data: <http://data.worldbank.org/>

<sup>4</sup> The World Bank. (2019). World Bank Open Data. Retrieved from <http://data.worldbank.org/>

<sup>5</sup> RS-IV 2019-2023 – Rectangle 1 including 1) Improving the quality of education, science and technology; 2) Vocational training; 3) Improving public healthcare and nutrition; and 4) Strengthening gender equality and social protection.

<sup>6</sup> Cambodia Inter-Censal Population Survey, 2013

<sup>7</sup> WB Policy Note on Poverty Monitoring and Analysis, October 2013

<sup>8</sup> Cambodia had an objective of reducing the prevalence of undernourished people to <10%.

<sup>9</sup> <https://opendevelopmentcambodia.net/topics/sdg-2-zero-hunger/>

<sup>10</sup> Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning; Available at: <https://www.unicef.org/cambodia/6.Maternal.pdf>

13. Cambodia is ranked 116 out of the 160 countries on the most recent Gender Inequality Index<sup>11</sup> (GII = 0.473). The GI is essentially the loss in human development due to inequality between female and male achievements in the three GI dimensions: reproductive health, empowerment, and economic activity. Cambodia's low ranking indicates that gender inequality still exists. The 2017 Gender Development Index (GDI) results are better at 0.914 which puts it into Group 4 (second lowest), an improvement from being in the lowest category in previous years.<sup>12,13,14,15</sup> Cambodia is also ranked 93 out of 149 countries on the Global Gender Gap Index 2018<sup>16</sup>. However, women increasingly become income generators, migrating from rural areas to urban areas to work or start small businesses from their homes. The number of women having primary occupation in the private sector is higher than men in many provinces<sup>17</sup>, particularly in the garment sector. Women are typically employed at lower levels and paid less. It is estimated that on average women are paid thirty percent less than men on commensurate work<sup>18</sup>.
14. The RGC is committed to improving educational standards while aiming to embed programs supported by development partners, such as the SFP and scholarship programs, within its national strategies. The national decentralization and deconcentration reforms place greater responsibility on subnational authorities to take ownership of planning and delivery of basic services, including education. In education, Cambodia has made good strides in improving primary education programs and reducing gender disparity in education in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 98 percent in school year 2018-19. Although there is still a need to expand enrolment in primary schools and pre-schools in some locations, sustained efforts to globally expand access to school are less relevant than they once were. The main challenge now for primary school education is completion. Even though both repetition and dropout rates have steadily declined in the last five years,<sup>19</sup> they remain a key concern. School dropout is most problematic at the end of the primary school cycle as students are more likely to leave school rather than repeat a year. School dropout is also more likely to happen in rural areas.<sup>20</sup>
15. With MoEYS, USAID is currently implementing its new education strategy (2016-21), with a focus on improving early grade reading through their partners including Kampuchea Action for Primary Education (KAPE) and World Education International (WEI). WEI in partnership with WFP will work closely with USAID and UNICEF to support early grade reading under the national education strategy and child friendly school policy framework. The MoEYS school health department in collaboration with WFP and the Ministry of Health supports food safety and health in schools under a newly endorsed national school health policy. Plan International, working in the area of education, and World Vision, working in the area of community development including education, in partnership with WFP and MoEYS at

<sup>11</sup> <http://hdr.undp.org/en/composite/GII>

<sup>12</sup> [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/KHM.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KHM.pdf)

<sup>13</sup> Ratio of female to male HDI values. Gender Development Index scores range from 0 to 1 with a score of 1 indicating equality between men and women.

<sup>14</sup> Gender Development Index groups: Countries are divided into five groups by absolute deviation from gender parity in HDI values. Group 5 comprises countries with low equality in HDI achievements between women and men (absolute deviation from gender parity of more than 10 percent).

<sup>15</sup> Human Development Report, 2015, UNDP

<sup>16</sup> Human Development Report, 2015, UNDP

<sup>17</sup> Commune Database 2013, Ministry of Planning

<sup>18</sup> CSO report on Cambodian gender issues. 2009

<sup>19</sup> Final Draft Education Strategic Plan 2019-2023, MoEYS, May 2019.

<sup>20</sup> Heng, K. et al (2016) Research report. School Dropout in Cambodia: A case study of Phnom Penh and Kampong Speu. Korea International Cooperation Agency, Cambodia Country Office. Royal University of Phnom Penh, Faculty of Education

national and subnational level to provide school meals promote an enabling environment, including infrastructure building and/or rehabilitation and other school support interventions. Under the LRP, FAO in partnership with WFP provides technical assistance to producers and suppliers to strengthen HGSF market engagement.

16. School feeding is a major component of the ongoing WFP Cambodia's Country Strategic Plan (CSP), and is implemented in 8 out of the Cambodia's 25 provinces in school year 2019-2020 (Please see **Annex 1**) through two models, SMP and HGSF. A daily school meal (breakfast) is provided to all morning class pre-and primary school children, from target schools in areas where poverty and malnutrition are comparatively high and education performance is relatively worst off, aimed to encourage student's enrolment, attendance and completion of their primary education, and to reduce short-term hunger and improve their concentration in the classroom.

### **3.2. Subject of the Evaluation**

17. USDA has been a trusted partner of the WFP in Cambodia, dating back to 2001. One of the two USDA awards, USDA McGovern-Dole International Food for Education and Child Nutrition Program, is the continuation of the USDA grants 2017-2019 and 2013-2016; implemented by WFP in partnership with World Education, Plan International, World Vision and relevant Government ministries. This is the first time that WFP Cambodia has been awarded the USDA LRP grant to support the transition to a national HGSF program and complement the McGovern-Dole program. The USDA FY2019-2023 McGovern-Dole (US\$19 million) and LRP (4.7 million) programs support the implementation of both centrally procured school meals (SMP), Hybrid Home-Grown School Feeding (HGSF) involving locally procured commodities and complementary activities focused on improving literacy, and health and dietary practices in three provinces (22 districts) in the country: Siem Reap, Kampong Thom and Kampong Chhnang (**See annex 2**).
18. The USDA-McGovern-Dole program has two strategic objectives (as per the results framework outlined in **Annex 10**): Improved literacy of school-age children and increased use of health and dietary practices. To support literacy objective, a range of activities are designed to produce intermediate results of improving student attendance, quality of literacy instruction, and attentiveness. Similar to literacy, to support health and dietary proactive objective, a range of activities are conducted to produce intermediate results of Improved Knowledge of Health and Hygiene Practices, Increased Knowledge of Safe Food Prep and Storage Practices, Increased Knowledge of Nutrition, Increased Access to Clean Water and Sanitation Services, Increased Access to Preventative Health Interventions and Increased Access to Requisite Food Prep and Storage Tools and Equipment. A range of activities were also designed to support foundational result.
19. The USDA-LRP has one strategic objective (as per the results framework outlined in **Annex 11**): Improved Effectiveness of Food Assistance Through Local and Regional Procurement. To support the objective, a range of activities are designed to produce intermediate results of improved Cost-Effectiveness of Food Assistance, Improved Timeliness of Food Assistance, and improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards. Again, a range of activities were also designed to support foundational result
20. In school year 2019-2020, the SMP covers 329 schools and benefits 42,800 school boys and 41,000 school girls while the HGSF-hybrid covers 270 schools and



benefits 33,800 school boys and 31,200 school girls. The number of schools and children will be handed over to the government through a phased approach, leaving only 297 schools with 73,700 children in the model of HGSF-hybrid in school year 2022-23. MoEYS and WFP are in the process of finalising the parameters of the handover processes aimed at transitioning to the nationally owned HGSF, to align with the national HGSF Implementation framework endorsed in August 2019. WFP's strategic decision is to utilize the grant to fund capacity strengthening to increase the readiness of MoEYS to eventually manage the program.

21. SMP and HGSF are blanket programs which support provision of meals to all pre-primary and primary school boys and girls equally in targeted schools. However, girls and boys face different challenges remaining in school, with girls in rural areas dropping out mainly due to severe poverty then ending up caring for younger siblings, working alongside their parents in the rice fields, or moving to urban centres to find work.<sup>21</sup> Boys are also sometimes pressured to leave school and find employment. The program requires voluntary cooking activities from community; however, the issue of inadequate remuneration for the school cooks, almost all of whom are women, is an ongoing concern.
22. The baseline, mid-term review and final evaluations in previous rounds of McGovern-Dole found the FFE to be well implemented. The main concern was the short time frame planned for the transition to national ownership. In addition, the endline evaluation highlighted insufficient capacities including monitoring, program knowledge of government partner, and appropriate implementation policies/guidance. Both these areas were included as recommendations for further actions
23. As with previous grant cycles, the FY 2019-2023 USDA McGovern-Dole and LRP funded programs also require undertaking baseline studies, and final evaluations for each. In addition, a mid-term evaluation for McGovern-Dole and a mid-term review for LRP will be conducted. The baseline studies, mid-term evaluation/review and the final evaluations will be conducted in 2019, 2021 and 2023 respectively with indicative dates for each evaluation activities highlighted **in Annex 3: Evaluation schedule.**

## 4. Evaluation Approach

### 4.1. Scope

24. The planned evaluations for 2019-2023 will cover the following WFP programs:
  - I. WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Program FFE-442-2019-013-00 (McGovern-Dole funded program),
  - II. WFP Cambodia FY2019 USDA-Local and Regional Food Aid Procurement Program (LRP program).
25. The evaluations for these two programs will include all activities and processes related to their formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions for both McGovern-dole and LRP-funded programs.
26. These evaluations, commissioned by the WFP Cambodia Country Office, will

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<sup>21</sup> UNESCO/UNICEF (2012) Asia/Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO and UNICEF.

cover four school feeding years<sup>22</sup> of implementation of both McGovern-Dole and LRP-funded programs for FY 2019-2023. The timing for evaluation exercises will be synchronized as mentioned earlier; however, the evaluation exercises will be designed to assess the impact of the programs’ respective strategic objectives:

**Table 3: Strategic Objective of McGovern-Dole and LRP**

Type of USDA program	Impact against program objectives
McGovern-Dole	<p><b>Strategic Objective 1:</b> Improved Literacy of School-Aged Children</p> <p><b>Strategic Objective 2:</b> Increased Use of Health and Dietary Practices</p>
LRP	<p><b>Strategic Objective 1:</b> Improved Effectiveness of Food Assistance Through Local and Regional Procurement</p>

27. The evaluations (baseline, mid-term review and endline) for USDA McGovern-Dole will be carried out through a representative sample of Hybrid HGSF schools in all areas of intervention: Siem Reap, Kampong Thom, and Kampong Chhnang and a representative sample of schools with no school meals programme in comparison provinces. The evaluation (baseline, mid-term review and endline) for USDA-LRP will be carried out using the same representative sample of Hybrid HGSF schools for baseline and endline. The schools will be selected by the Evaluation Teams in close collaboration considering overlap and unique characteristics and indicators. The baseline and endline exercises will involve quantitative data collection from a sample of schools, householders, suppliers, and local farmers. Qualitative interviews will be conducted during each exercise with key government representatives, school personnel, suppliers and farmers, and other stakeholders as relevant in the three supported provinces. The final sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error and will be selected by the independent evaluation team in consultation WFP CO.

28. The **baselines** for both McGovern-Dole and LRP funded programs will serve the following objectives:

- 1) Confirm indicator selection and targets and establish baseline values for all performance indicators included in the proposal, including for comparison schools to establish a basis for counterfactual impact analysis. The baseline study will also be used to revisit project targets in light of baseline findings where relevant.
- 2) Be used for ongoing project monitoring activities to regularly measure activity outputs and performance indicators for lower-level results,
- 3) Measure performance indicators for strategic objectives (for McGovern-Dole funded and LRP programs respectively) as well as the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations, and

<sup>22</sup> The timeline for evaluation period will be adapted based on actual start of activities contingent on the release of USDA funds from both programs (currently expected to be around June 2020).

- 4) Provide a situational analysis before the project begins and confirm the full evaluation design as prepared during the inception period. This analysis will inform project implementation and will provide important context necessary for the mid-term and final evaluations to assess the project's relevance, effectiveness, efficiency, sustainability, and impact.

29. The **mid-term evaluation** for the McGovern-Dole funded program and the **mid-term review** for the LRP program will assess the program implementation and to provide an evidence-based, independent assessment of performance as early signals toward progresses of the program intervention so that WFP and its project partners can adjust course as necessary for the remainder of the project term. The mid-term exercises will build upon the baseline and will give more focus on program learning than accountability. Specifically, they will:

- 1) review the program relevance, effectiveness and efficiency, and sustainability,
- 2) collect performance indicator data for strategic objectives,
- 3) assess whether the project is on track to meeting the results and targets,
- 4) review the results frameworks or theory of change, and
- 5) identify any necessary mid-course corrections and learning.

30. The **final evaluations** for both McGovern-Dole and LRP funded programs will provide an evidence-based, independent assessment of performance of the programs to evaluate the project's success, ensure accountability, and generate lessons learned. The final evaluations will build upon baseline study and the mid-term evaluation (for each of the programs respectively) to assess the project's success and impact against USDA's strategic objectives and with reference to results measured in comparison schools. Furthermore, the evaluation may also focus on evaluation questions that are relevant to overall school feeding strategy, country-specific school feeding issues in Cambodia, and sustainability of the program model. It may also compare the performance of school feeding in Cambodia with other relevant food security and safety net interventions in other country and as a counterfactual in areas where no similar programs are implemented.

Specifically, the final evaluations will:

- 1) review the program relevance, effectiveness and efficiency, impact, and sustainability,
- 2) collect performance indicator data for strategic objectives and higher-level results,
- 3) assess whether or not the project has succeeded in achieving strategic objectives (for McGovern-Dole and LRP funded programs respectively),
- 4) investigate the project's overall impact, and
- 5) identify the benefits of the programs likely to continue beyond WFP's intervention for the targeted beneficiaries and improvements should be made to the program in the future.

31. The final evaluations will be conducted for both accountability and learning purposes. They will assess the progress of the indicators in the respective project agreements and Performance Monitoring Plans, and the recommendations of the

baseline studies and the mid-term evaluation/review. The final evaluations will also contribute to the systematic review and analysis of the lessons learnt to contribute to the learning and decision-making with the view to improve use of funds and other resources to enhance performance and results.

## 4.2. The Evaluation Criteria and Questions

32. **Evaluation Criteria** The evaluations will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability<sup>23</sup>. The selected criteria are well aligned with criteria agreed for the McGovern-Dole and LRP-funded programs and set in the approved evaluation plan. Gender Equality, and the Empowerment of Women (GEEW) should be mainstreamed throughout.
33. **Evaluation Questions** Aligned with the evaluation criteria, the evaluation will address the key evaluation questions outlined in the approved Evaluations Plans for McGovern-Dole and LRP-funded programs and included in **Annex 12** (McGovern-Dole) and **Annex 13** (LRP). These are only the key indicative questions designed in order to provide the background to the evaluation team. The evaluation team is therefore required to further elaborate the questions and sub-questions under each evaluation criteria during the Inception phase of each evaluation exercise. Collectively, the questions aim at highlighting the existing circumstances, performance of both programs during the period and key lessons learnt, which could inform future strategic and operational decisions.

## 4.3. Data Availability

34. Evaluability is the extent to which an activity or a program can be evaluated in a reliable and credible fashion. A preliminary evaluability assessment will be done by the Country Office at the initial stage of project cycle, which will be deepened by the evaluation team in each inception package relating to deliverables.
35. The evaluation team shall critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the programs, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
36. The evaluations will take a program theory approach based on the results framework (see Annex 10 and Annex 11). It will draw on the existing body of documented data as far as possible and complement and triangulate this with information to be collected in the field.
37. Concerning the quality of data and information, the Evaluation Team should assess data reliability as part of the inception phase expanding on the information provided in section 4.3 to inform the data collection. In addition, the Evaluation team should 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

38. The methodology for the evaluations will be designed in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as

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<sup>23</sup> For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

USDA's Monitoring and Evaluation Policy. Based on the requirements described in the TORs, further analysis done at inception phase and consultations with key stakeholders, the Evaluation Team will formulate an appropriate evaluation design, sampling strategy, and methodological approach for each stage of evaluation process. The Inception Reports will be produced separately for McGovern-Dole and LRP funded programs.<sup>24</sup> The detailed methodology defined in the Inception Reports should be guided by the following principles:

- 1) Employ the evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.
  - 2) 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.
  - 3) Use mixed methods (quantitative and qualitative) to ensure information from difference methods and sources is triangulated to enhance the validity, reliability and credibility of the findings. Qualitative approach will include focus group discussions and key informant interviews while quantitative approach will include reviewing and collecting quantitative data from the monitoring data from on-going program implementation and a cross-sectional survey of a sub-sample of school feeding schools visited in the previous baseline survey. Qualitative methods such as focus group discussions and key informant interviews, will be used where relevant to highlight lessons learned and case studies representative of the interventions.
  - 4) Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;
  - 5) Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that cultural and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries and others; and
  - 6) 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.
39. A quasi-experimental design will be employed for the baseline study and the final evaluations for the McGovern-Dole program strategic objectives. For LRP strategic objective, the baseline and endline will use the same methodology - a sample of Hybrid Home Grown School Feeding schools, and qualitative interviews with a sample of families, local suppliers and farmers.
40. Multi-stage/cluster sampling for the survey-based portion of the baseline is proposed to select target schools and schools/respondents. The sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error in the supported provinces as well as the comparison areas. The sampling frame, methodology, and sample size calculations will be the responsibility of the Evaluation Team in consultation with the WFP CO.
41. Specific data collection methods are expected to include: a desk review, quantitative survey, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views

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<sup>24</sup> The Inception Reports will be shared with the Evaluation Reference Group for inputs before being finalized by the Evaluation Team and approved by WFP Country Office. Should there be any changes from the ToR at inception stage, WFP will notify USDA in writing.

is gathered) and observation during field visits. The survey modules utilized will include household and child questionnaires, suppliers and smallholder farmers as well as school questionnaire (with teachers and school directors). The key respondents have been identified as critical for the primary data collection as outlined in Table 4 with the list and survey modules to be reviewed and further detailed based on methodology proposed by the Evaluation team and agreed by WFP CO.

**Table 4. Key respondents for primary data collection by program**

Type	Respondents for Baseline, Mid-term and Endline evaluations
McGovern-Dole	Schools (school directors and staff responsible for provision of school feeding; school children), Parents, Teachers, Communities, Government (MoEYS, MEF, MoH), Cooperating Partner NGOs, WFP Officials at Country Office and Regional Bureau
LRP	Schools (school directors and staff responsible for provision of school feeding; school children), Parents, Suppliers, Producers/ small-holder farmers, Communities, Government (MoEYS, MAFF, MEF), Cooperating Partner NGOs, FAO, WFP Officials at Country Office and Regional Bureau

42. The methodology will be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure gender equality is considered when designing and performing data collection.

43. The following potential risks to the methodology have been identified. School year will be finished 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, storekeeper, parents and students. Language and culture are also barriers for the evaluation; hence, the evaluation team should be aware of and take pre-emptive action before going down to the field.

#### 4.5 Quality Assurance and Quality Assessment

44. 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.

45. 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.

46. 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.

47. 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.

48. 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>25</sup>, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

49. This quality assurance process as outlined 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.

50. 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.

51. All final evaluation reports will be subjected to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the approved evaluation reports, free of personally identifiable information (PII) The evaluation team is expected to produce six deliverables which at least meet the 70-80% requirement of the PHQA rating system.

52. Engagement of Evaluation Reference Group (ERG): WFP will ensure the baseline study and the evaluations reflect the Evaluation Reference Group (ERG)’s perspectives. The process of the study and the evaluations emphasise on the stakeholder’s engagement and consultations on the ERG, in order to balance the diversified perspectives and enhance the program ownership.

### 5. Phases and Deliverables

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

Table 5. Summary process map (by program and deliverables)

	McGovern-Dole 2019-2023			LRP 2019-2023		
	Baseline	Mid-line Evaluatio n	Endline evaluatio n	Baseline	Mid-line Review	Endline evaluation
1. Evaluation plan	Prepare evaluation plan for MCGOVERN-DOLE and LRP					
2. Prepare	Terms of Reference (combined for both programs)					
3. Inception	Inception Report			Inception Report		

<sup>25</sup> [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”



4. Collect data	Debriefing with PowerPoint	Debriefing with PowerPoint
5. Analyze data and Report <sup>26</sup>	Evaluation Report	Evaluation Report
6. Validate, Disseminate and follow-up	Combined Management Response, Dissemination plan <sup>27</sup> , and Follow-up action plan	

54. **Timeline:** The timeline for the evaluations for both programs is from October 2019 to December 2023, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination (see detailed timelines in **Annex 3**).

55. **Deliverable timelines:** The key list of deliverables and timelines for those is outlined in **Annex 7**. The list of deliverables and timelines will be further reviewed and adjusted as required when the methodology and Inception report are finalized and agreed between the parties.

## 6. Organization of the Evaluation & Ethics

### 6.1 Evaluation Conduct

56. 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. The team will conduct and report on the evaluation according to McGovern-Dole and WFP standards as follows:

- Must be financially and legally separate from the participant's organization;
- Must have personal and professional integrity;
- Must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them;
- Must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work;
- In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality;

57. In designing and organizing the data collection among minors, existing Ethical Research Involving Minors<sup>28</sup> will be used as guidance, as well as WFP's respective guidance as it becomes available from the Office of Evaluation.

58. Evaluations will need to take into account that processing of data, including personal data has legal, ethical and operational implications and is considered by

<sup>26</sup> In addition to the standard list of Annexes to the Evaluation Reports, during the Inception phase WFP CO and Evaluation Team will elaborate the type of practicable deliverables to be used for further program adjustments and decision making, as well as for effective communication with key stakeholders. These may include - Aide Memoire, Technical Summary of lessons learnt and recommendations based on feedback from Key stakeholders (aimed at SF practitioners), thematic briefs on topics identified jointly with the WFP CO (such as gender, nutrition, transition and handover, etc).

<sup>27</sup> WFP CO will explore with stakeholders most effective ways to disseminate the evaluation results for accountability, effective learning and advocacy with critical stakeholders of the program to increase the utility function of the evaluations.

<sup>28</sup> <https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf>



WFP within the broader framework of data protection, privacy and human rights. The following WFP guidance will need to be taken into account for the evaluation exercises - WFP’s 2012 Policy on Humanitarian Protection<sup>29</sup> providing a framework for use of personal data, WFP’s Corporate Information Security Policy<sup>30</sup>, and Directive on Information Disclosure,<sup>31</sup>

- 59. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
- 60. 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. For the WFP CO evaluation manager, s/he will not take any role in the independent evaluation team and has no direct involvement in the implementation of the subject of the evaluation.

### 6.1 Team composition and competencies

61. WFP expects to have two evaluation teams for McGovern-Dole and LRP funded programs led by one Evaluation Team Leader as shown in Table 6 below. The evaluation teams will need to ensure a complementary mix of expertise in the technical areas covered by the evaluations for both national and international (excluding 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 two team members should have experience in conducting evaluation exercises for WFP-implemented programs funded by McGovern-Dole and/or LRP.

**Table 6. Expected evaluation teams for McGovern-Dole and LRP**

McGovern-Dole Evaluation team 2019-2023	LRP Evaluation team 2019-2023
<b>One Team Leader for USDA McGovern-Dole and LRP</b>	
3-4 members including McGovern-Dole Team Manager appropriate balance of expertise and practical knowledge in the following areas: <ul style="list-style-type: none"> <li>• Institutional capacity development (with a focus on establishing national systems, cost-efficiency analysis, supply chain management)</li> <li>• School feeding, education, nutrition, food security, systems strengthening.</li> </ul>	3-4 members including LRP Team Manager appropriate balance of expertise and practical knowledge in the following areas: <ul style="list-style-type: none"> <li>• Agricultural Economics/Agricultural Supply Chain Management and Solution, local Markets, agribusiness</li> <li>• School feeding programs, local food procurement mechanisms</li> </ul>
Some areas of expertise may overlap for two evaluations: <ul style="list-style-type: none"> <li>• Gender expertise / good knowledge of gender analysis, and gender responsive evaluation</li> <li>• Evaluation designs and methods (both qualitative and quantitative)</li> <li>• Knowledge management</li> </ul>	

<sup>29</sup> [WFP/EB.1/2012/5-B. Online at: http://documents.wfp.org/stellent/groups/public/documents/eb/wfpdoc0616\\_70.pdf](http://documents.wfp.org/stellent/groups/public/documents/eb/wfpdoc0616_70.pdf)

<sup>30</sup> [http://docustore.wfp.org/stellent/groups/public/documents/\\_cd/wfp274609.pdf](http://docustore.wfp.org/stellent/groups/public/documents/_cd/wfp274609.pdf)

<sup>31</sup> [2] [http://docustore.wfp.org/stellent/groups/public/documents/\\_cd/wfp220970.pdf](http://docustore.wfp.org/stellent/groups/public/documents/_cd/wfp220970.pdf)

- All team members should have strong analytical and communication skills, evaluation experience and familiarity with Cambodia and/or the region.
- All team members should have strong skills in oral and written English.

62. 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.
63. 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.
64. 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.
65. 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

66. **Security clearance:** Security is not necessarily a significant concern in Cambodia, beyond some incidence of theft and other opportunistic crimes. Security clearance where required is to be obtained from the Cambodia CO, through UNDSS. 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.
67. However, to avoid any security incidents, the Evaluation Manager is requested to ensure:
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
  - The team members observe applicable UN security rules and regulations -e.g. curfews etc.

### 6.4 Ethics

68. 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.

69. 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**

### **70. The WFP Cambodia Country Office:-**

a- The WFP CO Management will take responsibility to:

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

b- The **Evaluation Manager**:

- o Manages the evaluation process through all phases including drafting this TOR
- o Ensures quality assurance mechanisms are operational
- o Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- o Ensures expected use of quality assurance mechanisms (checklists, quality support)
- o 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 for the fieldwork; and arranges for translation, if required.
- o Organises security briefings for the evaluation team and provides 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 4**. 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 program implementers.

71. **An Evaluation Reference Group** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. Please refer to **Annex 5** 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.

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

- o Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- o Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- o Provide comments on the draft TOR, Inception and Evaluation reports
- o 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. RB relevant technical staff and the Evaluation Unit also support the practical recommendations and follow-up actions in the Management Response, and the use of the baseline study and the evaluations for improving the program quality.

**73. Relevant WFP Headquarters divisions** will take responsibility to:

- o Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- o Comment on the evaluation TOR, inception and evaluation reports, as required.

**74. Other Stakeholders (Government, NGOs, UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members of the group.

**75. 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.

## **76. USDA FAD**

- Provide inputs and comment on ToRs.
- Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the evaluations.
- Provide comment on the inception report as required.
- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
- Provide comment on the report

## **8. Communication and budget**

### **8.1 Communication**

77. To ensure a smooth and efficient process and enhance the learning from the baseline study and the evaluations, the evaluation teams should place emphasis on transparent and open communication with key stakeholders. This will be applied throughout the evaluation management process, particularly stakeholder engagement. 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 English.

- 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 program staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations.

- The service provider will deliver a baseline study, a mid-term evaluation and review, end line evaluations both for LRP and McGovern-Dole projects (i.e., in total six products). 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.
- WFP and the Government will explore the opportunities (such as School Nutrition Days and Annual School Feeding Workshops) to communicate the findings and recommendations of the evaluation exercises to communities and key stakeholders as part of the Accountability to Communities.<sup>32</sup>
- To accompany each evaluation output, a 2-3 page summary report will be developed by the evaluations teams to facilitate broader dissemination of the findings and recommendations. Other communications products may be discussed for each distinct output.

78. The Communication and Learning Plan will include a dissemination strategy, indicating how findings will be disseminated and how key stakeholders will be engaged.

79. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available in English, free of PII. 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**

80. Funding Source: The baseline studies, mid-term evaluation/review and endline evaluations will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole and LRP grant funds.

81. 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 3: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation, the service provider will:

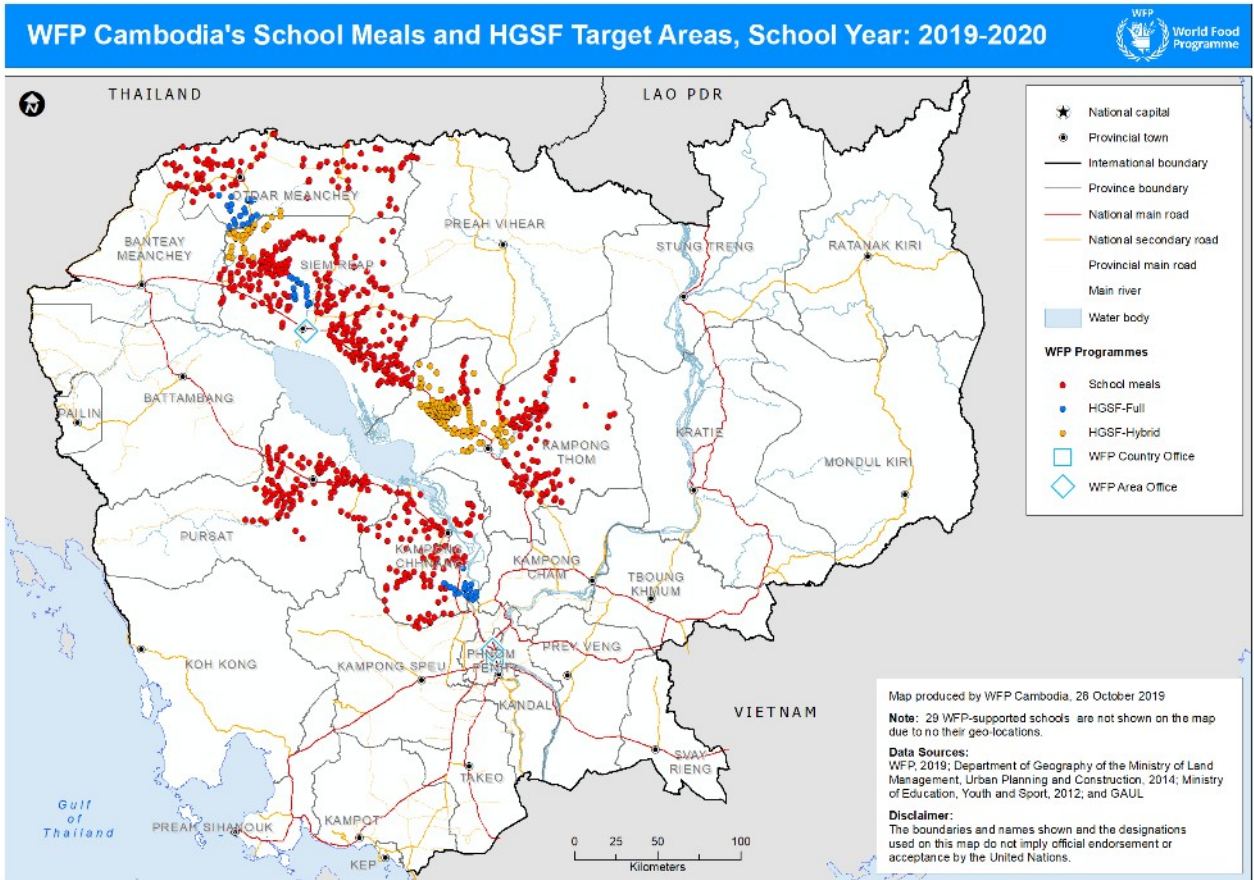
- Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
- Hire and supervise any and all technical and administrative assistance required (including in-country).
- The final budget and handling, will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
- Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

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<sup>32</sup> In line with WFP 2019-2021 Strategy for Protection and Accountability to Affected People.

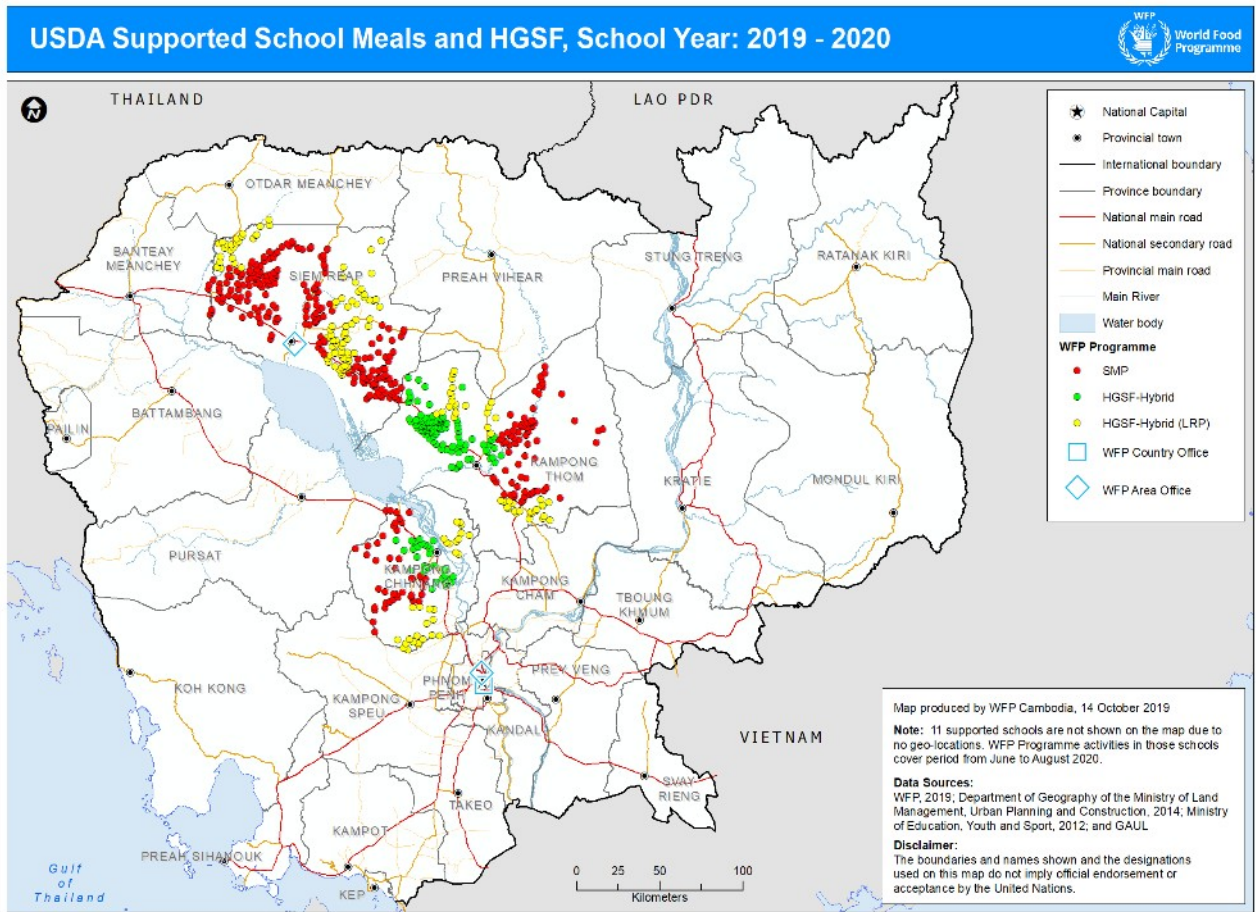
Please send any queries to George GEGELIA, Sr. Procurement Officer, Regional Bureau Bangkok (RBB) at email: [george.gegelia@wfp.org](mailto:george.gegelia@wfp.org),

# Annex 1 School Meals and Home-Grown School Feeding Programs





## Annex 2 USDA supported SMP and HGSF 2019-20





### Annex 3 Evaluation Schedule

	<b>Phases, Deliverables and Timeline</b>	<b>Period</b>	<b>Baselines (MCGOVER N-DOLE and LRP)</b>	<b>Mid-term evaluation (MCGOVERN- DOLE) and LRP Mid-Term Review</b>	<b>Endline Evaluation (MCGOVERN -DOLE and LRP)</b>	<b>Led By</b>
<b>Phase 1 - Preparation</b>						<b>Up to 15 weeks</b>
	Desk review, draft of TOR and quality assurance (QA) using ToR QC	3 weeks	8 November 2019			Evluation Manager (EM) & EC (Evaluation Committee)
	Sharing drafted ToR with outsourced quality support service (DE QS) & ERG, RB, and relevant WFP Headquarters divisions for comments	2 week	6 December 2019			EM & EC
	(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	6 December 2019			EM & EC
	Sharing the revised TOR with USDA for comments	4 weeks	3 January 2020			USDA
	Selection and recruitment of evaluation team	2 weeks	17 Jan 2020			WFP Regional Bureau (RB), WFP CO
	Planning/reconfirming the schedule of the exercises with the selected evaluation Team			19 March 2021	17 March 2023	EM & Evaluation Team (ET)
	Provision of the data/electronic library to the Evaluation Team	3 weeks	07 February 2020	9 April 2021	7 April 2023	EM & ET
<b>Phase 2 - Inception</b>						<b>Up to 10 weeks</b>
	Briefing TOR to evaluation team	1 day	10 February 2020			EM & EC
	Remote desk review and submission of a draft inception report (IR)	3 weeks	28 Feb 2020	30 April 2021	28 April 2023	ET
	Sharing the draft IR with DE QS and ERG, RB, donor (as required/agreed with the donor) and relevant WFP Headquarters divisions for comments	1 week	6 Mar 2020	7 May 2021	5 May 2023	EM & EC, WFP HQ, RB
	(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)	1 week	13 Mar 2020	14 May 2021	12 May 2023	EM & EC

	sharing the revised IR with key stakeholders					
	Revision drafted IR based on stakeholder comments	1 weeks	20Mar 2020	21 May 2021	19 May 2023	ET
<b>Phase 3 - Data collection</b>						<b>Up to 7 weeks</b>
	Briefing of evaluation team at CO	1 day	23Mar2020	24 May 2021	22 May 2023	ET & WFP CO
	Data collection	3 weeks	10Apr 2020	11 June 2021	9 June 2023	ET
	Debriefing of evaluation team at CO	1 day	10Apr 2020	11 June 2021	12 June 2023	ET & WFP CO
<b>Phase 4 - Analyze data and report</b>						<b>Up to 13 weeks</b>
	Draft evaluation report (ER)	3 weeks	1May 2020	2 July 2021	30 June 2023	ET
	Sharing the draft ER with DE QS and ERG, RB, and relevant WFP Headquarters divisions for comments	1 week	8 May 2020	9 July 2021	7 July 2023	EM & EC
	(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	15May 2020	16 July 2021	14 July 2023	EM & EC
	Revise the drafted ER based on stakeholder comments	1 week	22May 2020	23 July 2021	21 July 2023	ET
	Sharing the revised ER with USDA for comments	4 weeks	19 Jun2020	20 August 2021	18 August 2023	USDA
	Revision the draft ER based on stakeholder comments	1 week	26Jun 2020	27 August 2021	25 August 2023	ET
<b>Phase 5 - Dissemination and follow-up (WFP only)</b>						<b>Up to 6 weeks</b>
	Prepare management response	4 weeks	24 Jul 2020	24 September 2021	22 September 2021	EM, EC, WFP Program and Management teams
	Sharing final ER and management response with OEV for publication	2 weeks	7 August 2020	8 October 2021	6 October 2023	EM & EC

## Annex 4 Membership of the Evaluation Committee

### WFP Cambodia Country Office:

<b><u>USDA McGovern-Dole</u></b>	<b><u>USDA-LRP</u></b>
<ul style="list-style-type: none"> <li>- Emma Conlan, Programme Policy Officer (SO Lead): Chair, at <a href="mailto:emma.conlan@wfp.org">emma.conlan@wfp.org</a></li> <li>- Bunthang Chhe, Programme Policy Officer (M&amp;E, FLA and Reporting); as Evaluation manager; at <a href="mailto:thang.bun@wfp.org">thang.bun@wfp.org</a></li> <li>- Riguen Thorn, Senior Programme Associate (M&amp;E) as technical officer <a href="mailto:Riguen.thorn@wfp.org">Riguen.thorn@wfp.org</a></li> <li>- Kannitha Kong, Programme Policy Officer (education); at <a href="mailto:kannitha.kong@wfp.org">kannitha.kong@wfp.org</a></li> <li>- Nisith Um, head of Field Operations at <a href="mailto:nisith.um@wfp.org">nisith.um@wfp.org</a></li> <li>- Sokunvatanak Sek, Programme Support Assistant; at <a href="mailto:sokunvatanak.sek@wfp.org">sokunvatanak.sek@wfp.org</a></li> </ul>	<ul style="list-style-type: none"> <li>- Emma Conlan, Programme Policy Officer (SO Lead): Chair, at <a href="mailto:emma.conlan@wfp.org">emma.conlan@wfp.org</a></li> <li>- Bunthang Chhe, Programme Policy Officer (M&amp;E, FLA and Reporting); as Evaluation manager; at <a href="mailto:thang.bun@wfp.org">thang.bun@wfp.org</a></li> <li>- Riguen Thorn, Senior Programme Associate (M&amp;E) as technical officer <a href="mailto:Riguen.thorn@wfp.org">Riguen.thorn@wfp.org</a></li> <li>- Sokrathna Pheng, Programme Policy Officer (education); at <a href="mailto:sokrathna.pheng@wfp.org">sokrathna.pheng@wfp.org</a></li> <li>- Nisith Um, head of Field Operations at <a href="mailto:nisith.um@wfp.org">nisith.um@wfp.org</a></li> <li>- Chanthoeun Meng, Programme Policy Officer; at <a href="mailto:chanthoeun.meng@wfp.org">chanthoeun.meng@wfp.org</a></li> </ul>

### WFP Regional Bureau (RBB):

<b><u>USDA McGovern-Dole</u></b>	<b><u>USDA-LRP</u></b>
<ul style="list-style-type: none"> <li>- Yumiko Kanemitsu; Regional Evaluation Officer at <a href="mailto:yumiko.kanemitsu@wfp.org">yumiko.kanemitsu@wfp.org</a></li> </ul>	<ul style="list-style-type: none"> <li>- Yumiko Kanemitsu; Regional Evaluation Officer at <a href="mailto:yumiko.kanemitsu@wfp.org">yumiko.kanemitsu@wfp.org</a></li> </ul>

## Annex 5 Membership of the Evaluation Reference Group

### WFP Cambodia Country Office:

<u>USDA McGovern-Dole</u>	<u>USDA-LRP</u>
<ul style="list-style-type: none"> <li>- Emma Conlan, Programme Policy Officer (SO Lead): Chair, at <a href="mailto:emma.conlan@wfp.org">emma.conlan@wfp.org</a></li> <li>- Bunthang Chhe, Programme Policy Officer (M&amp;E, FLA and Reporting); as Evaluation manager; at <a href="mailto:thang.bun@wfp.org">thang.bun@wfp.org</a></li> <li>- Riguen Thorn, Senior Programme Associate (M&amp;E) as technical officer <a href="mailto:Riguen.thorn@wfp.org">Riguen.thorn@wfp.org</a></li> <li>- Kannitha Kong, Programme Policy Officer (education); at <a href="mailto:kannitha.kong@wfp.org">kannitha.kong@wfp.org</a></li> <li>- Nisith Um, head of Field Operations at <a href="mailto:nisith.um@wfp.org">nisith.um@wfp.org</a></li> <li>- Sokunvatanak Sek, Programme Support Assistant; at <a href="mailto:sokunvatanak.sek@wfp.org">sokunvatanak.sek@wfp.org</a></li> <li>- Yav Long, Programme Policy Officer (VAM); at <a href="mailto:yav.long@wfp.org">yav.long@wfp.org</a></li> </ul>	<ul style="list-style-type: none"> <li>- Emma Conlan, Programme Policy Officer (SO Lead): Chair, at <a href="mailto:emma.conlan@wfp.org">emma.conlan@wfp.org</a></li> <li>- Bunthang Chhe, Programme Policy Officer (M&amp;E, FLA and Reporting); as Evaluation manager; at <a href="mailto:thang.bun@wfp.org">thang.bun@wfp.org</a></li> <li>- Riguen Thorn, Senior Programme Associate (M&amp;E) as technical officer <a href="mailto:Riguen.thorn@wfp.org">Riguen.thorn@wfp.org</a></li> <li>- Sokrathna Pheng, Programme Policy Officer (education); at <a href="mailto:sokrathna.pheng@wfp.org">sokrathna.pheng@wfp.org</a></li> <li>- Nisith Um, head of Field Operations at <a href="mailto:nisith.um@wfp.org">nisith.um@wfp.org</a></li> <li>- Chanthoeun Meng, Programme Policy Officer; at <a href="mailto:chanthoeun.meng@wfp.org">chanthoeun.meng@wfp.org</a></li> <li>- Sokheng Leng, Procurement Officer; at <a href="mailto:sokheng.leng@wfp.org">sokheng.leng@wfp.org</a></li> </ul>

### WFP Regional Bureau (RBB):

<u>USDA McGovern-Dole</u>	<u>USDA-LRP</u>
<ul style="list-style-type: none"> <li>- Yumiko Kanemitsu; Regional Evaluation Officer at <a href="mailto:yumiko.kanemitsu@wfp.org">yumiko.kanemitsu@wfp.org</a></li> <li>- Nadya Frank; Regional School Feeding Programme Policy Officer; at <a href="mailto:nadya.frank@wfp.org">nadya.frank@wfp.org</a></li> </ul>	<ul style="list-style-type: none"> <li>- Yumiko Kanemitsu; Regional Evaluation Officer at <a href="mailto:yumiko.kanemitsu@wfp.org">yumiko.kanemitsu@wfp.org</a></li> <li>- Nadya Frank; Regional School Feeding Programme Policy Officer; at <a href="mailto:nadya.frank@wfp.org">nadya.frank@wfp.org</a></li> </ul>

**Government Partners:**

- Representative from the Ministry of Education, Youth and Sport (MoYES) includes as follows:

<b><u>USDA McGovern-Dole</u></b>	<b><u>USDA-LRP</u></b>
<ul style="list-style-type: none"> <li>- School health department (SHD): Ms. Chhay Kimsotheavy, Director, Tel: 011 973757, <a href="mailto:kimsotheavy@yahoo.com">kimsotheavy@yahoo.com</a></li> <li>- Policy department (PD): Ms. Bo Chankouluka, Director, Tel: 095 666 916, <a href="mailto:kouluka@gmail.com">kouluka@gmail.com</a></li> <li>- Primary Education Department (PED): H.E. Chan Sophea, Director, Tel: 012211336 <a href="mailto:chansopheaped@gmail.com">chansopheaped@gmail.com</a></li> <li>- Program coordination committee (PCC): H.E. Puth Samith, Director General, Tel: 012914297, <a href="mailto:putsamith@yahoo.com">putsamith@yahoo.com</a></li> </ul>	<ul style="list-style-type: none"> <li>- School health department (SHD): Ms. Chhay Kimsotheavy, Director, Tel: 011 973757, <a href="mailto:kimsotheavy@yahoo.com">kimsotheavy@yahoo.com</a></li> <li>- Policy department (PD): Ms. Bo Chankouluka, Director, Tel: 095 666 916, <a href="mailto:kouluka@gmail.com">kouluka@gmail.com</a></li> <li>- Primary Education Department (PED): H.E. Chan Sophea, Director, Tel: 012211336 <a href="mailto:chansopheaped@gmail.com">chansopheaped@gmail.com</a></li> <li>- Program coordination committee (PCC): H.E. Puth Samith, Director General, Tel: 012914297, <a href="mailto:putsamith@yahoo.com">putsamith@yahoo.com</a></li> </ul>

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

<b><u>USDA McGovern-Dole</u></b>	<b><u>USDA-LRP</u></b>
<b>Representative from donor agency, USDA</b>	
<ul style="list-style-type: none"> <li>- Molly Kairn at <a href="mailto:Molly.Rumery@fas.usda.gov">Molly.Rumery@fas.usda.gov</a></li> <li>- Ellie Morefield at <a href="mailto:Eleanor.Morefield@fas.usda.gov">Eleanor.Morefield@fas.usda.gov</a></li> </ul>	<ul style="list-style-type: none"> <li>- Molly Kairn at <a href="mailto:Molly.Rumery@fas.usda.gov">Molly.Rumery@fas.usda.gov</a></li> <li>- Ellie Morefield at <a href="mailto:Eleanor.Morefield@fas.usda.gov">Eleanor.Morefield@fas.usda.gov</a></li> </ul>
<b>Representatives from other UN agencies</b>	
<ul style="list-style-type: none"> <li>- UNESCO: Vuth Lay, National Program office for education, Tel: 017453921. e-mail: <a href="mailto:v.lay@unesco.org">v.lay@unesco.org</a></li> <li>- FAO: lean Russell at</li> </ul>	<ul style="list-style-type: none"> <li>- FAO: Kosal Oum at <a href="mailto:kosal.oum@fao.org">kosal.oum@fao.org</a>, lean Russell at <a href="mailto:lean.russell@fao.org">lean.russell@fao.org</a></li> </ul>

[jean.russell@fao.org](mailto:jean.russell@fao.org)

### **Representatives from cooperation partners/NGOs**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>- Plan International: Mr. Pham Binh, <a href="mailto:Binh.Pham@plan-international.org">Binh.Pham@plan-international.org</a></li><li>- World Vision: Mr. Ravuth Thea, Senior Program Officer Tel: 012 546 007, at <a href="mailto:ravuth_thea@wvi.org">ravuth_thea@wvi.org</a>;</li><li>- World Education: Mr. Kim Dara, Tel: 078 555 060, Country Representative; <a href="mailto:dara_kim@kh.worlded.org">dara_kim@kh.worlded.org</a></li></ul> | <ul style="list-style-type: none"><li>- Plan International: Mr. Pham Binh, <a href="mailto:Binh.Pham@plan-international.org">Binh.Pham@plan-international.org</a></li><li>- World Vision: Mr. Ravuth Thea, Senior Program Officer Tel: 012 546 007</li><li>- FAO: Kosal Oum at <a href="mailto:kosal.oum@fao.org">kosal.oum@fao.org</a>, lean Russell at <a href="mailto:jean.russell@fao.org">jean.russell@fao.org</a></li></ul> |
|--|---|

## **Annex 6 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
LRP	Local and Regional Procurement
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
TOR	Terms of Reference





## Annex 7 Deliverable timelines

Deliverable	Baseline	Mid-term	Endline	Description
Inception Report  (Draft and Final reports)	Draft: 28 February 2020	Draft: 30 April 2021	Draft: 28 April 2023	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: 20 March 2020	Final: 21 May 2021	Final: 19 May 2023	
Final Data Collection Tools (for qualitative & quantitative) and analysis plan	20 March 2020	21 May 2021	19 May 2023	Electronic copies of all clean and final English-version of data collection tools and analysis plan
PowerPoint Presentation (debrief in country)	10 April 2020	11 June 2021	12 June 2023	Presentation should include an abbreviated list of evaluation findings that can be presented to relevant internal and external stakeholders
Draft endline evaluation report	1 May 2020	2 July 2021	30 June 2023	The report should be submitted in English addressing all the evaluation objectives and questions listed in the scope of work.
Final evaluation report	26 June 2020	27 August 2020	25 August 2023	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 (Program 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 program 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
A 2-3 page	26 June	27 August	25 August	The brief should describe in language

<b>Deliverable</b>	<b>Baseline</b>	<b>Mid-term</b>	<b>Endline</b>	<b>Description</b>
brief summary of the evaluation parameters and findings for a broader audience	2020	2020	2023	easy to understand by non-evaluators and with appropriate graphics and tables sections as follows: a. Evaluation design; b. Key findings; c. Lesson learnt and case studies representative of the intervention; and d. Other relevant considerations.
Datasets and related documents	31 July 2020	31 December 2021	31 December 2023	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 8 Available data/information**

- Cambodia Country Portfolio Evaluation Reports, 2011-2017
- Baseline, Mid-term, and Endline evaluation reports of the USDA McGovern Dole FFE Program, 2017-2019, including survey tools.
- Baseline, mid-term and Endline evaluation report of the USDA McGovern Dole FFFE Program, 2013-2016, including survey tools.
- Project document and Agreement with USDA
- M&E document including Evaluation Plan, attachment D, Performance Monitoring Plan, and Result framework for both McGovern-Dole and LRP
- 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
- WFP Semi-annual Program reports
- Annual Country Reports (ACR) 2018 and 2019.
- 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 Program 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).
- Guideline on Food Safety in Schools-May 2019\_Khmer version
- Draft HGSF Implementation framework\_Khmer version
- Draft HGSF Operation guideline\_Khmer version

- HGSF consultation findings, 2018-19
- Country Strategic Plan 2019-2023
- Successes and Challenges of Implementing USDA McGovern-Dole Funded Food for Education Programs in the Asia/Pacific Region (A review of key findings from WFP Program Evaluations in Bangladesh, Cambodia, Lao PDR and Nepal during 2013-2018)
- 2013 WFP School Feeding Policy
- 2019 WFP School Feeding Strategy

## Annex 9 Evaluation users and their interest

**Table 2: Preliminary Stakeholders' analysis**

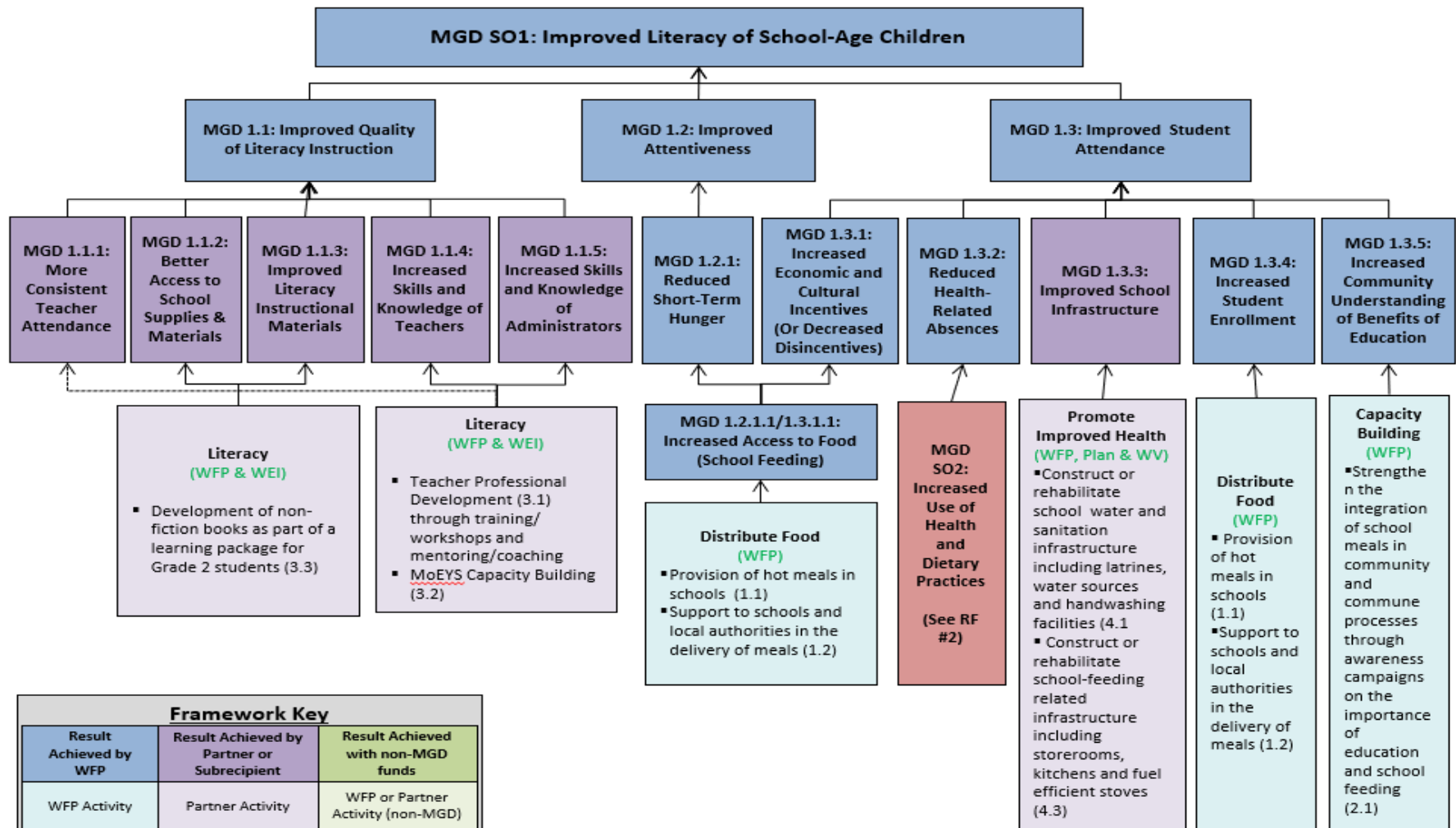
Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>WFP Cambodia Country Office (CO)</b>	The WFP Cambodia country office has a direct stake in decision-making, notably related to program implementation and design, partnerships, adjustments required for the Country Strategic Plan and advocacy efforts with Government and other national stakeholders.
<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 provide strategic guidance, program support, and oversight, as well as sharing successes and lessons learnt across the region. The Regional Evaluation Officer supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
<b>WFP HQ technical units</b>	WFP HQ technical units (including School Feeding, nutrition, SAMS/P4P) are responsible for issuing and overseeing the rollout of normative guidance on corporate program themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons and may use evaluations for wider organizational learning and accountability, 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. The office may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP programs. 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>	The ultimate recipients of direct and indirect food assistance, school children beneficiaries and their parents, 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 perspectives will be sought.
<b>Farmers</b>	Farmers are not only the ones producing local food commodities and supplying to schools through local procurement, but also parents/guardian of school children. Hence, garnering their perspective by the evaluation team and sharing findings from the evaluation would help improve timely supply of quality food to schools in their coverage areas.
<b>Government (MoEYS, MEF, MAFF, MoH and others)</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. Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Economy and Finance (MEF) might use evaluation findings for decision making related to program implementation and/or design, country strategy and partnerships, as well as to inform the planning of transition from externally supported to nationally owned school feeding program. Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Council for Agriculture and Rural Development (CARD) and Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSAVY) might also use these findings for their learning and implementation of programs in the future.
<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 programs are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
<b>Partners: WV, Plan, WEI, and FAO</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 programs. USDA will use evaluation findings to inform project strategy, results frameworks, and critical assumptions.
<b>Other education, nutrition and social protection partners and stakeholders in Cambodia (USAID, UNICEF, NGOs, etc)</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 was formed to provide inputs and contribute to the related evaluation processes.

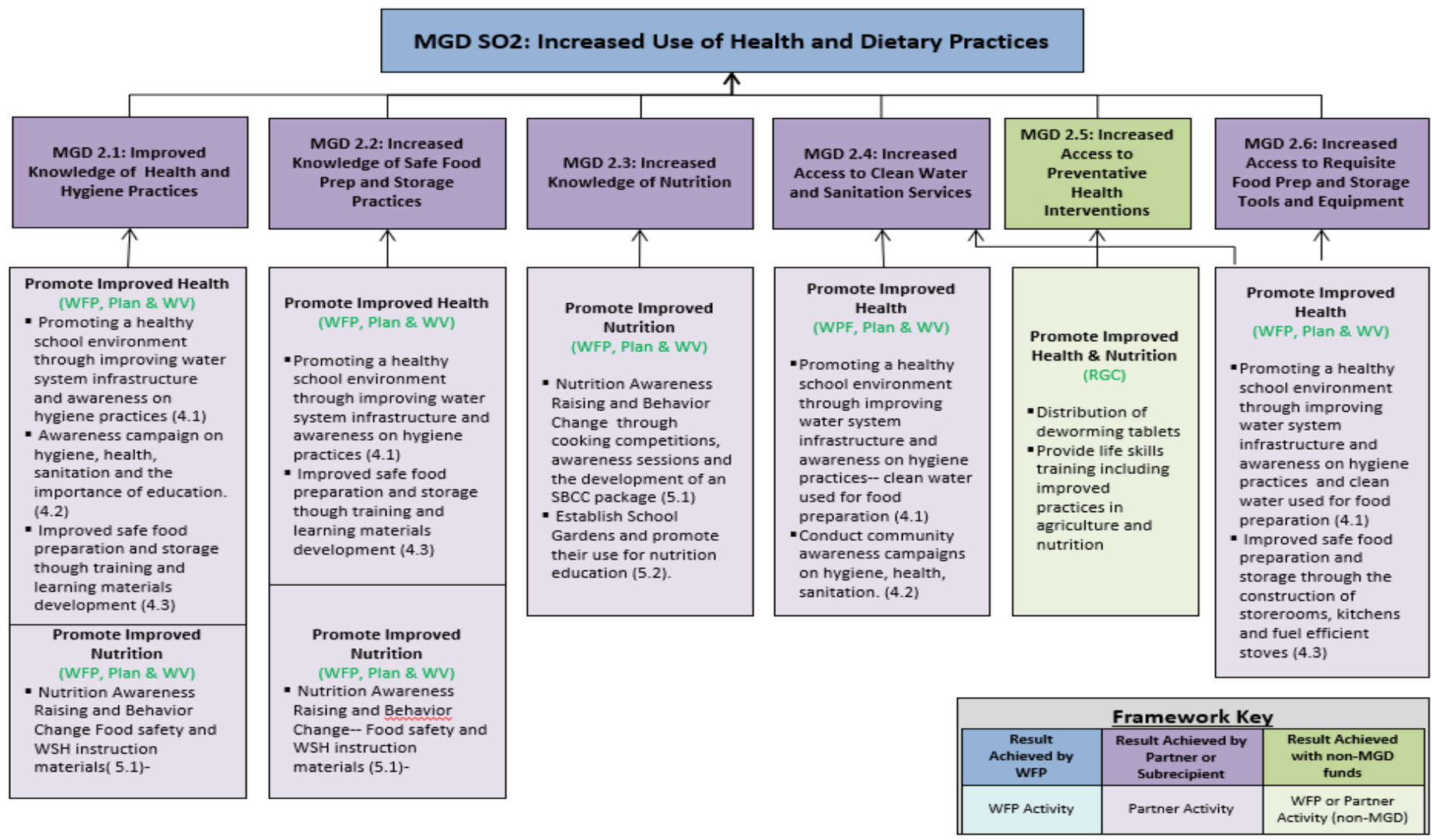


## Annex 10 Results Framework of McGovern-Dole

### WFP Cambodia FY2019 McGovern-Dole Proposal: Results Framework #1

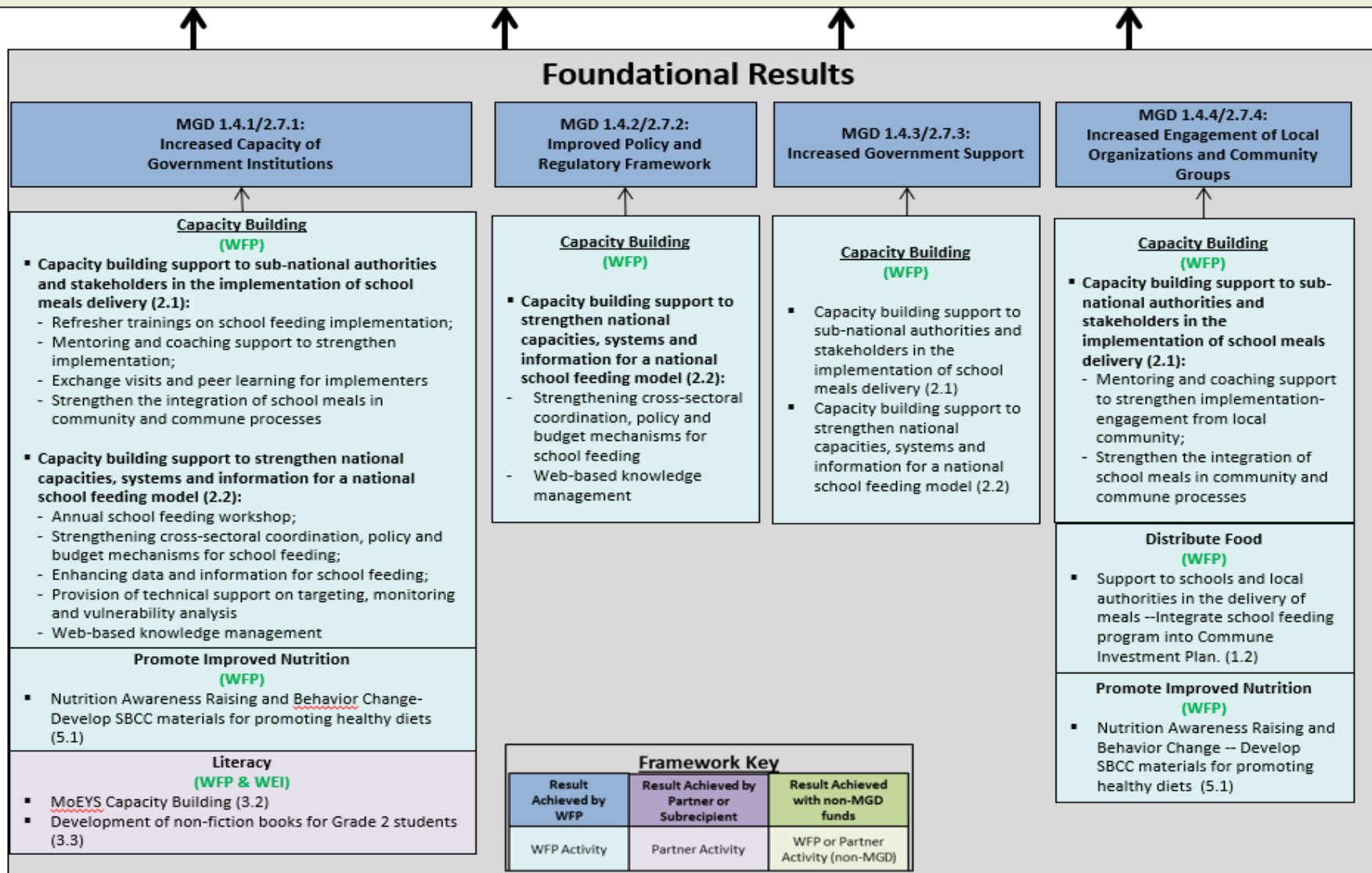


# WFP Cambodia FY2019 McGovern-Dole Proposal: *Results Framework #2*





# WFP Cambodia FY2019 McGovern-Dole Proposal: *Foundational Results*





# WFP Cambodia FY2019 McGovern-Dole Proposal: *Critical Assumptions*

*The Project-Level RF must be accompanied by narrative text that identifies critical assumptions and describes the project's theory of change, referring to existing research that supports the proposed causal linkages, where possible.*

## **1. Political Assumptions:**

- Continued and increasing levels of national commitment through budget and in-kind support to run a national school feeding program.
- Sufficient capacity of national and subnational bodies to increasingly take on and scale up a national program.

**2. Environmental Assumptions:** The impact of climate change, and other weather-related or economic shocks do not disrupt ongoing program activities.

**3. Funding Assumptions:** Funding availability from both international and domestic sources allows for the successful continuation of the transition of the school feeding program to government.

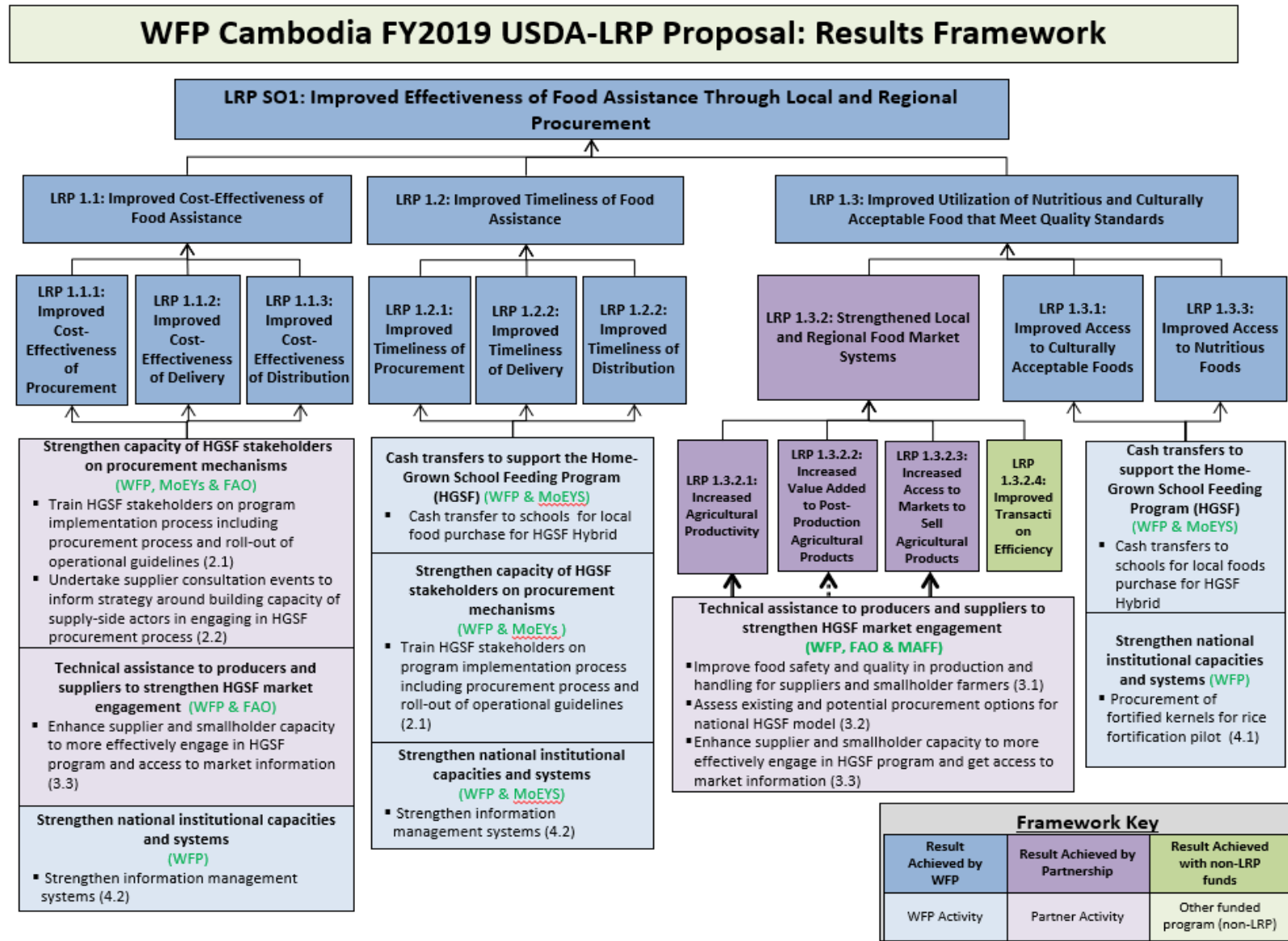
## **4. Programmatic Assumptions:**

- Food price fluctuations are not significant to impact program planning and implementation.
- Existing controls for diversion, corruption and fraud are sufficient to ensure oversight of subnational management and decentralized procurement processes in HGSP.
- Food safety guidelines and supply chain mechanisms in place are sufficient to mitigate new/different food safety risks associated with the transition to home grown school meals, decentralized procurement and increased use of perishable products

## **5. Other Assumptions:**

- Natural disasters and/or macro-economic shocks could effect the communities' abilities to contribute to the program
- Sufficient capacity of commune councils to effectively manage school feeding (especially HGSP) and integrate into local planning processes.

## Annex 11 Results Framework of LRP



# WFP Cambodia FY2019 USDA-LRP Proposal: *Foundational Results*

## Foundational Results

**LRP 1.4.1:  
Increased Capacity of  
Government Institutions**

**Strengthen national institutional capacities and systems (WFP)**

- Procurement of fortified kernels for rice fortification pilot (4.1)
  - Support government & private sector to assess the capacity of millers at provincial and district levels to import and blend the fortified kernels;
  - Work with National Food Fortification Committee and partners to help facilitate an enabling policy environment for the local production of fortified rice
- Strengthen information management systems (4.2)
  - Support in developing digitization and data integration technologies to efficiently evidence-based decision-making and investment;
  - Support in capacity strengthening on monitoring and managing the information system.
- Standards-building for a national food safety system (4.3)
  - Support in finalizing national standards for food quality policy.

**Strengthen capacity of HGSF stakeholders on procurement mechanisms (WFP & MoEYS)**

- Train HGSF stakeholders on program implementation process including procurement process and roll-out of operational guidelines- Improve existing HGSF program training package (Self-learning toolkits) (2.1)

**Technical assistance to producers and suppliers to strengthen HGSF market engagement (WFP & FAO)**

- Support in assessing existing and potential procurement options for national HGSF model (3.2)

**LRP 1.4.2:  
Improved Policy and  
Regulatory Framework**

**Strengthen national institutional capacities and systems (WFP)**

- Procurement of fortified kernels for rice fortification pilot (4.1)
  - Work with National Food Fortification Committee and partners to help facilitate an enabling policy environment for the local production of fortified rice;
- Standards-building for a national food safety system (4.3)
  - Support in finalizing national standards for food quality policy.

**Technical assistance to producers and suppliers to strengthen HGSF market engagement (WFP & FAO)**

- Develop tools for safe food production and handling for suppliers and smallholder farmers (3.1)

**LRP 1.4.3:  
Improved Capacity of Relevant Organizations**

**Strengthen national institutional capacities and systems (WFP)**

- Procurement of fortified kernels for rice fortification pilot (4.1)
  - Support government and private sector to assess the capacity of millers at provincial and district levels to import and blend the fortified kernels;
  - Support in strengthening the capacity of millers for Quality Assurance and Quality Control of fortified rice

**Strengthen capacity of HGSF stakeholders on procurement mechanisms (WFP & MoEYS)**

- Train HGSF stakeholders on program implementation process including procurement process and rollout of operational guidelines (2.1)
  - Provide training, mentoring, and coaching to school administrators, commune councils, school support committees, suppliers on HGSF implementation and management process.

**Technical assistance to producers and suppliers to strengthen HGSF market engagement (WFP & FAO)**

- Enhance supplier and smallholder capacity to more effectively engage in HGSF program and access to market information (3.3)

**LRP 1.4.4:  
Increased Leverage  
of Private-Sector  
Resources**

**Cash transfers to support the Home-Grown School Feeding Program (HGSF) (WFP & MoEYS)**

- Cash transfers for local food purchase for HGSF models (including private sector, local authorities and community contributions)

**Framework Key**

Result Achieved by WFP	Result Achieved by Partnership	Result Achieved with non-LRP funds
WFP Activity	Partner Activity	Other funded program (non-LRP)

## WFP Cambodia FY2019 USDA-LRP Proposal: *Critical Assumptions*

*The Project-Level RF must be accompanied by narrative text that identifies critical assumptions and describes the project's theory of change, referring to existing research that supports the proposed causal linkages, where possible.*

### **1. Political Assumptions:**

- Continued and increasing levels of national commitment through budget and in-kind support to run a national school feeding program.
- Sufficient capacity of national and subnational bodies to increasingly take on and scale up a national program.

**2. Environmental Assumptions:** The impact of climate change, and other weather-related or economic shocks do not disrupt ongoing program activities.

**3. Funding Assumptions:** Funding availability from both international and domestic sources allows for the successful continuation of the transition of the school feeding program to government.

### **4. Programmatic Assumptions:**

- Food price fluctuations are not significant to impact program planning and implementation.
- Existing controls for diversion, corruption and fraud are sufficient to ensure oversight of subnational management and decentralized procurement processes in HGSP.
- Food safety guidelines and supply chain mechanisms in place are sufficient to mitigate new/different food safety risks associated with the transition to home grown school meals, decentralized procurement and increased use of perishable products

### **5. Other Assumptions:**

- Natural disasters and/or macro-economic shocks could effect the communities' abilities to contribute to the program
- Sufficient capacity of commune councils to effectively manage school feeding (especially HGSP) and integrate into local planning processes.

## Annex 12 Criteria and Evaluation for McGovern-Dole

Focus Area	Key Questions - Mid-term evaluation	Key Questions - Final Evaluation
<b>Relevant</b>	<ol style="list-style-type: none"> <li>1. To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities met the needs of the government?</li> <li>2. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government’s relevant stated national policies, including sector policies and strategies?</li> <li>3. To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance?</li> <li>4. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities met the needs of the government?</li> <li>2. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government’s relevant stated national policies, including sector policies and strategies?</li> <li>3. To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance?</li> <li>4. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?</li> </ol>
<b>Effectiveness</b>	<ol style="list-style-type: none"> <li>1. To what extent at the mid-term point progress has been made towards reaching the overall objectives of the SFP (outlined in attachment A of the Agreement) for various beneficiary groups (by gender where applicable) and by type of activity?</li> <li>2. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes of the SFP by the time of the mid-term evaluation?</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent were the objectives and results of the SFP achieved for various beneficiary groups (by gender where applicable) and by type of activity?</li> <li>2. To what extent have the intended results, and overarching program objectives been achieved? What were the particular features of the SFP and context that made a difference? What was the influence of other factors?</li> <li>3. To what extent have the findings of the baseline and mid-term evaluation been addressed?</li> </ol>

<p><b>Efficiency</b></p>	<p>1. Were the activities implemented in line with the SFP implementation plan and in a timely manner? (program delivery, logistics and M&amp;E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?</p> <p>2. Were the activities undertaken as part of SFP cost-efficient?</p> <p>3. What factors impacted the cost efficiency of the program implementation? What measures can support enhancement of the SFP efficiency for the remaining implementation period?</p> <p>4. To what extent have information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the SFP corrective measures?</p>	<p>1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&amp;E arrangement aligned with program design?</p> <p>2. Were the activities undertaken as part of SFP cost-efficient?</p> <p>3. What factors impacted the cost efficiency of the program implementation?</p> <p>4. To what extent monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for WFP’s learning agenda?</p>
<p><b>Impact</b></p>		<p>1. What intended and unintended impact has the SFP made on men, women, boy and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, authorities, communities)?</p> <p>2. What were the internal factors leading to the impact (factors within WFP’s control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.?</p> <p>3. What were the external factors leading to the impact (factors outside WFP’s control): the external operating environment; the funding climate; external incentives and pressures; etc.?</p>
<p><b>Sustainability</b></p>	<p>1. To what extent were the SFP implementation arrangements include considerations for sustainability (handover to the government) at national and local levels, communities and other partners for all project components (school feeding, literacy, Food safety, WASH and hygiene, etc) agreed with and endorsed by the Government and national stakeholders?</p> <p>2. To what extent progress has been made against the overall handover process against the project plan and handover</p>	<p>1. To what extent was the SFP implementation in line with the handover plan/strategy agreed with and endorsed by the Government (including handover to the government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc)? Have adjustments to the handover plan/strategy identified during mid-term evaluation and throughout the program been factored in the SFP implementation and impacted success of</p>

	<p>plan/strategy agreed with and endorsed by the Government?</p> <p>3. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP’s intervention to the extent it can be evaluated by the mid-term evaluation (national budget for SFP and other funding sources)?</p> <p>4. To what extent progress has been made against the overall handover process against the project plan and handover plan/strategy agreed with and endorsed by the Government?</p> <p>5. To what extent has SFP been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p> <p>6. Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP’s intervention for the targeted beneficiaries?</p>	<p>the handover process?</p> <p>2. Has the overall handover process been conducted as per the SFP plan and handover plan/strategy agreed with and endorsed by the Government?</p> <p>3. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government’s policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP’s intervention (national budget for SFP and other funding sources)?</p> <p>4. How effective has the handover process been? (criteria for effective handover to be defined by the project team at the start of the program)</p> <p>5. To what extent has SFP been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p> <p>6. Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP’s intervention for the targeted beneficiaries</p>
<p><b>General</b></p>	<p>1. Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP’s intervention for the targeted beneficiaries?</p> <p>2. What are recommendations for mid-course corrections to improve the project’s relevance, efficiency, effectiveness, impact, and/or sustainability?</p>	<p>1. To what extent are the benefits of the program likely to continue beyond WFP’s intervention for the targeted beneficiaries?</p> <p>2. What improvements should be made to SFP in the future?</p>



## Annex 13 Criteria and Evaluation for LRP

Focus Area	Key Questions – Mid-term review	Key Questions – Final Evaluation
Relevance	<ol style="list-style-type: none"> <li>1. To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities met the needs of the government?</li> <li>2. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government’s relevant stated national policies, including sector policies and strategies?</li> <li>3. To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP’s overall strategy and related guidance?</li> <li>4. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities met the needs of the government?</li> <li>2. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government’s relevant stated national policies, including sector policies and strategies?</li> <li>3. To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP’s overall strategy and related guidance?</li> <li>4. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?</li> </ol>
Effectiveness	<ol style="list-style-type: none"> <li>1. To what extent at the mid-term point progress has been made towards reaching the overall objectives of the SFP (outlined in attachment A of the Agreement) for various beneficiary groups (by gender where applicable) and by type of activity (to the extent it can be assessed at the time of the mid-term review)?</li> <li>2. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes of the SFP by the time of the mid-term review?</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent were the objectives and results of the SFP achieved for various beneficiary groups (by gender where applicable) and by type of activity?</li> <li>2. To what extent have the intended results, and overarching program objectives been achieved? What were the particular features of the SFP and context that made a difference? What was the influence of other factors?</li> <li>3. To what extent have the findings of the baseline and mid-term review been addressed</li> </ol>



Efficiency	<ol style="list-style-type: none"> <li>1. Were the activities implemented in line with the SFP implementation plan and in a timely manner? (program delivery, logistics and M&amp;E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?</li> <li>2. Were the activities undertaken as part of SFP cost-efficient?</li> <li>3. What factors impacted the cost efficiency of the program implementation? What measures can support enhancement of the SFP efficiency for the remaining implementation period?</li> <li>4. To what extent have information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the SFP corrective measures?</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&amp;E arrangement aligned with program design?</li> <li>2. Were the activities undertaken as part of the SFP cost-efficient?</li> <li>3. What factors impacted the cost efficiency of the program implementation?</li> <li>4. To what extent monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for WFP's learning agenda?</li> </ol>
Impact		<ol style="list-style-type: none"> <li>1. What intended and unintended impact has the SFP made on men, women, boy and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, authorities, communities)?</li> <li>2. What were the internal factors leading to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); internal partnership and coordination approaches and arrangements; etc.</li> <li>3. What were the external factors leading to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc.</li> </ol>
Sustainability	<ol style="list-style-type: none"> <li>1. To what extent were the SFP implementation arrangements include considerations for sustainability (handover to the government) at national and local levels, communities and other partners for all project components (school feeding, literacy, Food safety, WASH and hygiene, etc) agreed with and endorsed by the Government and national stakeholders?</li> <li>2. To what extent progress has been made against the overall handover process against the project plan and handover plan/strategy agreed with and endorsed by the Government?</li> <li>3. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent was the SFP implementation in line with the handover plan/strategy agreed with and endorsed by the Government (including handover to the government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc)? Have adjustments to the handover plan/strategy identified during mid-term review and throughout the program been factored in the SFP implementation and impacted success of the handover process?</li> <li>2. Has the overall handover process been conducted as per the SFP plan and handover plan/strategy agreed with and endorsed by the Government?</li> <li>3. To what extent has the package of technical assistance activities and</li> </ol>

	<p>intervention (including policy work, support to systems, institutional capacity etc)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention to the extent it can be evaluated by the mid-term review (national budget for SFP and other funding sources)?</p> <p><b>4.</b> To what extent progress has been made against the overall handover process against the project plan and handover plan/strategy agreed with and endorsed by the Government?</p> <p><b>5.</b> To what extent has SFP been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p> <p><b>6.</b> Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries.</p>	<p>measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention (national budget for SFP and other funding sources)?</p> <p><b>4.</b> How effective has the handover process been? (criteria for effective handover to be defined by the project team at the start of the program)</p> <p><b>5.</b> To what extent has SFP been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p> <p><b>6.</b> Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries.</p>
General	<p><b>1.</b> Based on available evidence to what extent are the benefits of the operation likely to continue beyond WFP's intervention for the targeted beneficiaries.</p> <p><b>2</b> What are recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?</p>	<p><b>1.</b> To what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries?</p> <p><b>2.</b> What improvements should be made to SMP in the future?</p>