

Evaluation title	End line Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education Programme for WFP Cambodia	
Evaluation category and type	Activity – Decentralized	
Post Hoc Quality Assessment (PHQA) – overall rating	Satisfactory: 87%	
<p>The End line Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education Programme for WFP Cambodia is a good quality report which can be used with confidence for decision-making . A key strength is the evaluation methodology which is grounded in a robust methodological design that draws on a mixed-methods approach. In addition, the numerous consultations with community groups and other stakeholders generated a particularly strong evidence base to support the findings. The findings are well balanced, discussing both the strengths and weaknesses of the school feeding programme, based on well triangulated sources, and. The conclusions are logically derived from the findings and present an insightful analysis of the implications of the findings for future programme support. The report also provides readers with a set of well targeted and feasible recommendations that propose concrete actions to orient WFP's support as the government of Cambodia takes ownership of the programme. However, the evaluation does not discuss unintended results, which could have helped to further inform the next McGovern Dole grant. Likewise, the evaluation does not report on lessons learned, even though a key evaluation objective was to draw lessons for the future of the programme.</p>		
CRITERION 1: REPORT SUMMARY	Rating	Satisfactory
<p>The executive summary includes all of the relevant information on the evaluation, including the evaluation features, context and overview of the evaluation subject, and clearly summarizes the findings, conclusions, and recommendations. However, the summary exceeds requirements on length.</p>		
CRITERION 2: CONTEXT AND OVERVIEW OF EVALUATION SUBJECT	Rating	Highly Satisfactory
<p>The report provides a good description of the country context, including an intersectional analysis describing how vulnerable groups are particularly affected by food insecurity and low levels of education. The context also offers a good overview of international development assistance in the country and the shift in WFP's strategic positioning as the government begins to take ownership of the school feeding programme. Moreover, the report clearly describes the programme and its objectives, providing an overview of the evolution of its modalities. However, it would have been useful to include a discussion of the state of agriculture in Cambodia as well as the health status of children in school. Reconstructing the programme's theory of change would also have been a useful addition.</p>		
CRITERION 3: EVALUATION RATIONALE, OBJECTIVES, AND SCOPE	Rating	Satisfactory
<p>The evaluation objectives of learning and accountability are clear, and the rationale, purpose, users, and scope of the evaluation are well defined. However, the evaluation could have integrated GEWE considerations more explicitly into the evaluation objectives and scope.</p>		
CRITERION 4: METHODOLOGY	Rating	Highly Satisfactory
<p>The methodological design is particularly strong and appropriate to measure WFP's contribution to results in a programme that has been implemented since 2013. The methodology is grounded in a mixed-methods approach with strong quantitative and qualitative data collection techniques. Quantitative analysis employed a difference-in-difference approach using regression techniques to examine the effect of the intervention on outcome indicators, offering a comparison between schools which participated in the School Feeding programme and schools which did not. The evaluation team gathered the perspectives of many individuals across different stakeholder groups, including vulnerable groups. Although gender was not explored through a specific question, it was well integrated into the methodology and evaluation matrix. Furthermore, the evaluation adhered to ethical standards, respecting principles of integrity and confidentiality. However, the methodology could have been further improved by ensuring that each methodological limitation was accompanied by a mitigation strategy.</p>		

CRITERION 5: FINDINGS	Rating	Satisfactory
<p>Overall, the findings are well balanced and present the main strengths and weaknesses of the programme. They are supported by a strong evidence base and are triangulated by multiple data sources. In addition, the use of baseline and end line data as well as the comparison between which participated in the School Feeding programme and schools which did not make the findings on effectiveness and impact particularly strong. Findings also include a relevant assessment of the extent to which recommendations from the baseline and mid-term review were implemented. While the findings provide comprehensive answers to most of the evaluation questions, especially on government capacity in the context of programme handover, some questions (e.g., effectiveness of UN inter-agency coordination in meeting education needs) could have been more fully answered. Moreover, findings do not discuss unintended results, which would have been pertinent.</p>		
CRITERION 6: CONCLUSIONS AND LESSONS	Rating	Satisfactory
<p>The conclusions are well written and effectively summarize the strengths and weaknesses of the programme. They highlight the implications of the findings for the next McGovern Dole grant in a context in which ownership of the programme is being transferred to the government. However, while key gender equality issues, including the inadequate remuneration of female cooks and the potential for the school feeding programme to be gender transformative, there is limited discussion on equity. Moreover, given that drawing lessons was an evaluation objective, these should have been more clearly identified in the report.</p>		
CRITERION 7: RECOMMENDATIONS	Rating	Satisfactory
<p>Overall, the report offers clear and actionable recommendations which flow logically from the findings and conclusions. Recommendations are feasible and consider WFP's shift from service delivery to strengthening national capacity in advance of the programme handover. They are also clearly targeted with a lead actor responsible for implementation; however, they are not prioritized and could have presented a clearer timeline for action.</p>		
CRITERION 8: ACCESSIBILITY AND CLARITY	Rating	Satisfactory
<p>The report is well written and logically structured, making good use of visuals. Data sources are consistently referenced, and information is consistently cross-referenced, making it easy to navigate through the findings. However, the readability of the report would have been enhanced by highlighting key findings and messages in bold. The fieldwork agenda should also have been included in the annexes.</p>		

Integration of Gender Equality and Women's Empowerment (GEWE) considerations in the evaluation report based on the UN System-Wide Action Plan (UN-SWAP) Evaluation Performance Indicator (EPI) scorecard		
UN-SWAP EPI – individual evaluation score	Meets requirements: 8 points	
<p>The report effectively integrates GEWE considerations beginning with the context description which includes relevant statistical data disaggregated by sex and discusses structural causes contributing to school dropout among girls and boys. The extent to which gender was considered in the programme's monitoring system is addressed, noting that the lack of a gender analysis at baseline limited the ability of the evaluation team to conduct a comprehensive gender analysis. While human rights and gender equality are not identified in the evaluation objectives, they are mainstreamed in most evaluation criteria and the report analysis ensured that differences in benefits between boys and girls were considered. Moreover, the evaluation used a gender-responsive methodology and ensured gender representation in the selection of sample schools and households. The availability of sex-disaggregated data was also a criterion for school selection and sampling was done to ensure the inclusion of vulnerable groups. The findings present sex-disaggregated data and include a standalone section that discusses women's participation in school feeding committees, their roles as cooks, and the potential for women's economic empowerment. However, the nuanced perspectives of women and men are not clearly presented throughout the report and the evaluation did not explore potential risks of gender-based violence associated with women walking to school before dawn to prepare school meals. Finally, there may have been opportunities to further integrate gender across the recommendations.</p>		

Post Hoc Quality Assessment – Rating scale and definitions at overall report and criteria levels	
Highly Satisfactory	<i>Definition at overall report level:</i> Evaluation users can rely on the credible and useful evaluation findings provided and can use the evaluation with a high degree of confidence for decision-making. The report is considered an excellent example.
	<i>Definition at criterion level:</i> The criterion is addressed without any gaps or limitations.
Satisfactory	<i>Definition at overall report level:</i> Evaluation users can rely on the quality and credible evaluation findings provided and can use it with confidence for decision-making.
	<i>Definition at criterion level:</i> There are no significant gaps or limitations in addressing the criterion.
Partly Satisfactory	<i>Definition at overall report level:</i> Evaluation users can rely on the evaluation findings provided and may use it for decision-making noting that there are some gaps/shortcomings in the information provided.
	<i>Definition at criterion level:</i> There are some significant gaps or limitations in addressing the criterion.
Unsatisfactory	<i>Definition at overall report level:</i> Evaluation users can use some of the learning from the evaluation, noting that there are significant gaps/ shortcomings in the evaluation findings provided. The report may still contribute to decision making but should be used with caution.
	<i>Definition at criterion level:</i> There are critical gaps or limitations in addressing the criterion. Most of the required parameters are not met.