

Midterm and Final Activity Evaluations of the KOICA supported Home Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces from 2020 to 2024

Decentralized Evaluation Terms of Reference

WFP Cambodia



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1. Background

1.1. INTRODUCTION

1. These terms of references (ToR) are for the midterm and final activity evaluations of the Home-Grown School Feeding Programme (HGSFP) in Cambodia supported by the Korea International Cooperation Agency (KOICA) and the Royal Government of Cambodia Ministry of Education, Youth and Sport (MoEYS) from 2020 to 2024¹. The TOR was prepared by WFP Cambodia based upon a review of the project proposal, baseline report, project reports and consultation with stakeholders. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.
2. The KOICA-funded HGSFP is conducted in three target provinces, Kampong Thom, Kampong Chhnang and Pursat between 1st January 2020 to 31st October 2024. The project aims to link school feeding to improved nutrition, wellbeing and rural development by stimulating agricultural growth and increased food security through the purchase and use of locally produced food in the preparation of daily school meals, thereby benefiting both school children and local suppliers. The project is managed by WFP and implemented in partnership with MoEYS and cooperation from non-government organizations, including World Vision where appropriate.
3. The TOR describes the evaluation context, rationale, purpose and scope, including key evaluation questions, methodology, the selection of the evaluation team, key audience, timeline and dissemination plan. The TOR covers two deliverables: a mid-term and a final activity evaluations. 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 exercises for the KOICA project

Evaluation exercise	Date	Status
Baseline assessment	Dec 2020	Completed
Mid-term evaluation	Aug-Dec 2022	Guided by this ToR
Endline evaluation	Aug-Dec 2024	Guided by this ToR

1.2. CONTEXT

4. The Royal Government of Cambodia has established impressive 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 US\$1,730 in 2021.² The GDP per capita for 2022 is expected to be US\$1,842.³ The high economic growth rate has been sustained above seven percent for over a decade,⁴ most recently at 7.5 percent in 2018 and 7.1 percent in 2019,⁵ making Cambodia one of the fastest growing economies in the world. However, this growth rate has recently been seriously impacted by the global COVID-19 pandemic, and the Ministry of Economy and Finance (MoEF) projects that the economic growth rate will decline to 2.4 percent in 2022.⁶

¹ WFP is implementing a five-year USD18.6 million HGSF in three provinces, Kampong Thom, Kampong Chhnang, and Pursat funded by KOICA, MoEYS and complementary resources mobilized by WFP.

² <https://mef.gov.kh/documents-category/publication/budget-in-brief/>

³ *ibid.*

⁴ <https://www.adb.org/countries/cambodia/economy>.

⁵ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

⁶ <https://mef.gov.kh/documents-category/publication/budget-in-brief/>

5. **Poverty:** Fast economic growth in Cambodia has been accompanied by a significant reduction in poverty.⁷ The country has an estimated population of over 17.2 million (2022⁸) that is predominantly young with a median age of 25 years. The poverty indicators declined steadily with 1.6 percentage points per year between 2009 and 2019/20.⁹ The national poverty line in Cambodia was adjusted in the most recent Cambodia Socio-Economic Survey for 2019/20, based on the cost of basic needs and a common basket approach. It is now Cambodian Riel (KHR) 10,951 or approximately US\$2.7 per person per day.¹⁰ Based on this definition, about 18 percent of the population is identified as poor. Poverty rates vary from 4.2 percent in Phnom Penh to 22.8 percent in rural areas.¹¹
6. Three-quarters of the population resides in rural areas where approximately 90 percent of the country's poor live.¹² These households mostly live on a small margin of poverty and are vulnerable to natural hazards, environmental or individual shocks. Estimates suggest that a loss in daily income of US\$0.30 per capita would double the poverty rate.¹³ There remains a limited social safety net system in the country. However, the National Social Protection Policy Framework (NSPPF) 2016-2025 places a strong emphasis on human capital development, and the collaboration with WFP on school feeding through the MoEYS and planned nationwide rollout is an integral part of the Government's efforts.¹⁴
7. **Food security and nutrition** remain important public health concerns in Cambodia.¹⁵ The national objectives set for the Cambodia-specific Millennium Development Goals were not met¹⁶ and malnutrition rates remain higher than most countries in the region.¹⁷ The new SDG indicators covering undernourishment and dietary diversity (Goal 2) suggest that 14 percent of households continue to consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.¹⁸ The Government has had several policies and programmes developed to end hunger and improve nutrition, including: i) the National Fast Track Roadmap for Improving Nutrition (2014-2020);¹⁹ ii) The Second National Strategy for Food Security and Nutrition (NSFSN, 2019-2023); iii) the National Action Plan for Zero Hunger Challenge in Cambodia (2016-2025)²⁰ and iv) Cambodia's Roadmap for Food Systems for Sustainable Development 2030 v) the 2019 National School Health Policy". Undernutrition is most prevalent in rural areas. Preliminary results from the 2021-22 Cambodia Demographic Health Survey (CDHS) reported that 22 percent of children under the age of five years were stunted, 10 percent were wasted, and 16 percent were underweight.²¹ Furthermore, the 2014 CDHS indicated that among women aged 15-49, 14 percent were underweight, while the rate of overweight and obesity in this population tripled between 2000 and 2014, contributing to the growing triple burden of malnutrition in Cambodia.²² COVID-19 had a detrimental impact on food security for the most vulnerable groups, which deteriorated along key dimensions in 2021, largely due to affordability issues resulting from households' income loss. However, even prior to COVID-19, one in five Cambodian households could not afford the most basic nutritious diet.²³

⁷ The World Bank. (2019). World Bank Open Data. Retrieved from <http://data.worldbank.org/>; https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

⁸ <https://www.macrotrends.net/countries/KHM/cambodia/population>

⁹ <https://www.worldbank.org/en/country/cambodia/overview>

¹⁰ Exchange rate of KHR 4,000 = US\$1.00

¹¹ <https://www.worldbank.org/en/country/cambodia/overview#1> Last Updated: Mar 29, 2022

¹² <https://www.worldbank.org/en/country/cambodia/overview>

¹³ World Bank Policy Note on Poverty Monitoring and Analysis, October 2013.

¹⁴ <http://inndec.com/library/docs/SPPF%20English%20-%20Final%20Ver.pdf>

¹⁵ https://docs.wfp.org/api/documents/WFP-0000112436/download/?_ga=2.113129794.71101732.1589421801-1848541966.1586381573

¹⁶ Cambodia had an objective of reducing the prevalence of undernourished people to <10%.

¹⁷ <https://opendevelopmentcambodia.net/topics/sdg-2-zero-hunger/>

¹⁸ Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning; Available at: <https://www.nis.gov.kh/nis/CSES/Final%20Report%20CSES%202014.pdf>

¹⁹ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁰ http://ocm.gov.kh/ocmwinwin20/wp-content/uploads/2018/12/6-National_Action_Plan_for_the_Zero.pdf

²¹ <https://dhsprogram.com/pubs/pdf/FR312/FR312.pdf>

²² https://nis.gov.kh/nis/CDHS/2021-22/2021-22%20CDHS%20Key%20Indicator%20Report_EN.pdf

²³ WFP. 2017. Fill the Nutrient Gap Cambodia. Summary Report. <https://docs.wfp.org/api/documents/WFP-0000070325/download/>

8. **Gender** inequality persists in Cambodia, which ranked 116 out of the 160 countries in the Gender Inequality Index (GII) at 0.475²⁴ and ranked 89 out of 153 countries in the Global Gender Gap Index 2020.²⁵ Cambodia's relative position in the index has been declining in recent years, indicating its progress towards gender equality falls behind that of other countries.
9. The SDG targets on gender equality in education and literacy (Goal 5) have been achieved at the primary school level.²⁶ However, gender disparity is higher for secondary education as only 40 percent of girls complete secondary schooling. Girls in rural areas are at higher risk than boys of dropout due to poverty, to care for younger siblings, helping their parents or move to urban areas to work.²⁷
10. **In education**, Cambodia has made positive strides in improving primary education and in reducing gender disparity in schools, particularly in rural areas. The Education Strategic Plan (ESP) (2019-2023) and other national strategies indicate a strong commitment to improving educational standards. Over the last two decades, the net primary school enrolment has risen from 81 percent (2001) to 98 percent (2019). The school completion rate is the bigger challenge for primary education today, and more so in rural areas.²⁸ While repetition and dropout rates have steadily declined over the last five years,²⁹ school dropout remains problematic. Students are more likely to leave school than repeat a year if they do not qualify to pass at the end of the primary school cycle. In 2018, the national secondary education net enrolment rate was 55.21 percent.³⁰ The COVID-19 pandemic caused a decrease in enrolment rates: in 2022, net enrolment rates for primary, lower secondary, and upper secondary sub-sectors were 81.8 percent, 43.6 percent, and 26.3 percent respectively.³¹
11. **School Meals.** The school meals programme (SMP) started in Cambodia in 1999, with WFP as the implementer, using an imported food model, with internationally sourced, rice, oil, yellow split peas and iodized salt being used for the school meal. In 2014, the MoEYS in collaboration with WFP, piloted the 'Home-Grown School Feeding' (HGSF) model sourcing food from within Cambodia, supporting the local economy and agriculture and improving children's diets by providing greater diversity of food items, including vegetables, meat, fish and egg.
12. In May 2015, the government entered into an agreement with WFP to establish at the National Home-Grown School Feeding Programme (NHGSFP), with the expectation that WFP starts reducing its operational coverage and schools are handed over to the NHGSFP. The transition to a NHGSFP is coherent with the 2019-2023 Education Strategic Plan and the 2016-2025 National Social Protection Policy Framework.
13. From school year (SY) 2019-2020, MoEYS allocated official budget for the NHGSFP and took over the management of xx schools with HGSFP. As of March 2022, the MoEYS and WFP elaborated a Joint School Feeding Transition Strategy that outlines the hand-over plan with specific roles and responsibilities between all relevant ministries and stakeholders. Handover is projected to be completed by 2028.
14. **National Impacts from COVID-19.** The COVID-19 pandemic led to the closure of schools in Cambodia and therefore the temporary discontinuation of the school meal programme between March 2020 and November 2021.³² According to a July 2021 report, the COVID-19 pandemic had widespread impacts on

²⁴ <http://hdr.undp.org/en/composite/GII>; Ratio of women to men HDI values. Gender Development Index scores range from 0 to 1 with a score of 1 indicating equality between men and women.

²⁵ World Economic Forum. Global Gender Gap Report 2020. https://www3.weforum.org/docs/WEF_GGGR_2020.pdf

²⁶ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁷ UNESCO/UNICEF (2012) Asia Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO & UNICEF

²⁸ 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

²⁹ Education Strategic Plan 2019-2023, MoEYS, May 2019

³⁰ <https://tradingeconomics.com/cambodia/net-enrolment-rate-lower-secondary-both-sexes-percent-wb-data.html>

³¹ EMIS 2021-2022 data.

³² The MoEYS mandated reopening of the schools from 1 November using a hybrid method of instruction (online and face-to-face with limited numbers of students on site). Schools reopened at full capacity nationwide starting the beginning of the 2021-2022 school year on 10 January 2022.

socio-economic indicators, especially among poor households.³³ After a decade of steadily declining poverty rates, the COVID-19 pandemic led to increased poverty and inequality. The Government's scale-up of social assistance to poor and vulnerable households (including take home rations (THRs) under the SMP), launched in June 2020, has moderated income losses due to the pandemic. Due to this intervention, the increase in the poverty rate in 2020 was limited to 2.8 percentage points.³⁴ The school closures during the pandemic have led to learning loss for school children, with potential long-term socio-economic consequences.

2. Reasons for the evaluation

2.1. RATIONALE

15. WFP Cambodia is commissioning the midterm and final evaluations to provide an evidence-based, independent assessment of project performance to evaluate its progress towards achieving results, ensure accountability, and generate lessons learned.
16. The mid-term evaluation will be conducted at mid-point of project implementation to assess the progress towards project objectives and targets and inform course correction for the remainder of the project, as necessary. Furthermore, as no primary quantitative data was collected during the project's baseline evaluation due to COVID-19 restrictions, the mid-term evaluation will establish an accurate status of project's performance that can be measured against the end-of-project results. The final evaluation will be commissioned to assess whether or not the project has succeeded in achieving KOICA's project goal and investigate the project's overall impact and likelihood to sustain.
17. As a utilization-focused evaluation, the evaluation results will, first and foremost, be used by the Country Office as evidence to show-case the impact and effectiveness of the HGSP to current and future donors during funding opportunities. The evidence will also be utilised to advocate for the necessary government budget needed to sustain and roll-out the NHGSP as per the agreed Joint Transition Strategy.
18. The findings and lessons learnt from the evaluations will inform and benefit all relevant government ministries that implement and contribute towards the NHGSP. In particular, the MoEYS and National Social Protection Council (NSPC), as the managing body of the NHGSP, will utilize the evaluation results for the following: (1) to inform the state of the transition during annual Systems Approach for Better Education Results (SABER) workshops/reviews and make informed decision on future priorities and investment; (2) to adapt NHGSP's implementation plan during annual learning workshops and inter-ministerial coordination meetings based on the evaluation's findings and lessons learned; (3) inform the redesign of the NHGSP Theory of Change during regular transition workshops (4) commission technical assistance for NHGSP based on the gaps identified during evaluations.
19. Internally within WFP, the evaluation results will be used by the Cambodia Country Office, Regional Bureau, and key headquarters Divisions (School Feeding Division, the Performance Management and Monitoring Division, and the Office of Evaluation among others) for evidence synthesis and learning. Specifically, WFP Cambodia will utilise the evaluation results for the following: (1) adapt the project design and implementation plan based on the lessons learned to reach project targets; (2) utilise the generated evidence to advocate for further government initiative or cooperation for the NHGSP as needed; (3) develop technical assistance packages to the NHGSP based on the gaps identified in the evaluation.
20. The full communication and knowledge management plan can be found in Annex 5.

³³ WFP-UNFPA-UN Women-UNAIDS-UNICEF. COVID-19 Socio-economic impact assessment. July 2021

³⁴ <https://www.worldbank.org/en/country/cambodia/overview#1> Last Updated: Mar 29, 2022

2.2. OBJECTIVES

21. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. These activity evaluations are conducted for accountability purposes to KOICA while carrying a learning purpose for WFP and key government partners to take forward as they assume full management of the program through a NHGSFP.
- **Accountability** – The evaluation processes will assess and report on the performance and results of the KOICA-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. The evaluation will generate evidence on the long-term outcomes and changes made by the HGSFP, both intended and unintended. The intended change will be measured against the set project targets
 - **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.
22. In line with the evaluation rationale, the evaluations will have a stronger emphasis on the Accountability criteria as the primary purpose of the evaluation is to utilise the evidence collected to show-case the HGSFP's impact and advocate for further funding both from donors and the national governments. The evaluation is also accountable to the rights-holders, who are the direct and indirect beneficiaries influenced by the programme's interventions.
23. The learning objectives will inform in/external stakeholders for the purposes outlined in paragraph 18 and 19. Human rights and gender considerations will be effectively mainstreamed in the evaluation design to fulfil the learning objectives.

2.3. STAKEHOLDER ANALYSIS

24. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. *Table 1* provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
25. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity, and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys, and girls from different groups (including persons with disabilities, the elderly, and persons with other diversities such as ethnic and linguistic).

Table 1. Stakeholder Analysis

Stakeholders	Right-holders or duty-bearers	Interest and involvement in the evaluation
Internal (WFP) stakeholders		
WFP Country Office (CO) and Area	Duty-bearers	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to

Office (AO) in Cambodia		account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation, designing/informing technical assistance packages to the national programme, and making informed decision on the next programme/partnerships.
Regional Bureau Bangkok (RBB)	Duty-bearers	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau is expected to use the review findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
WFP HQ divisions	Duty-bearers	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities, and modalities, as well as of overarching corporate policies and strategies. They have an interest in the lessons that emerge from reviews, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
WFP Office of Evaluation (OEV)	Duty-bearers	Primary stakeholder – The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Duty-bearers	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders		
Beneficiaries [School children, parents, teachers, school administrators]	Rights-holders	Key informants and primary stakeholders - The ultimate recipients of direct and indirect food assistance, school children 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.

Beneficiaries [Suppliers, Farmers]	Rights-holders	Key informants and primary stakeholders - Farmers are not only 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.
Government [MoEYS, MEF, MAFF, MoH, CARD and others]	Duty-bearers	Key informants and primary stakeholder - 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 National Social Protection Council (NSPC) 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. the Ministry of Economy and Finance (MEF), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Council for Agriculture and Rural Development (CARD), Ministry of Woman Affairs (MoWA) 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.
United Nations country team (UNCT)	Duty-bearers	Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Implementing Partners [FAO, WVI]	Duty-bearers	Key informants and primary stakeholder -Partner organisations implement some project activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.
Donor [KOICA]	Duty-bearers	Primary stakeholders – KOICA has an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes, which will inform their future funding decisions.

3. Subject of the evaluation

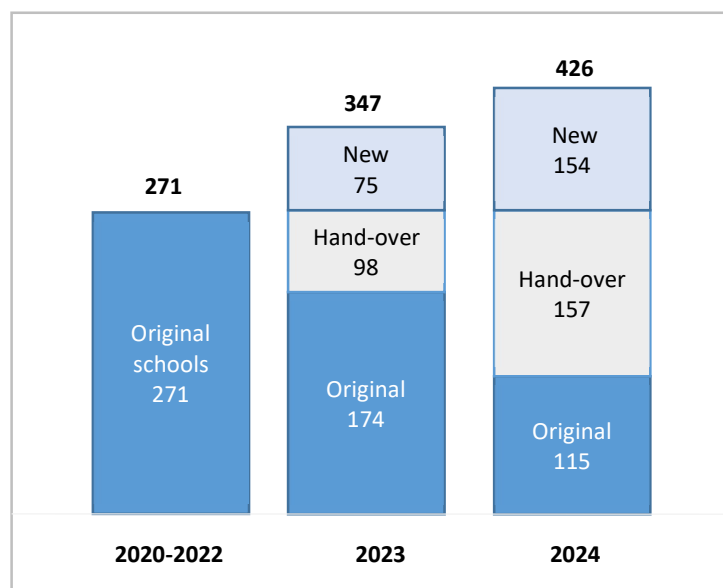
3.1. SUBJECT OF THE EVALUATION

26. School feeding is a major component of the ongoing WFP Cambodia Country Strategic Plan 2019- 2023 (CSP) and is currently implemented in 5 out of Cambodia's 25 provinces. In the three provinces of Kampong Thom, Kampong Chhnang and Pursat, WFP is implementing the HGSM model funded by KOICA

(USD 10 million), the MoEYS, Royal Government of Cambodia (USD 1.5 million) and complementary resources mobilized by WFP (USD 7.1 million) from School Years 2020 to 2024.

27. **Project Goal and Outcomes** The project aims to attain the goal of improved equitable access to primary education through the HGSP programme by achieving two main expected outcomes: (1) Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food; (2) Increased national and sub-national capacities for a sustainable HGSP programme operation that contributes to enhancing stable income sources of small holder farmers of the target communities. The full project logframe can be found in Annex 8.
28. **Project beneficiaries** The project is expected to provide daily hot breakfast to approximately 68,990 pre-primary school children (34,360 girls) the five years of project implementation. The project has several other beneficiary groups including 140 suppliers that will win the school contracts to provide meals and 700 smallholder farmers/producers that will sell their commodities to the suppliers. The project will also implement capacity strengthening activities to stakeholders including 540 school staff, 90 Commune Councils, and 50 MoEYS officials from national, provincial (POEYS) and district (DOEYS) levels. Indirect beneficiaries include the parents of targeted children, other community members around the schools, and central and local government staff of the relevant ministries within the project areas.
29. The original number of pre/primary schools targeted by the project (271) will change as some schools will be handed over to the NHGSP as per the Joint Transition Strategy. Simultaneously, the project will start providing interventions to new schools in the final two years of project to fulfil the overall coverage promised to the donor (see figure 1).
30. The midterm and final evaluations will cover all 426 schools that were targeted by the project during the five years of project implementation. A detailed sampling strategy is covered in Section 4.2 Evaluation Approach and Methodology.

Figure 1. Changes in the number of project target schools throughout the project lifetime



31. **Project activities** The daily school breakfast aims to encourage student enrolment, attendance and completion of their primary education, and reduce short-term hunger to improve concentration in the classroom and ultimately learning outcomes. Additionally, the funding is supporting other complementary and enabling activities: (1) soft and hard infrastructures for the school feeding programme, and (2) local food purchase for the school feeding programme. The actual transfers made as of December 2021 against the planned targets by outputs can be found in Annex 9.

32. **Changes in planned implementation** Due to the COVID-19 pandemic and the subsequent school closures between 2020 and 2021, the planned HGSF activities were only implemented intermittently, and on-site school meals were repurposed to Take-home Rations, which were provided to 13,750 students and 524 school cooks from the poorest (IDpoor) and most vulnerable families.
33. **Gender equity and women empowerment (GEWE) considerations** HGSFP's gender entry-points are threefold: 1) By mainstreaming gender-sensitive approaches to tackle stereo-typical, negative gender norms in target area, especially around cooking and domestic work 2) By ensuring equal opportunities to men and women in the participation of the local HGSFP value-chain (Outcome 2). Gender-transformative approaches to HGSFP value-chain development are being piloted together with implementing partner, FAO, for future implementation. 3) By encouraging equal gender representation in leadership positions of relevant groups, such as school committees, procurement committees and agriculture cooperatives.
34. **Analytical Work** that informed the mid-term and final evaluation design includes the previous evaluations of WFP's SFP³⁵ and the baseline assessment for the KOICA-funded HGSFP, which used secondary quantitative data and limited primary qualitative data.

3.2. SCOPE OF THE EVALUATION

35. The mid-term and final evaluation will cover all geographic areas of intervention, Pursat (3 districts), Kampong Thom (2 districts), and Kampong Chhnang (3 districts), and consider all the activities outlined within the project proposal/agreement. Each evaluation will assess the project progress from the time of project inception to the time of evaluation.
36. All schools that received or will receive project intervention within the project duration, including the schools that have transitioned into the NHGSFP as well as schools newly targeted schools, will be included in the evaluation sampling frame.
37. Both evaluations will examine the OECD-DAC international evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact as the framework for findings. *Table 2* outlines the key questions under each of these criteria that the mid-line assessment will answer.

³⁵ <https://docs.wfp.org/api/documents/WFP-0000117006/download/> ,
<https://docs.wfp.org/api/documents/WFP-0000140684/download/>

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

38. The evaluations will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Specifically, the evaluation questions will be adapted based on desk review of existing evidence during inception phase to avoid duplication. Collectively, the questions aim to highlight the key lessons and performance of the HGSFP, with a view to inform future strategic and operational decisions.
39. The evaluations should analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE.

Table 2 : Preliminary Key Evaluation Questions

Criteria	Key Questions – Mid-term evaluation	Key Questions – Final Evaluation
Impact	N/A	<ol style="list-style-type: none"> 1. What impact has the project made in target districts, both positive/negative and intended/unintended? What change has the project made in the lives of direct beneficiaries (school children, suppliers/farmers, government partners, school faculty) and indirect beneficiaries (parents, school cooks, communities)? <ol style="list-style-type: none"> a. Were the results equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation? 2. What impact has the HGSF model made in invigorating the local economy and making change in the lives of local suppliers/farmers in the target communes/districts, especially the most disadvantaged? 3. What were the features of the program and context that made the difference?
Relevance	<ol style="list-style-type: none"> 1. How relevant was the implemented activities in addressing the needs of food security, nutrition and education needs of primary school children and their families? 2. How relevant were the project’s home-grown activities in addressing the needs of local suppliers/farmers in target communities, including the most disadvantaged (based on gender, disability and other factors of marginalisation)? 3. How relevant were WFP’s capacity strengthening activities in enhancing national capacities on the NHGSFP? 4. How relevant were HGSFP activities in addressing the GEWE needs within the targeted context? 	<ol style="list-style-type: none"> 1. How relevant was the design of WFP Cambodia’s HGSFP ToC, which the project was based on, relevant in achieving the project long-term outcomes and ultimately the project goal? 2. How relevant were the project activities in meeting government’s priorities/targets on education, health, nutrition of primary school children as well as social inclusion, local economic development 3. How relevant was the implemented activities in addressing the needs of food security, nutrition and education needs of primary school children and their families? 4. How relevant were the project’s home-grown activities in supporting the livelihoods of local suppliers/farmers in target communities, especially the

	<ol style="list-style-type: none"> 5. To what extent is the HGSFP relevant to the gender priorities, policies of the relevant ministries of the Royal Government of Cambodia (MoWA, MAFF, MoEYS – Committee of Gender, MoEYS-SHD)³⁶ 6. To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilized to improve project relevance throughout the project? 	<p>most disadvantaged (based on gender, disability and other factors of marginalisation)?</p> <ol style="list-style-type: none"> 5. How relevant was the project activities in improving availability, affordability, and consumption of healthy diets for school children and their families? 6. How relevant/adequate was the school handovers vis-à-vis the government's readiness and capacities to manage the HGSF under the national programme? How relevant was the school readiness criteria in facilitating an effective hand-over of schools? 7. To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilized to improve project relevance throughout the project?
<p>Effectiveness</p>	<ol style="list-style-type: none"> 1. To what extent did the schools from all three groups (schools with on-going WFP support, schools that will be handed-over to NHGSFP, schools that will be newly added to the project), achieve project targets? <ol style="list-style-type: none"> a. Were the results (positive or negative) equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation? b. To what extent have the HGSFP activities contributed towards awareness and consumption of healthy diets for school children and their families. What were the primary factors, or programme components, that contributed to these outcomes? c. To what extent were the capacity strengthening activities effective in increasing national/sub-national capacities on implementing the NHGSFP? How effective were the project activities in ensuring the government's readiness to manage the schools that will be handed-over in year 3 and 4 of the project? 2. What factors positively or negatively influenced the achievement? 3. What are the mid-course corrections the project needs to take to meet intended target by endline? 	<ol style="list-style-type: none"> 1. To what extent did the schools from all three groups (schools with on-going WFP support, schools handed-over to NHGSFP, schools newly added to the project), achieve project targets? 2. How did the results differ between the three groups and why? 3. What were the variables (socio-demographic, quality of implementation, external factors, different intersectional groups etc.) that influenced the results either positively or negatively? 4. What were the difference in results for various beneficiary groups (by gender where applicable) and by type of activity? Were the results (positive or negative) equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation? 5. To what extent was the HGSFP effective in promoting gender-transformative local value chains? 6. To what extent did the project contribute to the capacities of the relevant ministries (at national and sub-national level) to run the NHGSFP effectively and sustainably? What factors influenced the results positively or negatively?

³⁶ Some of the identified relevant policies that explicitly recognize the relationship between gendered food security and education outcomes are: National Action Plan for Zero Hunger Challenge 2015–2025, Ministry of Women's Affairs' strategy "Neary-Rattanak-V" for 2019-2023, Education Strategic Plan 2019–2023, and the Gender Mainstreaming Strategic Plan in Education 2021–2025

		<p>7. To what extent was the HGSFP in achieving gender-transformative local value chains? How effective was the HGSFP successful in promoting equitable gender norms project direct beneficiaries (school children, farmers/suppliers, government/school authorities)?</p> <p>8. How has the HGSFP activities contributed towards promoting equitable gender norms or perpetuated harmful gender norms to project direct beneficiaries (school children, farmers/suppliers, government/school authorities). What equity considerations can be made further in the rest of the implementation period?</p> <p>9. What factors positively or negatively influenced the achievement?</p>
Sustainability	<p>1. To what extent does the HGSF model, by design, ensure the sustainability of School Feeding activities?</p> <p>2. Which project activities or components contributed positively towards the sustainability of HGSFP? What can be improved?</p> <p>3. What roles did the different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational level) play in the sustainability of HGSFP? What role did they play in the institutionalization of NHGSF?</p> <p>4. To what extent has the project contributed the transition of HGSFP to the NHGSFP as outlined in the Joint Transition Strategy?</p> <p>5. For the HGSFP to run sustainably under the HGSFP, is there a need for WFP's technical assistance to the government? In which areas is the support needed?</p>	<p>1. Based on available evidence, to what extent is the HGSF model likely to continue in target districts beyond the scope of the project timeline?</p> <p>a. How sustainable are the GEWE changes made through the HGSFP?</p> <p>b. How likely is it that the behavior change of students and families achieved through the HGSFP will be sustained?"</p> <p>2. What were the key factors that contributed to or hindered a successful ownership in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, NSPC, MoH, MAFF, etc.)?</p> <p>3. What roles did the different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational level) play in the sustainability of HGSFP? What role did they play in the institutionalization of NHGSF?</p> <p>4. To what extent has the project contributed the transition of HGSFP to the NHGSFP as outlined in the Joint Transition Strategy?</p> <p>5. For the NHGSFP to run sustainably, is there a continued need for WFP's technical assistance to the government beyond the project timeline? What is the potential technical assistance, WFP can provide to fill in existing gaps?</p> <p>6. How sustainable are the GEWE changes made through the HGSFP?</p>
Efficiency	<p>1. To what degree were the activities undertaken as part home-grown procurement of food commodities cost-efficient?</p>	<p>1. To what degree were the activities undertaken as part of home-grown procurement of food commodities cost-efficient?</p>

	<ol style="list-style-type: none"> 2. What factors impacted the cost efficiency of the HGSFP implementation? What measures can improve the efficiency for the remaining implementation period? 	<ol style="list-style-type: none"> 2. What factors impacted the cost efficiency of the HGSFP implementation? What lessons can be learnt from the project to improve the efficiency of the NHGSFP?
Coherence	<ol style="list-style-type: none"> 1. How coherent is the HGSFP implemented under this project to the NHGSFP? 2. How coherent were the interventions carried out by the different ministries under the HGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages? 	<ol style="list-style-type: none"> 1. How coherent is the HGSFP implemented under this project to the NHGSFP? 2. How coherent were the interventions carried out by the different ministries under the HGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages?

4.2. EVALUATION APPROACH AND METHODOLOGY

40. The evaluations will use a theory-based, participatory, and gender-responsive evaluation approach. A theory-based evaluation is appropriate since the programme is based on WFP Cambodia's HGSFP theory of change to explain how the interventions are expected to produce its results. A theory-based approach will therefore enable the evaluation analysis to determine whether the theory of change holds true.
41. The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report. The detailed methodology designed at the inception stage should build on top of and complement any existing evidence on the subject, including other recent evaluations commissioned by the CO on its School Feeding Programme.
42. The evaluation will follow a mixed-methods approach, which will maximize the strengths of the quantitative and qualitative method to gain a holistic, in-depth understanding on the evaluation questions posed in section 4.1.
43. Quantitative data of all project indicators listed in Annex 8 will be collected. The primary quantitative data collected during mid-term evaluation will serve as the baseline, which will be measured against the final evaluation.
44. For quantitative data collection, stratified random sampling will be utilised based on school groups; (Group 1) schools that continued receiving project intervention during the entire project life cycle; (Group 2) schools that were handed-over to the national programme during the project life cycle; (Group 3) schools that were newly added during the project life cycle.
45. Out of the total 426 schools that received project intervention during the five years of project implementation, a representative sample of schools from each stratum will be randomly selected at mid-term evaluation and the same schools will be revisited during final evaluation to be able to measure progress longitudinally.
46. The longitudinal approach will allow the comparison of results between the groups and investigate factors that positively and negatively influenced the outcome results based on when the schools entered and exited the project. Numerous variables, such as socio-demographic factors, quality of implementation and other external factors, will be comprehensively and systematically reviewed using multiple data sources to explain the variation in results between cohorts.
47. A wealth of qualitative data will be collected using Focus Group Discussions and Key Informant Interviews from a multitude of stakeholders: students, teachers, parents, cooks, storekeepers, village leaders and a range of government stakeholders at the district, provincial and national level. Qualitative data will be crucial to answer numerous important evaluation questions, that seeks to explore the reasons behind the numbers, such as the factors that affected the performance of the results. Quantitative data will also be triangulated with quantitative data to validate and contextualize findings.
48. Key risk of the longitudinal approach is the potential school drop-out and high migration rate of sampled households, which should be mitigated by ensuring sufficient sample size at mid-term evaluation. Another risk includes interview fatigue of key informants, especially external stakeholders, who undergo numerous interviews from various organisations each year. Mitigation measures include coordination of evaluations within the Country Office, ensuring complementary evaluation designs and utilising existing evidence during desk reviews.
49. The evaluation design will be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. The evaluation team could consider using the Gender Results

Effectiveness Scale³⁷ to; 1) analyse the approach taken by the project 2. analyse the results (relevant to gender) of the project

4.3. EVALUABILITY ASSESSMENT

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

4.4. ETHICAL CONSIDERATIONS

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

4.5. QUALITY ASSURANCE

54. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
55. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
56. 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.

³⁷ http://web.undp.org/evaluation/documents/guidance/gender/GRES_English.pdf

57. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
58. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),^[1] a rationale should be provided for comments that the team does not take into account when finalizing the report.
59. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.
60. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.
61. When the Evaluation Team is contracted, WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.
62. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

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

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

63. *Table 3* presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

64. The timeline for the final evaluation presented in the ToR may change based on donor's specification and will be re-negotiated with the Evaluation Team a month before indicated timeline.

Table 3. Summary timeline – key evaluation milestones

Main phases	Tasks and deliverables	Responsible	Indicative timeline [Midterm]	Indicative timeline [Final]
1. Preparation	Preparation of ToR Selection of the evaluation team & contracting Document review	Evaluation manager (EM)	July - Aug 2022	N/A
2. Inception	Inception mission Inception report Comments/ revision process	EM Evaluation Team (ET) Evaluation Reference Group (ERG)/ Evaluation Committee (EC)	Sept – Oct 2022	Aug-Sept 2024
3. Data collection	Fieldwork Exit debriefing	ET	Oct -Nov 2022	Sept-Oct 2024
4. Reporting	Data analysis and report drafting Comments process Learning workshop Evaluation report	ET EM ERG/EC	Dec 2022 – Jan 2023	Nov-Dec 2024
5. Dissemination and follow-up	Management response Dissemination of the evaluation report	EM, ERG	Feb 2023	Jan 2025

5.2. EVALUATION TEAM COMPOSITION

65. The evaluation team is expected to include 3 to 4 members, including the Evaluation Team Leader. The evaluation teams should include both national and international members (excluding field enumerators). To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the

subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have experience in conducting evaluation exercises for WFP-implemented programs.

66. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:
- Home Grown School Feeding Programme
 - Food security and nutrition
 - Gender-responsive Value Chain Development
 - Systems Approach for Better Education Results (SABER)
 - Good knowledge of gender, equity and wider inclusion issues
 - All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Cambodia
67. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) point-person for communication with WFP EM; ii) defining the evaluation approach and methodology; iii) guiding and managing the team; iv) leading the evaluation mission and representing the evaluation team; and v) 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.
68. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) plan, set-up and conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
69. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP EM. The team will be hired following agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

70. The WFP CO Management

- Assign an evaluation manager for the evaluation for the KOICA-funded HGSFP
 - Compose the internal evaluation committee and the evaluation reference group (see below)
 - Approve the final ToR, inception and evaluation reports
 - Approve the evaluation team selection
 - Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
 - Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
 - Organize and participate in two separate debriefings, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.
71. The **evaluation manager** manages the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the introduction of the ET to local stakeholders in support of field work preparation; arrange meetings with WFP internal stakeholders; organise security briefings for the evaluation team and supporting with additional logistics as necessary; and conducting the first level

quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader and WFP counterparts to ensure a smooth implementation process.

72. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. The role and responsibility of committee members will be detailed in Annex 3. An internal evaluation committee chaired by the Head of PProgramme will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by program implementers.
73. **An evaluation reference group (ERG)** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. Please refer to Annex 4 where list of members is available. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.
74. **The regional bureau** will take responsibility to:
 - Advise the evaluation manager and provide support to the evaluation process where appropriate
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
 - Provide comments on the draft ToR, inception and evaluation reports
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.
75. While the regional evaluation officer will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
76. **Relevant WFP Headquarters divisions** will take responsibility to:
 - Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
77. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members of the group.
78. **The Office of Evaluation (OEV).** OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.
79. KOICA will
 - 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

5.4. SECURITY CONSIDERATIONS

80. **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.

1. 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

5.5. COMMUNICATION

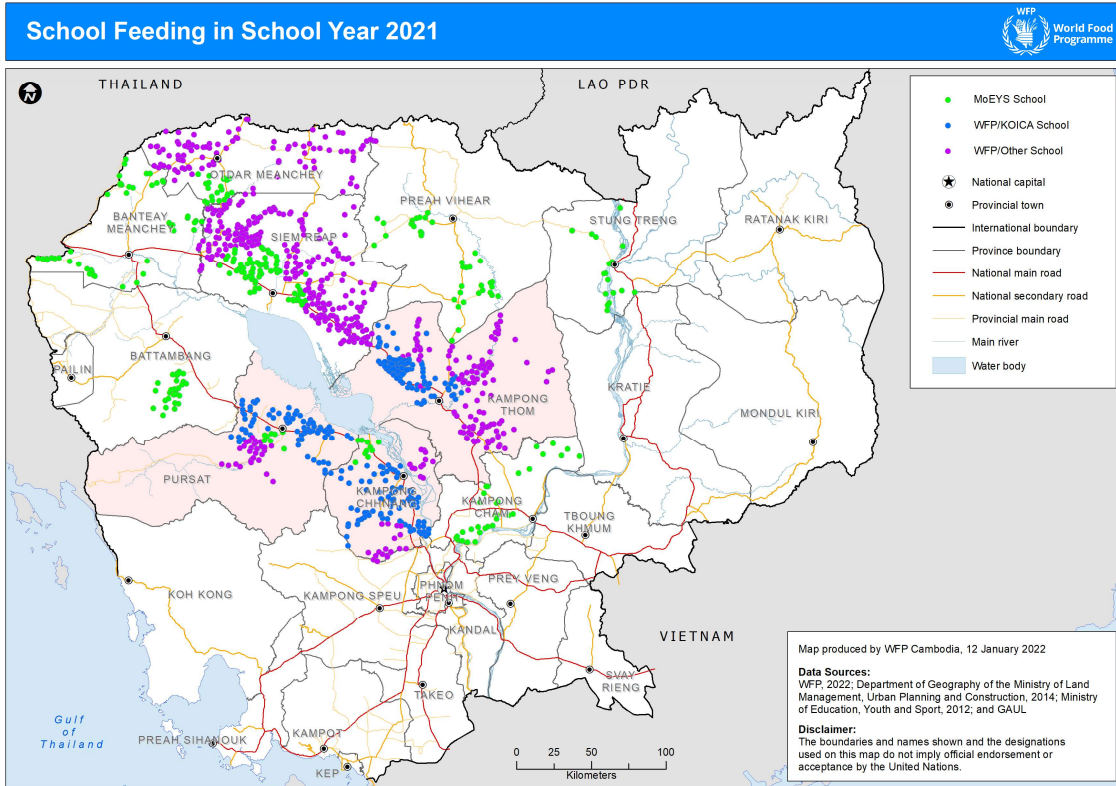
81. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on the communication channels, timeline and frequency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

5.6. BUDGET

85. The evaluation will be financed from the M&E budget of the KOICA-funded HGSP project.
86. The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP) (Annex 2: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation, the service provider will:
 - Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
 - Hire and supervise any and all technical and administrative assistance required (including in-country).
 - The final budget and handling, will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
 - Follow the agreed rates for decentralized
87. Please send any queries to Bunthang CHHE, Programme Policy Officer, at email: thang.bun@wfp.org.

Annexes

Annex 1: Map



Annex 2: Timeline

Phases, deliverables and timeline		Key dates	
Phase 1 - Preparation (Up to 9 weeks)		Mid-term	Final
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	27 June – 1 July	N/A
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	4 – 8 July	
EM	Review draft ToR based on DEQ feedback	11-12 July	
EM	Share draft ToR with ERG	13-18 July	
EM	Start identification of evaluation team Issue a mini-bid (request for full technical & financial proposal)	18-29 July	
ERG	Review and comment on draft ToR comments received and submit final ToR to EC Chair	18-22 July	
EC Chair	Approve the final ToR and share with ERG and key stakeholders	25-29 July	
EM	Assess evaluation proposals and recommends team selection	1-5 Aug	
EM	Evaluation team recruitment/contracting	8-12 Aug	
EC Chair	Approve evaluation team selection and recruitment of evaluation team	15-19 Aug	
Phase 2 - Inception (Up to 7 weeks)		Mid-term	
EM/TL	Brief core team	22 Aug	30-31 Jul 2024
ET	Desk review of key documents	22-26 Aug	1-9 Aug
ET	Draft inception report	22 Aug- 2 Sept	12-16 Aug
EM	Share draft IR with quality support service (DEQS), REO, ERG, KOICA	5-16 Sept	19-23 Aug
EM	Revise IR based on feedback from DEQS, EM, REO, ERG	19-23 Sept	19-30 Aug
EC Chair	Approve final IR and share with ERG for information	26-30 Sept	2-6 Sept
ET and EM	Coordinate and finalize schedule for	5-30 Sept	9-13 Sept
Phase 3 – Data collection (Up to 3 weeks)		Midterm	Final
EM	Brief the evaluation team at CO	3 Oct 2022	30 Sept 2024
ET	Data collection	3 -21 Oct 2022	1-17 Oct
ET	In-country debriefing (s)	21 Oct	18 Oct
Phase 4 – Reporting (Up to 11 weeks)			

ET	Draft evaluation report	24-11 Nov	21 Oct- 8 Nov 2024
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	14-25 Nov	11-15 Nov
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	28 Nov – 2 Dec	11-22 Nov
EM	Consolidate comments received	5-9 Dec	25-29 Nov
ET	Review draft ER based on feedback received and submit final revised ER	12-16 Dec	2-13 Dec
EM	Review final revised ER and submit to the evaluation committee	19-22 Dec	16 Dec
EC Chair	Approve final evaluation report and share with key stakeholders for information	30 Dec	16-20 Dec
Phase 5 - Dissemination and follow-up (Up to 4 weeks)			
EC Chair	Prepare management response	1-28 Feb 2023	2-24 Jan 2025
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	1-10 Feb 2023	2-19 Jan 2025

Annex 3: Role and Composition of the Evaluation Committee

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

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

WFP Cambodia Country Office

- Claire Conan, Country Director; Chair; at claire.conan@wfp.org
- Fumitsugu Tosu, Head of Programme (SO Lead); at fumitsugu.tosu@wfp.org
- Julie SunWoo Byun, M&E officer; as Evaluation manager; at Sunwoo.byun@wfp.org
- Benjamin Scholz, Head of RAM; at Benjamin.scholz@wfp.org
- Bunthang Chhe, Programme Policy Officer (M&E, FLA and Reporting); as technical officer; at thang.bun@wfp.org
- Kannitha Kong, Programme Policy Officer (education); at kannitha.kong@wfp.org
- Nisith Um, head of Field Operations at nisith.um@wfp.org
- [Sokheng Leng](mailto:Sokheng.leng@wfp.org); Procurement Officer; at Sokheng.leng@wfp.org

WFP Regional Bureau (RBB)

- Mari Honjo, Regional Evaluation Officer; at mari.honjo@wfp.org

Annex 4: Role and Composition of the Evaluation Reference Group

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

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

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

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

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

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

Composition :

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<ul style="list-style-type: none">Fumitsugu Tosu, Head of Programme (SO Lead): Chair, at fumitsugu.tosu@wfp.orgJulie SunWoo Byun, M&E officer; as Evaluation manager; at Sunwoo.byun@wfp.orgBunthang Chhe, Programme Policy Officer (M&E, FLA and Reporting); as technical officer; at thang.bun@wfp.orgBenjamin Scholz, Head of RAM; at Benjamin.scholz@wfp.orgRiguen Thorn, Senior Programme Associate (M&E); at Riguen.thorn@wfp.orgYohan Chambaud, Programme Officer (education); at yohan.chambaud@wfp.orgSokunvatanak Sek, Programme Support Assistant; at sokunvatanak.sek@wfp.orgNisith Um, head of Field Operations at nisith.um@wfp.orgYav Long, Programme Policy Officer (VAM); at yav.long@wfp.orgCamilla Pedersen, Programme Policy Officer (Nutrition); at Camilla.pedersen@wfp.org
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Donor – KOICA
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Annex 5: Communication and Knowledge Management Plan

1. Approved evaluation reports will be made publicly available by WFP and KOICA on its corporate websites, libraries, and knowledge platforms.
2. The results of the evaluations will be actively disseminated and utilised during the following events:

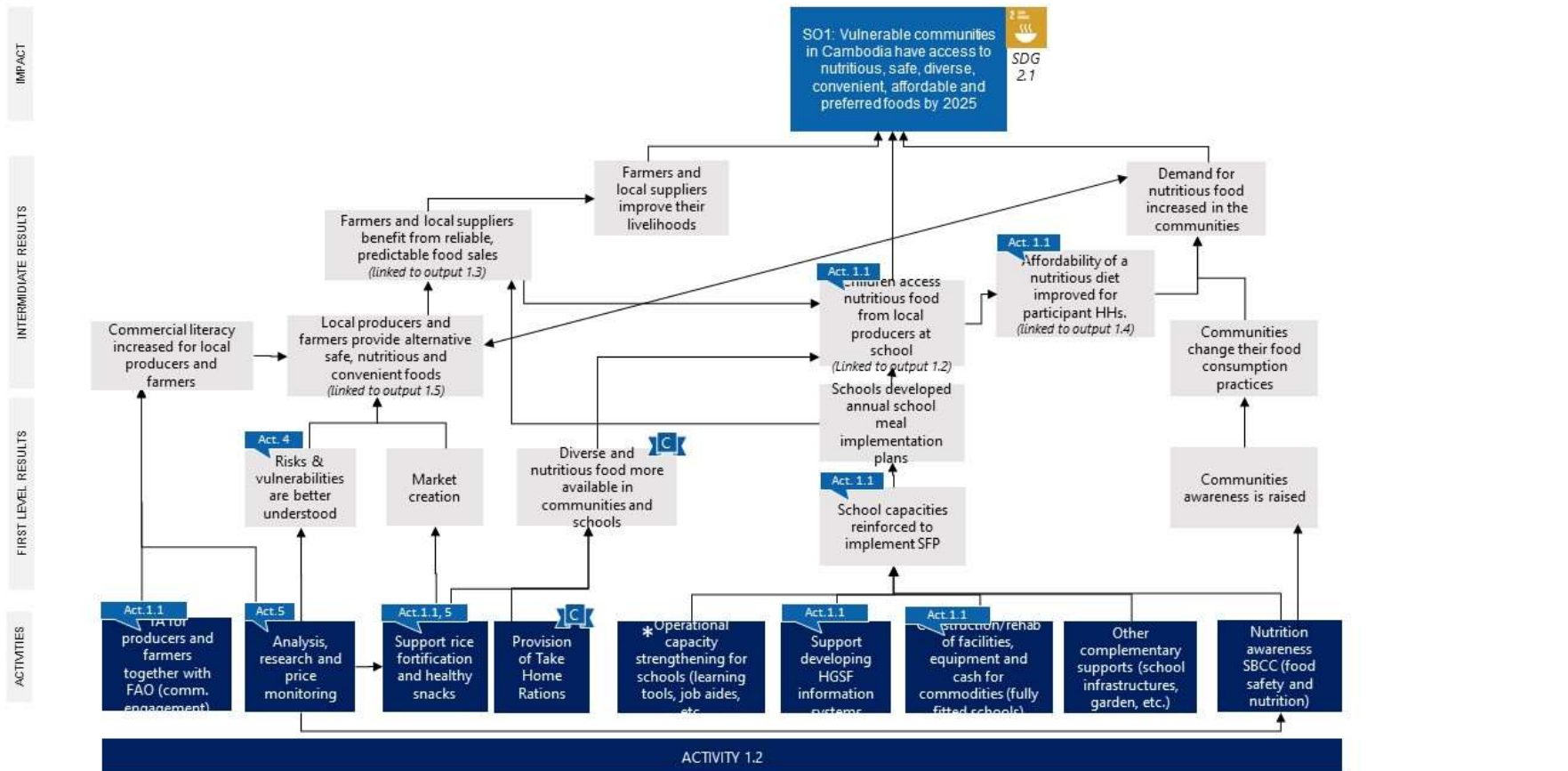
What/How	When	From whom	To whom	For What
KOICA HGSFP Annual Lesson learned workshop	Annually	WFP CO	The donor, all government stakeholders	<ul style="list-style-type: none"> Disseminate evaluation results, lesson learned and recommendation Agree on adaptation to HGSFP project implementation plan
Inter-ministerial Coordination Meetings	Bi-annual	MoEYS	All other relevant ministries of NHGSFP (NSPC, MAFF, MoH, MoWA, etc.)	<ul style="list-style-type: none"> Disseminate evaluation results, lesson learned and recommendation to all other relevant ministries of NHGSFP (NSPC, MAFF, MoH, MoWA, etc.) Adapt NHGSFP implementation plan
SABER workshop/reviews	Annually from 2023 onwards	MoEYS	All other relevant ministries of NHGSFP (NSPC, MAFF, MoH, MoWA, etc.)	<ul style="list-style-type: none"> Utilise evidence to inform the state of the Transition Share lesson learned to all relevant stakeholders of NHGSFP
Evaluation Recommendation Action Plan	Within 4 weeks of ER approval	WFP CO M&E	All internal stakeholders	<ul style="list-style-type: none"> Coordinate within CO action plan per recommendation and track progress
Project Management Meetings	Regularly	WFP CO M&E Team	Activity 1 team	<ul style="list-style-type: none"> Provide generated evidence to programme leads to enable evidence-informed decision making
CSP re-design	Q3 2023	SO 1, Activity 1 managers	All internal/external stakeholders of HGSFP	<ul style="list-style-type: none"> Utilise generated evidence to inform activity re-design
Annual Corporate Reporting	2022-2024	SO1, Activity 1 managers	All internal stakeholders	<ul style="list-style-type: none"> Ensure key achievements and findings are highlighted in the ACR.
Donor Reporting	Semi-Annually	WFP CO M&E	Donor	<ul style="list-style-type: none"> Ensure key findings are highlighted in the donor report Ensure updates on action taken on the evaluation

				recommendation are reported
Regional/ corporate-wide synthesis of HGSFP evidence	Unscheduled	RBB HQ SF Team	All internal stakeholders/ wider public	<ul style="list-style-type: none"> • Include evaluation results, raw data for regional, corporate synthesis

Annex 6: Acronyms

ACR	Annual Country Report
CO	Country Office
CSP	Country Strategic Plan
DOEYS	District Office of Education, Youth and Sport
ESP	Education Strategic Plan
FAO	(United Nations) Food and Agricultural Organization
GDI	Gender Development Index
GDP	Gross Domestic Product
GII	Gender Inequality Index
HCI	Human Capital Index
HDI	Human Development Index
HGSF	Home-Grown School Feeding
KOICA	Korean International Cooperation Agency
LRP	Local and Regional Procurement Programme
MAFF	Ministry of Agriculture, Forestry and Fisheries
MEF	Ministry of Economics and Finance
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
MPI	Multi-dimensional Poverty Index
NER	Net Enrolment Rate
NHGSFP	National Home-Grown School Feeding Programme
NSPPF	National Social Protection Policy Framework
PDAFF	Provincial Department of Agriculture, Forestry and Fisheries
POEYS	Provincial Office of Education, Youth and Sport
RB	Regional Bureau
SBP	(WFP HQ Office of) School Based Programmes
SEANUTS	South East Asian Nutrition Survey
SMP	School Meals Programme
SY	School Year
TOC	Theory of Change
TOR	Terms of Reference
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
USD	United States Dollar (currency)
WFP	World Food Programme

Annex 7: Theory of Change



Annex 8. Project Logframe

	Indicator	Baseline	Target	Frequency	PIC
Goal					
1. Improve equitable access to primary education through the HGSF programme that contributes to sustainable development of the target communities					
Outcomes					
1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food	1.1. Net enrolment rate	92.70%	95%	Annually	WFP
	1.2. Attendance rate	90%	90%	Annually	WFP
	1.3. Retention rate	89%	90%	Annually	WFP
	1.4. Average number of school days missed by students due to illness	<1	<=3	Annually	WFP
	1.5.1 dietary diversity score(T)	4.48	5.5	Annually	WFP
	1.5.2 dietary diversity score(G)	4.5	5.5	Annually	WFP
	1.5.3 dietary diversity score(B)	4.46	5.5	Annually	WFP
2. Increased national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of small holder farmers of the target communities	2.1. Increased type, volume and value of food sales from smallholder farmers or local processors	N/A	TBC	Annually	WFP
	2.2. % of meal equivalent cost transfer planned under HGSF has been received by school in time	N/A	80%	Annually	WFP
	2.3. % of domestic financing as compared to the total programme budget	8%	50%	Annually	WFP
	2.4. % of programme schools receive support by civil society and private sectors	N/A	TBC	Annually	WFP
Outputs					
1.1. Pre-primary and primary school children that receive the nutritious meals	1.1.1. Number of girls and boys who received school meals	N/A	68,992	Annually	WFP
	1.1.2. Quantity of food (by commodity) provided through schoolmeals (Ruice, Veg oil, Protein source, Fresh vegetables, salt)	N/A	824	Biannually	WFP
	1.1.3. Number of school meals that were provided (total quantity and percent of planned)	N/A	31,520,000	Biannually	WFP
	1.1.4. Number of school staff get trained on good health and nutrition practices	N/A	578	Biannually	WFP

	1.1.5. Number of cooks and teachers that received food safety and hygiene practice training	N/A	2,552	Biannually	WFP
	1.1.6. Number of cooks participate in cooking/good kitchen competition	N/A	544	Biannually	WFP
1.2. Schools with soft and hard infrastructures for the school feeding programme	1.2.1. Number of water reservoirs built or rehabilitated	N/A	25	Biannually	WFP
	1.2.2. Number of school kitchen and/or eating shelter built or rehabilitated.	N/A	6	Biannually	WFP
	1.2.3. Number of handwashing station connecting to kitchen built or rehabilitated	N/A	450	Biannually	WFP
	1.2.4. Number of energy-saving stove built or rehabilitated	N/A	250	Biannually	WFP
	1.2.5. Number of school garden rehabilitated or constructed	N/A	272	Biannually	WFP
	1.2.6. Percentage of school store food off the ground	90%	95%	Biannually	WFP
2.1. Quantity of purchased commodities provided for HGSP	2.1.1. Value of food type procured from local service providers	N/A	4,463,779	Biannually	WFP
	2.1.2. Quantity of food purchased from local service providers	N/A	3,466	Biannually	WFP
	2.1.3. Number of smallholder farmers/suppliers supported and trained	N/A	375	Biannually	WFP
2.2. Developed capacities of national and sub-national stakeholders for the effective operation of the HGSP programme	2.2.1. Number of extension event conducted by PDAFF supported by WFP's partners	N/A	TBD	Biannually	WFP
	2.2.2. Number of national and sub-nation government staff receive training on the programme implementation, monitoring and reporting, attended exchange visits	N/A	993	Biannually	WFP
	2.2.3. Number of schools in HGSP programme use the digitalized monitoring and learning systems	N/A	272	Biannually	WFP

Annex 9. Project Achievement against Target

As of December 2021 (KOICA Annual Report 2021)

Outcome 1	Indicator 1.1	Baseline	Target	Planned Target (2021)	Actuals (%) (2021)	Cumulative Performance (2020-2024)
Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food.	Net enrolment rate ³⁸	92.7%	95.0%	93.5%	91.8% (girls 92.4%)	91.8% (girls 92.4%)
	Attendance rate ³⁹	90.0%	90.0%	90.5%	75.4%	75.4%
	Retention rate ⁴⁰	88.9%	90.0%	90.0%	85.5%	85.5%
	Average number of school days missed by students due to illness	<1	<1	<1	0.45	0.45
	Dietary diversity score (school children)	4.48	5.50	4.60	4.3	4.3
	Dietary diversity score (girls)	4.5	5.50	4.70	4.3	4.3
	Dietary diversity score (boys)	4.46	5.50	4.50	4.4	4.4
Output 1.1	Indicator 1.1.1	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
Pre-primary and primary schoolchildren receive nutritious meals	Number of girls and boys who received school meals	-	68,992	68,992	29,032 (42%)	29,032 (42%)
	Indicator 1.1.2	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Quantity of food (by commodity) provided through school meals		2983.80	1084.69	85.10 (8%)	85.10 (3%)
	Rice	-	1,613.14	285.09	23.76 (8%)	23.76 (8%)
	Vegetable oil		70.15	12.40	0.53 (4%)	0.53 (1%)
	Meat/fish/egg		759.33	217.32	20.61 (9%)	20.61 (3%)
Fresh vegetable		1,957.43	560.22	39.04 (7%)	39.04 (2%)	

³⁸ The actual net enrolment rate reported comes from EMIS and is aggregated for targeted provinces in 2021, while the baseline reported here is aggregated for targeted districts. For comparison, the net enrolment rate at provincial level for the baseline was 94.4.

³⁹ The attendance rate was collected while schools were opened. It excludes online attendance or remote learning in 2021.

⁴⁰ As per the baseline methodology, it refers to the promotion rate. Actuals are from EMIS SY 2019/2020, while the baseline was for SY 2018/2019.

	Salt		33.75	9.66	1.16 (12%)	1.16 (3%)
	Indicator 1.1.3	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of school meals that were provided	-	31,520,000	7,430,667	544,205 (7%)	544,205 (2%)
	Indicator 1.1.4	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance
	Number of school staff get trained on good health and nutrition practices		1,570	150	0	0
	Indicator 1.1.5	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance
	Number of school staff, cooks, received food safety and hygiene practice training		2,552	750	596 (79%) (220 female)	596 (79%) (220 female)
	Indicator 1.1.6	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance
	Number of cooks participate in cooking/good kitchen competition		544	N/A	-	--
School children and vulnerable households received food rations during the COVID-19 crisis	Indicator 1.1.7	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance
	Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance	0	740	740	256 (35%)	256 (35%)
	Rice	0	714	714	220 (31%)	220 (31%)
	Oil	0	26	26	13 (50%)	13 (50%)
	Canned Fish	0	-	-	23	23
	Indicator 1.1.8	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance
	Number of school children receiving take-home rations as a result of KOICA assistance:					
	Total students	0	13,750	13,750	6,837 (50%)	6,837 (50%)
	Girls	0	6,737	6,737	3,612	3,615
	Boys	0	7,013	7,013	3,225	3,225
Total cooks	0	524	524	388 (74%)	388 (74%)	
Women	0	455	455	305	305	
Men	0	69	69	83	83	

Output 1.2	Indicator 1.2.1	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
Schools with soft and hard infrastructure for the school feeding programme	Number of water reservoirs built or rehabilitated	-	25	10	6 (60%)	11 (44%)
	Indicator 1.2.2	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of school kitchen and/or eating shelter built or rehabilitated	-	6	3	1 (33%)	3 (50%)
	Indicator 1.2.3	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of hand washing station connecting to kitchen built or rehabilitated	-	450	150	270 (180%)	504 (112%)
	Indicator 1.2.4	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of energy-saving stove built or rehabilitated	-	250	100	60 (60%)	110 (44%)
	Indicator 1.2.5	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of school garden rehabilitated or constructed	-	272	272	- (0%)	- (0%)
	Indicator 1.2.6	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Percentage of school store food off the ground	90%	95%	91%	92%	92%
Outcome 2	Indicator 2.1	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
Increased national and sub-national capacities for a sustainable HGSF programme operation that contributes to enhancing stable income sources of small holder farmers of the	Increased type, volume and value of food sales from suppliers/ farmers or local processors	0%	20%	5%	0%	0%
	% of meal equivalent cost transfer planned under HGSF has been received by schools in time	0%	80%	70%	83%	83%
	% of domestic financing as compared to the total programme budget	8%	50%	20%	20%	20%

target communities	% of programme schools receive support by civil society and private sectors	0%	20%	5%	3.5%	3.5%
Output 2.1	Indicator 2.1.1	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
Quantity of purchased commodities provided for HGSF	Value of food type procured from local service providers	-	4,286,351	1,087,502	303,034 (28%)	303,034 (7%)
	Indicator 2.1.2	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Quantity of food purchased from local service providers (in Mt)	-	4,433.80	1084.69	341.05 (31%)	341.05 (8%)
	Indicator 2.1.3	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of smallholder farmers/suppliers supported and trained	-	375	69	69 (100%)	69 (18%)
Output 2.2	Indicator 2.2.1	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
Developed capacities of national and sub-national stakeholders for the effective operation of the HGSF programme	Number of extension event conducted by PDAFF supported by WFP's partners	-	0	0	-	-
	Indicator 2.2.2	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of national and sub-national government staff receive training on programme implementation, monitoring, reporting, and attend exchange visits	-	993	283	257 (91%)	257 (26%)
	Indicator 2.2.3	Baseline	Target	Planned Target (2021)	Actual Performance (%) (2021)	Cumulative Performance (2020-2024)
	Number of schools in the HGSF programme use the digitalized monitoring and learning systems	-	272	272	-	-

WFP Cambodia

<https://www.wfp.org/countries/cambodia>

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