

Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants FFE-442-2022-009-00) in Cambodia from 2022 to 2027

Decentralized Evaluation Terms of Reference



World Food
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1. Background

1.1. INTRODUCTION

1. These Terms of Reference (TOR) are to guide an evaluation process comprising three distinct evaluation exercises (baseline, midterm, and endline), with each exercise having multiple deliverables, including inception and evaluation reports. The evaluations, which will take place over a five-year period, are commissioned by the WFP Cambodia Country Office (WFP CO) for the activity evaluations of Home Grown School Feeding Program (HGSFP) activities in Cambodia supported by United States Department of Agriculture McGovern-Dole (USDA-McGovern-Dole) International Food for Education and Child Nutrition for fiscal years (FY) 2022-2027 under the grant (USDA McGovern Dole Grants FFE-442-2022-009-00). The TOR covers three deliverables: a baseline, a mid-term and an endline evaluation for USDA-McGovern-Dole. All deliverables will preferably be undertaken in a single assignment/contract. The specific deliverables (timeframes mentioned are subject to change) are outlined in Table 1.

Table 1: Evaluation exercise for McGovern-Dole

Evaluation exercises for USDA-McGovern-Dole project	Date
Baseline Study	March – December 2023
Mid-term evaluation	March – December 2025
End line Evaluation	March – December 2027

2. This TOR was prepared by the WFP CO based upon an initial document review and consultation with stakeholders. It outlines the evaluation requirements for USDA-McGovern-Dole (US\$21 million budget) grant supporting implementation of a Home-Grown School Feeding program (HGSF-hybrid) for the period 2022-2027 and associated interventions in 341 schools in Siem Reap, Kampong Thom and Kampong Chhnang provinces. The TOR aims to 1) provide key learning themes, program scope, and other key information to guide the evaluation team on the conducting the evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.
3. The evaluation process within WFP will be managed by an evaluation manager who will be the main focal point for day-to-day contact during the evaluation period. An external independent firm (evaluation team) will be contracted to carry out the actual evaluation and will appoint their own evaluation team leader and managers, based on the proposal approved by WFP.
4. This evaluation will provide an evidence-based, independent assessment of the results of the learning to feed into the government led and managed National Home-Grown School Feeding Programme (NHGSFP) while also making it possible to quantify the impacts of the program.

1.2. CONTEXT

5. The Royal Government of Cambodia (RGC) 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\$1,561 in 2018, up from US\$1,043 in 2013. The high economic growth rate has been sustained above seven percent for over a decade, most recently at 7.5 percent in 2018 and 7.1 percent in 2019, making Cambodia one of the fastest growing economies in the world. However, this economic growth rate was seriously impacted by the global COVID-19 pandemic, although the Ministry of Economy and Finance (MEF) projects that it should reach 2.4 percent in 2022.
6. Despite economic growth and current development in urban areas, rural development lags behind. Nearly three-quarters of the population resides in rural areas where approximately 90 percent of the country's poor live. 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. There remains a very limited social safety net system in the country.

7. Food security and undernutrition remain important public health concerns in Cambodia. The national objectives set for the Cambodia-specific Millennium Development Goals were not met and malnutrition rates remain higher than most countries in the region. The SDG indicator for undernourishment (Goal 2) indicates that 14 percent of households continue to consume less than the minimum dietary energy requirement. In addition, dietary quality remains sub-optimal, with 11.6 percent of households estimated to have inadequate dietary diversity.
8. Gender inequality persists in Cambodia, ranked 116 out of the 160 countries in the Gender Inequality Index (GII = 0.474) and ranked 93 out of 149 countries in the Global Gender Gap Index (GGI) 2018. The United Nations Office of the High Commissioner of Human Rights in Cambodia reported (2015) that 70 percent of women in employment were engaged at lower levels and on less pay than men, with estimates that on average, women are paid 30 percent less for commensurate work. Women are also underrepresented in the public sector where 77 percent of employees and 85 percent of decision-making positions are occupied by men. Nationally, 25 percent of women are illiterate compared to 13.5 percent of men (2015). In contrast, in 2019, women owned 61 percent of businesses in the country, significantly higher than in many ASEAN countries.
9. The RGC is committed to improving educational standards while aiming to embed programs supported by development partners, such as the SFP and scholarship programs, within its national strategies. The national decentralization and deconcentration reforms place greater responsibility on subnational authorities to take ownership of planning and delivery of basic services, including education. In education, Cambodia has made good strides in improving primary education programs and reducing gender disparity¹ in education in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 98 percent in school year 2018-19. Although there is still a need to expand enrolment in primary schools and pre-schools in some locations, sustained efforts to globally expand access to school are less relevant than they once were. The main challenge now for primary school education is completion. Even though both repetition and dropout rates have steadily declined in the last five years,² they remain a key concern. School dropout is most problematic at the end of the primary school cycle as students are more likely to leave school rather than repeat a year. School dropout is also more likely to happen in rural areas.³
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. Poverty as well as (in urban areas) family mobility, lack of access to religious schools, low academic achievement, and (in rural areas) community values and low parental education are among the main reason for drop out.
11. School feeding is a major component of the WFP Cambodia's Country Strategic Plan (CSP) 2019-2023 and is implemented in five of Cambodia's 25 provinces. The school meals programme (SMP) started in Cambodia in 1999. In 2014, the MoEYS in collaboration with WFP piloted a 'Home Grown School Feeding' (HGSF) model and both parties signed a 'school feeding roadmap' in May 2015.
12. From school year (SY) 2019-2020, WFP started reducing its operational coverage following the transition plan to national ownership in managing and implementing the School Feeding Programme (SFP), and MoEYS took over the HGSF model to become the national programme with an official budget allocation from SY 2019-2020. In 2020, Cambodia launched the National Home-Grown School Feeding Programme (NHGSFP) and today the Government plans, funds, and manages school meals in 290 schools, or 26 percent of the country's schools with school feeding programmes.
13. Signed in early 2022, the MoEYS, with WFP's technical assistance, developed the Joint School Feeding Transition Strategy (JTS) 2022-2028 that outlines the remaining handover of schools and remaining capacity building to be done. Handover is projected to be completed by 2028. It commits the Government to gradually take-over the remaining 823 schools from WFP by 2028, including all schools currently supported by USDA by 2026⁴, while

1 Gender considerations, and principles of inclusion, participation and non-discrimination will be included in the design, questioning, data collection and reporting in line with UNEG Guidance on Human Rights and Gender Equality in Evaluation.

2 Final Draft Education Strategic Plan 2019-2023, MoEYS, May 2019.

3 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

4 As of 2023, out of the 823 schools with School Feeding Programme, 522 is supported by USDA.

capacity is strengthened where gaps remain at institutional and school level to ensure the robustness of the programme, which is key for continued national investment and sustainability.

14. WFP implements the programme and complementary activities under grant support of USDA McGovern-Dole FFE Programme in partnership with key ministries of the Royal Government of Cambodia and NGOs. The Ministry of Education, Youth and Sport (MoEYS) is the key partner, although the decentralization and deconcentration reforms have placed greater responsibility on subnational authorities for planning and delivery of basic services, including education, so WFP also works closely with the Provincial and District Offices of Education, Youth and Sport (PoEYS/DoEYS). Other ministries involved under the JTS include the National Social Protection Council (NSPC), the MEF, the Ministry of Interior (MoI), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), the Ministry of Women's Affairs (MoWA), the Ministry of Planning (MoP), and the Council for Agricultural and Rural Development (CARD).
15. Other partners in this programme include NGOs Plan International (PLAN), World Vision International (WVI) and World Education, Inc (WEI), who play a role in promoting the creation of an enabling environment for the provision of school meals, including the building and rehabilitation of infrastructure and other interventions at both national and sub-national levels supporting the provision of school meals.

2. Reasons for the evaluation

2.1. RATIONALE

16. The WFP CO is commissioning baseline, mid-term and endline evaluation for the 2022-2027 USDA-McGovern-Dole grants in support of WFP's School Feeding Program (SFP) activities in Cambodia, to be evaluated from the period 1 October 2022 to 30 September 2027, to critically and objectively assess performance of the programs and associated interventions for the purposes of accountability and learning and to fulfil a requirement of the USDA. The primary user of this evaluation is WFP CO, USDA, RGC and Implementing Partners.
17. The USDA McGovern-Dole International Food for Education and Child Nutrition Program is the continuation of the USDA grants 2019-2023, 2017-2019 and 2013-2016. While the target area and the implementation design have expanded and evolved throughout the awards, the current 2022-2027 McGovern-Dole program targets the same schools with continued activities from the 2019-2023 grant; with a stronger focus on institutionalization and transition of the program to full government ownership.
18. Therefore, the three evaluations will build on the 2019-2023 evaluation results, rather than be conducted in isolation, to capture change over the course of the two programs. The evaluation design will need to reflect this continuation, especially in the baseline study. The aim is to enable the evaluation to produce more insightful understanding on the project's progress and results as it tracks a longer timeframe of change.

2.2. OBJECTIVES

19. The evaluation will serve the dual and mutually reinforcing objectives of accountability and learning. The evaluation will collect evidence that demonstrates the extent to which WFP, together with partners, is attaining the project objectives and outcomes. The evaluation will be utilised to inform the design and implementation of the NHGSFP and further the evidence-base for USDA's learning agenda.
 - **Accountability** – The evaluation processes will assess and report on the performance and results of the USDA McGovern-Dole activities during the funding period. For accountability, the evaluations assess whether targeted beneficiaries have received services as expected, if the programs are on track to meeting their stated goals and objectives aligned with the results frameworks and assumptions.
 - **Learning** – The evaluation processes will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems. For learning, the evaluation components will

aim at critically and objectively reviewing and taking stock of participant’s implementation experience and the implementation environment for McGovern-Dole.

2.3 STAKEHOLDERS ANALYSIS

20. As a utilization-focused evaluation, the results of this evaluation will inform and benefit all relevant government ministries that implement and contribute towards the National School Feeding programme. This includes Ministry of Education, Youth and Sports (MoEYS), National Social Protection Council (NSPC), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Ministry of Women Affairs (MoWA) and Ministry of Economy and Finance (MEF), among others. Particularly, WFP will work with MoEYS and NSPC as the bodies implementing and overseeing the National Home-Grown School Feeding Programme, to utilize the evidence collected from the mid-term evaluation to adaptively manage the national programme and use the endline evaluation results to improve the programme design to enhance sustainability and effectiveness.
21. WFP will ensure timely communication with USDA and key stakeholders throughout the evaluation. All evaluation questions included in the evaluation design are aligned with key stakeholders’ evidence needs identified through bilateral consultation, including factors that contribute to the effectiveness and sustainability. Utilization of evaluation results will be effectively facilitated using existing communication platforms, such as the Programme Coordination Committee meetings, to disseminate evaluation findings and lesson learned to facilitate actions on identified mid-course corrections on policy, funding, design and implementation at the national level. At the subnational level, WFP and MoEYS will also be accountable to the beneficiaries by conducting consultation meetings with the Local School Feeding Committees to share the evaluation results and receive feedback on the mid-course corrections.
22. Internally within WFP, the evaluation results will be used by the Cambodia Country Office, Regional Bureau, and WFP Washington Office, as well as key headquarters Divisions (School Based Programmes Division, the Performance Management and Monitoring Division, and the Office of Evaluation among others) for learning purposes.
23. Accountability to affected populations is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s 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: Preliminary stakeholder analysis⁵

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP Cambodia Country Office (CO)	The WFP Cambodia country office has a direct stake in decision-making, notably related to program implementation and design, partnerships, adjustments required for the Country Strategic Plan and advocacy efforts with Government and other national stakeholders.
Regional Bureau (RB) Bangkok	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to provide strategic guidance, program support, and oversight, as well as sharing successes and lessons learnt across the region. The Regional Evaluation Officer supports CO/RB management to ensure quality, credible and useful decentralized evaluations.

⁵ The evaluation team will be expected to further investigate and refine the stakeholder analysis.

WFP HQ technical units	WFP HQ technical units (including School Feeding, nutrition, SAMS/P4P ⁶) are responsible for issuing and overseeing the rollout of normative guidance on corporate program themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons and may use evaluations for wider organizational learning and accountability, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy. The office may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP programs. This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
Beneficiaries	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.
Government (MoEYS, MEF, MAFF, MoH and others)	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Economy and Finance (MEF) might use evaluation findings for decision making related to program implementation and/or design, country strategy and partnerships, as well as to inform the planning of transition from externally supported to nationally owned school feeding program. Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Council for Agriculture and Rural Development (CARD) and Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSAVY) might also use these findings for their learning and implementation of programs in the future.
UN Country team	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP programs are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Partners: WV, Plan, WEI, and FAO	NGOs are WFP's partners for the implementation of some activities while having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
Donors: USDA	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programs. While USDA will use evaluation findings to inform project strategy, results frameworks, and critical

⁶ Smallholder Agricultural Market Support (SAMS) is a demand side market access support to smallholder farmers. Purchase for Progress (P4P) links WFP's demand for staple food commodities with technical expertise.

	assumptions, it is a requirement for McGovern-Dole projects to have baseline, midterm, and final evaluations.
Other education, nutrition and social protection partners in Cambodia (USAID, UNICEF, NGOs, etc)	Results from this evaluation will be used to inform the direction of government and WFP work on school meals moving forward. As part of the baseline, a reference groups comprising key stakeholders in country was formed to provide inputs and contribute to the related evaluation processes.

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

24. The USDA McGovern-Dole International Food for Education and Child Nutrition Program is implemented by WFP in partnership with World Education, Plan International, World Vision and relevant Government ministries. The USDA 2022-2027 McGovern-Dole (US\$21 million) program supports the implementation of the Home-Grown School Feeding (HGSF) in 341 schools in Kampong Chhnang, Kampong Thom and Siem Reap provinces (12 districts) while preparing the schools for handover to the national programme. The project will benefit approximately 92,618 schoolchildren (45,382 girls)⁷. Other programme target groups include school staff and government officials relevant to the NHGSFP at the national and sub-national level.

Table 1. Estimated number of school children in target schools⁸

Province	Number of targeted schools (SY 2023-24)	Total number of school children	Number of girls
Kampong Chhnang (4 districts)	43	11,871	5,817
Kampong Thom (6 districts)	96	19,646	9,626
Siem Reap (8 districts)	202	61,101	29,939
Total	341	92,618	45,382

25. A key element of the USDA 2022-2027 McGovern-Dole program is that it is a continuation of the previous McGovern-Dole award (2019-2023) in the same target schools with a similar set of activities.⁹ The Program will continue contributing towards the three strategic objectives; (1) improved literacy of school-aged children (2) increased use of health and dietary practices; and (3) improved effectiveness of food assistance in all target schools to identify the factors that influenced the project outcomes either positively or negatively post school handover.
26. The first strategic objective will be achieved through; the results of the school feeding, school health promotion in line with national priorities, and literacy interventions implemented directly by WFP and NGO partners in schools until handover.
27. The second strategic objective will be achieved through the increased efficiency and effectiveness of the government owned National Home-Grown School Feeding Programme, as a result of WFP's technical assistance on enhancing programme design, financing, monitoring, accountability, and governance of the NHGSFP.
28. The third objective will be achieved through strengthening local food systems and economies by providing technical assistance and capacity strengthening to schools, suppliers and farmers for the production and supply of fresh products for the meals.
29. The Program also has a component of USDA Local-Regional Procurement (LRP). While 2019-2023 LRP grant supported cash to schools, this was not possible anymore under the FY22 grant. Under the current award, WFP will procure canned fish regionally, which will be complemented by purchases of fresh food commodities from local farmers and suppliers. Through complementary funds in the same target areas, WFP will strengthen local food systems and economies by providing technical assistance and capacity strengthening provided to schools, suppliers and farmers for the production and supply of fresh products for the meals. Schools may procure all commodities locally (full HGSF modality) or as a combination of local and regional procurement (Hybrid modality).

⁷ The estimated number of school children is based on the number of students enrolled for school year 2021-2022. Student enrolled for school year 2022-2023 is not available as of March 2023.

⁸ As above

⁹ Whereas the Local and Regional procurement (LRP) was a separate programme in the previous grant (2019-2023), the activities under that programme have been added into the new agreement.

30. Combined, these activities aim to contribute towards the long-term impact of enhanced human capital for pre-primary and primary schoolchildren in Cambodia and strengthened local economies. The project results-framework can be seen in Annex 3: Results Framework. Annex 3: Results Framework
31. The project's Theory of Change (Annex 2: Program Theory of Change) assumes that if daily nutritious school meals, typically consisting of rice, vegetable oil, animal protein, iodized salt, and vegetables, are provided as a warm breakfast, schoolchildren will be incentive to attend schools from the start of the class, reduce short-term hunger and to support attentiveness in class. As upper-primary students rotate between morning and afternoon sessions, students attending the afternoon session will not receive breakfast. Around 70 percent of all primary and pre-primary students are present in the morning shift and can eat breakfast through the school meals programme on each school day¹⁰.
32. the 2022-2027 USDA McGovern-Dole also require undertaking a baseline study, a mid-term and final evaluation. The baseline study, mid-term evaluation and the final evaluation will be conducted in 2023, 2025 and 2027 respectively with indicative dates for each evaluation activities highlighted in Annex 8. Detailed Timeline

3.2. SCOPE OF THE EVALUATION

33. Commissioned by the WFP Cambodia Country Office, the 2022-2027 USDA McGovern-Dole also require undertaking a baseline study (2023), a mid-term (2025) and final evaluation (2027)¹¹. The planned evaluations will cover all activities and process of the WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Program FFE-442-2022/009-00, including the formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions.
34. The timing of the baseline evaluation will be synchronized with the endline of the McGovern-Dole 2019-2023 award so that the baseline study, and the subsequent midterm and final evaluations, can present findings in continuum to the McGovern-Dole funded 2019 baseline and 2023 endline results with coherence.
35. The McGovern-Dole 2022-2027 baseline will not collect primary quantitative data for indicators that remain the same with the previous award and measure change from the same groups. These indicators mainly include education, health, nutrition outcomes of school-going children in the targeted schools, such as the attentiveness, attendance, and literacy rate, etc. However, the baseline study will present the 2019 baseline and the updated values for these indicators gathered through the 2023 endline, which will constitute as the baseline values for the new award.
36. The benefit of measuring project-related change starting from the 2019 values is the following:
 - 1) Data collected in 2023 will show the raised value as a result of the effects of the implementation from the previous award. The 2019 values are closer to the 'true baseline' or the pre-intervention state of the outcomes
 - 2) Evaluation fatigue of stakeholders can be reduced as the baseline can be established primarily through desk review. The baseline will be established through desk review and primary data collection from the 2017 endline. Conducting primary quantitative data collection through the baseline study would cause beneficiaries to be surveyed twice in rapid succession; once for the endline of the 2019-2023 award (June 2023) and again for the 2022-2027 award baseline (July 2023). This approach would expend additional resources without the benefit of new insights (i.e., values are unlikely to have changed in a matter of months)
 - 3) Comparing the 2019 baseline values allows the evaluation to track change with a longer timeframe, which will enable more insightful evidence on the progress and sustainability of the results.
37. The **baseline study (April-September 2023)** is the first product of the evaluation plan and will serve several critical purposes:

¹⁰ Based on the calculation of WFP Cambodia's primary data on number of students enrolled in target schools

¹¹ The three evaluations will cover five years of implementation of McGovern-Dole 2022-2027. The indicative dates for each evaluation activities highlighted in Annex 8. Detailed Timeline

- 1) Establishing baseline values for new indicators and evaluation questions. There are two project components that are unique to the Program vis-à-vis the previous award, where primary baseline data will be collected. The first is the strengthened technical assistance for the national institutionalization of the school feeding programme. The relevant four outcomes for the Foundational Results will be gathered during the Year 1 Systems Approach to Better Education Results-School Feeding (SABER-SF) workshop¹². The second is the expansion of the literacy intervention package from grades 1 and 2 to include grade 3 students. Grade 3 literacy outcomes will be collected separately by WFP's NGO partner, World Education International (WEI). A detailed description of literacy outcome data collection method can be found in

¹² Systems Approach for Better Education Results (SABER) School Feeding framework (SABER-SF) is a useful approach to assessing the school feeding policy situation and systems in any country to identify the gaps and plan appropriate capacity development plans and/or road maps with the government and other stakeholders. It helps countries strengthen their national school feeding programs and/or transition to national school feeding programs with solid policies and systems when applicable, and assess progress of implementing each indicator

- 2) 4.2. Evaluation Approach and **Methodology**. A detailed list of indicators can be found on Annex 4: Log.
 - 3) The baseline study will present the changes made by the project from 2019 to present, in view of the current context, supplemented by primary qualitative data, and framed in the evaluation questions of the McGovern-Dole 2022-2027 award. The baseline report will be a document that systematically presents the progress made from 2019 onwards so that the upcoming evaluations from this project will be able to present results in continuum with coherence.
 - 4) The baselines established will be used to review the Program targets for 2028 and the relevance of evaluation questions.
38. At baseline inception stage, the overall evaluation design will be finalized with the full set of evaluation questions, methodology, sampling frame for mid-term and final evaluations. The baseline study will also be used to establish baseline values for all performance indicators and baseline statuses for all evaluation questions. The appropriateness of project indicators, targets and evaluation questions will also be reviewed during baseline based on evaluability and relevance.
39. The main questions that will be reviewed at baseline are :
- What is the pre-cycle (FY22-27) situation for all relevant evaluation questions for the evaluation criteria, relevance, effectiveness, sustainability, efficiency and coherence?
 - What are the contextual changes that occurred since the FY19 baseline relevant to the programme in each evaluation criteria?
 - Are the project indicators and targets appropriate in effectively measuring and tracking project results based on the results framework?
 - To what extent are the midterm and endline evaluation questions relevant in assessing the success of the programme in each criteria?
40. Majority of the evaluation questions are expected to have sufficient evidence to answer using desk review of previous evaluation reports of the programme, especially the FY19 McGovern-Dole endline findings. Areas in need of further qualitative data collection will be identified at inception by the evaluation team
41. The **midterm evaluation (April-September 2025)** will be conducted at the end of FY25¹³ to assess the progress towards project objectives and targets and inform course correction for the remainder of the project, as necessary. Specifically, the mid-term evaluation will: (1) review the project's relevance, effectiveness and efficiency, sustainability, and coherence, (2) collect follow-up data for performance indicators (both new and continued indicators from the FY19 award) for strategic objectives and outcomes, (3) assess whether the project is on track to meeting the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections and learning.
42. The midterm evaluation data will be gathered using multiple sources, such as primary quantitative, qualitative and participatory data, including results from Systems Approach to Better Education Results-School Feeding (SABER-SF) annual reviews¹⁴, to explore the evaluation questions outlined in Section 4. The methodology and sampling approach will be carefully designed to ensure comparability with the McGovern-Dole 2022-2027 baseline results, which is outlined in detail in Section 4. Methodology for the Evaluation. The findings from the midterm evaluation will provide preliminary learning on the key factors that contribute positively and/or negatively to facilitate a successful national ownership of the programme, which will be used for adaptive management of the project.

¹³ End of project year 3 (April-Sept 2025), after two full years of activity implementation (there are no activities in project year 1).

¹⁴ SABER-SF workshops and annual reviews inform the progress in the NHGSFP institutionalization as anticipated under the project's Foundational Results, which also mirrors the five pillars of Joint Transition Strategy (FY22 McGovern-Dole Proposal; WFP Cambodia)

43. The objective of the **final evaluation (April-September 2027)** is to provide an evidence-based, independent assessment of performance of the project to evaluate its success, ensure accountability, and generate lessons learned. Specifically, it will: (1) review the relevance, effectiveness, sustainability, efficiency and coherence of the project, (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess if the project has succeeded in achieving McGovern-Dole's two strategic objectives, (4) investigate the project's overall impact, (5) identify the likelihood for the benefits of the NHGSFP to sustain beyond the project timeline and expand in geographic coverage. It will analyse the factors that contributed to the success or challenges in the transition to national ownership and in strengthening the effectiveness and sustainability of the NHGSFP. The final evaluation will contribute to the learning of Royal Government of Cambodia, WFP and partners and further the evidence-base of USDA's learning agenda. The detailed utilization plan by all relevant stakeholders is presented in Section 2.3.
44. 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)
 - 3) By encouraging equal gender representation in leadership positions of relevant groups, such as school committees, procurement committees and agriculture cooperatives.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

45. **Evaluation Criteria:** The evaluations will apply the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) evaluation criteria of impact, effectiveness, sustainability, relevance, efficiency and coherence¹⁵. The selected criteria are well aligned with criteria agreed for the McGovern-Dole funded program and set in the approved evaluation plan. The evaluation 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. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate. The criteria in the approved evaluation plan are the OECD-DAC criteria listed above.
46. **Evaluation Questions:** While the evaluation questions need to be developed in detail by the evaluation team during the inception stage, the key evaluation questions that addresses the evidence needs for the main end-users for this evaluation results are outlined in the included in Annex 7: Communication and Knowledge Management Plan. Key stakeholders' evidence needs identified through bilateral consultation, including factors that contribute to the effectiveness, sustainability, and cost efficiency of HGSFP.
47. Key stakeholders and users are outlined in detail in Section 2.3. Collectively, the questions aim at highlighting the existing circumstances, performance of the Program during the period and key lessons learnt, which could inform future strategic and operational decisions of the NHGSFP and WFP's technical assistance to the NHGSFP.
48. Furthermore, the initial evaluation questions are designed to further the knowledge base within the school meals literature through the application of USDA's McGovern-Dole Learning Agenda to learn on the effective design of capacity strengthening. As the proposed project design focuses on the transition to a nationally owned school feeding programme and on ensuring the sustainability and effectiveness of the NHGSFP, the evaluation will mainly contribute towards the following three Learning Agenda questions regarding the governance and institutionalization of the school feeding programme:
- a. What are the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programmes?
 - b. What are the most successful policies affecting the success of school meal programmes? What are the necessary conditions for these policies to be implemented and to be effective?
 - c. What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programmes? What are the barriers and challenges in securing investment?

¹⁵ For more detail see: <http://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Criteria and Evaluation Questions for McGovern-Dole

Criteria	Key Questions – Mid-term evaluation	Key Questions – Final Evaluation	Data Source
Impact	1. N/A	<ol style="list-style-type: none"> To what extent has the project achieved the intended and unintended impacts, both positive and negative? What effect has the project made on beneficiaries, schools, communities, and government partners in target areas? What were the particular features of the program and context that made a difference? What is the potential future impact of a sustained National Home-Grown School Feeding Programme (NHGSFP) to the development of human capital and the local economy of Cambodia based on evidence so far? Which particular features of this project should be incorporated/strengthened in the NHGSFP to ensure sustainability? To what extent has the project had an effect on the local economy and the development of human capital in Cambodia? 	<p>Focus Group Discussions, Key informant interviews</p> <p>Desk review; including Cost-Benefit analysis¹⁶</p>
Relevance	<ol style="list-style-type: none"> How relevant is the project design in contributing towards a sustainable, effective implementation of the NHGSFP vis-à-vis the government's readiness and capacities to manage the NHGSFP? To what extent was the project aligned to the overall policies, strategies, and normative guidance of institutions with supporting role for the NHGSFP, such MAFF and MoH? How relevant were the school readiness criteria in facilitating an effective handover of schools? To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilized to improve project relevance throughout the project? 	<ol style="list-style-type: none"> How relevant was the project design in contributing towards a sustainable, effective implementation of the NHGSFP vis-à-vis the government's readiness and capacities to manage the NHGSFP? To what extent was the project aligned to the overall policies, strategies and normative guidance of institutions with supporting role for the NHGSFP, such MAFF and MoH? How relevant were the school readiness criteria in facilitating an effective handover of schools? How relevant is the project's Complaint Feedback Mechanism (CFM) in sustainably ensuring that the needs of the target beneficiaries (girls, boys, men, women in target areas) are met? 	<p>Document review, focus group discussions; key informant interviews; Monitoring data;</p> <p>CFM reports,</p> <p>SABER workshop/ review results</p>

¹⁶ A cost-benefit analysis of home-grown school feeding programme's benefit to the local economy will be conducted in 2024. Evaluators will conduct a desk review of the final report as part of the evaluation of the impact criteria.

<p>Effectiveness</p>	<p>1. To what extent did the project in target schools, including both the schools receiving WFP and NGO partners' direct implementation (cohort 1) and 85 schools that were handed over in year 2 (cohort 2), enhance the literacy and school health/nutrition outcomes (MGD Strategic Objectives 1 and 2)?</p> <ul style="list-style-type: none"> • How did the results differ between cohort 1 and 2 and why? • What were the difference in results for various beneficiary groups and by type of activity? How did gender equality and women's empowerment (GEWE) outcomes vary by stakeholder group? <p>2. To what extent did the transition to the NHGSFP, including the activities to enhance the five SABER pillars through WFP technical assistance implemented under the project's Foundational Results, contribute to the government's capacity to run the national programme effectively and sustainably?</p> <p>In view of the SABER assessment findings, what preliminary results were achieved in each of the five dimensions?</p> <p>What factors influenced the results positively or negatively?</p> <p>3. To what extent has progress been made on the overall handover process against the project plan and Transition Strategy agreed with and endorsed by the Government? Were the capacity needs, gaps and priorities at the national and sub-national</p>	<p>1. To what extent did the project in target schools, which were all progressively transitioned into the NHGSFP over the project timeframe, enhance the literacy and school health/nutrition outcomes (MGD Strategic Objectives 1 and 2)?</p> <ul style="list-style-type: none"> • How did the results differ across all four cohorts and why? How did the schools' readiness level according to the handover criteria as defined by WFP (experience in running HGSE, infrastructure, equipment) influence results, if at all? What were other variables (socio-demographic, quality of implementation, external factors, etc.) that influenced the results either positively or negatively? • What were the difference in results for various beneficiary groups and by type of activity? How did GEWE outcomes vary by stakeholder group? <p>2. To what extent did the transition to the NHGSFP, including the activities to enhance the five SABER pillars through WFP technical assistance implemented under the project's Foundational Results, contribute to the government's capacity to run the national programme effectively and sustainably?</p> <p>Review the effectiveness of all five pillars of SABER, including:</p> <ul style="list-style-type: none"> • Capacity for design and implementation of NHGSFP: To what extent do stakeholders at national, subnational level have the capacities to manage, supervise and monitor the NHGSFP after handover? • Inter-ministerial coordination: To what extent is there cooperation between necessary government ministries and public programmes to successfully run and sustain the NHGSFP? • Policy and budget: Are there a national-level policy and budget to effectively run the NHGSFP? Why or why not? 	<p>Quantitative data:</p> <p>Early Grade Reading Assessment (EGRA)¹⁷</p> <p>Desk review of WFP Outcome surveys; monitoring data and secondary data: EMIS¹⁸, SFIS¹⁹</p> <p>Qualitative data:</p> <p>focus group discussions; key informant interviews;</p> <p>Participatory:</p> <p>SABER workshop and annual review results</p> <p>Document Review</p>
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17 <https://www.indikit.net/indicator/161-reading-with-fluency-and-comprehension>

18 The Education, Youth and Sport Performance data per Academic Year <http://www.moeys.gov.kh/index.php/en/emis.html>

19 School Feeding Information System: Information System developed with USDA funding 2019-2023. Schools collect and manage data on food distribution, student/teacher attendance, etc.

	<p>levels clearly identified and addressed by the project's Capacity Strengthening activities?</p> <p>4. What are the mid-course corrections to improve project effectiveness in terms of i) activities that provide support directly to schools, ii) handover process, iii) technical assistance to the NHGSFP?</p>	<ul style="list-style-type: none"> Community engagement: To what extent has NHGSFP been successful in engaging national stakeholders and local communities (PTAs, farmers groups, etc) towards school feeding activities? Has the role of the communities and local stakeholders been institutionalized? 	
Sustainability	<ol style="list-style-type: none"> What were the key factors that contributed to or hindered a successful ownership and readiness in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, MoH, MAFF, etc.)? What roles did the different stakeholders of the NHGSFP (students, teachers, school staff, communities, relevant ministries at national and subnational level) play in the institutionalization of NHGSFP? What factors influenced the results positively or negatively? (USDA Learning Agenda questions will be explored as below): <ul style="list-style-type: none"> What were the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yielded the most successful and effective school meal programmes? What were the most successful policies affecting the success of school meal programmes? What were the necessary conditions for these policies to be implemented and to be effective? 	<ol style="list-style-type: none"> Based on available evidence, to what extent were the benefits (literacy, school health, nutrition and others) of the NHGSFP likely to continue beyond the scope of the project timeline? Which particular features of this project should be incorporated/strengthened in the National Home-Grown School Feeding Programme (NHGSFP) to ensure sustainability? What are the prospects of the national school feeding programme expanding to nationwide coverage? What were the key factors that contributed to or hindered a successful readiness and ownership in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, MoH, MAFF, etc.)? What roles did students, teachers, school staff and the communities play in institutionalization of NHGSFP? For the NHGSFP to run sustainably, is there a continued need for WFP's technical assistance to the Government beyond the project timeline? In which areas is the support needed? To what extent does the home-grown school feeding model contribute towards the sustainability of the NHGSFP? What factors influenced the results positively or negatively? (USDA Learning Agenda questions will be explored as below): 	<p>Document review; focus group discussions; key informant interviews; SABER workshop/ review results</p> <p>Desk review of NHGSFP assessments and evaluations; Including the 2023 process evaluation²⁰</p>

²⁰. The ET is requested to conduct a desk review of all assessment and evaluations conducted on the NHGSFP, including the Process evaluation planned in 2023, commissioned by the National Social Protection Committee (NSPC).

	<ul style="list-style-type: none"> What types of incentives were the most effective at securing local or national government investment into school meal programmes? What were the barriers and challenges in securing investment 	<ul style="list-style-type: none"> What were the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yielded the most successful and effective school meal programmes? What were the most successful policies affecting the success of school meal programmes? What were the necessary conditions for these policies to be implemented and to be effective? What types of incentives were the most effective at securing local or national government investment into school meal programmes? What were the barriers and challenges in securing investment 	
Efficiency	<ol style="list-style-type: none"> Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities? What factors impacted the cost efficiency of the project implementation? What measures can improve the efficiency for the remaining implementation period? 	<ol style="list-style-type: none"> Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities? What factors impacted the cost efficiency of the project implementation? What are the lessons learned that can be applied to improve the efficiency of NHGSFP in the future? 	Document Review
Coherence	<ol style="list-style-type: none"> To what extent has the project sought complementarities with the priorities and systems of different governing bodies relevant to the NHGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages? To what extent has the project sought complementarities with other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country? 	<ol style="list-style-type: none"> How coherent were the interventions carried out by the different ministries that contributed towards a successful NHGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages? To what extent has the project sought complementarities with other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country? 	SABER workshop/ review results; key informant interviews
Lessons Learned	<ol style="list-style-type: none"> What were the good practices to be emulated and the shortcomings to be mitigated based on WFP's experience of implementing SFP in the context in Cambodia? 	<ol style="list-style-type: none"> 1) What were the good practices to be emulated and the shortcomings to be mitigated based on WFP's experience of implementing SFP in the context in Cambodia? 	<p>Lessons learned workshops</p> <p>Document review</p>

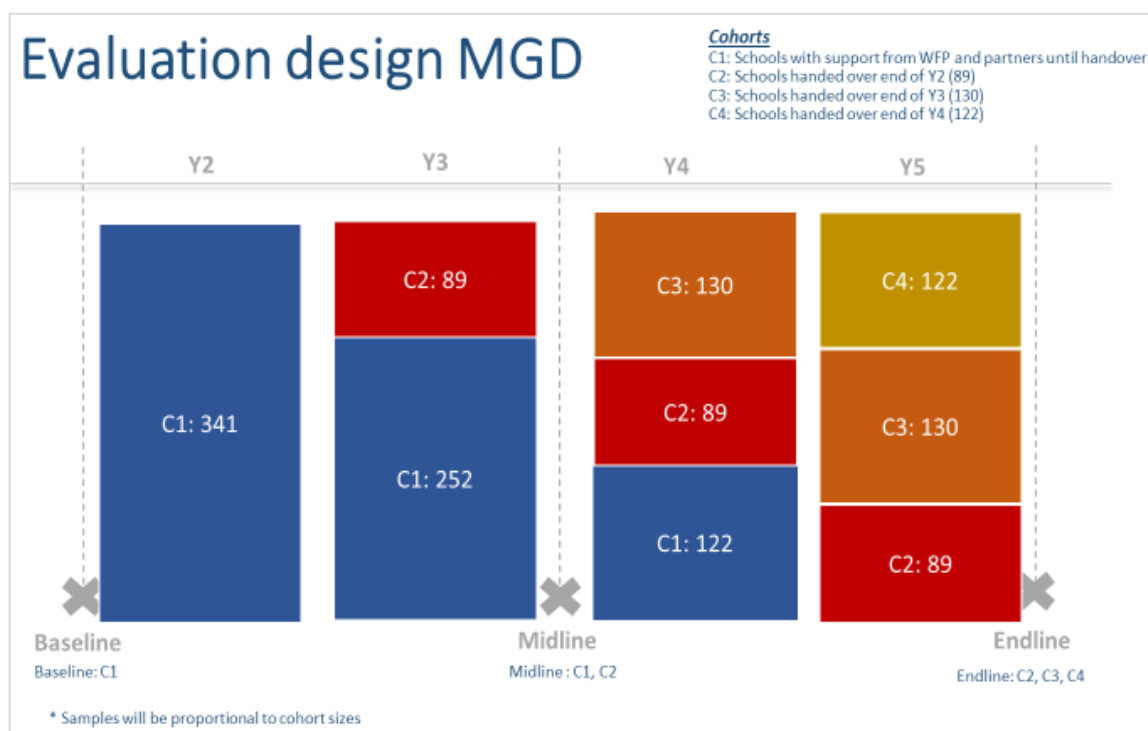
4.2. EVALUATION APPROACH AND METHODOLOGY

49. The methodology for the evaluations will be designed in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Foreign Agricultural Service Monitoring and Evaluation Policy. Based on the requirements described in the TORs, further analysis done at inception phase and consultations with key stakeholders, the Evaluation Team will formulate an appropriate evaluation design, sampling strategy, and methodological approach for each stage of evaluation process. The Inception reports will be produced, and the detailed methodology defined in the inception reports should be guided by the following principles:
- 1) Employ the relevant evaluation criteria above.
 - 2) Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). The selection of field visit sites will also need to demonstrate impartiality.
 - 3) Using mixed methods, ensure that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used. Quantitative and qualitative data from different methods and sources will be triangulated to enhance the validity, reliability and credibility of the findings.
 - 4) .
 - 5) Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints.
 - 6) Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that cultural and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries and others; and
 - 7) To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the Terms of Reference (ToR).
50. The activity evaluation design will follow a mixed-methods approach, which will maximize the strengths of quantitative and qualitative methods and complement the results to gain a holistic, in-depth understanding on the evaluation questions. **Quantitative methods** will be utilized to collect data on the performance indicators for McGovern-Dole Strategic Objectives. The evaluation will take advantage of the project design, which hands over different cohorts of schools to government ownership at different points in time and adopt a stratified-sampling approach. The four different cohorts are seen in the **Error! Reference source not found..** Cohort 1 (C1) are schools that are still supported by WFP and partners with direct implementations (activities 5-10) prior to hand over. Cohort 2 (C2) are the 89 schools to be handed over at the end of year 2, cohort 3 (C3) 130 schools to be handed over at the end of year 3), and cohort 4 (C4) the 122 schools to be handed over at the end of year 5²¹.

²¹ The school handover criteria agreed in the Joint-Transition Strategy are: 1) adequate capacity to implement the HGSF programme, (2) adequate infrastructure to safely prepare meals for children, and (3) schools have adequate kitchen equipment and utensils to ensure hygiene practices are adopted (FY22 McGovern-Dole Proposal; WFP Cambodia)

51.

Figure 1. Phased-in Sampling Approach for quantitative data collection under MGD



52. A representative sample, statistically powered for comparison with 2019 baseline²², will be selected per strata for comparison, which will result in a rich analysis of factors that may have positively and negatively influenced the outcome results based on school hand-over timing. 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. The analysis will further be enhanced by disaggregation of all relevant indicators by gender to evaluate whether the project addresses the needs of boys, girls, men, women and other vulnerable groups.
53. The sample size will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error. The sample size calculations will be the responsibility of the Evaluation Team in consultation with the WFP CO.
54. Using the above sampling approach, the tools and respondent type should be selected aligned to the previous rounds of evaluations for comparability. In the 2019 baseline household survey was administered to the target school-going students and their caregivers and school surveys were conducted with the school directors and teachers.²³ Other stakeholders were consulted using qualitative methods.
55. Specific to the **literacy indicators**, the Program's cooperating partner, World Education International (WEI) will be responsible of collecting the quantitative data. The full list of indicators, which WEI is in charge of can be found in Annex 4: Logical Framework. The Strategic Objective 1 indicator on students' ability to demonstrate reading, "Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (grade 2 by gender)" will be evaluated using the globally recognised Early Grade Reading Assessment tool contextualized to the new Komar Rien Komar Cheh early grade reading package. As the use of the instrument requires specific training and training package, WEI, together with MoEYS, will manage the data collection through specially trained external assessors. Data collection cycle will differ from the rest of the monitoring and evaluation cycle, which is

²² The sampling universe (N=304) will be identical to the evaluations conducted in FY19-23. In case the handover of schools does not follow planned timeline, each stratum will be oversampled by 10% to ensure representativeness. In case there are wide variation in the actual number of schools handed over, the sampling strategy will adjust adaptively.

²³ Following the tools, methods

detailed in Annex 4: Logical Framework. The evaluation team is expected to include the literacy results to the baseline, midterm and endline reports.

56. 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 and to explore the reasons behind the numbers, such as the factors that affected the performance of the results. Primary qualitative data will also be critical informing the changes to the context occurred since FY19 baseline.
57. Specific data collection methods are expected to include: a desk review, quantitative survey, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The survey modules utilized will include household and child questionnaires as well as school questionnaire (with teachers and school directors).
58. Data on the **Foundational Results** will be largely informed by the two participatory Systems Approach to Better Education Results-School Feeding (SABER-SF) workshops, which will produce comparative data and knowledge across five pillars (Policy Frameworks, Financial Capacity, Institutional Capacity and Coordination, Design and Implementation, Community Roles) in support of governments implementing national school feeding programmes. The first SABER-SF workshop will be conducted in year 1 of the project ahead of implementation to provide baseline information on government capacity to run the NHGSFP. Every year, a review of the progress of SABER pillars will be conducted while a follow-up SABER-SF workshop will be conducted in year 4 of project implementation.
59. The rich information drawn from the SABER-SF exercises is expected to be extensively triangulated with monitoring data, quantitative, qualitative primary data for an in-depth evaluation of the Foundational Results. Furthermore, to strengthen the independence and impartiality of SABER results, which in essence is a self-assessed, participatory exercise, the evaluation team is expected to participate in the SABER-SF workshops and annual reviews for observations to gain in-depth data that can supplement quantitative and qualitative data collected to evaluate the Foundational Results. As the SABER-SF exercise is a self-assessment by nature, the evaluation team's in-person participation is expected with the purpose of gaining a robust understanding on the strengths and weaknesses of the workshop results and minimise biases in the final analysis.
60. The main strengths of this evaluation design is threefold; 1) the evaluation results can be measured against the FY19 baseline and see the ten-year change in the target areas; 2) the stratified sampling design is tailored towards identifying the factors that positively or negative influence the sustainability of the home-grown school feeding programme under national ownership; 3) measure the strengths and gaps of national stakeholders capacity to implement the NHGSFP according to the five pillars of capacities agreed under the Joint-Transition Strategy, which mirrors the SABER-SF pillars as well as this project's Foundational Results Framework. The main limitation of the evaluation is that it will not be able to measure attribution of project activities towards impact as there is no comparison with the counterfactual. An impact evaluation design was not possible due to a lack of valid comparison group.
61. The methodology should 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 considered. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.
62. The following potential risks to the methodology have been identified. The start and end of the school year is subject to change since the disruptions due to COVID-19 pandemic; hence, the timeline should remain flexible and concreted during inception period. Some indicators, such as extent of school children being hungry at school or attentiveness in class, are heavily dependent on the time of data collection, therefore, the data collection method should be carefully curated to these risks. Language and culture are also barriers for an international evaluation team; hence, the evaluation team should ensure the participation of national evaluators and/or translators in the team composition.
63. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.

4.3. EVALUABILITY ASSESSMENT

64. Evaluability is the extent to which an activity or a program can be evaluated in a reliable and credible fashion. A preliminary evaluability assessment will be done by the Country Office at the initial stage of project cycle, which will be deepened by the evaluation team in each inception package relating to deliverables.
65. The evaluation team shall critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the programs, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
66. The evaluations will take a program theory approach based on the results framework (see Annex 3: Results Framework) It will draw on the existing body of documented data as far as possible and complement and triangulate this with information to be collected in the field.
67. Concerning the quality of data and information, the Evaluation Team should assess data reliability as part of the inception phase expanding on the information provided in section 4.3 to inform the data collection. In addition, the Evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

4.4. ETHICAL CONSIDERATIONS

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

71. 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.
72. 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.

73. 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.
74. 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.
75. 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.
76. 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.
77. 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.
78. 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.
79. 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

80. The main phase for each evaluation is as follows:

	McGovern-Dole 2022-2027		
	Baseline	Mid-line Evaluation	Endline evaluation
1. Preparation	Terms of Reference	Terms of Reference	Terms of Reference
2. Inception	Inception Report	Inception Report	Inception Report
3. Collect data	Debriefing with PowerPoint	Debriefing with PowerPoint	Debriefing with PowerPoint
4. Analyse data and Report ²⁴	Evaluation Report	Evaluation Report	Evaluation Report
5. Validate, Disseminate and follow-up			Combined Management Response, Dissemination product ²⁵ , (only at endline) presentation at the external dissemination workshop

81. **Timeline:** The timeline for the evaluations for the Program is from October 2022 to September 2027, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination. The key list of deliverables and timelines for those is outlined in Annex 8. Detailed Timeline. The list of deliverables and timelines will be further reviewed and adjusted as required when the methodology and Inception report are finalized and agreed between the parties.

5.2. EVALUATION TEAM COMPOSITION

82. The evaluation team will be comprised of a team leader and other national and international team members, as necessary, to ensure a complementary mix of technical expertise in the evaluation's focus areas (i.e., education, nutrition and food security, gender, etc.). The team comprised of 3-4 members will have experience in evaluation, research, and survey design in addition to individual technical expertise in the thematic areas, such as education/school feeding programme, Institutional capacity development (including experience with the SABER method) and gender. A dedicated Quality Assurance person as part of the team composition is preferred.

83. The team leader must have a track-record of strong leadership experience in complex evaluations and have expertise in one of the key competencies listed above. The team leader is expected to be the communication point-person, thus, have in-depth technical expertise in designing the methodology, sampling and data collection tools. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the

²⁴ In addition to the standard list of Annexes to the Evaluation Reports, during the Inception phase WFP CO and Evaluation Team will elaborate the type of practicable deliverables to be used for further program adjustments and decision making, as well as for effective communication with key stakeholders. These may include – Aide Memoire, Technical Summary of lessons learnt and recommendations based on feedback from Key stakeholders (aimed at SF practitioners), thematic briefs on topics identified jointly with the WFP CO (such as gender, nutrition, transition and handover, etc).

²⁵ WFP CO will explore with stakeholders most effective ways to disseminate the evaluation results for accountability, effective learning and advocacy with critical stakeholders of the program to increase the utility function of the evaluations. The final dissemination product may include case studies, briefs, synthesis, PowerPoint presentation, etc.

evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e., exit) debriefing presentation and evaluation report in line with DEQAS.

84. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s). All team members are expected to demonstrate the ability to be culturally sensitive and respectful in the communication and attitude throughout the evaluations towards WFP's internal and external stakeholders.
85. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the TOR. At least two team members should have experience in conducting evaluation exercises for WFP-implemented programs funded by McGovern-Dole.
86. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition

5.3. ROLES AND RESPONSIBILITIES

87. The WFP CO Management

- Assign an evaluation manager for the evaluation for the McGovern-Dole 2022-2027 program evaluations
 - 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 per evaluation, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.
88. 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.
 89. 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 Country Director will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by program implementers.
 90. **An evaluation reference group (ERG)** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, WFP Headquarters divisions, USDA, 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.

91. **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.
 - 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.
92. **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.
93. **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.
94. The Evaluation Team will be expected to deliver the three evaluations as outlined by the ToR and agreed during inception. The Evaluation Team is expected to hire a local point-person that will be able to schedule and set up all necessary meetings needed for data collection and arrange all necessary logistics independently.

5.4. SECURITY CONSIDERATIONS

95. **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. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE) available at <https://training.dss.un.org/thematicarea/category?id=6>
- 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

96. 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
92. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.
93. Based on the stakeholder analysis, the communication and knowledge management plan (in Annex 7: Communication and Knowledge Management Plan) 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.

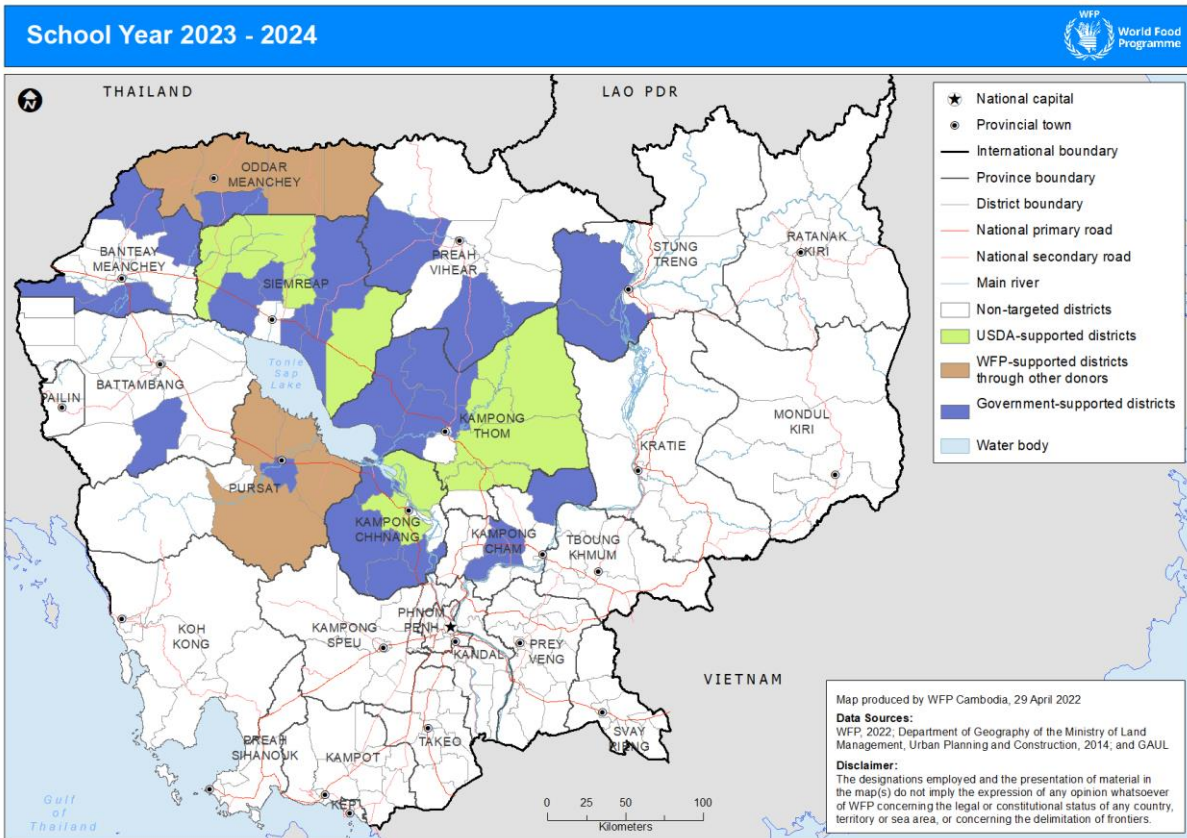
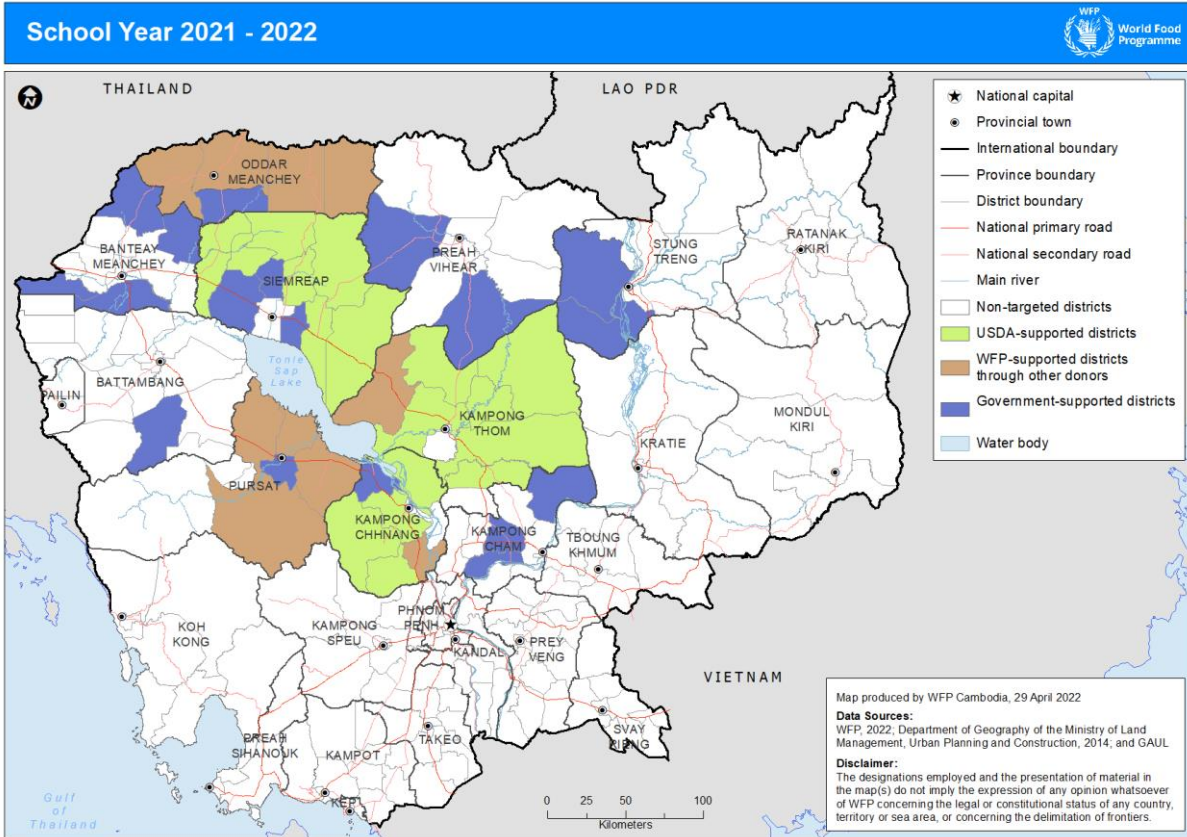
94. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. 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.
95. All final versions of international food assistance evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: www.section508.gov/create/documents and www.section508.gov/create/pdfs

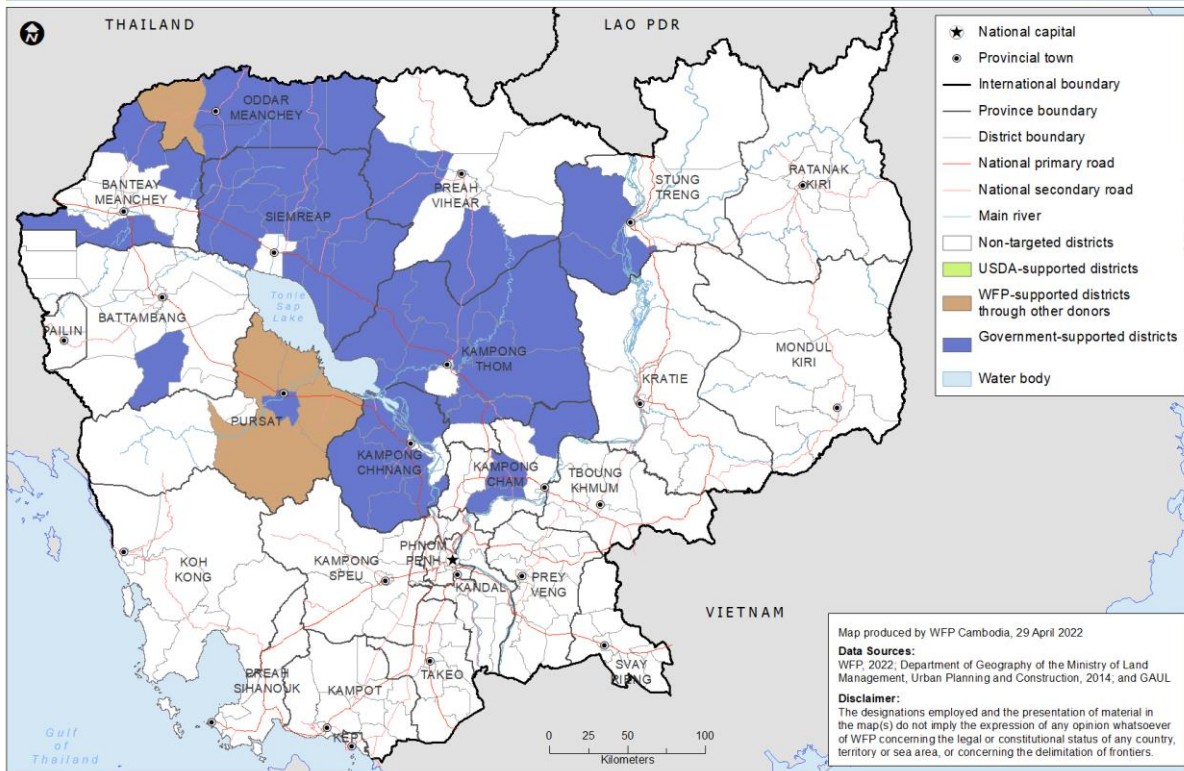
5.6. BUDGET

96. Funding Source: The baseline study, mid-term evaluation and endline evaluation will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole 2022-2027 grant.
97. 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 8. Detailed Timeline indicates the anticipated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation, the service provider will:
 - Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
 - Hire and supervise any and all technical and administrative assistance required (including in-country).
 - The final budget and handling will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
 - Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP
98. Please send any queries to Sunwoo Julie Byun, M&E officer: sunwoo.byun@wfp.org

Annexes

Annex 1: Map





Annex 2: Program Theory of Change

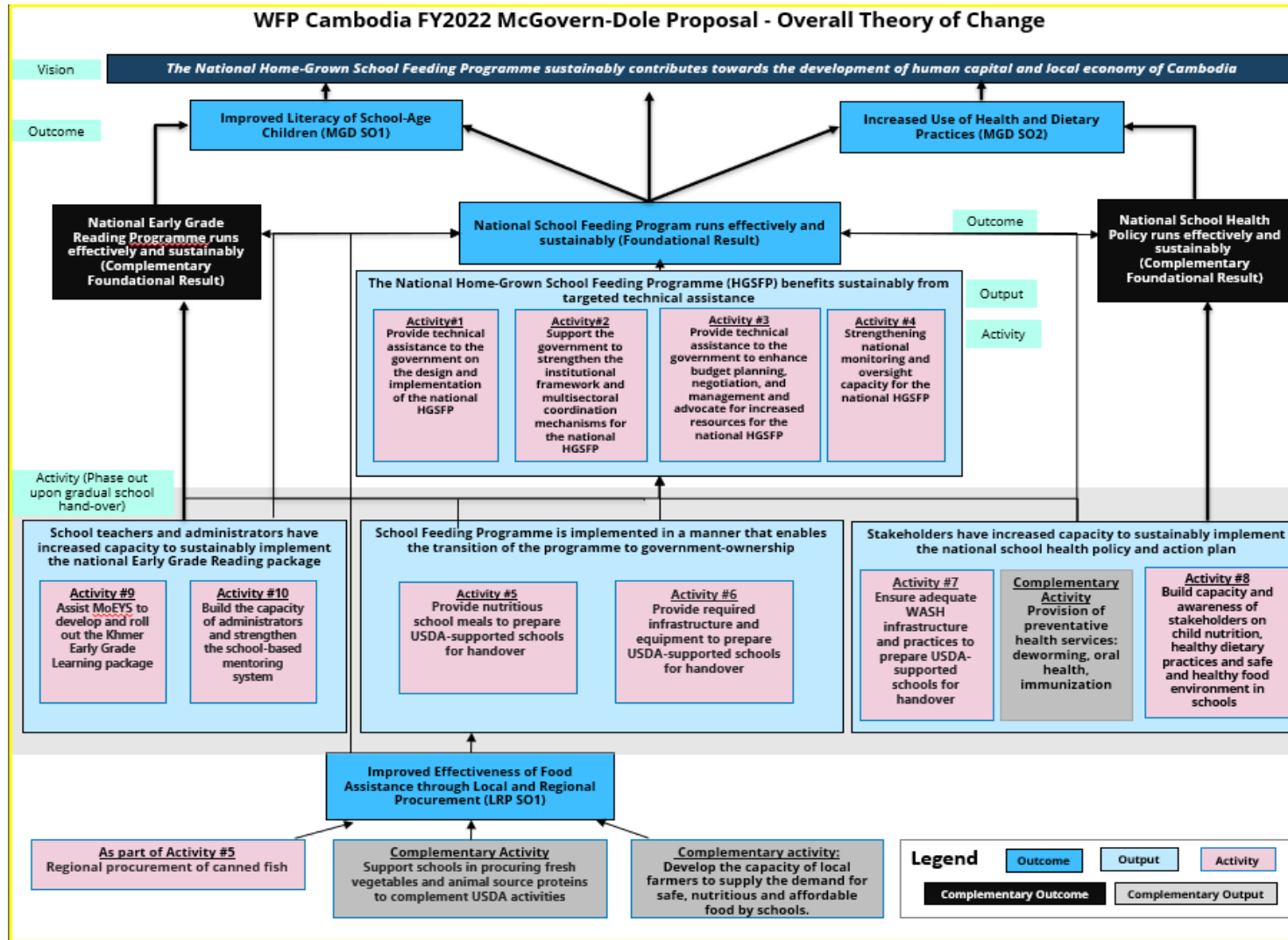
Long-term vision

The National Home-Grown School Feeding Programme sustainably contributes towards the development of human capital and local economy of Cambodia

MGD Strategic Objectives	MGD SO1: Improved Literacy of School-Age Children		MGD SO2: Increased Use of Health and Dietary Practices	
National priorities	National early grade reading program runs effectively and sustainably	National School Feeding Program runs effectively and sustainably		School Health Policy runs effectively and sustainably
Selected Outcomes	MGD 1.1: Improved Quality of Literacy Instruction	MGD FOUNDATIONAL RESULTS		MGD 2.3: Increased Knowledge of Nutrition MGD 2.4: Increased Access to Clean Water and Sanitation Services
Activities	Literacy promotion and teacher training	Capacity strengthening for the national school feeding program	Preparing schools for handover	Health and nutrition promotion and teacher training
Program pillars	Early grade learning	School feeding	Value chains	Nutrition and WASH

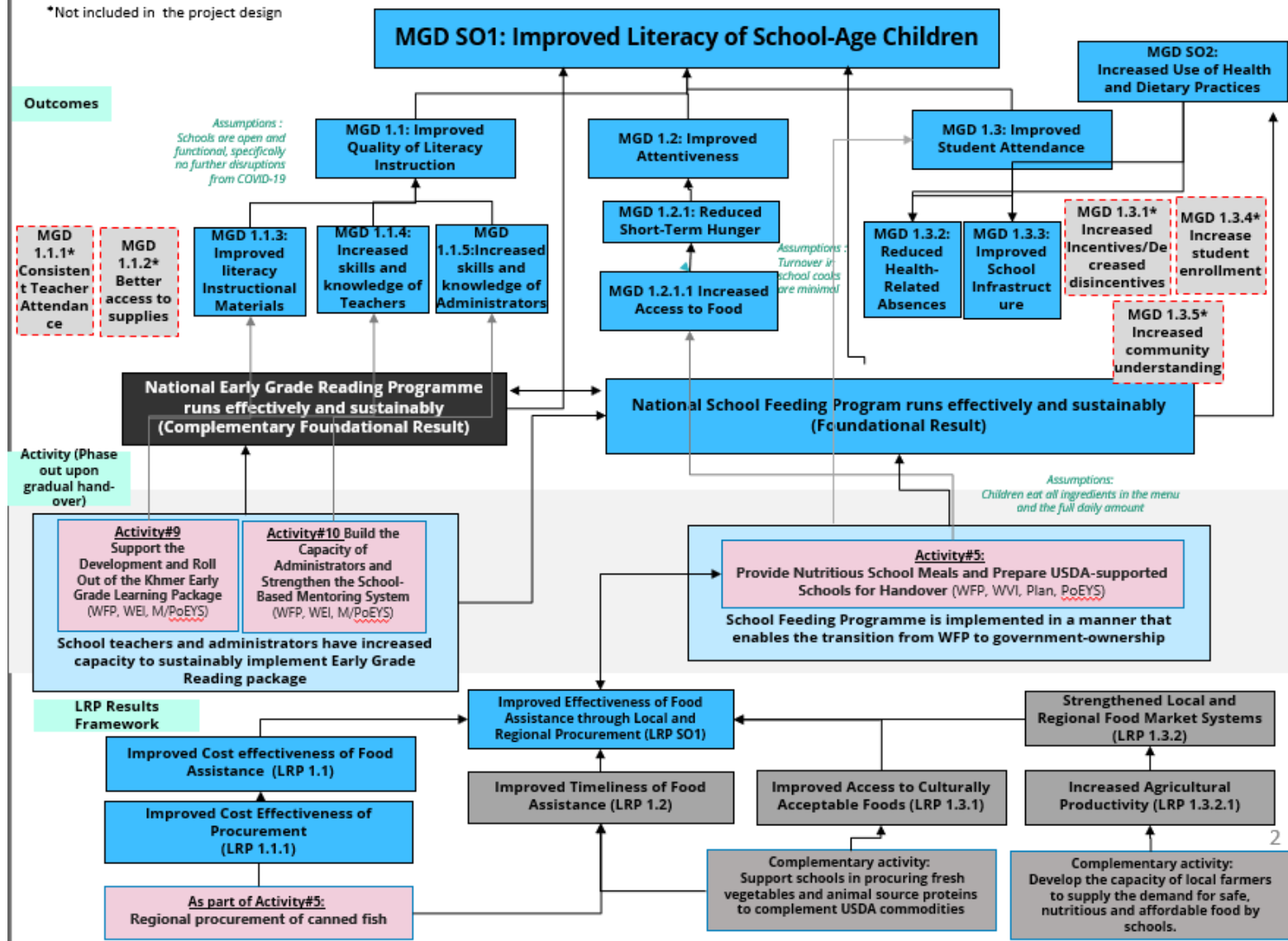
Complementary funding

Annex 3: Results Framework

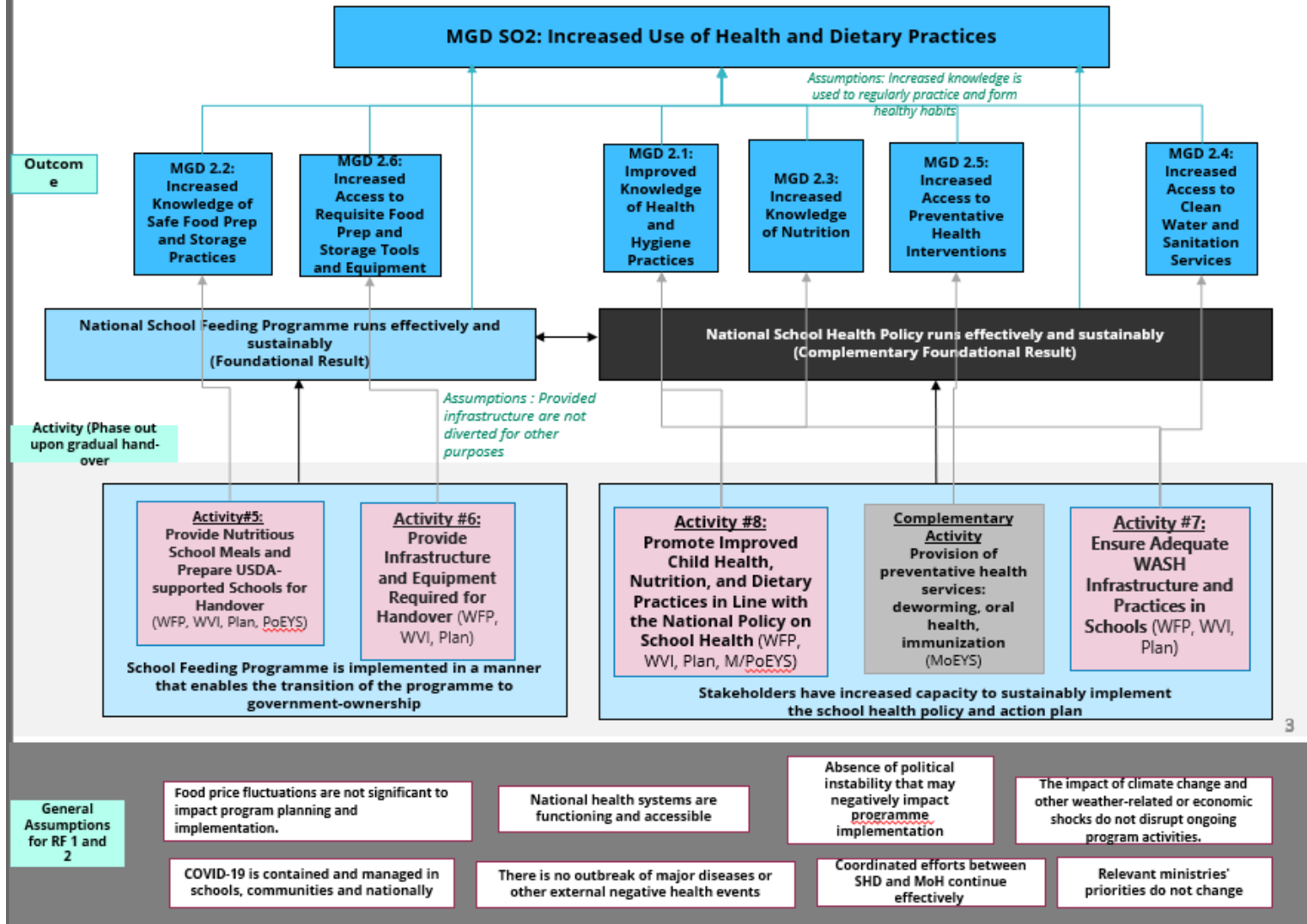


WFP Cambodia FY2022 McGovern-Dole Proposal: Results Framework #1

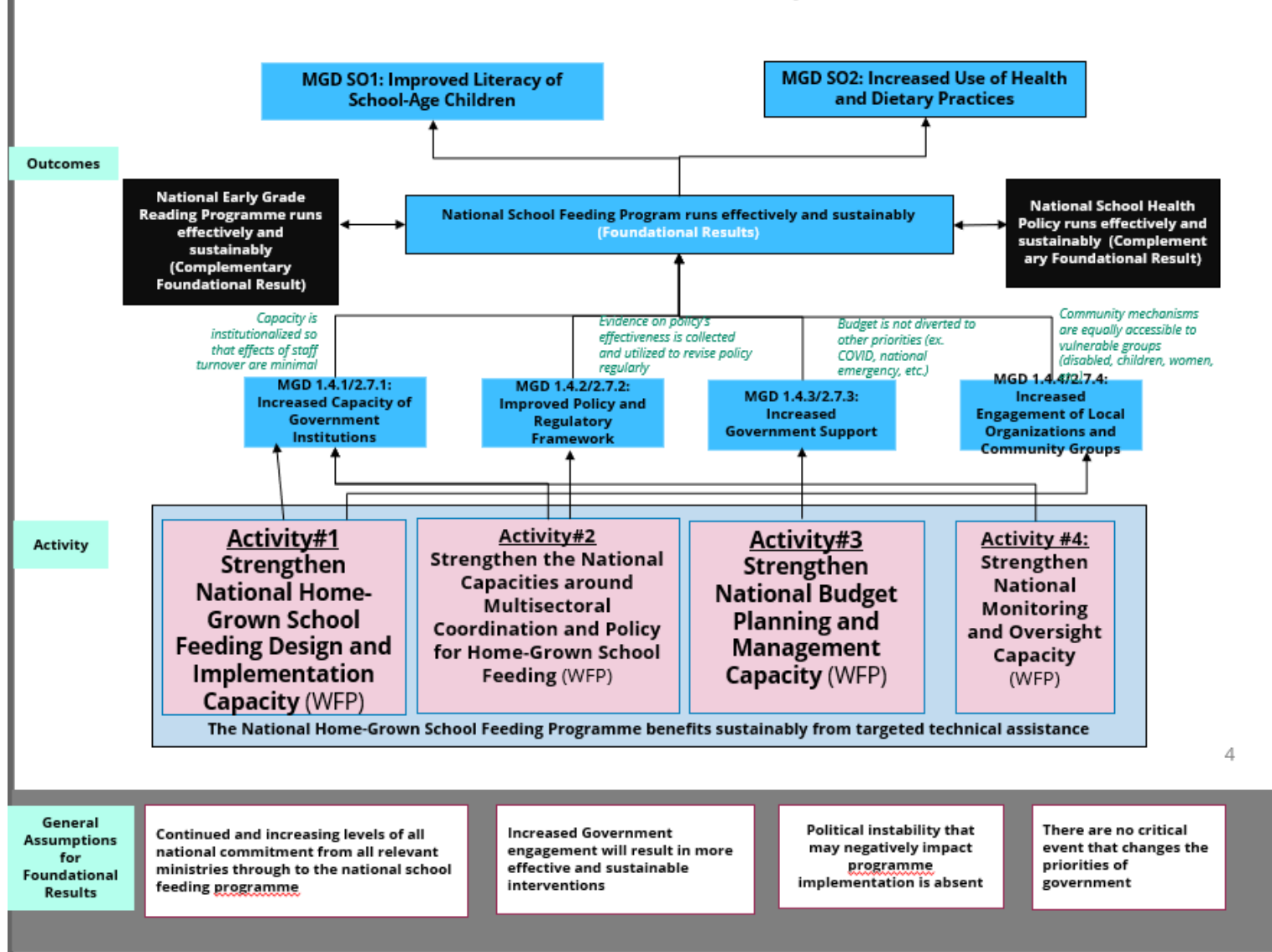
*Not included in the project design



WFP Cambodia FY2022 McGovern-Dole Proposal: Results Framework #2



WFP Cambodia FY2022 McGovern-Dole Proposal: *Foundational Results*



Annex 4: Logical Framework

[McGovern-Dole Logical Framework MASTER.xlsx](#)

Annex 5: 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.

According to the Country Office Memorandum (WFP/CAM/21), "Evaluation Committee for Decentralised Evaluations", the following are the members of the Evaluation Committee for the McGovern Dole 2022-2027 Program.

WFP Cambodia Country Office:

USDA McGovern-Dole
<ol style="list-style-type: none">1. Claire CONAN, Country Director: Chair, at claire.conan@wfp.org2. Julie SunWoo Byun, M&E officer; as Evaluation manager; at sunwoo.byun@wfp.org3. Benjamin Scholz, Head of RAM; benjamin.scholz@wfp.org4. Bunthang Chhe, Programme Policy Officer (M&E); as technical officer; at thang.bun@wfp.org5. Kannitha Kong, Programme Policy Officer (education); at kannitha.kong@wfp.org6. Annalisa Noak, Programme Policy Officer (nutrition and foods systems); at Annalisa.noak@wfp.org7. Nisith Um, head of Field Operations at nisith.um@wfp.org8. Sokheng Leng, Procurement officer; Sokheng.leng@wfp.org

WFP Regional Bureau and Headquarter:

USDA McGovern-Dole
<ol style="list-style-type: none">9. Mari Honjo; Regional Evaluation Officer at mari.honjo@wfp.org

Annex 6: 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.

Membership of the Evaluation Reference Group

Country office
<ul style="list-style-type: none">• Fumitsugu Tosu, Head of Programme (SO Lead): Chair, at fumitsugu.tosu@wfp.org• Julie SunWoo Byun, M&E officer; as Evaluation manager; at Sunwoo.byun@wfp.org• Bunthang Chhe, Programme Policy Officer (M&E); as technical officer; at thang.bun@wfp.org• Benjamin Scholz, Head of RAM; at Benjamin.scholz@wfp.org• Yohan Chambaud, Programme Officer (education); at yohan.chambaud@wfp.org• Sokunvatanak Sek, Programme Support Assistant; at sokunvatanak.sek@wfp.org• Nisith Um, head of Field Operations at nisith.um@wfp.org• Yav Long, Programme Policy Officer (VAM); at yav.long@wfp.org• Jyoti Felix, Programme Policy Officer (Nutrition); at jyoti.felix@wfp.org• Sanramith Sam, Accountability and Inclusion officer; at Sanramith.sam@wfp.org
Regional Bureau (RBB)
<ul style="list-style-type: none">• Mari Honjo; Regional Evaluation Officer at mari.honjo@wfp.org• Sophia Dunn; Regional School Feeding Programme Policy Consultant; at sophie.dunn@wfp.org
Headquarter (HQ)
<ul style="list-style-type: none">• Anna Hamilton, Evaluation Officer - School based Programme, anna.hamilton@wfp.org
Government
<ul style="list-style-type: none">• H.E. San Vathana, Under Secretary of State, MoEYS; at san.vathana@MoEYS.gov.kh• H.E. Put Samith, Director General, MoEYS; at put.samith@MoEYS.gov.kh• H.E. Chan Sophea, Director, MoEYS; at chansopheaped@gmail.com• Mr. Ven Thol, Deputy Director, MoEYS; at venthol16@gmail.com
Cooperating Partners
<ul style="list-style-type: none">• World Vision: Ravuth at Lyna_nga@wvi.org• Plan International : TBD• World Education International : TBD
Donor – USDA
<ul style="list-style-type: none">• Lisa Bennett (Lisa.Bennett@usda.gov)• Bobbi Kraham (Bobbi.Kraham@usda.gov).

Annex 7: Communication and Knowledge Management Plan

1. Approved evaluation reports will be made publicly available by WFP and USDA 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
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
Annual Corporate Reporting	Annually	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 8. Detailed Timeline

Indicative timeline	Phases	Led by
BASELINE STUDY		
INCEPTION PHASE FOR OVERALL EVALUATION		
May 1	Provision of the data/electronic library to the Evaluation Team	EM
May 1	Evaluation team orientation and provide inception report format	EM
May 1-12	Finalise evaluation design through consultative inception stage	ET
May 15-26	Draft and submission of inception report	ET
May 29 – June 12	Review by DEQs, ERG, EC	EM
June 13-16	Revision and submission of final inception report	ET
DATA COLLECTION²⁶		
June 2023 ²⁷	SABER-SF initial workshop	ET
June 19- July 7	Desk Review ²⁸ and qualitative data ²⁹ collection	ET
July 10	Debrief with WFP on preliminary findings	ET
ANALYSIS AND REPORT WRITING		
July 11-29	Prepare baseline study report draft and submission	ET
Aug 1-17	Review by DEQs, ERG, EC	EM
Aug 18-31	Revision and submission of second draft	ET

²⁶ The data collection stage for the baseline study may be conducted remotely, depending on the final agreed design at inception

²⁷ Subject to change based on the agreed date with the government

²⁸ The quantitative results from the McGovern-Dole 2019-2023 endline will be available by the first week of July

Sept 1-23	Review by USDA	USDA
Sept-26-30	Finalization and submission of final report	ET
Oct-Dec 2023 ³⁰	Literacy indicator ³¹ will be baselined for grade 3 and 2 students in Siem Reap and Kampong Thom ³² .	WEI
MID-TERM EVALUATION³³		
PREPARATION AND INCEPTION STAGE		
April 2025	Preparation call	EM
	Evaluation team orientation	EM
	Finalise evaluation design through consultative inception stage	ET
	Draft and submission of inception report	ET
	Review by DEQs, ERG, EC	EM
	Revision and submission of final inception report	ET
IN-COUNTRY DATA COLLECTION		
June 2025	Briefing of evaluation team at CO	EM
	Data collection	ET
	Debriefing of evaluation team at CO	ET
	Participation of SABER annual review ³⁴	ET
ANALYSIS AND REPORT WRITING		
July-August 2025	Prepare report draft and submission	ET
	Review by DEQs, ERG, EC	EM
	Revision and submission of second draft	ET
	Review by USDA	USDA
	Finalization and submission of final report	ET

³⁰ As discussed in Section 4.4. Methodology, literacy assessment using EGRA must be conducted at the end of the school year as results may vary widely depending on when the assessment is conducted. Therefore, EGRA assessment will follow a separate evaluation timeline.

³¹ "Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (by grade, by gender)"

³² Literacy indicators are monitored and evaluated by WEI as described in paragraph 50. The evaluation report on grade 2 and 3 literacy assessment (EGRA) will be developed by WEI and submitted. The Evaluation Team is expected to incorporate results from WEI's report into the midterm evaluation report.

³³ Approximate number of days needed for each stage at midterm and final evaluation is the same as baseline

³⁴ The date of SABER annual reviews are subject to change based on the government's decision

Oct-Dec 2025 ³⁵	Literacy indicator ³⁶ will be evaluated (against baseline from 2023) for literacy performance of grade 3, 2 students in Siem Reap and Kampong Thom ³⁷ .	WEI
DISSEMINATION		
September 2025	Dissemination products developed	ET
FINAL EVALUATION		
PREPARATION AND INCEPTION STAGE		
April – May 2027	Preparation call	EM
	Evaluation team orientation	EM
	Finalise evaluation design through consultative inception stage	ET
	Draft and submission of inception report	ET
	Review by DEQs, ERG, EC	EM
	Revision and submission of final inception report	ET
IN-COUNTRY DATA COLLECTION		
June 2027	Briefing of evaluation team at CO	EM
	Data collection	ET
	Debriefing of evaluation team at CO	ET
	Participation of SABER annual review ³⁸	ET
ANALYSIS AND REPORT WRITING		
July-August 2027	Prepare report draft and submission	ET
	Review by DEQs, ERG, EC	EM
	Revision and submission of second draft	ET
	Review by USDA	USDA
	Finalization and submission of final report	ET
IN-COUNTRY DISSEMINATION		

³⁵ As discussed in Section 4.4. Methodology, literacy assessment using EGRA must be conducted at the end of the school year as results may vary widely depending on when the assessment is conducted. Therefore, EGRA assessment will follow a separate evaluation timeline.

³⁶ “Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (by grade, by gender)”

³⁷ Literacy indicators are monitored and evaluated by WEI as described in paragraph 50. The evaluation report on grade 2 and 3 literacy assessment (EGRA) will be developed by WEI and submitted. The Evaluation Team is expected to incorporate results from WEI’s report into the final evaluation report.

³⁸ The date of SABER annual reviews are subject to change based on the government’s decision

September 2027	Develop dissemination products	ET
	Present evidence in external dissemination workshop	ET leader

Annex 9. Deliverables

The following deliverables will be submitted:

- 1) Draft and final inception reports with performance indicators annex. The inception reports will provide detailed workplan, quality assurance plan and data collection tools
- 2) Final evaluation report
- 3) Final cleaned data sets
- 4) A 2–3-page stand-alone brief describing the evaluation design, key findings and other relevant considerations.
- 5) Presentation of evaluation

Annex 10. List of Documents/Data available

The following are list of documents available for desk review at the preparation stage of the evaluations.

Title
USDA McGovern-Dole International Food for Education and Child Nutrition Program 2023-2027 Project Design Documents, Agreement
Cambodia Country Portfolio Evaluation Reports, 2011-2017, 2018 (Transitional Interim Country Strategic Plan), 2019-2023 (Draft)
Baseline, Midterm, and Endline evaluation reports of the USDA McGovern-Dole FFE Programme, 2017-2019, including survey tools and data set
Baseline, Midterm evaluation reports of the USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023, including survey tools and data set
Quantitative results, Endline evaluation of the USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023
Baseline evaluation report of literacy outcome for USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023
USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023, - all Project Semi-Annual, Annual reports, monitoring data set
Take-home ration Post-Distribution Monitoring reports and data set
School Nutrition SBCC KAP survey result and dataset (2022)
School Feeding Programme Outcome Monitoring results and data set (2022)
Cambodia school feeding evaluation findings 2010-2020
Joint Transition Strategy Towards A nationally owned Home-Grown School Feeding Programme Phase 1: 2022-2025.
Sub-Decree on Home Grown School Feeding Programme Implementation (2023)
National Home Grown School Feeding Policy (draft)
National Home Grown School Feeding Monitoring and Evaluations Framework (draft)
National Home Grown School Feeding Operational Guideline (draft)
School Assessment Study Report, 2019-2020
School Feeding Roadmap between WFP and MoEYS (signed in May 2015)
HGSF suppliers' consultation findings – Feb 2022
Guideline on Food Safety in Schools-May 2019
Midterm Strategic review of the NSFSN, 2014-2018 (Progress inventory 2016, situation update 2017, & strategic directions towards 2030).
Take-home ration (THR) lesson learnt report (During Covid-19)
Home Grown School Feeding Programme Gender-Action Research in Cambodia (2021)
Successes and Challenges of Implementing USDA McGovern-Dole Funded Food for Education Programmes in the Asia/Pacific Region (A review of key findings from WFP programme Evaluations in Bangladesh, Cambodia, Lao PDR, and Nepal during 2013-2018)
Cambodia Market and Sector Monitoring Update (monthly, results)
Cambodian Rice Landscape Analysis Generic (2019)

Fill Nutrition Gap Cambodia
Micronutrient challenges and solutions (2019)
Leave No One Behind Analysis Cambodia
Anthropological WFP Cambodia summary report FINAL
Celebrating the continued transition of school feeding programme in Cambodia. (2022)
COVID-19 Socio-economic impact assessment (Wave 1-4)
Cambodia CSP COVID-19 adjustments and response
State of School Feeding Worldwide (2021)
UN Cambodia framework for the immediate socio-economic response to COVID-19 AUGUST 2020
Ministry of Planning (2022) Cambodian Sustainable Development Goals (CSDGs) 2016-2030 Revised List of Targets and Indicators by Goals
UN Cambodia framework for the immediate socio-economic response to COVID-19
Royal Government of Cambodia Demographic and Health Survey 2021-2022 Key Indicators Report (2022)
Royal Government of Cambodia Education Strategic Plan 2019-2023. Ministry of Education, Youth and Sport (2019)
Royal Government of Cambodia General Population Census of the Kingdom of Cambodia 2019: National Report - Final Census Results. Ministry of Planning, Phnom Penh (2020)
Royal Government of Cambodia. Identification of Poor Households Programme in Cambodia. Department of Identification of Poor Households.
Royal Government of Cambodia (2018) Rectangular Strategy for Growth, Employment, Equity and Efficiency. Phase IV of the Sixth Legislature of the National Assembly

Annex 11. Acronyms

ASEAN	Associate of Southeast Asian Nations
BMI	Body Mass Index
CARD	Council for Agriculture and Rural Development
CD	Country Director
CDHS	Cambodia Demographic Health Survey
CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
EM	Evaluation Manager
FAD	Food Assistance Division
FFE	Food for Education
GGI	Gender Gap Index
HQ	Headquarters
IEC	Internal Evaluation Committee
LDC	Least Developed Country
LMIC	Lower Middle Income Country
LRP	Local and Regional Procurement
MAFF	Ministry of Agriculture, Forestry and Fisheries
MDG	-Millennium Development Goal
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
MoWA	Ministry of Women's Affairs
OEV	Office of Evaluation
RGC	Royal Government of Cambodia
ERG	Evaluation Reference Group
SDG	Sustainable Development Goals
USDA	United States Department of Agriculture
TOR	Terms of Reference
WFP	World Food Programme

WFP Cambodia

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

World Food Programme

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