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DECENTRALIZED EVALUATION FOR EVIDENCE-BASED DECISION MAKING

Decentralized Evaluation

**Endline Evaluation of United States Department of Agriculture (USDA)
McGovern-Dole Grant Food for Education Programme for WFP Cambodia
FY 2017-2019**

FINAL Evaluation Report: Volume 2 - Annexes

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Annex 1: Evaluation Terms of Reference

Introduction

These Terms of Reference (TOR) are for the evaluation of United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme supported school feeding activities in Cambodia. The activity evaluation is commissioned by WFP Country Office (WFP Cambodia CO) and will cover the period from September 2017 to August 2019.

These TOR were prepared by the WFP Cambodia CO based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is to provide key learning themes, programme scope, and other key information which can guide evaluation team to come with appropriate proposal for conducting the evaluation. Additionally, the purpose is to involve stakeholders early on, keep them informed of progress, and provide opportunities for inputs to secure their support and commitment.

The evaluation process within WFP will be managed by an evaluation manager (WFP - EM) appointed by the WFP Cambodia Country Office (CO) who will be the main focal point for day to day contact during the evaluation period. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager.

This evaluation will provide an evidence-based, independent assessment of the results of the programme to enable WFP-Cambodia, government and Cooperating Partners (CPs) to demonstrate results and learning to feed into future programmes in particular the government led and managed School Feeding Programme (SFP) while also making it possible to quantify the impacts of the programme.

Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

Rationale

The evaluation is being commissioned for the following reasons:

- The WFP Cambodia CO is commissioning an endline evaluation for the FY 2017-2019 McGovern-Dole supported WFP Education Support activities in Cambodia to assess the performance of programme operations and associated interventions for the purposes of accountability and learning for programme strengthening.
- This endline evaluation will also fulfil a requirement of the McGovern-Dole funded projects by critically and objectively evaluating the results of the FY 2017-2019 school feeding programme. The SY 2018/2019 evaluation will also determine whether recommendations made during the baseline survey and the mid-term review were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

Objectives

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. This evaluation is conducted for accountability purposes to USDA as a donor while having a learning purpose for WFP, partners – including government and other stakeholders to feed into future programme design and also for the key government counterpart the Ministry of Education, Youth and Sport (MoEYS) to take forward as they assume full management of the school feeding programme.

- **Accountability** – The evaluation will assess and report on the performance and results of the McGovern-Dole funded activities during the funding period.
- **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems

For learning, the final evaluation is to critically and objectively review and take stock of the program participant's implementation experience and the implementing environment. For accountability, the evaluation is to assess whether targeted beneficiaries have received services as expected, assess whether the project is on track to meeting

its stated goals and objectives, evaluate the results frameworks and assumptions, and discuss necessary for future programme managements and designs modelled for government owned SFP.

Stakeholders and Users

A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.

Accountability to affected populations, is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s work. As such, WFP is committed to ensuring gender equality and women’s empowerment (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups through individual interview and group discussion with teachers and students as part of field survey.

The primary users of this evaluation are detailed in table one below.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Cambodia	The WFP Cambodia country office has direct stake in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships, scaling up of activities or interventions
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, programme support, and oversight. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP School Feeding and Nutrition Units HQ	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons 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 decentralized 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 programmes. This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.

Government (MoEYS, MEF, MoH other)	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. MoEYS might use evaluation findings for decision making related to programme implementation and/or design, country strategy and partnerships. MoH, MAFF and CARD might also use these findings for their learning and implementation of programmes in the future.
UN Country team	The UNCT's harmonized action should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
NGOs: WV, Plan and WEI	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 programmes. USDA will use evaluation findings to inform project strategy, results frameworks, and critical assumptions.
Other education, nutrition and social protection partners and stakeholders 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.

Context

Current economic growth has allowed Cambodia to attain lower-middle-income country (LMIC) status, with GDP per capita reaching USD 1,159¹. Over the past two decades, Cambodia has seen a significant decline in poverty rate, from 50 percent in 1992 to 13.5 percent in 2014². Ranked 146 out of 189 countries on the UNDP 2017 Human Development Index, Cambodia's growth is expected to remain robust at around seven percent, driven by solid performances in garment manufacture, construction, tourism, and production of food and cash crops. Cambodia achieved the World Bank's LMIC status in mid-2016, though it is recognized that human capital development and economic sustainability lag behind, thus delaying the graduation from the UN's least developed country (LDC) rating.

Despite economic growth and current development in urban areas, rural development lags behind. Rural communities, which make up 79 percent of the population, account or most of the country's poor³. A significant proportion of Cambodians lives on the brink of poverty; it has been estimated that losing just USD 0.30 a day per person in income would double the poverty rate⁴. This means that natural hazards such as storms, floods, droughts or serious illness could cause profound setbacks to fragile livelihoods.

Food poverty reduced from 20 percent in 1993 to 4.1 percent in 2010 and zero in 2014, surpassing Cambodia's Millennium Development Goal (MDG) 1 target. However, the newly proposed Sustainable Development Goal (SDG) indicators, undernourishment and dietary diversity, suggest that 14 percent of households continued to consume less than the minimum dietary energy requirement while 11.6 percent had inadequate dietary diversity⁵. Thus, work remains to be done to end food insecurity and hunger for all.

The 2014 Cambodia Demographic Health Survey (CDHS) found that the stunting rate fell from 49.2 percent in 2010 to 32.4 percent in 2014; approximately half a million Cambodian children under five are stunted while wasting remains unacceptably high at 9.6 percent. While micronutrient deficiencies appear to be reducing, iodine deficiency in

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

2 MoP. Poverty Estimate in 2014 in Cambodia

3 Cambodia Inter-Censal Population Survey, 2013

4 WB Policy Note on Poverty Monitoring and Analysis, October 2013

5 Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning

increasing, which impacts growth and cognitive development. Two out of three children aged 6-23 months do not have access to timely, appropriate, nutritionally adequate and safe complementary food. Total mortality rate of children under five is 35 per 1,000 live births of which malnutrition contributes 12.25 percent. It is important to note that while under-nutrition continues to play an important role in determining population wellness and productivity, over-nutrition is on the rise; while 14 percent of women between 15 and 49 years of age have a body mass index (BMI) below 18.5 (thin), 18 percent are overweight (BMI>25). This double burden is indicative of economic shifts and predicts greater challenges in future, including those associated with non-communicable diseases, unless addressed in a timely manner.

The Royal Government of Cambodia is very committed to improving educational standards while aiming to embed programmes supported by development partners, such as the school meals and take-home rations, within its national strategies. The national decentralization and deconcentration reforms, place greater responsibility with subnational authorities to take ownership of planning and delivery of basic services, including education. The roles of commune councils and community committees are also closely tied into this. Further, the introduction of greater social accountability, aims to mobilize communities as active participants in local social and economic development. In education, Cambodia has made good strides in improving primary education programs in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 97.7 percent in 2016-2017. Dropout is pervasive in some regions, particularly towards the end of the primary school cycle as students become more likely to leave school rather than repeat a year; though not captured at aggregate level, attendance and absenteeism are of particular concern. Available national statistics don't show substantial differences between boys and girls Particularly at primary school level where gender at national level in school year 2017-18 is composed of 52% for boys and 48% for girls. The percentage of gender composition is also the same for urban and rural area. The ASEAN integration in 2015 and the desire of Cambodia to be a middle-income country by 2030 require Cambodia to invest in its physical and human capital and adopt reforms to enable sustained and inclusive growth.

Under MoEYS, USAID is currently implementing its new education strategy (2016-21), with a focus on improving early grade reading through their partners including Kampuchea Action for Primary Education (KAPE) and World Education International (WEI). WFP through KAPE and World Education International (WEI), will work closely with USAID and UNICEF to support early grade reading programme under the national education strategy and child friendly school policy framework. GIZ is working closely with school health department to support food safety and health in schools under a newly endorsed national school health policy. WFP is also working closely with Plan International, who works in the area of education, and World Vision, who work in the area of community development including education, to support MoEYS at national and subnational to provide SMP and THR which is under the national social protection strategy framework. The collaboration is also formed to provide infrastructure building and/or rehabilitation and other school support intervention.

School feeding programme is a major component of the ongoing WFP Cambodia's Country Strategic Plan (CSP), and currently implementing in 8 out of the Cambodia's 26 provinces. The programme in school year 2018-19 provides multiple food assistance modalities including school meals (SMP) benefiting 277,400 including 136,000 girls, and food take home rations (THR) benefiting 8,400 including 4,750 girls while cash scholarships were phased-out in 2018. A Home-Grown School Feeding (HGSF) model is being implemented in almost 300 schools under the SMP, utilizing locally procured commodities. A daily school meal (breakfast) is provided to all pre-and primary children attending morning classes, aimed to encourage student's enrolment, attendance and completion of their primary education, and also to reduce short-term hunger and improve their concentration in the classroom. Food scholarships or take-home ration is provided to the poor children in grade 4 to 6, aimed to further facilitate their progression in grades 4 to 6 and provide more equitable access to the Government's scholarship programme for the poor in grade 7 to 9.

The Persistent gender inequality is measured in the Gender Inequality Index; Cambodia ranks 93 out of 149 countries on the Global Gender Gap Index 2018⁶. However, women are increasingly income generators, migrating from rural areas to urban areas to work or starting small businesses from their homes. The number of women having primary occupation in the private sector is higher than men in many provinces⁷, particularly in the garment sector. Women are typically employed at lower levels and paid less. It is estimated that on average women are paid thirty percent less than men on commensurate work⁸.

⁶ Human Development Report, 2015, UNDP

⁷ Commune Database 2013, Ministry of Planning

⁸ CSO report on Cambodian gender issues. 2009

Subject of the Evaluation

WFP's FY2017-2019 McGovern-Dole Programme of US\$15 million grant implements a school meals (SMP), Hybrid Home Grown School Feeding programme (HGSF), food take home rations (THR) modalities and also supports complementary activities focused on improving literacy, and health and dietary practices in three of the eight WFP-supported provinces in the country: Siem Reap, Battambang and Kampong Thom. The hybrid HGSF model is being implemented by utilizing locally procured commodities to complete USDA supported food commodity. The SMP and the HGSF cover 585 schools and benefits to 150,600 children including 73,000 girls while THR, which prioritize girls in areas where gender gap is high, covers 433 schools and benefits 8,400 children including 4,750 girls.

The Government of the United States of America, through the USDA McGovern-Dole Program, has been a trusted partner of the World Food Programme in Cambodia, dating back to 2001. Since its inception, this partnership has ensured that more than 3.6 million children have benefited from School Feeding Programmes.

The 2017-2019 McGovern-Dole funded operation is a continuance of the 2013-2016 McGovern-Dole Program; implemented by WFP in partnership with World Education, KAPE, PLAN International, World Vision and Government ministries; covering the same provinces in Kampong Thom, Siem Reap and Battambang; and continuing the SMP programme in largely the same schools while discontinuing THR in Battambang from school year 2017-18 (please modalities of programme in different school years on map in annex 1) . The approach and transfer, under these grants, is largely the same with some schools receiving the SMP, some schools receiving the THR Programme and other schools receiving both programmes, depending on the detailed targeting criteria within WFP, which will be available for the evaluation team during inception phase if needed. WFP anticipates a full handover of THR schools and a gradual handover of SMP schools to Government in the years after the end of the 2017-2019 grant of 15 million USD; hence, the current grant is focussing strongly on the Government's programme management and accelerate of handing over of these programme responsibilities to the Government. Additionally, the current grant is focused on partnership to achieve maximum impact, with a particularly strong focus on literacy improvements, especially among the grade 1 and 2 students whereas the previous round funding focussed on literacy of grade 6 students.

Recognizing the importance of sustainability of the school feeding programme moving forward, WFP's overarching vision is to oversee the transition from a WFP-led school feeding programme in Cambodia to a government-led programme by 2021, as outlined in the School Feeding Roadmap which was agreed and signed between WFP and the Ministry of Education, Youth and Sports (MoEYS) in May 2015. WFP's strategy is to utilize MGD commodities and capacity building funds to increase the readiness of MoEYS, preparing them for adopting the SMP and absorbing the THR beneficiaries into the national cash scholarship programme.

As with previous cycle grants, the FY 2017-2019 McGovern Dole funded operation also requires undertaking a baseline survey, mid-term review and final evaluation. The baseline survey and mid-term review were conducted in 2017 and 2018 respectively, and the final evaluation will be conducted in 2019 with indicative date for each evaluation activities in annex 2: Evaluation schedule. The recommendations made during the baseline and mid-term were taken on and support activities have been adjusted or developed as manifest in management response. As in 2.3, the reports were shared with all user for their learning including decision making. The evaluation process within WFP will be managed by an evaluation manager appointed by the WFP Cambodia CO who will be the main focal point for day to day contact during the evaluation period with technical support and oversight from regional bureau. An external firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager.

The USDA-McGovern-Dole International Food for Education and Child Nutrition Program has two strategic objectives (as per the results framework outlined in Annex 10): Improved literacy of school-age children and increased use of health and dietary practices. To support literacy objective, a range of activities are designed to produce intermediate results of improving student attendance, quality of literacy instruction, and attentiveness. Similar to literacy, to support health and dietary practice objective, a range of activities are conducted to produce intermediate results of Improved Knowledge of Health and Hygiene Practices, Increased Knowledge of Safe Food Prep and Storage Practices, Increased Knowledge of Nutrition, Increased Access to Clean Water and Sanitation Services, Increased Access to Preventative Health Interventions and Increased Access to Requisite Food Prep and Storage Tools and Equipment.

Evaluation Approach

Scope

The 2017-2019 endline evaluation will cover the WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Programme FFE-442-2016/015-00, including all activities and processes related to their formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the

evaluation questions. This evaluation, commissioned by the WFP Cambodia Country Office, will cover three school feeding years⁹ of implementation of the McGovern-Dole funded operation for FY 2017-2019. The final evaluation will assess the impact of the program against the two strategic objectives: improve the literacy of school-age children and increase the use of improved health and dietary practices

The final evaluation will assess progress from the beginning of the project period (referencing baseline and mid-term results) and will document lessons learned; assess relevance, effectiveness, efficiency, impact and sustainability efforts to date; and discuss and recommend for future programme. As such, the evaluation is focused on outcome and output results and their affecting factors, partnerships, implementation arrangements and systems, national ownership readiness, programme and information management approach, and community engagement.

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

Evaluation Criteria and Questions

Evaluation Criteria: Following the MTR evaluation criteria, the evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, Sustainability¹⁰. The selected criteria are well aligned with criteria agreed by McGovern-Dole in Table 2 and set in evaluation plan i.e., relevance is aligned with appropriateness; effectiveness, efficiency and impact are aligned with results of the programme; and sustainability is aligned with “Why and how the operation produced the observed results” and “Sustainability of the project moving forward”. The evaluation should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design, and whether the object has been guided by WFP and system-wide objectives on GEEW. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.

Evaluation Questions: Aligned with the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the USDA McGovern Dole Grants FFE, which could inform future strategic and operational decisions.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Appropriateness	<p>Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities were:</p> <p>Appropriate to the needs of the target population on both females and males;</p> <p>Aligned with relevant stated national policies, including sector policies and strategies and seek complementarity with the interventions of relevant humanitarian and development partners</p> <p>Aligned with WFP strategies, policies and normative guidance.</p>

⁹ In school year 2016-17 the current grant ran in parallel with a former USDA McGovern-Dole grant for the same programme. Under the current grant, literacy activities were introduced since the start of the school year 2016-17; THR were distributed from August 2017; meals were provided from November 2017; and infrastructure, WASH, training and capacity development activities were implemented from November 2017.

¹⁰ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Results of the programme	<p>While ensuring that differences in benefits between boys and girls from different groups are considered, the evaluation will analyze:</p> <p>The efficiency of the program (attainment of the planned outputs, cost factors, logistics and pipeline performance);</p> <p>The effectiveness of the program (the contribution of outputs to selected program objectives);</p> <p>The intended and unintended impacts of the program (comparing to non-program schools/areas against selected program objectives).</p> <p>MoEYS capacity to manage the school feeding programme moving forward:</p> <p>Has the Government of Cambodia adequately staffed and resourced MoEYS to effectively assume management of the school feeding programme in USDA supported areas?</p> <p>Is the design of the programme suitable to government control?</p> <p>Is there a functioning government reporting and monitoring and evaluation system?</p> <p>Are community feedback mechanisms in place?</p>
Why and how the operation produced the observed results	<p>The evaluation will generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on:</p> <p>Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/ evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc.</p> <p>Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc.</p> <p>The implications for this as the programme transitions to MoEYS</p>
Sustainability of the project moving forward	<p>With a roadmap for national ownership of the school feeding programme already being implemented, the government will begin to gradually assume ownership of the programme within period of the roadmap and beyond. As such, the evaluation will have a strong focus on USDA-supported implementation models tested over the course of the project period. It should draw conclusions about the following:</p> <p>Cost effectiveness, efficiency and practicality of each of the models tested</p> <p>Government buy in on each model tested</p> <p>Recommendations on which model may be most appropriate given the findings</p> <p>Evidence that activities are likely to be sustained or scaled up beyond the project life</p> <p>The evaluation will also assess the success of USDA supported initiatives to improve information systems within MoEYS to ensure transparency and cost effectiveness of the programme.</p>

Data Availability

The main sources of information available to the evaluation team are outlined in annex 7. These are not exhaustive and additional information can be provided as needed and availability. Concerning the quality of data and information, the evaluation team should:

assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection

systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

Methodology

The endline evaluation will replicate the previous endline and baseline approach and methodology¹¹. The detailed methodology will be developed by the evaluation team during the inception phase. It will:

- Employ the evaluation criteria of relevance, effectiveness, efficiency, impact, and sustainability
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Use mixed methods (quantitative and qualitative) to ensure triangulate information from different methods and sources to enhance the reliability and credibility of the findings. The methods are conducted in parallel and used to triangulate information from different methods and sources to enhance the reliability and credibility of the findings. Qualitative approach includes focus group discussions and key informant interviews while quantitative approach involves reviewing and collecting quantitative data from the existing monitoring data and a cross-sectional survey of a sub-sample of school feeding schools visited in the previous baseline survey. During the inception phase, the service provider should provide a detailed methodology of how they intend to conduct the endline evaluation. Qualitative methods such as focus group discussions and key informant interviews, will be used where relevant to highlight lessons learned and case studies representative of the interventions;
- Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used;
- Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that culturally and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries
- The methodology will be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women and marginalised groups.
- The following potential risks to the methodology have been identified. School year will be finish by August; hence, the data collection should be done prior and/or during this month to get all information from different kind of respondents such as teachers, cooks, storekeeper, parents and students. Language and culture are also barriers for the evaluation; hence, evaluation team should be aware of and take pre-emptive action before going down to the field.

Quality Assurance and Quality Assessment

WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

¹¹ Quasi-experimental design was used in the endline and baseline in 2017. Before/after comparison will be done through use of the same sampling strategies followed in the 2017 baseline survey.

To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:

- systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
- recommendations on how to improve the quality of the final inception/evaluation report.

The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards[1], a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

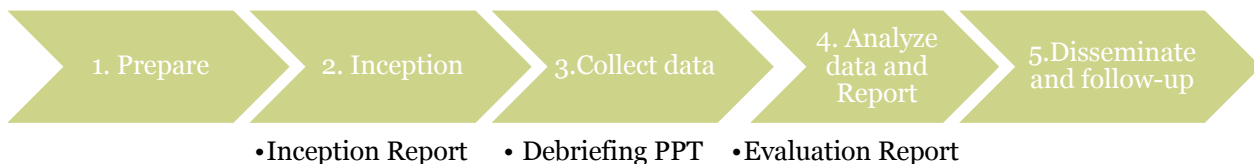
The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive CP2010/001 on Information Disclosure.

All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

Phases and Deliverables

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

Figure 1: Summary Process Map



Timeline: The timeline of for the whole endline evaluation is from April to November 2019, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination (see details in endline evaluation planning and deliverable timelines below). For the evaluation team, the timing will start from May, with any primary data collection to begin no later the first week of August. The specific timetable is shown in annex 2.

Deliverable timelines: The main deliverables table are detailed in annex 6.

Organization of the Evaluation & Ethics

Evaluation Conduct

The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP CO evaluation manager. The team will be hired following agreement with WFP on its composition. The team will conduct and report on the evaluation according to McGovern-Dole and WFP standards as follows:

- Must be financially and legally separate from the participant's organization;
- Must have personal and professional integrity;

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

- Must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them;
- Must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work;

In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality; and

Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.

The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession. For the WFP CO evaluation manager, s/he will not take any role in the independent evaluation team and has no direct involvement in the implementation of the subject of the evaluation.

Team composition and competencies

The evaluation team is expected to include 3-5 members, including the team leader and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation for both national and international (exclude field enumerators). To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.

The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:

- Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management, logistics)
- School feeding, education, nutrition and food security
- Agro-economics/rural development
- Knowledge management
- Gender expertise / good knowledge of gender analysis
- Survey, sampling, and statistical skills

All team members should have strong analytical and communication skills, evaluation experience and familiarity with Cambodia country and/region.

All team members should have strong skills in oral and written English. Given that local counterparts and beneficiaries may have limited English, partnership with local organization/firm for field work in Khmer will be recommended.

The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.

Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

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).

Security Considerations

Security clearance: Security concern is not much regardless men and women to work in Cambodia context though precaution is made to snatching in city at night-time. However, security clearance where required is to be obtained from the Cambodia CO. As an independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

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.

Ethics

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.

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.

Roles and Responsibilities of Stakeholders

The WFP Cambodia Country Office:

- The WFP CO Management will take responsibility to:
- Assign an evaluation manager for the evaluation: Mr Bunthang Chhe, Programme Policy Officer (Programme Support).
- Compose the internal evaluation committee and the evaluation reference group
- Approve the final ToR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and of an evaluation reference group (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations

The Evaluation Manager:

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

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

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

The Regional Bureau: the RB will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.
- While the Regional Evaluation Officer will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

Relevant WFP Headquarters divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.
- Other Stakeholders (Government, NGOs, UN agencies) will perform the roles and responsibilities of evaluation reference group since they are members of the group.
- The Office of Evaluation (OEV). OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

USDA FAS

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

Communication and budget

Communication

To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders and by producing clear deliverables that are written in both English and Khmer.

The Evaluation manager will submit all final deliverables to the WFP CO for pre-approval. Upon pre-approval of deliverables, the WFP CO will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD programme staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations.

The service provider will deliver an evaluation report. USDA comments on final draft report will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the CO.

The Communication and Learning Plan should include a GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.

As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. To ensure maximum use of the lessons learned for national partners, the resulting reports will be translated into Khmer language. Importantly, this will facilitate learning amongst government, as technical staff often do not speak or read English

Budget

Funding Source: The endline evaluation will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole grant funds.

The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP) (Annex 2: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation the service provider will:

Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)

Hire and supervise any and all technical and administrative assistance required (including in-country).

The final budget and handling will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.

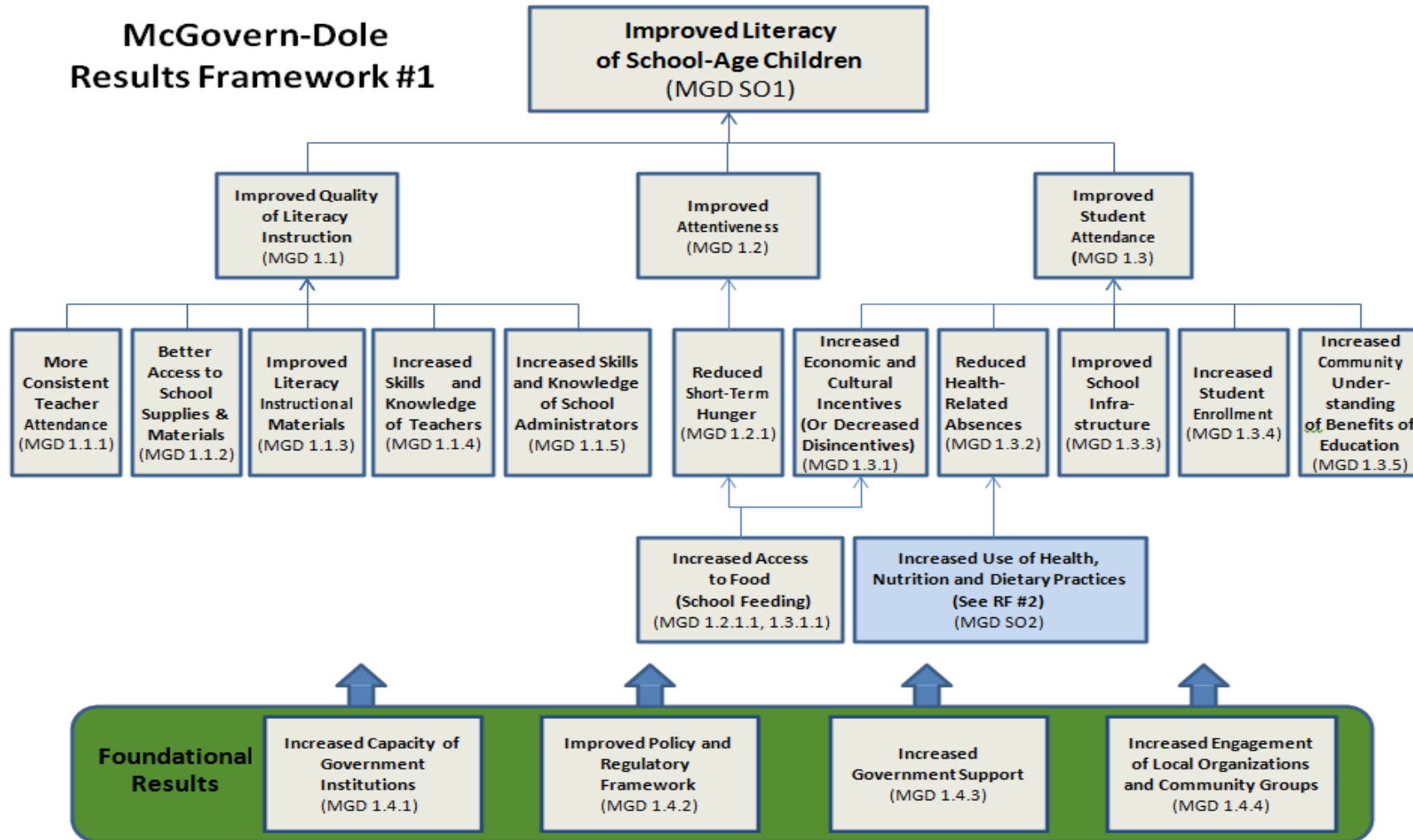
Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

Annex 2: Key evaluation report users

- WFP Cambodia CO and its main implementing partner, the Ministry of Education, Youth and Sport (MoEYS), notably with respect to decision-making related to programme implementation and/or design, country strategy and partnerships. The Royal Government of Cambodia is expected to take over the management and monitoring of the school feeding programme, therefore information on whether the programme is yielding the desired results is of primary importance.
- Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), and the Council for Agriculture and Rural Development (CARD) (as appropriate).
- Implementing partners including Plan International, World Education, KAPE and World Vision International as well as others involved in programme design, including school committees.
- Findings will also be shared with education development partners, including USAID and other key education, nutrition and health stakeholders.
- USDA will use the evaluation findings to inform project strategy, results frameworks and critical assumptions.
- WFP's Regional Bureau in Bangkok (RBB) is expected to use the evaluation findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region.
- WFP Headquarters (HQ) may use evaluations for wider organizational learning and accountability.
- WFP's Office of Evaluation (OEV) may use the evaluation findings, as appropriate, to feed into evaluation syntheses.
- Other WFP Regional Bureaux and COs under their oversight may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions.
- WFP's governing body, the Executive Board, has an interest in being informed about the effectiveness of WFP operations. The endline evaluation report will not be presented to the WFP Executive Board but its findings may feed into annual syntheses and into corporate learning processes.

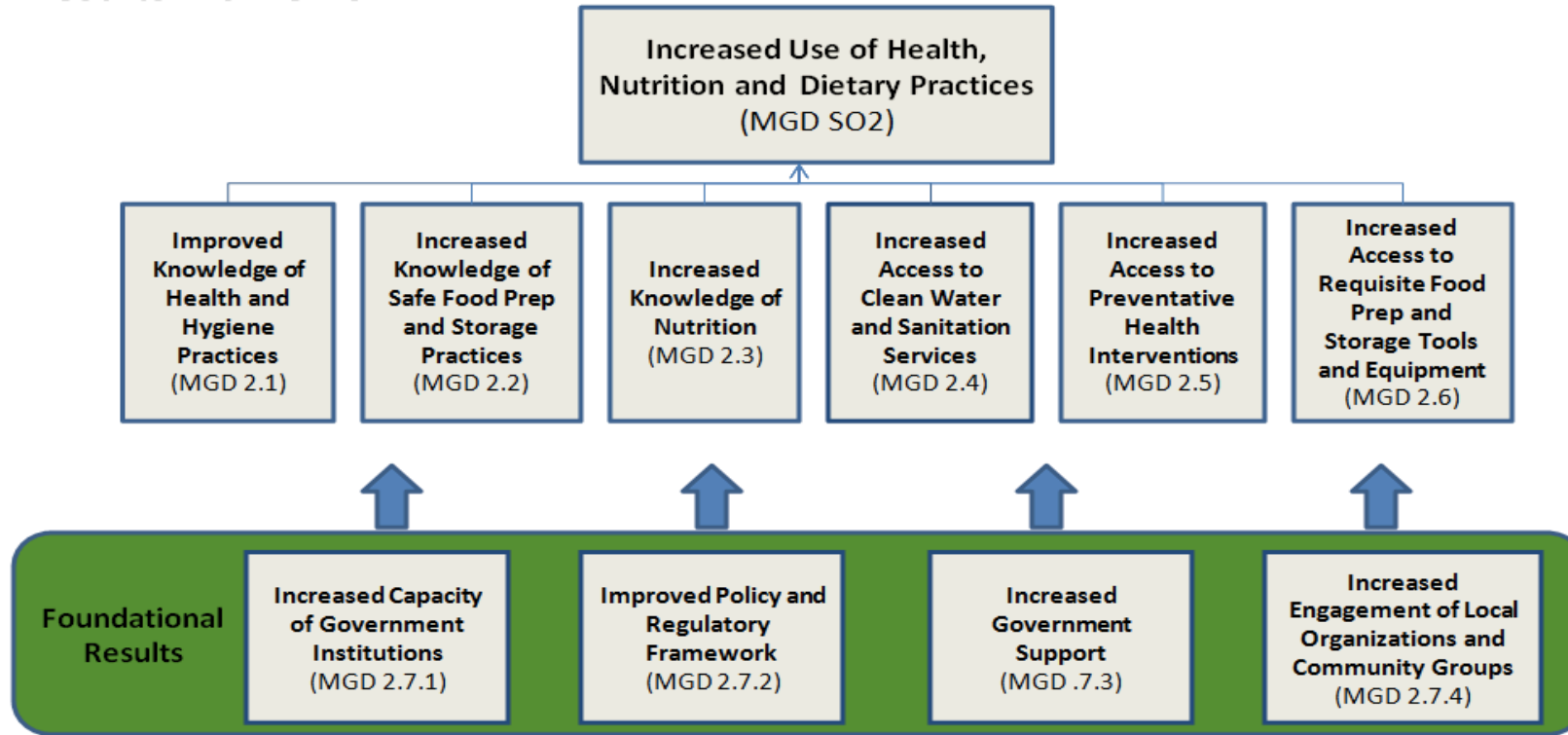
Annex 3: USDA McGovern-Dole Results Frameworks

McGovern-Dole Results Framework #1



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

McGovern-Dole Results Framework #2



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

Annex 4: Description of project activities

1. Capacity building: Local, regional, national level

WFP works in close collaboration with the MoEYS to strengthen institutional capacities in the ministry, its subnational authorities and local communities to take full ownership of the school feeding programme in accordance with the roadmap signed between WFP and the MoEYS in May 2015. WFP assists the MoEYS with identifying the most appropriate school meals model and integrating school meals strategies into relevant national policies, development plans and associated legislation. WFP also assists the MoEYS in establishing strategies for the financing, organizational structure and management of the school meals programme.

2. Provide school meals

WFP, in collaboration with the MoEYS, provides a daily hot breakfast to primary school children in Grades 1-6. WFP uses the USDA donated fortified rice and vegetable oil in the meals and complements this with pulses, animal protein and condiments (salt) sourced from other donors. WFP partners also provide training, coaching and mentoring to school staff and cooks on minimum food handling and preparation standards, as per the MoEYS guidelines. WFP and its partners are responsible for monitoring the distribution of daily meals.

3. Provide take home rations

WFP provides food scholarships/THR of 10kg of rice and 0.91 kg of oil two times during the school year to vulnerable children in Grades 4-6 who are at risk of dropping out of school. The intention of the THR is to encourage vulnerable children, particularly girls, to continue to attend school. The distributions are managed by the local school feeding committees (LSFC), with oversight and monitoring by WFP and its partners along with district and provincial authorities.

4. Establish school gardens

WFP's partners purchase vegetable seeds and distribute them to schools with adequate capacity and prerequisite inputs for on-site gardening. WFP and the MoEYS use the produce derived from the gardens in school meal preparation.

WFP, the MoEYS and other partners also use the school gardens as a basis for life skills training, and environmental, agricultural and nutritional awareness raising and skills development. WFP's partners provide technical support and oversight following Food and Agriculture Organization (FAO) curriculum guidance.

5. Training: Commodity management

WFP uses existing training materials, which are endorsed by the MoEYS, to train members of the LSFC in standard practices of supply management. WFP places focus on schools affected by staff turn-over or changes in the LSFC structure. WFP also provides on-the-job routine coaching and mentoring.

6. Training: Food preparation and storage practices

WFP provides training to LSFCs on storing, handling and preparing food, management of cooking activities, and cleanliness and prevention of infestation, following a standard training guide developed by WFP and the MoEYS.

WFP provides routine mentoring and coaching on the training subjects during periodic school monitoring visits. WFP also works with the MoEYS to introduce district and provincial level cooking competitions and share successful recipes and enhanced cooking practices.

7. Training: School administrators

In collaboration with the MoEYS, WFP's partner World Education provides training for school administrators and school principals focusing on literacy coaching. The training follows the minimum

standards established by the MoEYS. WFP also includes the same content in other trainings under this project (e.g. food preparation and storage management training) when and where possible.

8. Training: Teachers

WFP partners work with the MoEYS Teacher Training Department to train and mentor teachers, school administrators and provincial and district education authorities to ensure the effective use of new national benchmarks for Early Grade Reading (EGR) in Grades 1, 2 and 3.

Partners conduct EGR assessments for assisted schools, provide four-day start-up trainings, and offer regular refresher sessions to Grades 1-3 teachers, school directors and librarians. Partners use phone calls and in-person visits to schools to provide ongoing monitoring and mentoring support to school staff.

9. Establish activities to promote literacy

Following an annual assessment of school conditions and performance, WFP's partners provide all EGR target schools with reading materials and test kits to introduce new literacy education approaches in accordance with new national benchmarks. Partners also provide toolkits to the school libraries so that they may be used by children during the library break or borrowed by parents to use at home. The toolkits include guidance materials for teachers which outline the reading benchmarks for students in Grades 1-3 (to assist in determining their progress); reading materials (classroom learning); and games and books (break and home learning).

In schools receiving the EGR support, partners also train school staff to carry out meetings to encourage parents and community members to take a more active role in schools and organize activities in the library that reinforce reading skills acquired in the classroom.

10. Building/Rehabilitation: Latrines

WFP's partners build or rehabilitate latrines, ensuring that these are connected to a hand washing station, and provide guidance on their use. WFP also builds or rehabilitates latrines in schools where the latrine-to-student ratio is below the national standard of one latrine per 50 students and where it is satisfactorily shown that schools are willing to maintain the latrines. Where possible, WFP arranges separate latrines for boys and girls. WFP requires local communities to contribute building or rehabilitation materials.

11. Building/Rehabilitation: Wells and water stations/systems

Following the WFP's annual school assessment, WFP and its sub-recipients construct and rehabilitate wells, rainwater harvesting and water purification systems in schools that are most in need and in which the community and school management demonstrate greatest commitment to the maintenance of the systems. Through its sub-recipients, WFP also provides training for the appropriate use and maintenance of the wells, rainwater harvesting and water purification systems.

12. Building/Rehabilitation: Kitchens

13. Provide energy efficient stoves

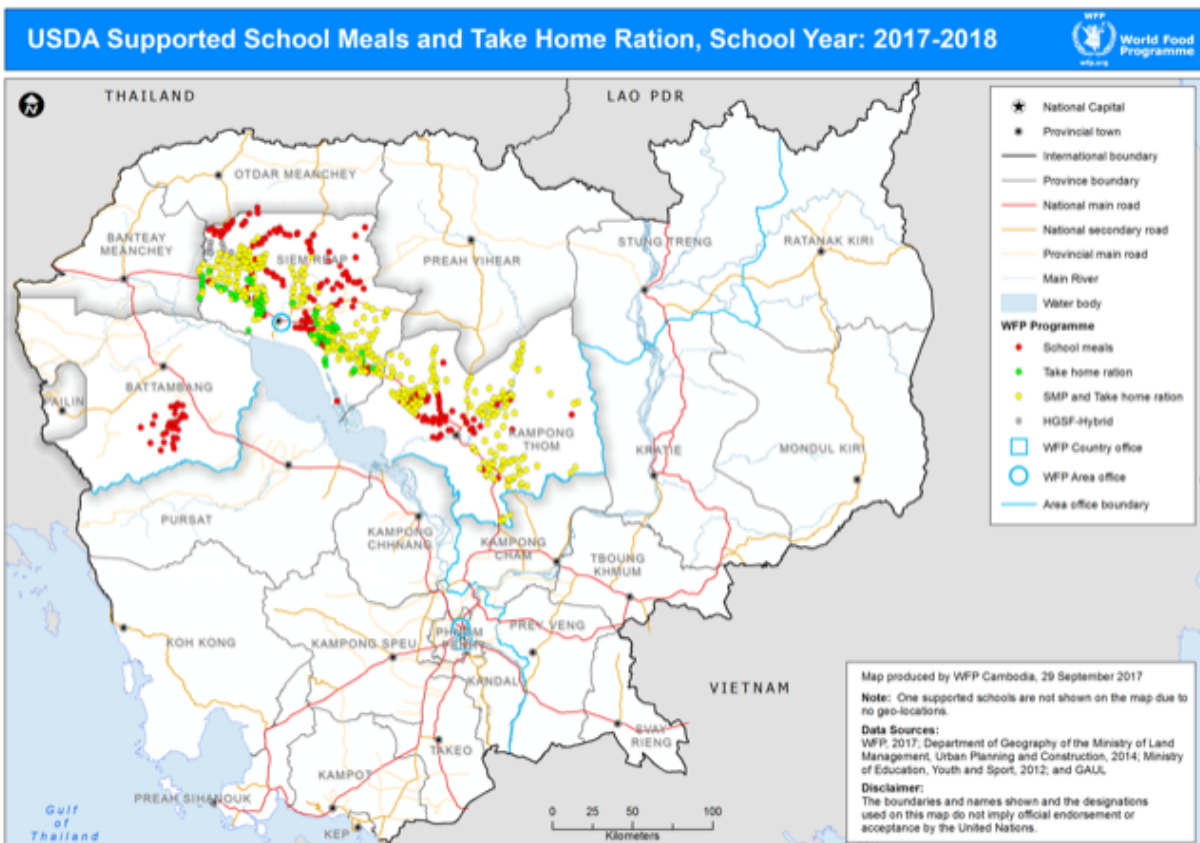
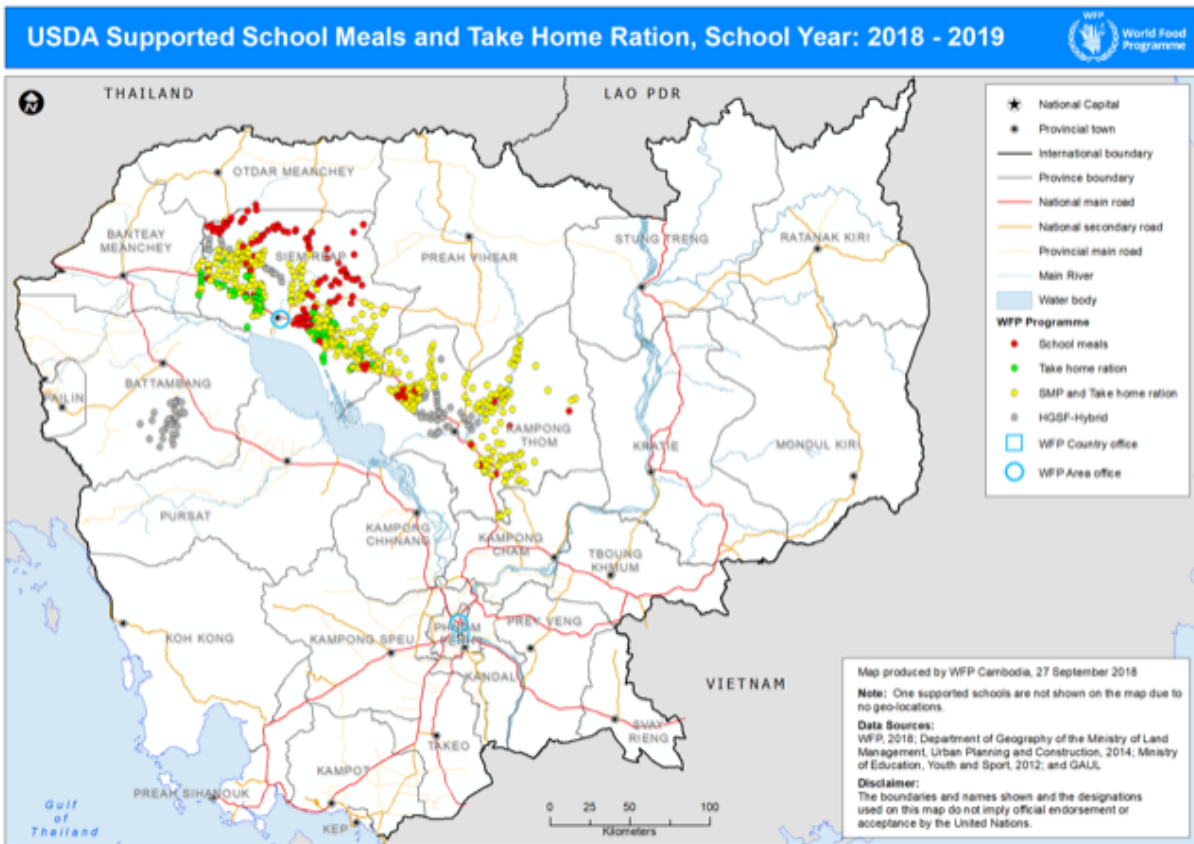
14. Training: Good health and nutrition practices

WFP and partners work closely with the School Health Department of the MoEYS to provide materials and training on good health and nutritional practices to members of every LSFC. WFP trains the LSFC on nutrition and hygiene practices to facilitate discussion and awareness raising among students, their parents and the larger community. WFP also conducts cooking demonstrations in conjunction with trainings in commodity management, storage and food preparation for all cooks in participating schools.

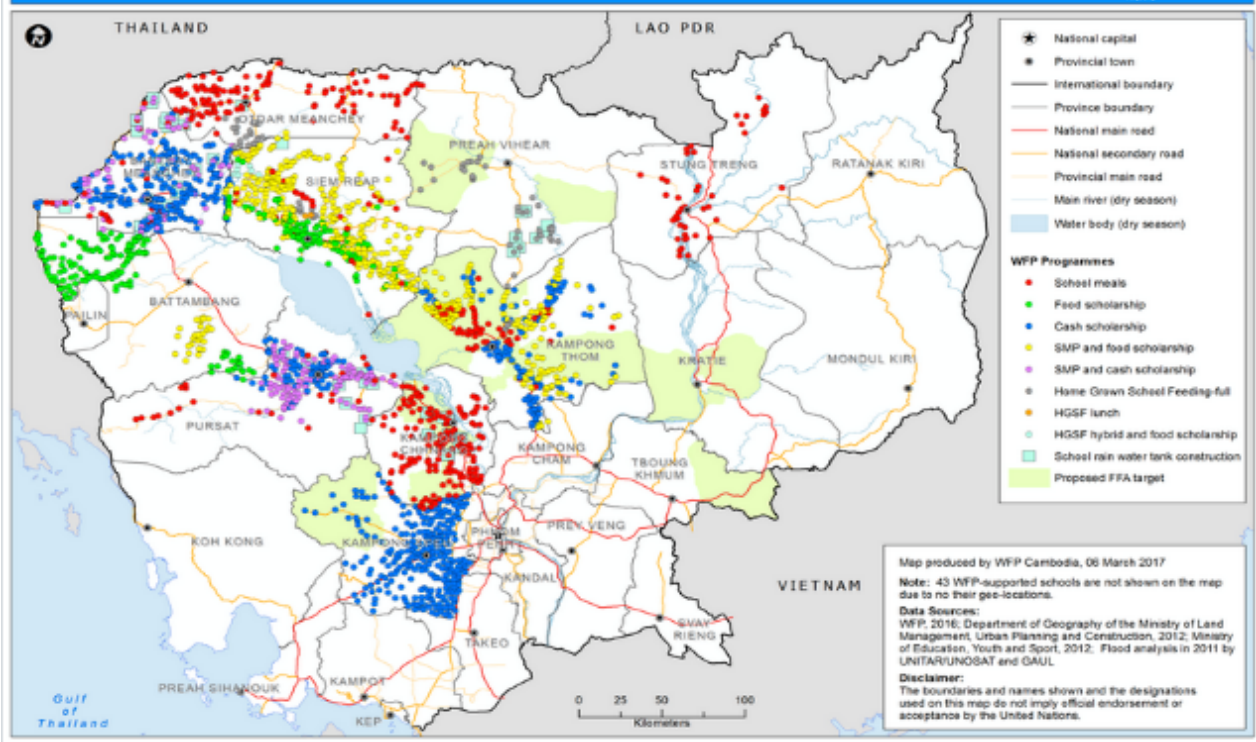
15. Raising awareness on the importance of education

In collaboration with the MoEYS and other partners, WFP works with LSFCs to provide key messages on the value of education to students, their parents and communities. WFP delivers messages at events such as take-home ration distributions and focus group discussions. WFP promotes the roles and responsibilities of parents in encouraging children to study at home during after school hours, parental participation in and contribution to their children's education, as well as hygiene and nutrition.

Annex 5: Maps of WFP activities in Cambodia from 2017-2019



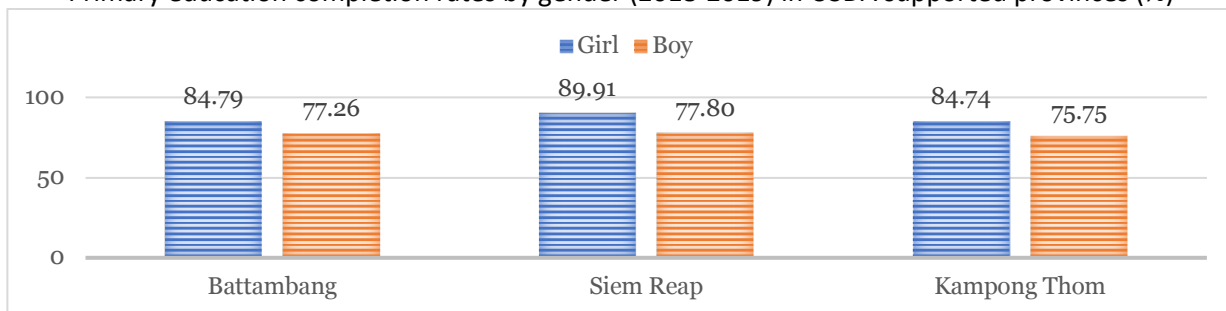
WFP Cambodia's Programme Target Areas, 2016-2017



Annex 6: Key primary education indicators

In the three provinces where the USDA FFE programme is implemented, in SY2018/19 the primary education completion rate was as follows:

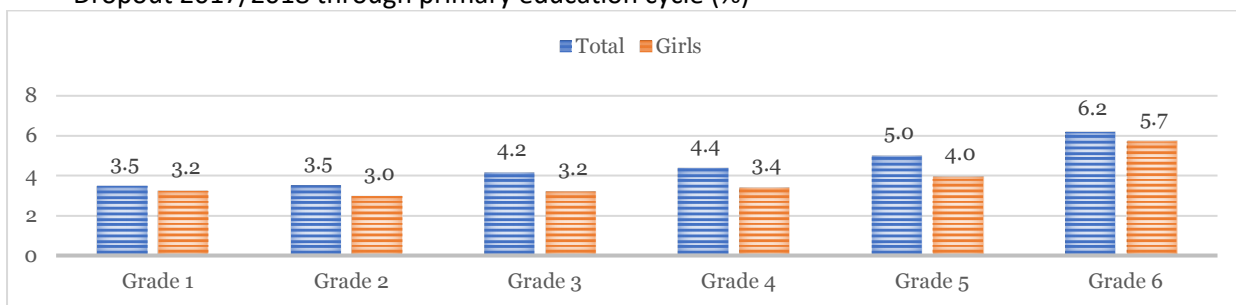
- Primary education completion rates by gender (2018-2019) in USDA supported provinces (%)



Source: EMIS data, MoEYS.

Dropout accelerates toward the end of the primary school cycle, as shown in the graph below. This means that interventions such as scholarships are particularly important in late primary grades, to help prevent drop-out and enable student to access scholarships in lower-secondary grades.

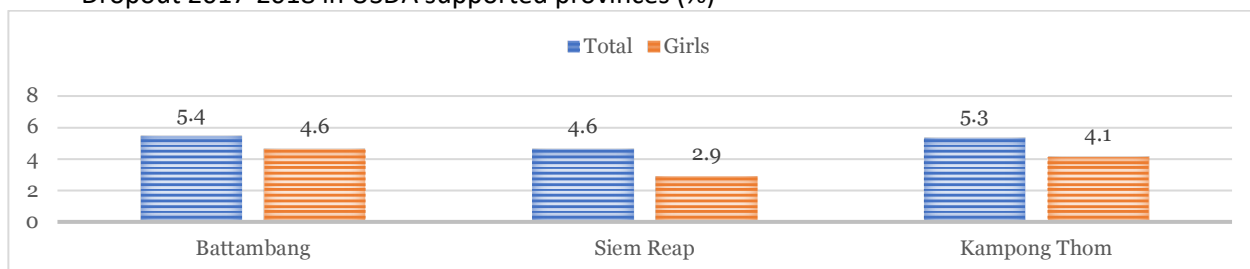
- Dropout 2017/2018 through primary education cycle (%)



Source: EMIS data, MoEYS.

In the three provinces where the USDA FFE programme was implemented, in SY2017/2018 dropout was lowest in Siem Reap, and lower for girls than for boys in all three provinces.

- Dropout 2017-2018 in USDA supported provinces (%)



Source: EMIS data, MoEYS.

Annex 7: Recommendations from the baseline (2017) and MTR (2018)

Recommendations from the baseline (2017)	
1	Continue programme implementation as per the current agreement (2017-2019).
2	The WFP CO and literacy partners (World Education and KAPE) should ensure that all USDA supported schools receive training and support to implement the new literacy curriculum by the end of the 2017-2019 programme cycle.
3	The WFP CO and the other implementing partners (World Vision and PLAN International) should aim to have a minimum package of infrastructure facilities including kitchens, energy efficient stoves, storerooms, handwashing facilities and separate latrines for girls and boys in all USDA supported schools with the school meals programme.
4	The WFP CO should focus on capacity building of the Royal Government of Cambodia and review the Roadmap benchmarks as per WFP's current plan and the findings of the 2013-2016 endline evaluation.

Recommendations from the MTR (2018)	
1	WFP should strengthen and monitor the connectedness of all activities implemented under the USDA McGovern-Dole FFE programme with reference to both the rationale of the programme and USDA guidance.
2	WFP and the MoEYS should ensure that detailed transition planning take place as soon as possible to enable the development of a realistic timeframe for transitioning to national ownership.
3	Ensure that the current school meals/ HGSF guidelines are revised and ready for use if/when the MoEYS HGSF proposal is funded.
4	WFP together with the MoEYS and other ministries as appropriate should carry out a detailed costing exercise of HGSF to enable the MoEYS and the Ministry of Economics and Finance (MEF) to accurately budget for national transition.

Annex 8: Internal and external evaluation stakeholders

Stakeholder	Interest in the programme	Involvement in evaluation and likely use	Who
Internal (WFP) stakeholders			
WFP Cambodia Country Office	<ul style="list-style-type: none"> Responsible for the country level planning and programme implementation, the CO is the primary stakeholder of the endline evaluation. The CO has a direct stake in the evaluation and interest in learning and receiving feedback on how the CO will move forward. The CO is also called upon to account internally as well as to its beneficiaries and partners for the performance and results if its operation. 	<ul style="list-style-type: none"> Development of the ToR Provision of documents, reports, information and data to the team Initial briefing and overview of WFP work in Cambodia, strategic thinking, and planned responses for the future Participate as key informants Admin and logistics support Participate in debriefings and provide feedback on preliminary findings and conclusions Evaluation will show where decision-making related to programme implementation and/or design, country strategy and partnerships is needed. 	<ul style="list-style-type: none"> Evaluation Focal Point Country Director Head of Programme Head of Education Unit Head of Sub-Office Siem Reap CO programme and support staff as required
Regional Bureau in Bangkok	<ul style="list-style-type: none"> Responsible for both oversight of CO and technical guidance and support. The RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other COs 	<ul style="list-style-type: none"> Participate as key informants Evaluation will provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region 	<ul style="list-style-type: none"> Regional School Feeding Advisor Regional Evaluation Officer Regional Nutrition Advisor
Office of Evaluation in Rome	<ul style="list-style-type: none"> OEV has a stake in ensuring that this approach is effective in delivering quality, useful and credible evaluations 	<ul style="list-style-type: none"> Provides clear guidance on standards and expectations (DEQAS) for evaluation manager and ET OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses. 	<ul style="list-style-type: none"> OEV
WFP Executive Board	<ul style="list-style-type: none"> WFP's governing body is interested in the effectiveness of WFP operations. 	<ul style="list-style-type: none"> The EB has an interest in being informed about the effectiveness of WFP operations. 	<ul style="list-style-type: none"> Members of the Executive Board
External stakeholders			
Beneficiaries	<ul style="list-style-type: none"> As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. Participation of women, men and school children into the evaluation will therefore be critical. 	<ul style="list-style-type: none"> Principal source of information on the relevance, effectiveness, and sustainability of activities. KIIs and FGDs on programme performance Feedback on programme implementation Give perspective on future focus for WFP activities 	<ul style="list-style-type: none"> School children (boys & girls) enrolled in schools Parents, PTA members, and school staff (School Directors, teachers, storekeepers & cooks) Schools include WFP direct assisted schools as well as

			comparison schools with no WFP support.
Royal Government of Cambodia	<ul style="list-style-type: none"> • The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. • Issues related to capacity development, handover and sustainability (Roadmap 2021) will be of particular interest. 	<ul style="list-style-type: none"> • Key informants on programme context and performance: • MoEYS • MoH on health and nutrition issues • MAFF on food production and types of food availability, etc. • Mol regarding ongoing decentralization efforts • CARD on coordination of Food Security and Social Protection and how this supports food security and school feeding. • Feedback on how WFP's work contributed to national strategies, how it contributed to national strategies, on capacity building, and on appropriateness of activities and targeting • Recommendations for future programs and collaboration opportunities • Participate in debriefings and provide feedback on preliminary findings and conclusions 	<ul style="list-style-type: none"> • Ministry of Education, Youth and Sport including multiple departments within it. • Ministry of Health • Ministry of Agriculture, Forestry and Fisheries • Ministry of Interior • Council for Agriculture and Rural Development • District Governors • Commune Chiefs • Provincial Governors • Provincial Directors of Education • District Directors of Education • Local authorities as appropriate
United Nations agencies	<ul style="list-style-type: none"> • The UN agencies aim to implement harmonized action to should contribute to the realization of government development objectives. • Other UN agencies therefore has an interest in ensuring that WFP operations are effective in contributing to the UN concerted efforts. 	<ul style="list-style-type: none"> • Key informants on: • Coordination with other UN agencies on the UNDAF • Collaboration with WFP on the FFE Programme. • Complementarity of WFP activities in relation to other agencies providing assistance. • Targeting activities, and synergies • Recommendations for future programs and collaboration opportunities 	<ul style="list-style-type: none"> • United Nations Agencies working in Cambodia especially including: • UNICEF • FAO • UNESCO • World Bank • WHO • UNDP
Non-Governmental Organizations (NGOs)	<ul style="list-style-type: none"> • WFP partners with NGOs for the implementation of some activities while at the same time having their own interventions. • The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. 	<ul style="list-style-type: none"> • Key informants in evaluation interviews and data sharing: • Feedback on operational effectiveness and appropriateness of activities • Provide perspective of future focus for WFP activities and possibilities for collaboration 	<ul style="list-style-type: none"> • Plan International • World Education • KAPE • World Vision
Civil Society	<ul style="list-style-type: none"> • Civil society groups work within the same context in which WFP operates and have an interest in areas related to WFP interventions. 	<ul style="list-style-type: none"> • Their experience and knowledge will inform the evaluation and they will be interested in the evaluation findings – especially those related to partnerships 	<ul style="list-style-type: none"> • Community members • Local School Feeding Committees • School Support Committees

Donors	<ul style="list-style-type: none"> • The FFE programme is funded by USDA, MGD and USAID. • Donors 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. 	<ul style="list-style-type: none"> • Key informants on: • Understanding the funding climate • Providing recommendations for future programme funding and areas of collaboration • Appropriateness of targeting and WFP response • Source of information on priorities and challenges 	<ul style="list-style-type: none"> • USDA • Japanese Embassy • KOICA • Any other donors supporting school feeding in Cambodia
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Annex 9: Key evaluation questions

Evaluation areas	Evaluation questions
<p>The appropriateness of the programme</p>	<p>Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities were:</p> <ul style="list-style-type: none"> • Are the activities and transfers appropriate to the needs of the target population and communities? • Are the activities and transfers aligned with relevant stated local and national policies, including sector policies and strategies and do they seek complementarity with the interventions of relevant humanitarian and development partners [as well as with other CO interventions in the country, if relevant]? • Are the activities and transfers aligned with WFP strategies, policies and normative guidance?
<p>The results of the programme</p>	<p>While ensuring that differences in benefits between boys and girls from different groups are considered, the evaluation will analyse:</p> <ul style="list-style-type: none"> • The efficiency of the programme (attainment of the planned outputs, cost factors, logistics and pipeline performance); • The effectiveness of the programme (the contribution of outputs to selected programme objectives); • The intended and unintended impacts of the programme as per the PMP/RFs • MoEYS capacity to manage school feeding moving forward • Does the Government of Cambodia have adequate institutional and human resource capacity to assume responsibility for future school meals and scholarship activities? • Is the design of the programme suitable to government management? • Which procurement models are feasible for government and how can they designed in such a way to ensure accountability and transparency? • Is there a functioning government reporting and monitoring and evaluation system? • Are community feedback mechanisms in place?
<p>Why and how the operation produced the observed results</p>	<p>The evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on:</p> <ul style="list-style-type: none"> • Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. • Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. • The implications for this as the programme transitions to MoEYS
<p>Sustainability of the project moving forward</p>	<p>With a roadmap for national ownership of the school feeding programme already being implemented, the government will begin to gradually assume ownership of the programme over the next 5 years. As such, the evaluation should have a strong focus on various implementation models tested over the course of the project period. It should draw conclusions about the following:</p> <ul style="list-style-type: none"> • Cost effectiveness, efficiency and practicality of each of the models tested • Government buy in on each model tested • Recommendations on which model may be most appropriate given the findings • Evidence that activities are likely to be sustained or scaled up beyond the project life <p>The evaluation will assess the success of USDA supported initiatives to improve information systems within MoEYS to ensure transparency and cost effectiveness of the programme.</p>

Annex 10: Evaluation Matrix - Cambodia McGovern-Dole FFE Programme

The following matrix will be utilized by the team members to focus questioning with respect to questions highlighted in the ToR.

McGovern-Dole Results Framework: Improved Literacy of School-Age Children (SO1)

Key Question 1: How appropriate is the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Relevance						
	Is McGovern-Dole-supported assistance appropriate to the needs of the target population on both females and males?	Attendance rate in targeted areas Drop-out rate in targeted areas Literacy rates in targeted areas (Reading capacity as per RF indicators) Is there a difference between these rates for boys and girls?	WFP CO, SFTP/MOEYS and cooperating partners M&E data and reports	Desk review	Secondary data triangulated with quantitative analysis, including comparison between baseline and endline	Strong
Coherence						
	Is McGovern-Dole FFE programme aligned with relevant stated national policies?	Mention/integration of SF in national development strategy documents	NSDP 2014-2018, ESP 2014-2018, NSPPF 2016-2025	Desk review	Qualitative analysis – secondary document review triangulated with key informant interviews	Strong
	Does McGovern-Dole FFE programme seek complementarity with interventions of relevant humanitarian and development partners?	Compliance with UNDAF outcomes	UNDAs for Cambodia 2016-2018 & 2019-2023	Desk review	Qualitative analysis – secondary document review triangulated with key informant interviews	Strong
	Is McGovern-Dole FFE programme aligned with WFP strategies, policies and normative guidance?	Compliance with WFP Strategic Plan and School Feeding Strategy	WFP Strategic Plan 2017-2021 SDG targets 2.1 and 2.2, SDG 4 WFP School Feeding Policy 2013	Desk review	Qualitative analysis – secondary document review triangulated with key informant interviews	Strong

Key Question 2: What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Efficiency						
	Has the programme been sufficiently funded?	Budget data, budget revisions Planned vs. actual budget and expenditure	WFP Financial and operational information	Desk review Interviews with WFP Finance and other support staff	Qualitative and quantitative analysis – review of budget data and triangulation between multiple key informants.	Strong
	Have the McGovern-Dole SF-supported activities been undertaken and completed in a timely manner?	Food delivery data School supplies & materials delivery data	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review	Quantitative analysis Qualitative analysis – triangulation between multiple key informants	Medium
	Are appropriate human resources allocated to implementation in USDA supported areas?	HR data and organization chart in WFP CO, MOEYS, cooperating partners	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review	Qualitative analysis – WFP HR information triangulated with key informant interviews.	Medium
	How efficient are the arrangements for monitoring implementation?	Presence of sufficient programme monitoring data at both output & outcome levels	WFP CO M&E data and reports (including PRISM) ACR reports	Desk review	Qualitative analysis – triangulation between multiple key informants	Medium
	What were the roles and institutional strengths/weaknesses of the WFP CO, government ministries, cooperating partners and beneficiary groups in McGovern-Dole FFE programme implementation?	Establishment of SF units and coordination committees at central and decentralized levels	WFP CO and SFTF/MOEYS	Desk review Meetings with key informants in WFP CO, MoEYS, PoEs, DoEs	Qualitative analysis – triangulation between multiple key informants	Medium
	Are the monitoring systems in place adequate to show impact over a longer period?	Analysis produced by WFP CO	WFP CO M&E data and reports, VAM surveys, BFM reports	Desk review	Qualitative analysis – triangulation between multiple key informants + review of what monitoring data is collected.	Medium

Effectiveness (continued)					
Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Effectiveness (continued)					
To what extent have SF activities improved student attendance, student attentiveness, quality of literacy instruction, and contributed to improved literacy of school-age children	Attendance rate Drop-out rate Promotion rate Results of EGR tests Is there a difference between these rates for boys and girls?	WFP CO M&E data and reports MOEYS statistics (EMIS) CPs surveys and reports	Desk review Field visits	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – Secondary data review and triangulation between multiple key informants	Medium
Key Question 2: What are the results of the operation? (continued)					
Effectiveness (continued)					
Are the criteria for targeting appropriate?	How has targeting been done? Adequate evidence of inclusion of education rates, poverty rates, etc. Number of revisions of CFSVA or similar surveys and changes introduced in SF targeting accordingly	MOEYS statistics (EMIS) WFP MERVAM surveys and reports	Desk review Meetings with WFP CO and MOEYS staff	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
Are the outputs levels sufficient?	No. of beneficiaries receiving food and non-food items vs. planned. Is there a difference between boys and girls? Tonnage of food distributed vs. plans No. of school supplies & materials distributed vs. planned No. of schools assisted vs. planned	WFP CO M&E data and reports SPRs, ACR	Desk review	Quantitative analysis	Medium
How effective is UN inter-agency coordination in meeting the education needs in the targeted implementation areas?	Number and type of joint initiatives to implement the "essential package" in WFP assisted schools	Joint work plans with UN sister agencies	Desk review Meetings with cooperating partners	Qualitative analysis – triangulation between multiple key informants	Medium

Sustainability					
Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Is there an exit strategy outlining the timing, allocation of responsibilities on handover to the government and/or other agencies?	WFP 2013 SF Policy Goals Number of delivery models nationally owned Education NCI	MOEYS policy and strategy documents MOEYS/WFP SF Roadmap	Desk review Meetings with donors	Qualitative analysis – triangulation between multiple key informants and secondary document review.	Strong
To what extent are the programme activities and local structures likely to be sustained after the completion of donor-funding?	Existence of a SF line in the MOEYS budget Number of sustainable delivery models taken over by government Number and type of initiatives taken by PTAs and community at large to support SF activities	MOEYS policy and strategy documents Key government informants at central and decentralized levels	Desk review Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs Focus group meetings with programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
Key Question 3: Why and how has the operation produced the observed results?					
Internally (factors within WFP's control)					
To what extent has there been effective cooperation and coordination in the design and implementation of the SF activities between WFP, government, cooperating partners and beneficiary communities?	Perception of management strengths/difficulties by WFP staff, government staff, and cooperating partners LoU, MoU, FLA, etc. Number of meetings from a Programme coordination committee	WFP staff, government staff, cooperating partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralized levels, and cooperating partners) Focus group meetings with programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
Externally (factors outside WFP's control)					
To what extent do the criteria for targeting influence results?	Food insecurity, poverty, low educational, nutrition and gender indicators	EMIS, Commune Database (CDB) on poverty, CFSVA	Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs	Qualitative analysis – triangulation between multiple key informants	Medium
To what extent does the environment of targeted schools influence results?	Teacher/pupils ratio, school infrastructure and equipment	WFP CO data, EMIS	Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs	Qualitative analysis – triangulation between multiple key informants	Medium

McGovern-Dole Results Framework: Increased Use of Health and Dietary Practices (SO2)

Key Question 1: How appropriate is the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Relevance						
	To what extent are the objectives, targeting, choice of activities and transfer modalities appropriate to the needs of the targeted population on both females and males?	Poverty rates, food security rates, combined with education indicators. Reduction in health-related absences Have the needs of both boys and girls been taken into consideration?	WFP CO, SFTP/MOEYS and cooperating partners M&E data and reports	Desk review	Review of WFP assessment information Qualitative analysis – triangulation between multiple key informants	Strong
Coherence						
	Is McGovern-Dole FFE programme aligned with relevant stated national policies?	Compliance with stated aims and direction of relevant government policies (food security, nutrition, school health etc.).	Government policies on school feeding, nutrition, school health, safety nets etc.	Desk review Key informant interviews with Government personnel	Qualitative analysis – triangulation between multiple key informants	Strong
	Does McGovern-Dole FFE programme seek complementarity with other interventions of WFP in Cambodia and with those of relevant humanitarian and development partners?	Compliance with stated aims and direction of relevant policies of other development actors such as UN agencies and NGOs.	UNDAFs for Cambodia 2016-2018 & 2019-2023 Other policies and strategies of other development actors.	Desk review Key informant interviews with non-WFP development actors	Qualitative analysis – triangulation between multiple key informants	Strong
	Is McGovern-Dole FFE programme aligned with WFP strategies, policies and normative guidance?	Compliance with stated aims and direction of relevant WFP policies and strategies including corporate guidance, and regional strategies as appropriate.	Review of relevant WFP policies e.g. School Feeding Policy, Safety nets Policy, Gender Policy, Nutrition Policy etc.	Desk review Key informant interviews with WFP Regional Bureau personnel and HQ staff as appropriate	Qualitative analysis – triangulation between multiple key informants	Strong

Key Question 2: What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Efficiency						
	Has the programme been sufficiently funded?	Budget data, budget revisions Planned vs. actual budget and expenditure	WFP Financial and operational information	Desk review Interviews with WFP Finance and other support staff	Quantitative review of budget data triangulated with qualitative information from multiple key informants	Strong
	How much of overall funding has been spent on direct programme costs compared with indirect costs?	Budget data, budget revisions Planned vs. actual budget and expenditure	WFP Financial and operational information	Desk review Interviews with WFP Finance and other support staff	Qualitative and quantitative analysis	Medium
	Have the McGovern-Dole SF-supported activities been undertaken and completed in a timely manner?	Food delivery data Non-food delivery information (seeds, inputs for school gardens etc.).	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium
	Are appropriate human resources allocated to implementation?	HR data and organization chart in WFP CO, MOEYS, cooperating partners	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium
	How efficient are the arrangements for monitoring implementation?	Presence of sufficient programme monitoring data at both output and outcome levels	WFP CO M&E data and reports CPs reports	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium

Key Question 2: What are the results of the operation? (Continued)						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Efficiency (continued)						
	What were the roles and institutional strengths/weaknesses of the WFP CO, government ministries, cooperating partners and beneficiary groups in McGovern-Dole FFE programme implementation?	Establishment of SF units and coordination committees at central and decentralized levels	WFP CO and SFTF/MOEYS	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium
	Are the monitoring systems in place adequate to show impact over a longer period?	Presence of outcome data. Analysis produced by WFP CO	WFP CO M&E data and MERVAM reports	Desk review	Qualitative analysis – triangulation between multiple key informants	Medium
Effectiveness						
	Are the outputs levels sufficient?	No. of beneficiaries receiving food and non-food items vs. planned. Is there a difference between boys and girls? Tonnage of food distributed vs. plans Number of school gardens established vs planned Number of teachers trained Number of cooks trained vs planned No. of storekeepers trained vs planned Number of schools assisted vs. planned	WFP CO M&E data and reports WFP SPRs	Desk review	Quantitative analysis - Comparison between baseline and endline	Strong
	Is there a difference in the effectiveness of SMP vs SMP+THR?	Education indicators (as per SO1) Food consumption score Household Dietary Diversity Score Individual Dietary Diversity Score Coping Strategies Index Household Hunger Scale Is there a difference between boys and girls?	School Assessment Teacher Assessment Household Questionnaire	Quantitative surveys	Quantitative Analysis Comparison between intervention schools	Medium

Key Question 2: What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Effectiveness (continued)						
	How effective has the programme been at reducing health-related absences?	Number of health-related absences Is there a difference between boys and girls?	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline	Medium
	How effective has the programme been at improving knowledge of health and hygiene practices?	Percent of schools with soap and water at handwashing stations commonly used by students Number/ percent of schools using improved sanitation facilities (latrines) Is there a difference between boys and girls?	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing knowledge of safe food preparation and storage practices?	Percent of households in target schools that store food off the ground Percent of schools in target communities that clean cooking and eating equipment, consistent with accepted standards	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing knowledge of nutrition?	The percentage of students and parents who can identify at least one local source of information on proper diets and nutrition. Is there a difference between boys and girls? The percentage of cooks and storekeepers that have a passing grade on good nutrition and dietary practices	Household Questionnaire	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium

Key Question 2 What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Effectiveness (continued)						
	How effective has the programme been at increasing access to preventive health services?	Percentage of children dewormed within the past 6 months. Is there a difference between boys and girls? The number of target schools with at least one-month supply of soap (hand and dish soap) Number of students receiving daily school meals with micronutrient fortified commodities. Is there a difference between boys and girls?	Household Questionnaire School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing access to clean water and sanitation services?	The ratio of latrines (boys/girls) to students at target schools The percentage of schools with year-round access to safe and clear water source The number of target schools that have latrines of sufficient quality that are in good repair	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing access to requisite food preparation and storage tools and equipment?	Number of functioning kitchens Number of kitchens using fuel efficient stoves No. of dedicated food storerooms Number of food storerooms using appropriate food storage techniques	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
Sustainability						
	To what extent are the results and benefits derived from WFP's interventions likely to endure?	MoEYS Handover (Roadmap) Actions undertaken by PTC, parents and other stakeholders	WFP CO, SFTP/MOEYS and cooperating partners M&E data and reports	Desk review Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs, committee members, other parents	Qualitative analysis – triangulation between multiple key informants	Medium

Key Question 3: Why and how has the operation produced the observed results?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Internally (factors within WFP's control)						
	What internal factors have contributed to the success or otherwise of the FFE programme?	Positive or negative external issues mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
	What internal problems and constraints have been faced during the implementation of the response and how did the operation deal with these?	Number of internal problems/constraints which have been appropriately addressed vs. Number of ongoing problems/constraints	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
Externally (factors outside WFP's control)						
	What external factors have contributed to the success or otherwise of the FFE programme?	Positive or negative external issues mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
	What external problems and constraints have been faced during the implementation of the response and how did the operation deal with these?	Number of external problems/constraints which have been appropriately addressed vs. Number of ongoing problems/constraints	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium

Annex 11: Full evaluation timeline

Phases, Deliverables and Timeline	Timeframe	Deliverable submissions
Phase 2 – Inception		
Briefing TOR to evaluation team	10 June 2019	
Remote desk review of a draft inception report (IR)	10-21 June	
Submission of the draft Inception Report to WFP		21 June
WFP shares the draft IR with DEQAS and ERG, RB, and relevant WFP HQ divisions for comments	24-28 June	
ET (1) Reviewing and revising the draft IR based on comments received, (2) submitting the revised IR to the WFP internal evaluation committee for approval and (3) sharing the revised IR with key stakeholders	1-5 July	
WFP shares the revised IR with USDA for comments	8-19 July	
ET revision of draft IR based on stakeholder comments	22-26 July	
Submission of final Inception Report to WFP		26 July
Phase 3 – Data collection		
Quantitative survey data collection (IRL)	22 July – 9 August	
Briefing of KonTerra evaluation team at CO	29 July	
Qualitative data collection	30 July-14 August	
Debriefing of evaluation team at CO	15/16 August	
PowerPoint presentation of preliminary findings from fieldwork (internal stakeholder)		15 August
PowerPoint presentation of preliminary findings from fieldwork (external stakeholders)		16 August
Phase 4 - Analyse data and report		
Drafting of evaluation report (ER)	20 August–22 September	
Submission of draft evaluation report to WFP		30 September
WFP CO initial review of draft evaluation report (one day)	30 September	
ET revision of initial draft (one day)	1 October	
WFP sharing the draft ER with DE QS and ERG, RB, and relevant WFP Headquarters divisions for comments (one week)	2-9 October	
ET reviewing and revising the draft ER based on comments received	10-13 October	
ET re-submission of revised ER to the internal evaluation committee for approval	14 October	
WFP sharing the draft ER with key stakeholders for review (one week)	14-21 October	
ET revise the drafted ER based on stakeholder comments	21-28 October	
Submission of revised evaluation report to WFP		28 October
WFP sharing the revised ER with USDA for comments (30 days)	28 Oct	
ET revision the draft ER based on stakeholder comments	28 November - 2 December	
Submission of final evaluation report to WFP		2 December

Annex 12: Summary of the quantitative field mission schedule

Dates	Team member	Actions and Locations	Stakeholders
8 to 12 July 2019	Sophia Dunn Dr. Prem Bhandari	Phnom Penh - Visit to WFP Work with IRL on survey planning	KonTerra, IRL and WFP Cambodia
15-19 July	IRL Team	Phnom Penh - Training of quantitative survey field teams	IRL with support from KonTerra as required
13 July to 9 August	Dr. Prem Bhandari	Remote - Support IRL regarding survey methodology, data collection and cleaning	KonTerra
22 July to 9 August	IRL Team	Conduct quantitative surveys in Battambang, Kampong Thom, Siem Reap, Preah Vihear, Kratie and Kampong Cham Provinces	School administrators, teachers & staff, and households
22 to 26 July	Mr Bunyeth Ho	Unscheduled spot checking of the provincial survey work	School administrators, teachers & staff, and households
29 July to 16 August	Sophia Dunn Jean-Pierre Silvéreano Dr. Sovith Sin	Conduct qualitative field mission in Phnom Penh, Battambang, Siem Reap, Kampong Thom.	WFP CO, Government ministries, United Nations agencies, NGO partners, Schools, and various beneficiary groups.

Annex 13: Qualitative field mission schedule

Tentative Field Mission Schedule for USDA FFE Evaluation Mission										
Phnom Penh, Cambodia										
Date	Time	Stakeholder	Activities/people to meet	Meeting Accommodation	Location/	ET1	ET2	Notes	Status	
			KonTerra arrival Phnom Penh							
	08:15-8:30	WFP CO	Security briefing	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh		SP &SV	JP			
	08:30-09:30		<u>Brief meeting with WFP CO personnel:</u> Country Director, and key staff from education, finance, M&E, logistic and social protection			SP &SV	JP			
29-Jul-19 Monday	10:00-11:00	MEFF	Meeting with MEFF: Chan Narith, PhD.Secretary-General, National Social Protection Council, Cambodia, Mobile: +855-12 280 288 Email: chan_narith@mef.gov.kh Uy Chanimol, Director of Social Assistance General Secretariat for National Social Protection Council Email: uy_channimol@yahoo.com, Mobile: +855 17977783 Mr. Sovadh and his colleague are available for the meeting, Tele: (855) 96 5677 677, Email: isean81@gmail.com	Ministry of Economy and Finance #92, S/K Wat Phnom, K/H Daun Penh, 5th floor (new Building)		SP &SV	JP		Confirmed	
		13:30-14:15	WFP CO	Meeting with Activity 4: Krsina and Phalla			SP &SV	JP		Confirmed
		14:45-15:45	MoEYS, Primary Education Department	Meeting MoEYS: PED H.E. Puth Samith, Director General H.E. Chan Sophea, Dir. of PED (012211336) Mr. Chun Ramy, Deputy Dir. of PED; Mr. Ven Thol, Chief of Scholarship Office (017682226);	MoEYS Building: #168, Preah Norodom Blvd, Sangkat Boeung Keng Kang - In front Panhasatra university		SP &SV	JP		Confirmed

	15:45-17:00	WFP CO	Meeting Kannitha, Sokrathna, Vatanak and Sokhemarey	Education:	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP		Confirmed	
30-Jul-19 Tuesday	08:30-09:30	WFP CO	Meeting Thomas, Kunakar, Savuth, Tipu, Hong, Sokheng	Supply changes:	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh		JP		Confirmed	
	10:00-11:00	MoEYS	Secretary of State, H.E. Nath Bunroeun H.E. San Vathana, Under Secretary of State, MoEYS, vathana20@yahoo.com		At his office	SP &SV			Confirmed	
	8:30-9:30	GIZ	Meeting with Rin Thavy, Program Advisor, Regional Fit for School Programme GIZ, WASH	GIZ:	MoEYS building, Street 380, BKK 1, Phnom Penh, Cambodia Mobile: +855 12 920 858		JP		Confirmed	
	10:00-11:00	School Health Department	Meeting Ms. Chhay Kimsotheavy, Director of SHD Ms. So Chhorvirath, Deputy of SHD Ms. Slad Chenda, Dep. Chief of technical office	MoEYS: SHD	MoEYS New Building: Street 380, Boeung Keng Kang I (close to BKK Market) 4th Floor	SP &SV			Confirmed	
	14:00-15:00	KOICA	Meeting with Pen Vuthida, tel: 012 697117, thydakoica@gmail.com, Jeong Yun Gil, Country Director, Kim Jiyeon, june0619@koica.go.kr Koyena, koyena614@koica.go.kr	KOICA	No. 445, Preah Monivong (St. 93), corner of St. 232, 12th floor, 12258 Phnom Penh,	x	x			Confirmed
	15:30-17:00	WFP CO	Meeting with Kurt, Indira, Yav, Seanglay and Chanvibol	Activity 5:	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh					
31-Jul-19 Wednesday	08:00-9:00	Quality Assurance Department	Meeting with Ung Chinna, Tel: 012883552, chinnaung@gmail.com	QAD:	MoEYS New Building: Street 380, Boeung Keng Kang I (close to BKK Market) 4th Floor		JP		Confirmed	
	09:30-10:30	CARD	Meeting with Dr. Say Ung, CARD, 012 92 6789, sayungcard@gmail.com	CARD: SP, FS&N	Office of the Council of Ministers #41, Russian Federation Blvd,	SP &SV	JP		Confirmed	

	11:00-12:00	WVI	Mr. Ravuth Thea, Senior Program Officer Tel: 012 546 007, ravuth_thea@wvi.org)	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP		Confirmed	
	13:30-14:15	WFP CO	Meeting Synlin and Ly Muy	Finance: WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP			
	16:00-17:00	PLAN	Mr. Chhun Kimheang, country grand coordinator, Kimheang.Chhun@plan-international.org, Tel: 012 264326,	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh				confirmed	
ET conduct interview in Kampong Thom Province: 1-2 August 2019									
05-Aug-19 Monday	08:00-09:00	Meeting with World Education	Mr. Dara Kim, Director of (WE) dara_kim@kh.worlded.org, 081300999 Mr. Sieng Heng, sieng_heng@kh.worlded.org Mr. Sao Vanna, Director of KAPE (012342322)	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	x	x		Confirmed	
	09:30-10:30	MoEYS, Policy Department	Meeting MoEYS: PD Mr. Dy Khamboly, Director of PD, Tel:017883967, khamboly12@gmail.com; Mr. Hem Kunthea, Deputy Director, hamkunthea1@gmail.com Mr. Kang Sophanna, Chief office, kangsophanna@yahoo.com	MoEYS Building: #168, Preah Norodom Blvd, Sangkat Boeung Keng Kang - In front Panhasatra university	x	x		Confirmed	
	10:30-11:30	Primary Education Department	Meeting MoEYS: PED Mr. Venthol, Chief of scholarship Office, Tel:017682226, venthol16@gmail.com;	MoEYS Building: #168, Preah Norodom Blvd, Sangkat Boeung Keng Kang - In front Panhasatra university				Confirmed	
	11:00-12:00	Embassy of Japan (Donor)	Meeting with Japan Embassy: Mr. Masoda, Second Secretary	194 Preah Norodom Boulevard, PNP; Contact: japan.embassy@pp.mofa.go .jp	x	x		Confirmed	
	13:30-14:30	FAO	Meeting with lean Russel (Programme), lean.Russell@fao.org	FAO:	FAO office: # 5 street 370, Phnom Penh	SP &SV			Confirmed

	14:00-15:00	Teacher Department	Meeting MoEYS: TD Mr. Ngor Penglong, Director, 016825533 or 077982983 Mr. Yit Sopheak, 012611848 Mr. Leang Sun Heang, Chief of Admin, 012915417: sunleangheang@gmail.com	MoEYS Building: Preah Norodom Blvd, Adjacent to National Institute of Education.		JP		Confirmed
	15:30-17:00	USAID	Meeting with USAID: Sereisatya ROS, Education Project Management Specialist USAID Cambodia, Email: sros@usaid.gov, Cell: 855 17 666 727 Laura Cizmo, Deputy Director, office of food security and environment, email: lcizmo@usaid.gov, tel: (855) 78999203	US Embassy, 1 Christopher Howes (96), Phnom Penh, Contact: Sao Samsak, Tele: 012997009	SP &SV	JP		Confirmed
06-Aug-19 Tuesday	8:30-9:30	CARD	Meeting with CARD: SP, FS&N HE Sok Silo , Deputy Secretary General of CARD, 012 451111, soksilo@gmail.com	Office of the Council of Minister	SP &SV			Confirmed
	TBD	UNICEF	Meeting with UNICEF: Ms. Katheryn Bennett, kbennett@unicef.org Mr. Chum Channra, cchum@unicef.org Rasika Sridhar Sethi(Education). rsridharsethi@unicef.org	Meeting at Exchange Square - UNICEF Office (behind Vattanac Tower)	SP &SV			Tele conf
	11:00-12:00	UNESCO	Meeting with UNESCO: Sardar Umar Alam, UNESCO Director, Email: su.alam@unesco.org, Mobile: +855 12 543 000 Mr. Santosh Khatri, Chief of education, Email: s.khatri@unesco.org, mobile: +855 95 948 137	UNESCO Office		JP		Confirmed
	Depart for BTB							
ET conduct interview in BTB & SRP: 7-10 August 2019								
12-Aug-19 Monday	8:30-9:30	Mol/CARD	Meeting CARD and Mol: H.E. Ngy Chanphal, Vice Chairman (CARD) & Secret. of State at Mol, mrdngygp@online.com.kh, 012909879 Contact Mr. Ma Nirith, nirith_ma@yahoo.com Assistant 012771878	Ministry of Interior,275 Preah Norodom Blvd. (41), Room 303.	SP &SV	JP		Confirmed
	10:00-11:00	USDA in Ho Chi Minh	Megan (Davidow) Francic Agricultural Attaché U.S. Consulate General Ho Chi Minh City Megan.Francic@fas.usda.gov Vo Thanh Dinh Hoai		x	x		

	11:00-12:00	WFP Regional Bureau in Bangkok	RBB: Luna Kim, RBB, Monitoring and evaluation, luna.kim@wfp.org Kimberly, RBB, kimberly.deni@wfp.org Yumiko; Regional Evaluation Officer at yumiko.kanemitsu@wfp.org Insa; Evaluation: insa.deimann@wfp.org		x	x		
	1:30-2:30	MAFF	Meeting Mr. Mak Soeun, Deputy Director General of General Directorate of Agriculture, MAFF, tel: 012826617, Email: Maksoeun168@gmail.com	MAFF: No 54B/49F, St. 395-656, Sangkat Toeuk Laak 3, khan Tuol Kok, Phnom Penh.	SP &SV	JP		Confirmed
	4:00-5:00	WFP CO	Meeting with Francesca	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh				
	08:00-09:00	USDA Washington	Rummery, Molly - FAS Molly.Rumery@fas.usda.gov					Booked
13-Aug-19 Tuesday	8:00-17:00	Preparation of debrief presentations						
14-Aug-19 Wednesday	8:30-9:30	Curriculum Department	Meeting Ms. Mao Thannavy; Tel: 012559685	MoEYS: CD	MoEYS New Building: Street 380, Boeung Keng Kang I (close to BKK Market) 4th Floor			Confirmed
	8:00-17:00		ET finalize presentation					
15-Aug-19 Thursday	10:00-12:00		Internal preliminary debriefing presentation to WFP					
16-Aug-19 Friday	10:00-12:00		External preliminary debriefing presentation to partners					
16-Aug-19			ET's Departure					

Annex 14: Endline survey documents received from WFP CO (as at 30 September)

In addition to the large volume of files already shared with the Evaluation Team during the 2017 Baseline Survey and the 2018 Mid-term Review, the Country Office has shared the following documents for the 2019 Endline Evaluation.

Data Upload for Endline Evaluation	
1	MTR inception report and final report of USDA McGovern, 2017-2019
2	QPR report from partner, PLAN: Q1, Q2 & Q3
3	QPR report from partner, WVC: Q1, Q2 & Q3
4	QPR report from partner, WE: Q1, Q2 & Q3
5	WEI success story FFE Y3 Q2
6	USDA Semi-annual reports from: 1). Oct 2018- March 2019 and 2). Apr 2018- Sept 2018
7	USDA schools support summary SY2018-19
8	Annual Country Report 2018
9	School List SY18-19 (USDA)
10	WFP_KHM_EDU_USDA_Targeted_Area_2017_2018
11	WFP_KHM_EDU_USDA_Targeted_Area_2018_2019
12	EMIS data for 2018-19
13	School List SY18-19 (USDA) Case and Compare schools
14	080719 - List of case and comparison schools
15	List of case schools programme [SY2016-2019]
16	ESP 2019-23- incorporated the SM/HGSF -latest draft- the English final signed version not yet available.
17	Annex 1 for the Letter of Understanding with MoEYS – ongoing process for signature
18	HGSF concept note from MoEYS to MEF (Social protection Council) – in Khmer only
19	Draft HGSF implementation framework – in Khmer - ongoing prepare
20	Draft HGSF operational guideline –in Khmer - ongoing prepare
21	Draft of food safety materials – almost finalize, including video (<u>Cannot upload videos as big file</u>)
22	Translated Nutrition Materials for USDA
23	Output progress-By June 2019_Edu (USDA)-26 Jul 2019- final
24	20-MoEYS letter to GCNF 18 Jan 2019
25	Draft of Main Report EC -English (19032019)
26	Equity-Focus-Scholarship-Policy-Eng-May2019
27	Social protection committee
28	ProposalAttachments_2019-0113 (USDA- LRP proposal)
29	ProposalAttachments_2019_Cambodia (USDA McGovern-Dole)
30	PRISM PowerPoint (shown to us by Krisna and Phalla) + Other documents
31	Annual SF Workshop in KCG 18-19 March 2019-Final
32	WFP HGSF Preliminary Results FINAL (HGSF supplier consultation 2018)
33	Nutrition reports
34	Guideline on Food Safety in Schools-May 2019
35	Cambodia Funding Proposal - Russian Federation_08 May
36	Graphic of Primary of Kingdom (2018-2019) - official
37	HGSF guidance-Khmer version
38	2019-05-31-Scholarship Evaluation Report-Vol-I-final
39	2019-05-31-Scholarship Evaluation Report-Vol-II-final
40	Cambodia mission report - January 2017

Annex 15: Key informant list

	Number
Community representatives	14
Donors	9
Government representatives	49
NGO implementing partner personnel	24
Other UN agency personnel	3
Parents	64
School children	32
School personnel	53
WFP personnel	29
TOTAL	277

No.	Name	Position	Organization
World Food Programme			
1	Bunthang Chhe	Programme Policy Officer (M&E, FLA, Reporting)	World Food Programme, Cambodia
2	Chong Porina	Finance Assistant	World Food Programme, Cambodia
3	Emma Conlan	Head of Programme	World Food Programme, Cambodia
4	Francesca Erdelmann	Country Director	World Food Programme, Cambodia
5	Indira Bose	Analytics and Policy Advocacy Team Lead	World Food Programme, Cambodia
6	Kannitha Kong	Head of Education Unit	World Food Programme, Cambodia
7	Kith Sothy	Storekeeper	World Food Programme, Cambodia
8	Krisna Keo	Programme Team Leader (PRISM)	World Food Programme, Cambodia
9	Mao Somana	Programme Monitoring Assistant	World Food Programme, Cambodia
10	Moi Lee	Finance Assistant	World Food Programme, Cambodia
11	Nalyn XXX	Finance Officer	World Food Programme, Cambodia
12	Nuth Thanak	Programme Monitoring Assistant	World Food Programme, Cambodia
13	Phalla Keo	Programme Policy Officer (PRISM-Education)	World Food Programme, Cambodia
14	Rene Seng	Programme Budget Officer	World Food Programme, Cambodia
15	Seng Kunakar	Logistics Officer	World Food Programme, Cambodia
16	Soeu Sousdey	Senior Programme Assistant	World Food Programme, Cambodia
17	Sok Heng Leng	Procurement Officer	World Food Programme, Cambodia
18	Sokhemarey Saphon	Programme Assistant (Education)	World Food Programme, Cambodia
19	Sokrathana Pheng	Programme Officer (Education and Social protection)	World Food Programme, Cambodia
20	Sokunvatanak Sek	Programme Assistant (Education)	World Food Programme, Cambodia
21	Som Sinorn	Programme Monitoring Assistant	World Food Programme, Cambodia
22	Sreng Him	Programme Monitoring Assistant	World Food Programme, Cambodia
23	Thomas Debandt	Supply Chain & EPR Team Leader	World Food Programme, Cambodia
24	Um Nisith	Head of Area Office, Siem Reap	World Food Programme, Cambodia
25	Yav Long	New title?	World Food Programme, Cambodia
26	Carla Mejia	Regional Food Technology/Food Safety Officer	World Food Programme, Regional Bureau Bangkok

27	Insa Deimann	Regional Evaluation Analyst	World Food Programme, Regional Bureau Bangkok
28	Kimberly Deni	Regional Programme Director	World Food Programme, Regional Bureau Bangkok
29	Yumiko Kanemitsu	Regional Evaluation Officer	World Food Programme, Regional Bureau Bangkok
Implementing partners			
30	Mr. Yi Kim Than	Deputy Country Director - Programs	Plan International
31	Mr. Binh Pham	Business Development Manager	Plan International
32	Mr. Tan Sovanarath	Project Officer	Plan International
33	Mr. Huon Sothea	Project Officer	Plan International
34	Mr. Samrith Sophat	Project Officer	Plan International
35	Mr. Un Savoeun	SFP Project Officer	Plan International
36	Mr. An Sam An	SFP Project Officer	Plan International
37	Ms. Lam Sony	SFP Project Officer	Plan International
38	Ms. Kim Heang	Grant Compliant Officer	Plan International
39	Mr. Yi Kimthan	Deputy Country Director	Plan International
40	Mr. Binh Pham	Business Development Officer	Plan International
41	Mr. Sieng Heng	Senior Program Manager	World Education
42	Mr. Chhoeut Sovannarith	Senior Resources Acquisition specialist	World Vision
43	Ms. Ngi Lyna	M & E Manager	World Vision
44	Mr. Thea Ravuth	Senior Manager for Private Non-Sponsorship and Grant Projects	World Vision
45	Mr. Suy Kim Seak	Area Programme Manager	World Vision
46	Mr. An Lyhorn	Sernior Zone Manager	World Vision
47	Ms. Chea Chansreyroth	M&E School Feeding Programme	World Vision
48	Mr. Sok Meaneth	OIC AP KPS	World Vision
49	Mr. Say Piseth	Programme Coordinator - School Feeding Programme	World Vision
50	Mr. By Riden	Programme Coordinator - School Feeding Programme	World Vision
51	Mr. Ol Seine	Senior Programme Manager - School Feeding Programme	World Vision
52	Mr. Keo Theoravuth	Senior Programme Officer - Resource Development Unit	World Vision
53	Mr. Chan Sokkhy	Area Programme Manager - Santuk	World Vision
Donors			
54	Mr. Meng Kinsan	Program Adviser, Regional Fit for School Program	GIZ
55	Mr. Kengo Matsuda	Second Secretary	Japanese Embassy
56	Ms. Weon Jihye	Deputy Country Director	KOICA
57	Ms. Pen Vuthyda	Program Officer (Education & Culture)	KOICA
58	Mr. John Collins	Deputy Director, Office of Public Health and Education	USAID
59	Mr. Laura Cizmo	Deputy Director, Office of Food Security and Environment	USAID
60	Mr. Ros Sereisatyia	Education Project Management Specialist	USAID
61	Megan Francic	Agricultural Attache	USDA, Ho Chi Minh City
62	Molly Rummery	Manager of Desk Office for Cambodia	USDA, Washington D.C

Other UN Agencies			
63	Kathryn Bennett	Chief of Education	UNICEF
64	lean Russell	Senior Policy Advisor	Food and Agriculture Organization (FAO)
65	Santosh Khatri	Chief of Education Unit	UNESCO
Government Representatives			
66	Mr. Luy Chhorn	First Vice Commune Chief	Bakong Commune, Prasat Bakong district, Siem Reap Province
67	Mr. Bou Noeum	Chief of Commune	Balaink Commune, Prasat Bakong district, Siem Reap Province
68	HE Kao Muy Thong	Deputy Secretary General	CARD
69	HE Mr. Tuot Sam Oeun	Deputy Secretary General	CARD
70	Mr. Say Ung	Head of Department of Food Security and Nutrition	CARD
71	Mr. Chou Bunheang	Director of Agricultural Department	CARD
72	Mr. Hong Leang Heng	Director of Water Resources Department	CARD
73	HE Mr. Sok Silo	Secretary General	CARD
74	Mr. Lim Reth	Head of Cluster School	Chea Smoan School, Prasat Bakong district, Siem Reap Province
75	Ms. Chan Sok Koan	Store Keeper	Chimeak Primary School, Chimeak Village, Kokoh Commune, Kampong Svay District, Kampong Thom Province
76	Ms. Chhon Vong	Member of Commune Woman Committee	Danrun Commune, Sotr Nikum District, Siem Reap Province
77	Ms. Sok Som Bophas	2 nd Vice Chief of Commune	Danrun Commune, Sotr Nikum District, Siem Reap Province
78	Mr. Ung Chinna	Director of Education Quality Assurance	Department of Education Quality Assurance, MoEYS
79	Ms Mao Thannavy	Director	Department of Curriculum, MoEYS
80	Mr.		Department of Teacher Training, MoEYS
81	Mr. Nov Sao Voleak	Officer	Department of Policy, MOEYS
82	Mr. Sip Pagna Soley	Deputy Director	Department of Policy, MOEYS
83	Ms. Bunchan Kulika	Deputy Director	Department of Policy, MOEYS
84	Mr. Ven Thol	Chief of Scholarship Office	Department of Primary Education, MoEYS
85	Mr.	Deputy Director of Department	Department of Primary Education, MoEYS
86	Mrs. Slat Chenda	Vice Chief Technical Bureau	Department of School Health, MOEYS
87	HE. Mr. Put Samith	Director General of Education	Directorate General of Education, MoEYS
88	Ms. Chuor Chantha	Education Officer	Kampong Svay District, Kampong Thom Province
89	Mr. Chieng Thol	Education Officer	Kampong Svay District, Kampong Thom Province
90	Mr. Than Sivuka	Chief of Office of District Education	Kampong Svay District, Kampong Thom Province
91	Mr. Than Puthi	Deputy Governor of District	Kampong Svay District, Kampong Thom Province
92	Mr. Chan Dara	Deputy Governor	Kampong Thom Provincial Hall, Kampong Thom Province
93	Mr. Sar Phalror	Vice Chief of Admin Office of Provincial City Hall	Kampong Thom Provincial Hall, Kampong Thom Province
94	Mr. Ly Engly	Chief of Office of Economic and Social Affair	Kampong Thom Provincial Hall, Kampong Thom Province
95	Mr. Um Kim Song	Vice Chief of Office of International Cooptation	Kampong Thom Provincial Hall, Kampong Thom Province

96	Ms. Chhoeun Sotheany	Vice District Governor	Koh Kralor district, Battambang Province
97	Mr. Vang Kong	Staff of Education District Office	Koh Kralor district, Battambang Province
98	HE Mr. Ngy Chan Phal	Secretary of State of Ministry of Interior and CARD Chairman	MOI
99	Mr. Tuot Sam Oeun	IT Adviser	National Council of Social Protection, MEF
100	Mr. Sean Sovadh	Deputy Director	National Council of Social Protection, MEF
101	Mr. Chhim Vichra	Director of PDAFF	PDAFF
102	Mr. Mom Sam	Deputy of Provincial Department of Education	PDOEYS, Battambang Province
103	Mr. Seng Kimsea	Staff of Primary Education Office	PDOEYS, Battambang Province
104	Mr. Tith Vuthy	Deputy of Provincial of Education Department	PDoEYS, Kampong Thom Province
105	Mr. Khorn Pin	Deputy Chief of Primary Education Office	PDoEYS, Kampong Thom Province
106	Mr. Veng Kim Heng	Chief of Office of Primary Education	PDOEYS, Siem Reap Province
107	Mr. Kang Sophie	Staff of Primary Education Office	PDOEYS, Siem Reap Province
108	Mr. Sort Kundy	Chief of Accounting Office	PDOEYS, Siem Reap Province
109	Ms. Meas Phyrun	Education Officer	PDoEYS, Battambang Province
110	HE Ms. Sun Chenda	Deputy Provincial Governor	Provincial Government Office, Battambang Province
111	Them Sompon	Deputy Governor of District	Santuk District, Kampong Thom
112	Nel Samat	Chief of Office of District Education	Santuk District, Kampong Thom
113	Lorn Sim	District Education Officer	Santuk District, Kampong Thom
114	Mr. Sambath Udom	Officer of Public Relation Office	Provincial Government Office, Battambang Province
Community Representatives			
115	Mr. Tuy Loeurn	Second Vice Commune Chief	Kantraing Commune, Prasat Bakong district, Siem Reap Province
116	Bin Naree	DSFC Member	Prasat Commune, Santuk District, Kampong Thom
117	Heem Kamra	DSFC Member	Prasat Commune, Santuk District, Kampong Thom
118	Mr. So Chhoeum	Commune Chief	Khan Por Commune, Sotr Nikum District, Siem Reap Province
119	Ms. Phon Saruon	Member of Commune Woman Committee	Khneas Commune, Sotr Nikum District, Siem Reap Province
120	Mr. So Phal	1 st Vice Commune Chief	Khneas Commune, Sotr Nikum District, Siem Reap Province
121	Ms. Ho Pat	Member of Commune Woman Committee	Kien Sangke Commune, Sotr Nikum District, Siem Reap Province
122	Mr. Sem Sovann	2nd Vice Chief of Commune	Koh Kralor district, Battambang Province
123	Mr. Yan Kuon	Member of Commune Council	Koh Kralor district, Battambang Province
124	Ms. Phy Phalla	Member of Commune Council	Koh Kralor district, Battambang Province
125	Ms. Long Lei	Member of Commune Women Committee	Ksach Por Commune, Sotr Nikum District, Siem Reap Province
126	Mr. Than Bunthang	Chief of Commune	Mean Chey Commune, Prasat Bakong district, Siem Reap Province
127	But Saroe	Village Chief	Bung Snow Village, Samrong Commune, Sotr Nikum District, Siem Reap Province
128	Sau Dol	Village Chief	Samrong Village, Samrong Commune, Sotr Nikum District, Siem Reap Province

School personnel			
129	Mr. Hoeun Sokchea	Storekeeper	Kok Paon Primary School, Kok Paon Village, Thipadey Commune, Koh Kralor district, Battambang Province
130	Mr. Ouk Sereyvuth	Storekeeper	Pongro Primary School, Kantraing Commune, Prasat Bakong District, Siem Reap province
131	Ms. Kri Somalay	Member of Commune Woman Committee	Popel Commune, Sotr Nikum District, Siem Reap Province
132	Mr. Por Thinh	1 st Vice Commune Chief	Popel Commune, Sotr Nikum District, Siem Reap Province
133	Mr. Nim Sovan	Deputy District Governor	Prasat Bakong District, Siem Reap Province
134	Mr. Tan Vichekaraingst	Chief of DOEYS Office	Prasat Bakong District, Siem Reap Province
135	Mr. Khih Bunroeun	Staff of DOEYS Office	Prasat Bakong District, Siem Reap Province
136	Mr. Srey Chum	Chief of District Agricultural Office	Prasat Bakong district, Siem Reap Province
137	Ms. Kong Sinuon	Staff of inter sector office	Prasat Bakong district, Siem Reap Province
138	Ms. Doeun Ly	Cook	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
139	Ms. Chi Samay	SFC member	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
140	Ms. Phuong Sok Leap	SFC member	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
141	Mr. Yom Yoan	Head of Committee and member of village council	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
142	Ms. Pheach Roeun	SFC member	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
143	Mr. Phen Chen	Cook	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
144	Mr. Sok Sarita	SFC member	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
145	Ms. Phav Satun	SFC member	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
146	Mr. Bun Rin	Security and Keep Student Order	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
147	Ms. Hak Lay Heang	Store Keeper	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
148	Mr. Um Rong	Chief of Commune	Roluos Commune, Prasat Bakong district, Siem Reap Province
149	Mr. Seng Thong	1 st Vice Commune Chief	Samrong Commune, Sotr Nikum District, Siem Reap Province
150	Ms. Khun Siyon	Member of woman commune committee	Samrong Commune, Sotr Nikum District, Siem Reap Province
151	Mr. Ieng Pisith	Deputy District Governor	Sotr Nikum District, Siem Reap Province
152	Mr. Khun Vun	Chief of Admin Office of district	Sotr Nikum District, Siem Reap Province
153	Mr. Tan Len	Chief of Education Office	Sotr Nikum District, Siem Reap Province
154	Mr. Khen Som	Staff of District of Education Office	Sotr Nikum District, Siem Reap Province
155	Mr. Ye Rom	Head of Cluster School	Ta Ey School, Prasat Bakong district, Siem Reap Province
156	Mr. Pou Chea	Deputy Head of Cluster School	Ta Ey School, Prasat Bakong district, Siem Reap Province
157	Mr. Chuon Chumnith	Commune Chief	Ta Yek Commune, Sotr Nikum District, Siem Reap Province
158	Mr. Oeun Liem	Commune Chief	Ta Yek Commune, Sotr Nikum District, Siem Reap Province
159	Ms. Yin Sideth	Member of Commune Woman Committee	Tav Yok Commune, Sotr Nikum District, Siem Reap Province
160	Mr. Ngong Noeum	First Vice Commune Chief	Trapaing Thom Commune, Prasat Bakong district, Siem Reap Province
161	Kay Lanh	Teacher	Samrong Primary School, Thipakdei Commune, Battambang Province
162	Teum Sarak	Teacher	Samrong Primary School, Thipakdei Commune, Battambang Province
163	Thon	Teacher	Samrong Primary School, Thipakdei Commune, Battambang Province

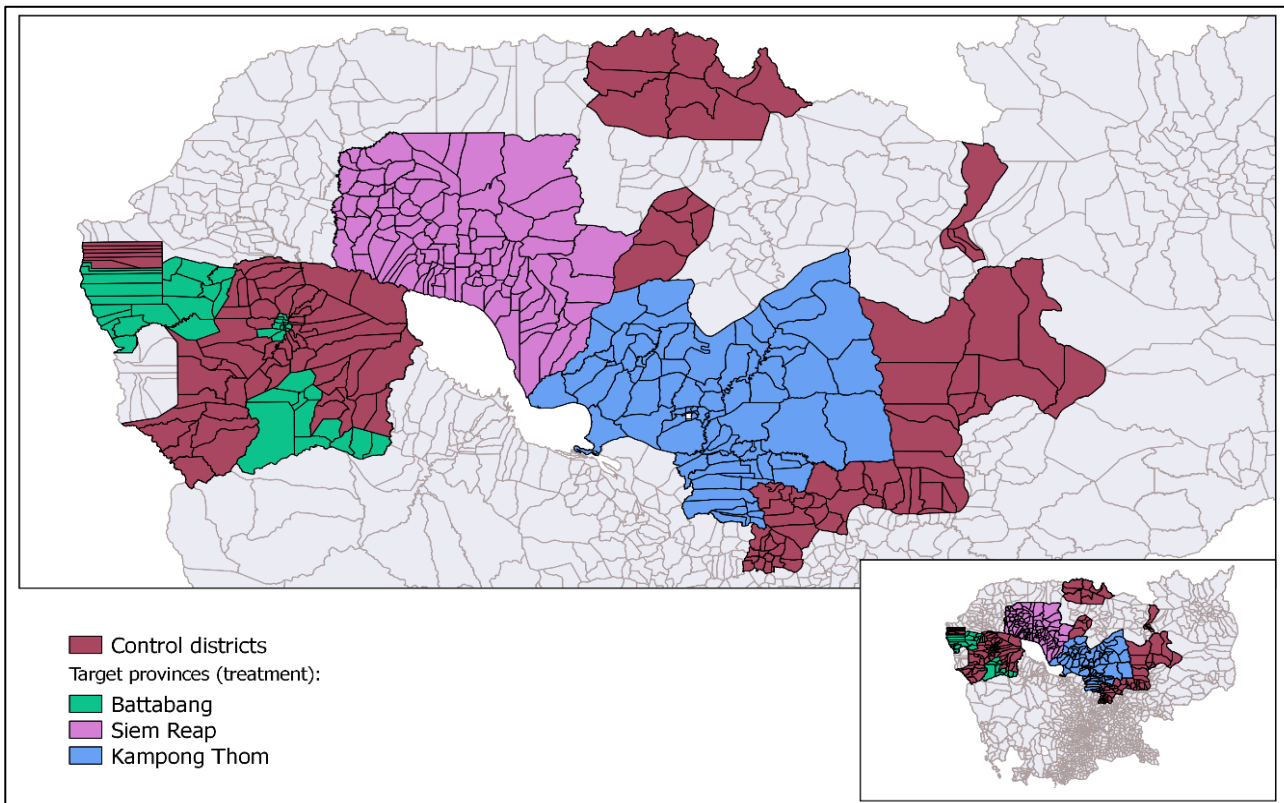
164	Phon Vann	Teacher	Samrong Primary School, Thipakdei Commune, Battambang Province
165	Sat Seng	School Director	Samrong Primary School, Thipakdei Commune, Battambang Province
166	Khoeurn Soka	Teacher	Pongro Primary School, Kantraing Commune, Prasat Bakong District, Siem Reap province
167	Sambath	Teacher	Pongro Primary School, Kantraing Commune, Prasat Bakong District, Siem Reap province
168	Pida	Teacher	Pongro Primary School, Kantraing Commune, Prasat Bakong District, Siem Reap province
169	Molly	Teacher	Pongro Primary School, Kantraing Commune, Prasat Bakong District, Siem Reap province
170	Heang Sekteng	School Director	Pongro Primary School, Kantraing Commune, Prasat Bakong District, Siem Reap province
171	Nath	Teacher	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
172	Sarang	Teacher	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
173	Sokim	Teacher	Prasat Sanloang Primary School, Sanloang Village, Chan Sa Commune, Sotr Nilum District, Siem Reap Province
174		School Director	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
175		Assistant School Director	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
176	Sak Sytha	Teacher	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
177	Vanna	Teacher	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
178	Navy	Teacher	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
179	Srey Mom	Teacher	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
180	Kompheak	Teacher	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province
181	Ly Den	Teacher	Kuok Nguon Primary School, Kampong Svay District, Kampong Thom Province

Annex 16: WFP school feeding interventions in sampled case schools since baseline

School Code	Provinces	District	School Name	School meals interventions provided		
				SY 2016/17 (Baseline)	SY 2017/18	SY 2018/19 (Endline)
6010505077	Kampong Thom	Baray	Prey Dom	SMP	SMP+THR	SMP+THR
6010611038	Kampong Thom	Baray	Praing Samrong	SMP	SMP+THR	SMP+THR
6011701064	Kampong Thom	Baray	Tnot Chum	SMP	SMP+THR	SMP+THR
6020303059	Kampong Thom	Kampong Svay	O Ta Sek	SMP	HGSF-Hybrid	HGSF-Hybrid
6020411021	Kampong Thom	Kampong Svay	Anlung Krasaing	SMP	HGSF-Hybrid	HGSF-Hybrid
6040106026	Kampong Thom	Prasat Balaing	Kruos	SMP	SMP+THR	SMP+THR
6040305004	Kampong Thom	Prasat Balaing	Kranhoung	SMP	SMP+THR	SMP+THR
6040602020	Kampong Thom	Prasat Balaing	Trach	SMP	SMP+THR	SMP+THR
6050112006	Kampong Thom	Prasat Sambo	Prasat	SMP	SMP+THR	SMP+THR
6050113011	Kampong Thom	Prasat Sambo	Veal Veng	SMP	SMP+THR	SMP+THR
6050201013	Kampong Thom	Prasat Sambo	Kampong Chvea	SMP	SMP+THR	SMP+THR
6050406029	Kampong Thom	Prasat Sambo	Choam Boeung	SMP	SMP+THR	SMP+THR
6050407031	Kampong Thom	Prasat Sambo	Tumnup	SMP	SMP+THR	SMP+THR
6050508033	Kampong Thom	Prasat Sambo	Kampong Chheu Teal	SMP	SMP+THR	SMP+THR
6060510022	Kampong Thom	Sandann	Phlorl Rumpos	SMP	SMP+THR	SMP+THR
6060701033	Kampong Thom	Sandann	Danghet	SMP	SMP+THR	SMP+THR
6060707039	Kampong Thom	Sandann	Svay	SMP	SMP+THR	SMP+THR
6070101001	Kampong Thom	Santouk	Boeung Lovea	SMP	SMP+THR	SMP+THR
6070408015	Kampong Thom	Santouk	Chi Meak	SMP	SMP+THR	SMP+THR
6070503022	Kampong Thom	Santouk	Trapaing Pring	SMP	SMP+THR	SMP+THR
6070806032	Kampong Thom	Santouk	Chambak Khang Cheung	SMP	SMP+THR	SMP+THR
6070906037	Kampong Thom	Santouk	Chhouk Rumduol Choam Thna	SMP	SMP+THR	SMP+THR
6080103002	Kampong Thom	Staung	Beng	SMP	SMP	HGSF-Hybrid
6080109007	Kampong Thom	Staung	Sla Kor	SMP	SMP+THR	HGSF-Hybrid+THR

6080201011	Kampong Thom	Staung	Preah Naingkoal	SMP	SMP+THR	HGSF-Hybrid+THR
6080202079	Kampong Thom	Staung	Sampor	SMP	SMP+THR	HGSF-Hybrid+THR
6080203014	Kampong Thom	Staung	Srey Rongeut	SMP	SMP+THR	HGSF-Hybrid+THR
6080303021	Kampong Thom	Staung	Trapaing Choa	SMP	SMP+THR	HGSF-Hybrid+THR
6080913054	Kampong Thom	Staung	Ta Treal	SMP	SMP+THR	HGSF-Hybrid+THR
6081004057	Kampong Thom	Staung	Leuk Cheah	SMP	SMP+THR	HGSF-Hybrid+THR
6081007058	Kampong Thom	Staung	Prasat	SMP	SMP+THR	HGSF-Hybrid+THR
6081214069	Kampong Thom	Staung	Lovea	SMP	SMP	HGSF-Hybrid

Annex 17: Map of target (treatment) provinces and comparison (control) districts



Source: KonTerra Evaluation Team based on data provided by WFP Cambodia Country Office

Annex 18: Full list of case and comparison schools for endline evaluation

No.	SCHOOL ID	PROVINCE	SCHOOL NAME	SCHOOL TYPE
1	2130307024	Battambang	Prey Sinh	Case
2	2130402007	Battambang	Kouk Poun	Case
3	2130404009	Battambang	Tuol Mates	Case
4	2130408025	Battambang	Boeung Raing	Case
5	2130411012	Battambang	Samrong	Case
6	6010505077	Kampong Thom	Prey Dom	Case
7	6010611038	Kampong Thom	Praing Samrong	Case
8	6011701064	Kampong Thom	Tnot Chum	Case
9	6020303059	Kampong Thom	O Ta Sek	Case
10	6020411021	Kampong Thom	Anlung Krasaing	Case
11	6040106026	Kampong Thom	Kruos	Case
12	6040305004	Kampong Thom	Kranhoung	Case
13	6040602020	Kampong Thom	Trach	Case
14	6050112006	Kampong Thom	Prasat	Case
15	6050113011	Kampong Thom	Veal Veng	Case
16	6050201013	Kampong Thom	Kampong Chvea	Case
17	6050406029	Kampong Thom	Choam Boeung	Case
18	6050407031	Kampong Thom	Tumnu	Case
19	6050508033	Kampong Thom	Kampong Chheu Teal	Case
20	6060510022	Kampong Thom	Phtorl Rumpos	Case
21	6060701033	Kampong Thom	Danghet	Case
22	6060707039	Kampong Thom	Svay	Case
23	6070101001	Kampong Thom	Boeung Lovea	Case
24	6070408015	Kampong Thom	Chi Meak	Case
25	6070503022	Kampong Thom	Trapaing Pring	Case
26	6070806032	Kampong Thom	Chambak Khang Cheung	Case
27	6070906037	Kampong Thom	Chhouk Rumduol Choam Thna	Case
28	6080103002	Kampong Thom	Beng	Case
29	6080109007	Kampong Thom	Sla Kor	Case
30	6080201011	Kampong Thom	Preah Naingkoal	Case
31	6080202079	Kampong Thom	Sampor	Case
32	6080203014	Kampong Thom	Srey Rongeut	Case
33	6080303021	Kampong Thom	Trapaing Choa	Case
34	6080913054	Kampong Thom	Ta Treal	Case
35	6081004057	Kampong Thom	Leuk Cheah	Case
36	6081007058	Kampong Thom	Prasat (Lekchaes)	Case
37	6081214069	Kampong Thom	Lovea	Case
38	17030201025	Siemreap	Tuol Kruos	Case
39	17030305007	Siemreap	Ta Koh	Case
40	17030604012	Siemreap	Sras Khvav	Case
41	17030604027	Siemreap	Ta Pen	Case
42	17040209006	Siemreap	Wat Kandal	Case
43	17040510016	Siemreap	Khnar Thnung	Case
44	17040516020	Siemreap	Kilometer Ta Chhim	Case
45	17040707030	Siemreap	Kbal Kduoch	Case
46	17040907071	Siemreap	Chup Tnot	Case
47	17040910077	Siemreap	Sop Mong	Case
48	17041001038	Siemreap	Chamreun Rath	Case

49	17041002039	Siemreap	Boeung	Case
50	17041003040	Siemreap	Spean Touch	Case
51	17041106046	Siemreap	Damrei Chhlang	Case
52	17041107047	Siemreap	Kanseng	Case
53	17041211052	Siemreap	Lovea	Case
54	17060403030	Siemreap	Lork Ta Ma	Case
55	17060405011	Siemreap	Prasat Khnar	Case
56	17060603013	Siemreap	Damnak Kchas	Case
57	17060717028	Siemreap	Sela Rumduol	Case
58	17060806029	Siemreap	Prey Longeang	Case
59	17060903019	Siemreap	Sranal	Case
60	17061003023	Siemreap	Hun Sen Ta An	Case
61	17061007025	Siemreap	Teuk Chum	Case
62	17070207066	Siemreap	Prasat Char	Case
63	17070209004	Siemreap	Peam	Case
64	17070307006	Siemreap	Kdei Run	Case
65	17070803025	Siemreap	Trakeat	Case
66	17071006027	Siemreap	Ta Tork	Case
67	17071010030	Siemreap	Chambak He	Case
68	17071106032	Siemreap	Prasat	Case
69	17071109033	Siemreap	Pradak	Case
70	17090508019	Siemreap	Pongror	Case
71	17110114045	Siemreap	Prasat Sanloang	Case
72	17110601024	Siemreap	Thlat	Case
73	17110604025	Siemreap	Kauk Sangker	Case
74	17110807052	Siemreap	Popel Kandal	Case
75	17111001039	Siemreap	Boeung Ngot	Case
76	17111002063	Siemreap	Punleuvichea Chup Sman	Case
77	17111004041	Siemreap	Phka Rumchek	Case
78	17111005050	Siemreap	Champeu	Case
79	17111008042	Siemreap	Boeung Vean	Case
80	17130107025	Siemreap	Sre Robang	Case
81	17130201012	Siemreap	Kantuot	Case
82	17130202005	Siemreap	Hun Sen Khnar Krao	Case
83	17130305006	Siemreap	Anlung Thom	Case
84	17140309020	Siemreap	Khnar Phtaul	Case
85	17140311022	Siemreap	Trapaing Krasaing	Case
86	17140404015	Siemreap	Russey Tauch	Case

No.	SCHOOL ID	PROVINCE	SCHOOL NAME	SCHOOL TYPE
87	2010203048	Battambang	Phnom Chi Hang	Comparison
88	2010205020	Battambang	Kampang Keut	Comparison
89	2010505045	Battambang	Bos Khnor	Comparison
90	2010602022	Battambang	Kampeuv	Comparison
91	2010703029	Battambang	Sneung	Comparison
92	2010704057	Battambang	Chak Angkam	Comparison
93	2020102035	Battambang	Wat Thmar Kaul	Comparison
94	2020303023	Battambang	Veal Trea	Comparison
95	2020306026	Battambang	Prey Dach	Comparison
96	2020411043	Battambang	Tuol Preah Khe	Comparison
97	2020602016	Battambang	Nikum	Comparison
98	2020804018	Battambang	Ta Meak Chraneang	Comparison
99	2021003042	Battambang	Saray Andet	Comparison
100	2050404020	Battambang	Rohal Suong	Comparison
101	2050407022	Battambang	Bak Rotes	Comparison
102	2050601010	Battambang	Prey Chas	Comparison
103	2060115091	Battambang	Boh Pouy	Comparison
104	2060404046	Battambang	Chrey Run	Comparison
105	2060409087	Battambang	Svay Bopha	Comparison
106	2060502002	Battambang	Angkrong	Comparison
107	2060802065	Battambang	Kilometer Lekh 4	Comparison
108	2060901039	Battambang	Bung Bei	Comparison
109	2060902040	Battambang	Kuoy Chik Dei	Comparison
110	2070206011	Battambang	Kandal Stung	Comparison
111	2070207037	Battambang	Tvak	Comparison
112	2070303016	Battambang	Boeung Khtum	Comparison
113	2070401007	Battambang	Treng	Comparison
114	2070403043	Battambang	Chumnap Phas Komathsu	Comparison
115	2070506027	Battambang	Kiri Chum	Comparison
116	2080407033	Battambang	Ta Pon 1	Comparison
117	2080602047	Battambang	Sala Trav	Comparison
118	2080905021	Battambang	Dambauk Khpuos	Comparison
119	2080906022	Battambang	Tuol Lovieng	Comparison
120	2110101001	Battambang	Sovann Kiri	Comparison
121	2110103021	Battambang	O Chrab	Comparison
122	2110106010	Battambang	Sre Andaung 2	Comparison
123	2110605024	Battambang	Phoum Tnot	Comparison
124	2110606022	Battambang	Spong Chreuv Krom	Comparison
125	2120205008	Battambang	Chambak	Comparison
126	2120402011	Battambang	Kandoal	Comparison
127	2120403019	Battambang	O Thmar	Comparison
128	2120506014	Battambang	BoeungTrakuon	Comparison
129	3020105003	Kampong Cham	Bos Khnor	Comparison
130	3020110028	Kampong Cham	Phoum 35	Comparison
131	3020207007	Kampong Cham	Preus Meas	Comparison
132	3020304011	Kampong Cham	Trapaing Russey	Comparison
133	3020407015	Kampong Cham	Phoum 3	Comparison
134	3020504030	Kampong Cham	Por Preng	Comparison
135	3020610038	Kampong Cham	Sre Preal	Comparison
136	3020701040	Kampong Cham	Ta Ong	Comparison

137	3130402019	Kampong Cham	Baray	Comparison
138	3130606025	Kampong Cham	Phoum Thmei	Comparison
139	3130707027	Kampong Cham	Memeang	Comparison
140	3130812058	Kampong Cham	Kampong Samnanh	Comparison
141	3131001036	Kampong Cham	Sosen	Comparison
142	3131309049	Kampong Cham	O Ta Thok	Comparison
143	3150102001	Kampong Cham	Areak Tnot	Comparison
144	3150405005	Kampong Cham	Chheu Teu	Comparison
145	3150902014	Kampong Cham	Prek Kak	Comparison
146	3151201032	Kampong Cham	Sopheas	Comparison
147	10030303012	Kratie	Kampong Kor	Comparison
148	10030505020	Kratie	Prek Praing	Comparison
149	10030508023	Kratie	Prek Prasap Leu	Comparison
150	10040206039	Kratie	Tonsong Thleak	Comparison
151	10040601017	Kratie	Pa Khle	Comparison
152	10040603038	Kratie	Sre Chhouk	Comparison
153	10040704044	Kratie	Koh Real	Comparison
154	10040904029	Kratie	Rovieng	Comparison
155	13030104003	Preah Vihear	Phoum Veal Po	Comparison
156	13030106024	Preah Vihear	Bun Rany Hun Sen Trapaing	Comparison
157	13030214034	Preah Vihear	Sen Techo Morokot	Comparison
158	13030506017	Preah Vihear	Choam Sre	Comparison
159	13030601005	Preah Vihear	Kantuot	Comparison
160	13060101001	Preah Vihear	Chamroeun	Comparison
161	13060503014	Preah Vihear	Trapaing Raing	Comparison

Annex 19: 2017-2019 baseline methodology for selection of comparison schools

The comparison group for the 2017-2019 baseline survey is built by using Propensity Score Matching (PSM). Schools in the treatment group will be paired to schools located in districts in the table below where no school feeding programme is implemented.

The independent variables included in the PSM is the percentage of poor households. Thus, effects in schools with poorer students will be compared to those in schools with poorer students.

Districts from which control schools are selected

Province	District
Battambang	Banan
	Ek Phnom
	Maung Russey
	Ratanak Mondul
	Samlaut
	Sampeuv Loun
	Sangker
	Thmar Kaul
Preah Vihear	Sangkom Thmei
	Chom Ksan
Kratie	Prek Prasap
	Sambo
Kampong Cham	Chamkar Leu
	Prey Chhor
	Steung Trang

As a new baseline, this survey employs a comparison group constructed by matching techniques (propensity score matching), selected from schools in the above districts in which no support is provided to any schools. It will serve to examine differences at baseline and next endline phases (through the difference-in-differences test), to quantify the change in key outcomes in the presence and in the absence of the intervention.

The construction of the Propensity Score for matching comparison schools to treatment schools, as computed with the R software (MatchIt function), has been based on a logit model (see Figure 1). The algorithm applied for matching was the nearest neighbour, with replacement (given the small number of available control schools compared to treatment schools, one comparison school can be paired to several treatment schools). The independent variable was the percentage of poor households¹². Graphs and tables (see Figure 2) below show how matching has resulted in a control sample in which schools are comparable to treated ones in terms of the independent variables:

- Matched data QQ Plots show that control and treatment groups follow a similar distribution (more than all data QQ plots do).
- Histograms for Matched control groups are similar to those of Matched treated groups (showing satisfactory regions of common support)
- Balance improvement indicators are generally high, all above 67%

¹² Perc.Poor HH, as it appears in following graphs and tables.

Logistic regression for propensity score estimation

$$Proba = 1.0627 * Perc.Poor HH - 0.2765$$

Note: logistic regression. The dependent variable (Proba) is 1 if the school is targeted by WFP intervention, and 0 otherwise. The coefficient represents the contribution of variable percentage of poor households (Perc. Poor HH) to the probability that the school is targeted.

Deviance Residuals:

Min	1Q	Median	3Q	Max
-1.285	-1.127	-1.078	1.221	1.294

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	-0.2765	0.1286	-2.150	0.0315 *
Perc.Poor HH	1.0627	0.7066	1.504	0.1326

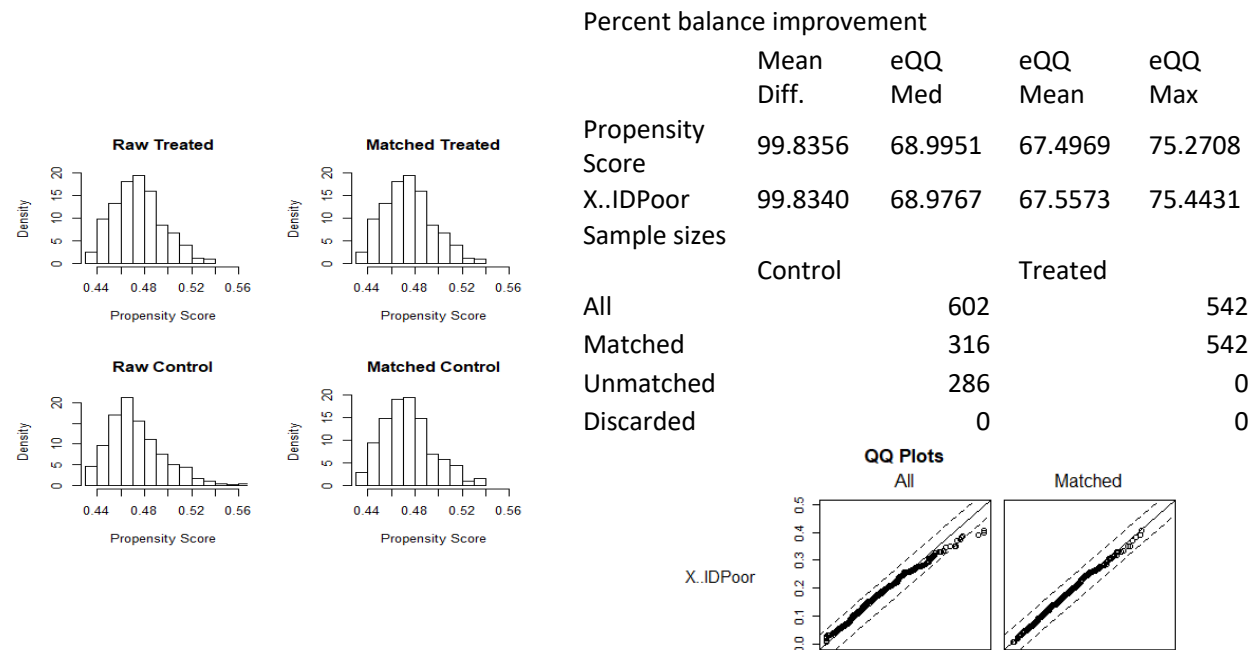
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

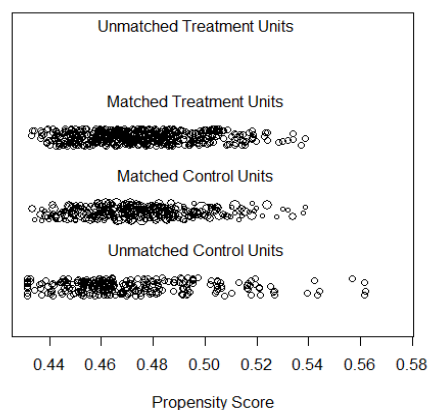
Null deviance: 1582.8 on 1143 degrees of freedom
 Residual deviance: 1580.5 on 1142 degrees of freedom
 AIC: 1584.5

Number of Fisher Scoring iterations: 3

Figure 2. Propensity Score Matching



Distribution of Propensity Scores



Effect size and error estimations

		Three provinces	Girls / boys
Universe	Number of schools	580	
	Number of students (HH)	131,201	
Sample	Sample size for schools	90	
	Sample size for HH (6 per school)	540	270
Effect size ¹³ detected at school level		7.368	
Effect size ¹⁴ detected at HH level		8.700	12.4
Sample error ¹⁵ at HH level		5.160	7.3

¹³ At school level, effect calculations are based on a paired t-test on the differences in outcome variable (the change $\Delta = y_{start} - y_{end}$). The Outcome variable proxy used is promotion rate. The estimation is based on a power of 80 %, an error of 5% (Threshold probability for rejecting the null hypothesis, $\Delta = 0$). The Standard Deviation of change is estimated through the formula: $S(\Delta) = S \cdot (2(1 - r_{within}))^{1/2}$, S being the standard deviation of the outcome (promotion rate) in the treatment school population at baseline and r_{within} the within-subject correlation of the outcome. For the three provinces together, $S(\Delta) = 14.41$, as $S = 10.38481915$ and $r_{within} = 0.0367$

¹⁴ At HH level, effect calculations are based on a Chi-squared statistic (or z test), to compare proportions with a dichotomous outcome between two samples. The estimation is based on a power of 80 % and a 5% error. As outcome variable, we used "Percent of student (girls/boys) who, by the end of grade 6 demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools" and its value at baseline for the treatment group, 56%.

¹⁵ For each population group, error calculations are based on the estimation of the variance of the dichotomous variables' estimates from a single survey, i.e. variance of the estimate of the proportion of the population that verifies a particular characteristic. This is done assuming a 95 % confidence interval, and a probability of 50%, which is most conservative value for the true proportion of the population that verifies a particular characteristic. At household levels, the design effect of the cluster sampling is estimated at 1.5.


Annex 20: Geographic breakdown of sampled schools and households for the quantitative survey

Province	USDA supported schools (Number)		Comparison schools (Number)	Total schools	
	SMP only (& HGSE Hybrid) (%)#	SMP + THR (& HGSE Hybrid+ THR) (%)##			
Battambang	5		46	51	(29.8)
Kampong Cham			20	20	(11.7)
Kampong Thom	4	28		32	(18.7)
Siem Reap	8	41		49	(28.7)
Kratie			9	9	(5.3)
Preah Vihear			10	10	(5.8)
Sub-Total (%)	17	69	85	171	(100.0)
Total		86	85	171	

- Distribution of surveyed households by province, supporting programme, and sex of sampled child

Province	USDA supported schools				Comparison		Total Schools (%)	
	SMP only (& HGSE Hybrid)		SMP + THR (& HGSE Hybrid+ THR)		Boys	Girls	Boys	Girls
Battambang	30		0		252		282	(29.4)
Siem Reap	46		246		0		292	(30.5)
Kampong Thom	24		168		0		192	(20.09)
Kampong Cham	0		0		108		108	(11.3)
Kratie	0		0		42		42	(4.4.0)
Preah Vihear	0		0		42		42	(4.4)
Gender breakdown of surveyed children	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	50	50	207	207	222	222	494	469
	(50.0)	(50.0)	(50.0)		(50.0)	(50.0)	(51.3)	(48.7)
Sub-Total (%)	100		414		444		958	
	(10.4)		(43.2)		(46.3)			
Total	514				444			

Annex 21: School assessment

 School Assessment Questionnaire SY 2018-2019 Food for Education Programme	
I. GENERAL INFORMATION	
1. Date: Start time: End time:	2. Interviewer ID:
3. Interviewee name:	4. Sex: <input type="radio"/> 1. M <input type="radio"/> 2. F
5. Interviewee is: <input type="radio"/> School director/Deputy Director <input type="radio"/> School Administrator <input type="radio"/> Head Teacher	6. Interviewee Tel:
7. Province:	11. School name:
8. District:	12. School code:
9. Commune:	13. School type: <input type="radio"/> 1. SMP alone <input type="radio"/> 2. SMP+THR <input type="radio"/> 5. HGSE-Hybrid <input type="radio"/> 6. HGSE-Hybrid + THR <input type="radio"/> 4. Control
10. Village:	
Please provide information on school mapping	
14. Number of primary-school-age (6-11) children in the school's catchment area during this school year, 2018-2019 <i>*confirm with school census record</i> <i>*the number of eligible students in catchment area may be more or less than the actual number of enrolled students</i>	Total: Female:
14.a. Number of <u>students</u> aged 6 to 11 years in this school. <i>*confirm with school records together with interviewee</i>	Total: Female:
14.b. Number of students aged over 11 years in this school during school year (2018-2019) <i>*refer to document review (to be done by 2 enumerators after interview)</i>	Total: Female:
14.c. Total Number of school days during school year 2018-2019 <i>*refer only to students are present in school</i>	Number of days: _____
14.d Total number of school days missed by all student during school year (2018-2019) <i>*refer to document review (to be done by 2 enumerators after interview)</i> <i>*refer to Nov 2018 – June 2019</i>	Total: _____ Number of days: _____ RECORD IN SEPARATE SHEET
15. Total Number of school days in June 2019 <i>*refer to document review (to be done by 2 enumerators after interview)</i>	Number of day: _____ a. Total: _____ b. Female: _____
16. Total number of school days missed by all students in June 2019	Number of days: _____ RECORD IN SEPARATE SHEET

16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26. Does the school have: (Multiple answers)	<input type="checkbox"/> 1. School development plan <input type="checkbox"/> 2. Safe school environment (school gate, fence, and fence around pond (if applicable) at a minimum. Additional features may include slope/ ramp for disabled students, and playground) <input type="checkbox"/> 3. Record and reporting system <input type="checkbox"/> 4. Don't have any above		
27. Number of teachers using the national literacy curriculum and the related instructional materials during school year 2018-2019.	a. Total: _____ b. Female: _____ (Need to check name of curriculum)		

III. IMPROVED SCHOOL INFRASTRUCTURE (Please observe and check with relevant people)

28. Number of Grade 1-6 classrooms available in use in this school year, 2018-2019 classroom(s)
29. How many Grade 1-6 classrooms have sufficient literacy instructional materials for effective instruction in this school year, 2018-2019? Note for enumerator: - Alphabet poster (reading related material) - Numeric (mathematics related material) - Picture with description (ie. Human structure, animal) - Science related poster (observe the class) classroom(s)
30. Did the school receive school materials or learning package in this school year, 2018-2019?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 99. N/A
31. Did the school receive stationery package in this school year, 2018-2019? (Folders, hole-punchers, calculators, whiteboards, and other non-food items...)	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 99. N/A
32-39. USE OBSERVATION SHEET	

IV. INCREASED ENGAGEMENT OF LOCAL AND COMMUNITY GROUPS

40. Does the school have a Local School Feeding Committee (LSFC), or School Support Committee (SSCs)?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 41)
40.a. Is it functioning and contributing to the school?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 99. N/A
40.b. Number of parents who are members of LSFC, or SSCs	Total: Female:
40.c. Has there been any training for LSFC/SSC on the importance of education?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
40.d. How many times were awareness-raising events/trainings conducted for school year 2018-2019?	<input type="radio"/> 1. 1 time <input type="radio"/> 2. 2 times <input type="radio"/> 3. More than 2 times <input type="radio"/> 4. None (Skip to Q 41)
40.e. When were awareness-raising events/trainings conducted? (Multiple answers)	<input type="checkbox"/> 1. At beginning of the school year <input type="checkbox"/> 2. At village meeting <input type="checkbox"/> 3. Other, specify
41. Are there public-private partnerships formed in this school? (eg: farmer association HGSF)	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 42)
41.a. If yes, how many members?	41.a.1. Number of groups:

	41.a.2. Total: Female:
42. How much did community/ parents contribute to the school in this school year, 2018-2019?	42.a. In cash: USD/ year 42.b. In kind: USD/ year

V. INCREASED USE OF HEALTH DIETARY PRACTICES

43. Does the school have soap and water at a hand washing station in this school year, 2018-2019?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 45)</i>
43.a. Did students use hand washing station? How often?	<input type="radio"/> 1. Yes, always <input type="radio"/> 2. Yes, often <input type="radio"/> 3. Yes, sometimes <input type="radio"/> 4. Yes, rarely <input type="radio"/> 5. Did not use <input type="radio"/> 98. Don't know
44. How long does the school have current soap supply in stock (hand and/or dish soap)?	<input type="radio"/> 1. Less than 1 week <input type="radio"/> 5. 1 month to 3 months <input type="radio"/> 2. 1-2 weeks <input type="radio"/> 6. 4 months to 6 months <input type="radio"/> 3. 2-3 weeks <input type="radio"/> 7. Whole school year <input type="radio"/> 4. 3-4 weeks <input type="radio"/> 8. No soap
44.a. Who provided soaps for hand washing to school? (Multiple answers)	<input type="checkbox"/> 1. Programme budget (PB) <input type="checkbox"/> 5. Other NGOs <input type="checkbox"/> 2. WFP/PLAN/WVC <input type="checkbox"/> 6. Companies <input type="checkbox"/> 3. Community <input type="checkbox"/> 7. Other, specify
44.b. How frequently does the school buy or receive soap?	<input type="radio"/> 1. Weekly <input type="radio"/> 5. Every 1-3 months <input type="radio"/> 2. Every 2-3 weeks <input type="radio"/> 6. Every 4-6 months <input type="radio"/> 3. Every 3-4 weeks <input type="radio"/> 7. Annually <input type="radio"/> 4. Monthly <input type="radio"/> 8. Never
45. Did the school receive kitchen utensil packages?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 45c)</i>
45.a. If yes, who provided kitchen utensil packages? (Multiple answers)	<input type="checkbox"/> 1. Programme budget (PB) <input type="checkbox"/> 5. Other NGOs <input type="checkbox"/> 2. WFP/PLAN/WVC <input type="checkbox"/> 6. Companies <input type="checkbox"/> 3. Community <input type="checkbox"/> 7. Other, specify
45.b. If yes, what are they? And How many?	<input type="checkbox"/> 1. Cooking pots:..... <input type="checkbox"/> 5. Knife:..... <input type="checkbox"/> 2. Serving pots:..... <input type="checkbox"/> 6. Spoon and Plat:..... <input type="checkbox"/> 3. Cutting board:..... <input type="checkbox"/> 7. Cooking equipment:..... <input type="checkbox"/> 4. Storage equipment:..... <input type="checkbox"/> 8. Other, specify
45.c. If no, why?	<i>(IF CONTROL SCHOOL, NOT APPLICABLE)</i>
45.d. Does this school arrange meals distribution directly from cooking pot?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
45.e. Does this school arrange meals distribution by class by stainless steel pots	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
45.f. Does this school arrange meals distribution by class by plastic pots	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
45.g. In June 2019, what types of plate do children use and what percentage? (Multiple answers) (0 if none)	<input type="checkbox"/> 1. Ceramic:.....% <input type="checkbox"/> 3. stainless steel:.....% <input type="checkbox"/> 2. plastic:.....% <input type="checkbox"/> 4. plastic bags:.....%
46. Did the school receive hygiene packages for a yearly supply?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 47)</i>
46.a. If yes, who provided hygiene packages for yearly supply? (Multiple answers)	<input type="checkbox"/> 1. PB budget <input type="checkbox"/> 5. Other NGOs <input type="checkbox"/> 2. WFP/PLAN/WVC <input type="checkbox"/> 6. Companies <input type="checkbox"/> 3. Community <input type="checkbox"/> 7. Other, specify
46.b. If yes, what are they?	<input type="checkbox"/> 1. Soap <input type="checkbox"/> 6. Toothpastes and brushes

<p>Note: Don't read answers (Multiple answers)</p>	<input type="checkbox"/> 2. Water filters <input type="checkbox"/> 7. Hand towel <input type="checkbox"/> 3. Bowls <input type="checkbox"/> 8. Nail cutter <input type="checkbox"/> 4. Combs <input type="checkbox"/> 9. toilet brushes <input type="checkbox"/> 5. long brooms <input type="checkbox"/> 10. Other, specify
<p>47 Did the school receive the training on food preparation and storage practices in the school year 2018-2019?</p>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
<p>48. What did the school implement for food preparation and storage practices?</p> <p>Note: Don't read answers (Multiple answers)</p>	<input type="checkbox"/> 1. Clean cooking area <input type="checkbox"/> 2. Store food at the appropriate temperatures (not in plastic pan, petrol tank) <input type="checkbox"/> 3. Cover cooked food and store in safe place <input type="checkbox"/> 4. Wash hand before cooking <input type="checkbox"/> 5. Other, specify
<p>49. Do teachers/ stakeholders know about proper food storage? (Meat, vegetable, cooked meal, etc.)</p>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
<p>50. Did the school receive the training on good health and nutrition practices?</p>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
<p>51. Please name the 3 food groups?</p> <p>Note: Don't read answers (Multiple answers)</p>	<input type="checkbox"/> 1. Energy (Carbohydrates. Ex: rice, sugar, potato, oil) <input type="checkbox"/> 2. Building (Protein. Ex: meat, fish, peanuts, eggs) <input type="checkbox"/> 3. Protective foods (Vitamins & minerals. Ex: green leaves, pumpkin, banana, mango) <input type="checkbox"/> 888. Don't know
<p>Solid waste disposal</p>	
<p>52. Does the school have bins or other equipment for managing solid waste?</p>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
<p>53. Is solid waste collected daily and safely disposed of?</p>	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
<p>ADDITIONAL SUPPORT PROGRAM</p>	
<p>54.15. Is there any support programme being implemented /implemented in this school year, 2018-2019?</p>	<p>1. Yes 2. No (skip to 54.16)</p>
<p>54.15.a. If yes, what are they?</p>	<input type="radio"/> 1. Building (Construction, rehabilitation, repair) <input type="radio"/> 2. Material for Study/ Office supply <input type="radio"/> 3. Morning meal program or meal program <input type="radio"/> 4. Others (specify).....
<p>54.16. Has this school ever been received any support programme in the <u>last</u> school year, 2017-2018?</p>	<p>1. Yes 2. No</p>
<p>54.16. a. If yes, what are they?</p>	<input type="radio"/> 1. Building (Construction, rehabilitation, repair) <input type="radio"/> 2. Material for Study/ Office supply <input type="radio"/> 3. Morning meal program or meal program <input type="radio"/> 4. Others (specify).....

I. GENERAL INFORMATION

1. Date: Start time: End time:	2. Interviewer ID:
3. Interviewee name:	4. Sex: <input type="radio"/> 1. M <input type="radio"/> 2. F
5. Interviewee is: <input type="radio"/> School director/Deputy Director <input type="radio"/> School Administrator <input type="radio"/> Head Teacher	6. Interviewee Tel:
7. Province:	11. School name:
8. District:	12. School code:
9. Commune:	13. School type: <input type="radio"/> 1. SMP alone <input type="radio"/> 2. SMP+THR <input type="radio"/> 5. HGFSF-Hybrid <input type="radio"/> 6. HGFSF-Hybrid + THR <input type="radio"/> 4. Control
10. Village:	

OBSERVATION FORM

III. IMPROVED SCHOOL INFRASTRUCTURE (Please observe and check with relevant people)


32. Does the school have latrines?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 33)</i>
32.a. Number of latrines in the school grounds (0 if no non-functioning or functioning latrine)	32.a.1. Functioning: 32.a.2 Non-functioning:
32.b. Number of latrines rehabilitated or constructed in this school year, 2018-2019 (0 if no latrine rehabilitated or constructed and skip to Q 32.c)	32.b.1. Rehabilitated:..... 32.b.2. Supported by: <input type="checkbox"/> 1. WFP/PLAN/World Vision <input type="checkbox"/> 2. Other, specify
	32.b.3. Constructed:..... 32.b.4. Supported by: <input type="checkbox"/> 1. WFP/PLAN/World Vision <input type="checkbox"/> 2. Other, specify
32.c. Are the functioning latrines separated for teachers and students?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 32e)</i>
32.d. If 32c yes, how many functioning latrines for teachers?	Number:.....
32.e. Are the functioning latrines for students separated for boy and girl students?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 32.g)</i> <input type="radio"/> 99. N/A
32.f. If 32e yes, how many?	32.f.1. Functioning latrines for boy students: 32.f.2. Functioning latrines for girl students:
32.g. Functioning latrines non-separated	Number:.....
32.h. Does the school have latrines accessible for students with disability?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <i>(If no, skip to Q 32.i)</i>
32.h.1. If yes, how many latrines for students with disability?	Functioning latrines for disable students:.....
32.h.2. Facilities of latrine for students with disability (Multiple answers)	<input type="checkbox"/> 1. Suitable size for students with disability <input type="checkbox"/> 2. Slope (ramp) for students with disability <input type="checkbox"/> 3. Handle for students with disability <input type="checkbox"/> 4. Other, specify: <input type="checkbox"/> 5. Don't have any above
32.i. What are the current conditions of functioning latrines? (skip if all latrines are non-functioning Q 32j) (Multiple answers)	<input type="checkbox"/> 1. Clean and well maintained <input type="checkbox"/> 2. Dirty, not well maintained <input type="checkbox"/> 3. Broken but still usable <input type="checkbox"/> 4. Other, specify:
32.j. What are the current conditions of non-functioning latrines? (skip if all latrines are functioning Q 32.k) (Multiple answers)	<input type="checkbox"/> 1. Door is broken <input type="checkbox"/> 2. Commode is broken <input type="checkbox"/> 3. Pit latrines is broken or full <input type="checkbox"/> 4. Washbasins are broken <input type="checkbox"/> 5. Other, specify:
32.k. How do you manage and maintain the latrines?	<input type="checkbox"/> 1. Train students and take turn to clean latrines sometimes

(Multiple answers)	<input type="checkbox"/> 2. Keep soap/hand washing facilities within or near the toilets sometimes <input type="checkbox"/> 3. Lock latrines during school vacation <input type="checkbox"/> 4. Ensure washbasin is full of water <input type="checkbox"/> 5. Propose users to leave shoes outside of latrine stalls <input type="checkbox"/> 6. Other, specify:
33. Does the school have kitchen? (Ask kitchen key)	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 34)
33.a. Number of kitchens rehabilitated or constructed in this school year, 2018-2019 (0 if no kitchen rehabilitated or constructed and skip to Q 33.b)	33.a.1. Rehabilitated:..... 33.a.2. Supported by: <input type="checkbox"/> 1. WFP/PLAN/World Vision <input type="checkbox"/> 2. Other, specify 33.a.3. Constructed:..... 33.a.4. Supported by: <input type="checkbox"/> 1. WFP/PLAN/World Vision <input type="checkbox"/> 2. Other, specify
33.b. If yes, what are the current conditions of the kitchen? (Multiple answers)	<input type="checkbox"/> 1. Good condition <input type="checkbox"/> 2. Lacking kitchen utensils <input type="checkbox"/> 3. Clean cooking and eating equipment <input type="checkbox"/> 4. Leaking roofs <input type="checkbox"/> 5. Flooded during rainy season <input type="checkbox"/> 6. Using rocks as stove <input type="checkbox"/> 7. Other, specify:
34. Does the school have energy-saving stoves?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 35)
34.a. Number of energy-saving stoves rehabilitated or constructed in the school year, 2018-2019 (0 if no energy-saving stove rehabilitated or constructed and skip to 34.b)	34.a.1. Rehabilitated:..... 34.a.2. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify 34.a.3. Constructed:..... 34.a.4. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify
34.b. If yes, what is the current condition of the energy-saving stoves? (single answer)	<input type="radio"/> 1. Good condition and function well <input type="radio"/> 2. Poor condition but still work <input type="radio"/> 3. Broken, not functioning <input type="radio"/> 4. Other, specify:
35. Does the school have a storeroom (or place to store food)?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No, please specify where the food stored: (and, skip to Q 36)
35.a. Number of storerooms (for food) rehabilitated or constructed this school year, 2018-2019 (0 if no storeroom rehabilitated or constructed and Skip to Q 35.b)	35.a.1. Rehabilitated:..... 35.a.2. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify 35.a.3. Constructed:..... 35.a.4. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify
35.b. If yes, what are the current conditions of the storerooms? (Multiple answers)	<input type="checkbox"/> 1. Well cleaned <input type="checkbox"/> 2. Floor is dry <input type="checkbox"/> 3. Pallets for food storage <input type="checkbox"/> 4. Door is locked well <input type="checkbox"/> 5. Security guard at night time/ during school vacation <input type="checkbox"/> 6. Foods are stored in order <input type="checkbox"/> 7. Leaking roofs <input type="checkbox"/> 8. Broken windows/door <input type="checkbox"/> 9. Damaged walls <input type="checkbox"/> 10. No walls <input type="checkbox"/> 11. Food was stored off ground <input type="checkbox"/> 12. Storeroom had ventilation <input type="checkbox"/> 13. Other, specify:
36. Does the school have drilled wells/water stations? (Drinkable water)	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 37)

<p>36.a. Number of drilled wells/water stations rehabilitated or constructed in this school year, 2018-2019 (0 if no drilled wells/water station rehabilitated or constructed and kip to Q 36.b)</p>	<p>36a.1. Rehabilitated:..... 36.a.2. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify 36.a.3. Constructed:..... 36.a.4. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify</p>		
<p>36.b. Number of functioning drilled wells or water station installed on the school grounds? (0 if doesn't have and skip to Q 36.d)</p>	<p>36.b.1 Functioning drilled well: 36.b.2. Functioning water station: 36.b.3. Other, specify:.....:</p>		
<p>36.c. What are the current conditions of the functioning drilled wells/ water station? (Multiple answers)</p>	<p><input type="checkbox"/> 1. Functioning well year-round <input type="checkbox"/> 2. Water is used for human consumption <input type="checkbox"/> 3. Platform is clean <input type="checkbox"/> 4. System to clean the wells <input type="checkbox"/> 5. Other, specify:</p>		
<p>36.d. Number of non-functioning drilled wells or water station installed on the school grounds? (0 if doesn't have and skip to Q 37)</p>	<p>36.d.1. Non-functioning drilled well: 36.d.2. Non- Functioning water station: 36.d.3. Other, Specify::</p>		
<p>36.e. What are the current conditions of the non-functioning drilled wells/ water station? (Multiple answers)</p>	<p><input type="checkbox"/> 1. Functioning only during rainy season <input type="checkbox"/> 2. Water is used for animals only <input type="checkbox"/> 3. Arsenic (poisonous) <input type="checkbox"/> 4. Hand pump/ rain water station was broken <input type="checkbox"/> 5. Other, specify:</p>		
<p>37. Does the school have year-round access to a clean and safe water source?</p>	<p><input type="radio"/> 1. Yes (whole school year) <input type="radio"/> 2. No (some months not available) <input type="radio"/> 3. No (no clean water)</p>		
<p>38. Does the school have hand washing station in the school?</p>	<p><input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 39)</p>		
<p>38.a. If yes, how many hand washing station in the school?</p>	<p>38.a.1. Fix hand washing station:..... 38.a.1.1. Single Student: 38.a.1.2. Multiple Student: 38.a.2. Mobile hand washing station:..... 38.a.2.1. Single Student: 38.a.2.2. Multiple Student:</p>		
<p>38.b. If yes, what are the current conditions of the hand washing station?</p>	<p>Description</p>	<p>Fix hand washing station</p>	<p>Mobile hand washing station</p>
	<p>38.b.1. Good condition & function well year-round</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
	<p>38.b.2. Good condition & function well only during rainy season</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
	<p>38.b.3. Poor condition but still work year round</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
	<p>38.b.4. Poor condition but still work only during rainy season</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
	<p>38.b.5. Broken, not functioning</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
	<p>38.b.6. Other, specify</p>	<p>.....</p>	<p>.....</p>
<p>38.c. Number of hand washing stations rehabilitated or constructed in this school year, 2018-2019 (0 if no hand washing station rehabilitated or constructed and skip to Q 39)</p>	<p>38.c.1. Rehabilitated:.. 38c.2. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify 38.c.3. Constructed:... 38.c.4. Supported by: <input type="radio"/> 1. WFP/PLAN/World Vision <input type="radio"/> 2. Other, specify</p>		
<p>39. Does the school have vegetable gardens?</p>	<p><input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, end observation)</p>		
<p>39.a. Were any vegetable gardens rehabilitated or established in this school year, 2018-2019?</p>	<p><input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, end observation)</p>		

39.b. If yes, what were the purposes for establishing the gardens?	<input type="checkbox"/> 1. Practicing life skills <input type="checkbox"/> 2. Supplementing SMP recipe <input type="checkbox"/> 3. Both
39.c. How many hours a week were children mentored on school gardens?	<input type="radio"/> 1. 1 – 2 hours <input type="radio"/> 2. 3 – 5 hours <input type="radio"/> 3. > 5 hours
39.d. How did schools get vegetable seed?	<input type="checkbox"/> 1. Purchased using PB <input type="checkbox"/> 3. Purchased using School Improvement Grant <input type="checkbox"/> 2. Donated by PLAN/World Vision <input type="checkbox"/> 4. Donated by WFP
39.e. Which months did you grow vegetable in the gardens in this school year, 2018-2019? (Multiple answers)	<input type="checkbox"/> 10. Oct <input type="checkbox"/> 11. Nov <input type="checkbox"/> 12. Dec <input type="checkbox"/> 1. Jan <input type="checkbox"/> 2. Feb <input type="checkbox"/> 3. Mar <input type="checkbox"/> 4. Apr <input type="checkbox"/> 5. May <input type="checkbox"/> 6. Jun <input type="checkbox"/> 7. July <input type="checkbox"/> 8. August <input type="checkbox"/> 9. September <input type="checkbox"/> 13. Don't grow vegetable
39.f. How did you manage and maintain the vegetable garden? (Multiple answers)	<input type="checkbox"/> 1. Children are mentored by trained teachers and community <input type="checkbox"/> 2. Children from grade to grade are assigned to each plot of land <input type="checkbox"/> 3. Prevent animals from entering school compound by repairing schools' fence once per year <input type="checkbox"/> 4. Other, specify:

Annex 22: Teachers questionnaire

	<h2>School Assessment Questionnaire for Education Programme (Teacher)</h2>	USDA McGovern Dole
1. GENERAL INFORMATION		
1.1. Date:	1.2. Interviewer ID:	
1.3. School name:	1.4. Province:	
1.5. District:	1.6. Commune:	
1.7. Village:	1.9. Teaching Grade: 1. Grade 2 <input type="checkbox"/> , 2. Grade 4 <input type="checkbox"/> , 3. Grade 6 <input type="checkbox"/>	
1.8. Teacher Name	19.1 Shift: All interviews must be morning shift	
1.8.1. Contact Number:		
2. IMPROVED STUDENT ATTENTIVENESS		
2.1. Number of absent students in your class on <u>9th July</u> (Check records on attendance sheet together with teacher)	a. Total: _____ b. Female: _____	
2.3. Total Number of students in your class <i>*note to interviewer: current students in month of July</i>	a. Total: _____ b. Female: _____	
2.4 Percentage of students in your class <u>eat</u> breakfast at school (School provided) <i>*note to interviewer: clarify that this is EAT, not just offered.</i>	%: _____	
Short-term hunger		
2.5. Please estimate the number of children being hungry during classes and frequency of this happening this July. <i>LOGIC: Daily + Sometimes = Total</i>	a. Total: _____ b. Female: _____ a. Daily: _____ b. Sometimes: _____	
2.5.1. Does it vary by month?	1. Yes: <input type="checkbox"/> 2. No: <input type="checkbox"/>	
2.5.2. If yes, please specify the month when most students come to school hungry.	Month: _____	
2.5.3 Does it also vary by shift?	1. Yes: <input type="checkbox"/> 2. No: <input type="checkbox"/>	
2.5.4. In which shift are more children hungry during classes?	1. Morning: <input type="checkbox"/> 2. Afternoon: <input type="checkbox"/>	
2.6. Please estimate the number of children who are inattentive (sleepy, inactive) during classes and frequency of this happening this July. <i>LOGIC: Daily + Sometimes = Total</i>	a. Total: _____ b. Female: _____ a. Daily: _____ b. Sometimes: _____	
2.6.1. Does it vary by month?	1. Yes: _____ 2. No: _____	
2.6.2. If yes, please specify the month when most students are inattentive?	Month: _____	
2.6.3 Does it also vary by shift?	1. Yes: <input type="checkbox"/> 2. No: <input type="checkbox"/>	
2.6.4. In which shift are more children inattentive (sleepy, inactive) during classes?	1. Morning: <input type="checkbox"/> 2. Afternoon: <input type="checkbox"/>	

Signature of the teacher:



Household Survey Questionnaire

McGovern-Dole School Feeding and Take-home Rations Endline Survey 2019

My name is and I work for (name) and my colleague is and works for We are part of a team carrying out a survey to gather information on the Impact of WFP’s interventions in this commune. We would like to ask you some questions about your family. The interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important.

Do you have any questions? May we begin now 1. Yes ↓ (go to the following questions) 2. No →Refused

Outcome of interview	1. Completed 2. Partially completed 3. Interview postponed 4. Others
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SECTION AA – BASIC QUESTIONNAIRE INFORMATION, QUALITY CONTROL AND DATA ENTRY

QUESTIONNAIRE INFORMATION

AA01. Questionnaire Number: _____

AA02. Location: *Province* *District* *Commune* *Village*

Name: _____ _____ _____ _____

Code: _____ _____ _____ _____

AA03. Date: |____|____| / |____|____| / 2019 (*Day/Month/Year*)

AA04. Start time _____ End time _____

AA05. ID of enumerator _____

QUALITY CONTROL

AA06. ID of team leader _____

AA07. Date of checking: |____|____| / |____|____| / 2019 (*Day/Month/Year*)

AA08. Remark: _____

MAIN RESPONDENT WILL BE THE HOUSEHOLD HEAD (OR ADULT MALE OR FEMALE); ANSWERS FOR SOME MODULE WILL BE TAKEN FROM THE MOTHER OR MAIN FEMALE OF THE HOUSEHOLD AND SCHOOL GOING CHILD (WHO HAVE BEEN SELECTED FROM SCHOOL FOR HOUSEHOLD SURVEY). INTERVIEWER MUST RECORD WHICH MODULE IS ANSWERED BY WHICH RESPONDENT.

PART I: Respondent: The Household head or an adult who knows educational information of all school-age children in the household

SECTION A: HOUSEHOLD COMPOSITION (All household members who currently live and eat at the household including the respondent)

INTERVIEW: RECORD SINGLE ANSWER PER COLUMN PER ROW

ID Code	Name	Relationship to household head (See Code below)	Sex 1. Male 2. Female	Age (years)	Marital Status 1. Single 2. Married 3. Widow/widower 4. Divorced/separated 5. Desert	Age at First Marriage	Can [Name] read and write? 1. Can read and write 2. Can sign only 3. Can read only 4. Cannot read and write	Education (highest class completed) (See Code below)	Currently attending school? 1. Yes 2. No (<i>skip to A12a</i>)	If yes, is this school included in the same selection? (The interviewer will ask the name of the school, and then fill this answer by corroborating the name with the list provided to him/her of sample schools) 1. Yes 2. No	Current two main occupations	
											1 st	2 nd
A01	A02	A03	A04	A05	A06	A07	A08	A09	A10	A11	A12a	A12b
01		HHH										
02												
03												
04												
05												
06												
07												
08												
09												
10												
11												
12												
13												

Code of A03. Relationship to household head	Code of A09. Education (highest class completed)	Code of A12a-A12b. Occupation		
1. Household head 2. Husband/wife 3. Son/daughter 4. Brother/Sister 5. Father/mother 6. Uncle/aunt 7. Father/mother-in-law 8. Grandson/daughter 9. Niece/nephew 10. Cousin 11. Other relatives 12. Permanent servant 13. Other non-relatives 14. Son /Daughter-in-law 15. Grand father/mother	99. Never attended school 98. Still in grade 1 97. Preschool class (general) 1. Completed grade1 . . . 12. Completed grade12 14. Vocational trainings 16. BA/BSc pass 18. MA/MSc and above	1.Farming activities 2.Pastoral activities 3.Fishing/ activities 4.Agricultural labour (daily wage) 5.Non-agricultural labour (daily wage) 6.Tailor/potter/blacksmith/goldsmith/hair cutter/ cobbler/carpenter/mason/plumber/electrician/motor mechanic 7.Government officer 8.Private sector employee/worker (monthly / bi-monthly salary) 9. NGO worker 10.Driver 11. Other salaried worker	12.Doctor/engineer/ lawyer 13.Teacher 14. Religious worker 15. Midwife/nurse 16.Food processing 17. Handicrafts 18.Sand harvester 19. Charcoal production 20.Brewing 21. Petty trader/ Vendor	22.Business/shop 23.Medium/ large scale trader 24.Contractor 25.Student 26.Housewife 27.No occupation 28. Other (specify)

Exchange Rate & Gold price

- 1 USD = 4,000 Riels
- 1 Thai Baht = 132 Riels
- Gold (kilo) = 159USD/Chi

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION B1: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGE CHILDREN (Children aged 6-11 years old OR anyone in Grades 1-6)

TO BE FILLED FOR ALL HOUSEHOLD MEMBERS who are 6-11 years old, or in Grades 1-6 (Please copy I.D. code from family list in SECTION A carefully)

ID Code	At what age (in years) did [NAME] start school? (write 999 and skip to B1.10a if never attended school)	Can [Name] read or write a simple sentence? 1. Yes 2. No	If [NAME] is currently attending school					If not currently attending school		If [NAME] never attended school		
			Highest completed grade	# of days attended school last week	Did [NAME] receive any external (non-household) support for this school year? If yes, name the most important (See Code below, allow multiple)	Can you give 2 important reasons why [NAME] attend this school (See Code below)		Do you plan on enrolling [NAME] in school next year? 1. Yes 2. No		Reason for stopping school (name up to 2 reasons) (See Code below)		Can you give 2 main reasons why [NAME] never attended school? (See Code below)
B1.1	B1.2	B1.3	B1.4	B1.5	B1.6	B1.7a	B1.7b	B1.8	B1.9a	B1.9b	B1.10a	B1.10b

Code of B1.6. Name of external support	Code of B1.7a-B1.7b. Reasons of attend school	Code of B1.9/1.10a-B1.9/1.10b. Reasons for stopping/never attending school
1. Financial 2. Food 3. Other in-kind 4. No support at all 888. Don't know	1. Good teachers 2. Parents' encouragement 3. The child is very devoted to studies 4. Meal is available at school 5. The teachers teach very well and help my child in studying 6. Boarding facilities in the school 7. Good academic performance of the child 8. The school has very good facilities (classrooms, toilets, drinking water etc.) 9. Take home rations (eg. rice, oil, bean, etc.) 11. I want my child to get an education 12. The school is located near to my house 10. Other	1. The child doesn't want to study 2. The child did not do well in school and dropped out 3. No suitable school available/school is too far 4. No teacher/Supplies 5. Cannot afford the cost of schooling due to poverty 6. The child must engage in paid work to contribute to household income 7. The child must help with household chores (taking care of children/elderly) 8. The child is disable and not eligible to attend a regular school 9. The child has been suffering from long term illness (over 3 months) 10. No meal is offered at school 11. Already completed desired schooling 12. The child got married and dropped out of school 13. Going to school is not safe for the child (e.g. risk of being harassed on way to school) 14. Other (specify)

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION B2: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGE CHILDREN (Continue)

B2.1. Now we will ask you if you have considered the following factors when you made a decision about your child's schooling (ask about the sample child).

1. Very important
2. Important
3. Not important
4. I did not consider this factor

INTERVIEWER: USE SHOWCARDS

Reasons	Answer
B2.1.1. The school is close to my house	
B2.1.2. Good quality of education at the school	
B2.1.3. Good quality of infrastructure at the school (e.g. classroom, toilets, drinking water)	
B2.1.4. Good future career/livelihood prospect of the child if s/he finishes the school	
B2.1.5. My child need to do household chore rather than going to school (e.g. taking care of siblings/elderly at home)	
B2.1.6. Scholarships received for continuing school (
B2.1.7. Hot breakfast at school (school feeding program)	
B2.1.8. Costs of schooling (e.g. fees, uniforms and books)	
B2.1.9. Concern about security of the child when traveling to school (e.g. personal security risks as a result of ethnic conflict, civil disturbances, physical violence (harassment, rape, corporal punishment at school	
B2.1.10. Long term illness/disability of the child	
B2.1.11. Others (please specify)	

<p>B2.2. Please identify 3 benefits of primary education? *Do not read the options first. Record the answers. (Please probe as much as possible)</p> <ol style="list-style-type: none"> 1) My child will learn to read and write 2) Primary education will make my child a good human being 3) Primary education will help him/her to continue studying in upper classes 4) Primary education will provide my child with valuable life skills 5) Primary education will help to get a good job 6) Primary education will help him/her to be good farmer 7) Primary education will help my child to become a better father/mother when they are adult 8) Primary education will open up more opportunities in the future 9) Others (specify) _____ 98. Don't know 99. No benefit 	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>B2.3. How does your child travel to primary school (the most often)? SA</p> <ol style="list-style-type: none"> 1. Foot 2. Bicycle 3. Any carts 4. Motorcycle 5. Koyun (tractor) 6. Others (specify) 	<p>_____</p> <p>_____</p> <p>_____</p>
<p>B2.4. How long does it take to go to school from home if the child walks?</p> <ol style="list-style-type: none"> 1. Less than 15min 2. 15min to 29 min 	<p>_____</p> <p>_____</p> <p>_____</p>

3.30min to 44min 4. 45min to 1hr 5. More than 1 hr	
<p>B2.5 How much does it cost to go to school (one way) if the child uses public transport (most often)? SA</p> <p>**If respondent never uses public transport, identify the most common public transport in this area.</p> <p>In USD</p> <p><i>(99 = N/A if the school is too close to use a public transport)</i></p>	<hr/> <hr/> <hr/>

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION C1 – HOUSEHOLD INCOME

Now I would like to know about income earned by household members in the last 12 months (Respondent: main adult or HHH).

Member ID Code (from section A)	Income activity (see codes below)	In the past 12 months, how many months was income earned from this activity?	Which months? List in below col (see code)	How much was earned from this activity? (total of 12 month, in US Dollar)
C1.1	C1.2	C1.3	C1.4	C1.5
Total				

C1.2. Code of income activities		C1.4. code of months
1. Farming activities	15. Midwife/nurse	1 = January
2. Pastoral activities (pig, cow, chicken)	16. Food processing	2 = February
3. Fishing/ activities	17. Handicrafts	3 = March
4. Agricultural labour	18. Sand harvester	4 = April
5. Non-agricultural labour	19. Charcoal production	5 = May
6. Tailor/potter/blacksmith/goldsmith/ cutter/cobbler/carpenter/mason plumber/electrician/motor mechanic	20. Brewing	6 = June
7. Government officer	21. Petty trader	7 = July
8. Private sector employee	22. Business/shop	8 = August
9. NGO worker	23. Medium/ large scale trader	9 = September
10. Driver	24. Contractor	10 = October
11. Other salaried worker		11 = November
12. Doctor/engineer/lawyer		12 = December
13. Teacher		
14. Religious worker		

In the last 12 months, how much did your household members receive from the following activities	
Activity	C1.6 Annual Cash Income (in US Dollars)
C1.6.1. Agricultural product sale	
C1.6.2. Animal sale	
C1.6.3. Animal product sale (milk, eggs...)	
C1.6.4. THR sale	
C1.6.5 total	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION C1 – HOUSEHOLD INCOME (continue)

In the last 12 months (from July 2018-June 2019) did your household receive any income/assistance from the following sources, in addition to your salary/household production sales?

Description	Estimated Earning	
	C1.7. Income in Cash	C1.8. Non-Cash
1. Remittance from foreign country		
2. Remittance within home country		
3. Rice and cash from WFP (THR)		
4. Assistance (cash or kind) from International organization/NGO		
5. Assistance from government		
6. Interest earning/periodic payment received from collective		
7. Interest earning from Credit (money lent to others)		
8. Rice and cash from others		
9. total		

C.2 Describe the <u>main</u> materials used in the house: (INTERVIEWER TO OBSERVE AND RECORD BELOW)		
2	Wall RECORD CODE _____	[1] Hay/straw/jute stick/palm leaf/plastic [2] Bamboo [3] Mud [4] Taly/tiles [5] Tin [6] Cement/brick /rod [7] Wood
3	Roof RECORD CODE _____	
4	Floor RECORD CODE _____	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION C2 – HOUSEHOLD ASSETS

Please list # of the following assets owned by the household (m²= 0.0001 ha, Ar= 0.01 ha, Kong=0.09 ha, 1Rai = 0.16 ha)

Productive Assets			Non-Productive Assets		
C2.1 Assets	C2.2 1=Yes 2= No	C2.2 # of assets	C2.1 Assets	C2.2 1=Yes 2= No	C2.2 # of assets owned
01. Up land (in m ²)			19. Television		
02. Rice land (in ha)			20. Radio		
03. Rice miller			21. Bicycle		
04. Hand hammer			22. Motorbike		
05. Plough			23. Car		
06. Hoe			24. Cell phone		
07. Axe			25. Bed		
08. Cart			26. Table		
09. Hand tractor			27. Chair		
10. Tractor			28. Metal cooking pot		
11. Water pump			29. Water collecting bin		
12. Sewing machine			30. Water storage bin		
13. Buffalo			31. Jewelry		
14. Cow			32. Gold		
15. Pig			33. Others (specify)		
16. Chicken					
17. Cash savings (in USD)					
18. Generator					
Others					

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

MODULE D: HOUSEHOLD EXPENDITURES ON EDUCATION

Now I would like to ask you about the expenses related to education. Please tell me how much your household spent on each of the listed items in last one day/month/year? (All children in the household)

D1. Serial	D2. Items	D3. Amount (US Dollar)	D4. Frequency of expense (see code)	Codes [1] Daily [2] Monthly [3] Quarterly [4] Yearly [5] One time
1.	Admissions / Registration			
2.	Materials and books			
3.	Extra Tuition fees			
4.	Travel to/from School			
5.	Food, snacks, water at school			
6.	Uniforms			
7.	Other expenses related to education			

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION E1 – FOOD AND SMALL NON-FOOD EXPENDITURES

How much did your household approximately spend on the following items in the **last 30 days?**

***Record as 0 if none; if bought product for whole year: divide by 12**

Items	Approximate value in US Dollars (in cash) <i>Not include your own product</i>	Approximate value in US Dollars (in credit)
E1.a	E1.b	E1.c
E1.1 Paddy / Rice		
E1.2 Other cereals & staples		
E1.3 Pulses/beans/nuts		
E1.4 Vegetables		
E1.5 Fruits		
E1.6 Meat, fish, eggs		
E1.7 Cooking oil		
E1.8 Other food items		
E1.9 Firewood /cooking fuel		
E1.10 Energy (e.g., battery, gas)		
E1.11 Cigarettes/Alcohol		
E1.12 Drinking water		
E1.13 Personal care (e.g. soap, toothpaste, razor, sanitary napkins, hair cut)		
E1.14 Communication (cell phone, phone card)		
E1.15 Total		

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION E2 – NON-FOOD EXPENDITURES

How much did your household approximately spend on the following items in the **last 6 months**?

<i>Items</i>	<i>Approximate value in US Dollars in cash</i> Not include your own product	<i>Approximate value in US Dollars (in credit)</i>
E2.a	E2.b	E2.c
E2.1 Healthcare for adults and children 5 years or older		
E2.2 Healthcare for children less than 5 years old		
E2.3 Transportation (maintenance and repair, gasoline and diesel for own transportation, moving fee)		
E2.4 Clothing and footwear		
E2.5 Debt repayment		
E2.6 Sending remittances		
E2.7 House construction/maintenance including electricity & water		
E2.8 Shop/trade/commerce		
E2.9 Farming (seeds, fertilizers, labor costs...), Livestock breeding (vaccines, fodder...)		
E2.10 Fish breeding, fishing		
E2.11 Celebrations/social events/donation		
E2.13 Total		

E3.1 Have you ever encountered difficulties covering the expense?	1. Yes, usually 2. Yes, sometimes 3. No, never	
--	--	--

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION F1 – REDUCED COPING STRATEGIES INDEX

During the last 7 days , how many days did your household have to employ one of the following strategies to cope with a lack of food or money to buy it? (READ OUT EACH STRATEGY)	Frequency (# of days from 0 to 7)
F1.1 Relied on less preferred, less expensive food	
F1.2 Borrowed food or relied on help from friends or relatives	
F1.3 Reduced the number of meals eaten per day	
F1.4 Reduced portion size of meals	
F1.5 Reduction in the quantities consumed by adults/mothers for young children	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.	
SECTION F2 – LIVELIHOOD COPING STRATEGIES (SHOWCARD)	
F.2. In the <u>past 30 days</u> , have there been times when you did not have enough food or enough money to buy food?	1= Yes → CONTINUE 2= No → SKIP TO F3
IF YES: In the <u>past 30 days</u> , did you do any of the following things in order to get food or money to buy food?	1= Yes 2 = No
F2.1 Sold household goods (e.g. radio, furniture, refrigerator, television, jewelry, clothes, utensils etc.)	
F2.2 Sold productive assets or means of transport (e.g. sewing machine, wheelbarrow, bicycle, ploughing tools, seeds etc.)	
F2.3 Reduced essential non-food expenditures such as education, healthcare, etc.	
F2.4 Spent savings	
F2.5 Borrowed money / food from a formal lender / bank or informal sources	
F2.6 Sold house or land	
F2.7 Withdrew children from school	
F2.8 Illegal income activities (e.g. theft, prostitution, etc.)	
F2.9 Sent an adult household member to seek work elsewhere (e.g. outside of the usual seasonal migration)	
F2.10 Begged	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.	
SECTION F3 – HOUSEHOLD HUNGER SCALE	
F3.1 In the <u>past 30 days</u> , was there ever no food to eat of any kind in your house because of lack of resources to get food?	0 = No (Skip to F3.2) 1 = Yes
F3.1a How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
F3.2 In the <u>past 30 days</u> , did you or any household member go to sleep at night hungry because there was not enough food?	0 = No (Skip to F3.3) 1 = Yes
F3.2a How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
F3.3 In the <u>past 30 days</u> , did you or any household member go a whole day and night without eating anything at all because there was not enough food?	0 = No (Skip to Section G) 1 = Yes
F3.3a How often did this happen in the <u>past 30 days</u> ?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

MODULE G: BENEFITS OF SCHOOL FEEDING

Benefits of the child

G1. How many days in the last month did your child attend MORNING SESSIONS in school?	Insert number of days _____ (answer should be less than 30 days) IF 0 = SKIP TO G3
G2. Did your child receive a meal every day during each of these sessions?	1 = yes 2 = No
G3. Does your child bring part of the food from school to share with the other members of the household when he/she received SMP/HGSF-Hybrid? (SHOWCARD)	1 = Yes, always 2 = Most days, 3-4 days per week 3 = Sometimes, 1-2 days per week 4 = Rarely 5 = Never
G4. Does school feeding benefit your child? (Record all mentioned, Showcard)	1 = Child gets food 2 = Child is more active/attentive 3 = Child is learning better 4 = Child is healthier 5 = Child has more opportunity 6 = Illness related absence is reduced 7 = No, it does not benefit my child 8 = Other (specify)
G5. Does school feeding benefit the Households (Record all mentioned) (showcard)	1 = No benefit 2 = School feeding saves time for parents 3 = School feeding saves food/money for household 4 = School feeding saves time for household skipping morning cooking 5 = Other (specify)

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

SECTION H: OTHER EFFECTS OF SCHOOL FEEDING

H01. When your children go to school, does anyone in your household save time?	1. Yes 2. No (Skip to H02)
H01a. If yes, who?	1. Men 2. Women; 3. Both
H01b. If yes, from which activity? (More than 1 answer)	1. Preparing food; 2. Taking care of children 3. Both; 4. Other (specify)
H01c. If yes, how much time do you save?	(Hours per day) _____
H01d. If yes, how do you use this time? (You can choose maximum 2 activities) 1 = Household chores 2 = Rest/Leisure 3 = Income-earning activity 4 = Farm/livestock work 5 = Child care 6 = Other (specify)	1 st _____ 2 nd _____
H02. When your children attend school, is it time consuming for anyone in your household?	1. Yes 2. No (Skip to Module I)
H02a. If yes, who?	1. Men; 2. Women; 3. Both
H02b. If yes, what other activities must be done? (choose 2 activities) 1. Taking the child to school 2. Helping the child with the home work	1 st _____ 2 nd _____

3. Meeting with the teachers/school staff 4. Preparing school material (books/clothes) 5. Doing tasks that are usually done by the child 6. Others (specify)	
Ho2c. If yes, how much time do you consume?	(Hours per day) _____

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.

MODULE I: PARENTS/COMMUNITY PARTICIPATION IN THE SCHOOL FEEDING PROGRAM

I1. Are you a member of the PTA (Parent Teacher Association)?	1 = yes 2 = No
I2. Are you a member of the School Feeding Committee (SFC)?	1 = yes 2 = No
I3. Are you a member of the School Management Committee (SMC)?	1 = yes 2 = No
I4. Are you a member of the Mothers' Committee (MC)?	1 = yes 2 = No
I5. How many times did you visit the school during this school year 2018-2019 (excluding bringing the child to school)?	# of times

Part-2: Respondent will be mother or main female of the household.

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

PART 2: RESPONDENT: The main female member of the household or an adult who was involved in the household food preparation and present and ate food together with the household members in the past week (starting from yesterday)

SECTION K1 – FOOD CONSUMPTION PART 1(Yesterday)

	K1.1	K1.2	K1.3
	# of meal	Frequency This # compared to usual time over the last 6 months	Quantity eaten per meal compared to usual time over the last 6 months
Codes for K1.2 & K1.3: 1= Less 2= Same 3= more			
01. How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)			
02. How many meals were eaten by children (aged less than 15) living in your household yesterday?			

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

SECTION K2 – FOOD CONSUMPTION PART 2

Please tell me how many days in the **past week** (beginning from yesterday) your household has eaten the following foods and what was the source of these foods (includes meals prepared or bought by household and food taken away from home by all or most of household members such as having food at restaurant, wedding party etc. and NOT including school meals eaten by the child at school).

<p>Record “0” for items not eaten over the last 7 days. Record “99” for second source if only one source. NB: If less than 15g of fish or meat shared by household, record as Condiments</p>	<p>codes for K2.2 & K2.3</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1= Own production</td> <td style="width: 50%;">6= Exchange of items for food</td> </tr> <tr> <td>2= Fishing, hunting, gathering</td> <td>7= Received as gift</td> </tr> <tr> <td>3= Purchase</td> <td>8= Food aid as part of the SMP/HGSF-Hybrid /THR</td> </tr> <tr> <td>4= Borrowed</td> <td>9= Other (specify)</td> </tr> <tr> <td>5= Exchange of labour for food</td> <td></td> </tr> </table>	1= Own production	6= Exchange of items for food	2= Fishing, hunting, gathering	7= Received as gift	3= Purchase	8= Food aid as part of the SMP/HGSF-Hybrid /THR	4= Borrowed	9= Other (specify)	5= Exchange of labour for food	
1= Own production	6= Exchange of items for food										
2= Fishing, hunting, gathering	7= Received as gift										
3= Purchase	8= Food aid as part of the SMP/HGSF-Hybrid /THR										
4= Borrowed	9= Other (specify)										
5= Exchange of labour for food											

K2.0. Food items	K2.1. # of days eaten over the last 7 days	K2.2. Main source (Majority of the source)	K2.3. Second source
01. Rice	Maximum 7		
02. Maize			
03. Bread			
04. Cassava			
05. Sweet potato, potato, yam			
06. Bean, groundnut, other pulse			
07. Fish			
08. Other aquatic animal (frog...)			
09. Meat (beef, pork, chicken)			
09.a. Organ meat or blood-based foods (Liver, kidney, heart or other organ meats or blood-based foods)			
10. Wild meat			
11. Egg			
12. Vegetables (any vegetable incl. leafy)			
12.a. Green leafy vegetable (Dark green/leafy vegetables, including wild ones + locally available leaves such as amaranth, cassava leaves, broccoli, kale, spinach etc.),			
12.b. Orange vegetable (carrot, pumpkin, etc.)			
13. Fruit			
13.a Orange fruits (e.g. ripe mangoes, cantaloupe, ripe papaya, other orange or yellow fruits)			
14. Sugar/sweet			
15. Vegetable oil, animal fat			
16. Milk product			
16.a. Condensed milk			
17. Prahok			
18. Condiments or seasoning			

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

SECTION K3: DIETARY DIVERSITY

For Control Group only		1. Yes 2. No
K3.1. Do your children have breakfast every day?		
K3.1a. If yes, what does [SAMPLED CHILD] usually eat for breakfast? SHOWCARD		1=rice; 2 = bread 3= fresh fish; 4=dried fish 5=meat; 6=vegetables 7=porridge; 8=noodles 9 = sweet desserts; 10 = others (specify) (allow for multiple)
For Treatment Group only (SMP or SMP+THR or HGSF-Hybrid or HGSF Hybrid + THR)		
K3.2. During June this year, did [SAMPLED CHILD] have breakfast when it was not offered at the school?		1. Yes 2. No
K3.2a. If yes, what did [SAMPLED CHILD] eat? SHOWCARD		1=rice; 2 = bread 3= fresh fish; 4=dried fish 5=meat; 6=vegetables 7=porridge; 8=noodles 9 = sweet desserts; 10 = others (specify) (allow for multiple)

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

Benefit Received (for treatment group only, and if you are asking control group please skip to section L)

(Complete below table if respondent receive benefit from WFP) – CASE ONLY
[Respondent: Head of the household or mother of the child who was picked in school (1st-6thgrade) through the random sampling process]

K3.3. How many years have you received school meals or THRs? (# of years) (0 if none)	
K3.3a. SMP/HGSF-Hybrid _____	K3.3b.
THR _____	
K3.3c. How many times did you receive THR from November 2018 to June 2019?times	

[Only if they receive THR in school year 2018-2019]

How many household members receive THR? (#)	Quantity of food received each time (taking into account THR only) (in kg)			Who do you share your THR with? (See Code below)	Do you sell any of your THR? (See Code below)	If you sell your THR, what do you use that money for? (See Code below)	Do you use iodized salt for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No	Do you use vitamin A fortified oil for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No
	Rice	Oil	Beans							
K3.4	K3.5a	K3.5b	K3.5c	K3.6	K3.7	K3.8	K3.9	K3.10	K3.11	K3.12

Code of K3.6. Who do you share your THR?	Code of K3.7. Do you sell any of your THR?	Code of K3.8. If you sell your THR, what do you use that money for?
1. Other household members 2. Family outside the household 3. Friends/neighbours/other 4. I don't share my THR	1. Yes, usually 2. Yes, sometimes 3. No, never	1. To buy food 2. To buy other household/personal items 3. To buy clothes 4. To meet health related expenditures 5. To invest in a productive activity 6. To meet education expenditures 7. Other (specify)

Respondent will be HHH or mother. Please write the ID code of the respondent.

SECTION L: CHILD HEALTH

Respondent: head of household, or mother, referring to child who was picked in school by random sampling process

We would now like to know health status and illnesses

ID code (Copy from SECTION A)	Age (in years)	Has the child been dewormed in the past 6 months? 1. Yes, at school 2. Yes, at the health center 3. Yes, bought it 4. No	Has the child suffered from any illness in the last 2 weeks? 99. No illness 1. Diarrhea 2. Vomiting 3. Fever 4. Cough 5. Measles 6. Other (specify)	How many days in the last two weeks has the child been unable to attend school due to illness? (number of days)
L01	L02	L03	L04	L05

Respondent will be mother of the child. Please write the ID code of the respondent.

[The following questions are to be answered by Mother of the child selected through the sampling process or head of household]

L1. Have you ever heard of night blindness (local term)?	1. Yes 2. No
L2. Does any of your children have difficulty seeing in dim light (For instance at dusk or in a dark place)?	1. Yes 2. No
L3. Have you ever received a vitamin A capsule for your child?	1. Yes 2. No (Skip to L5)
L4. If yes, how many months ago did your child take the last capsule?	1. Less than 6 months 2. More than 6 months 98. Don't know
L5. What kind of toilet facility does your household use? (showcard) 1. Flush latrine/toilet with water 2. Traditional pit latrine 3. Partly open pit (no roof or wall) 4. River/pond side 5. Bush/open field 6. Other (specify) _____	_____
L6. What is the household's <u>main source</u> of drinking water? (showcard) 1. Pond/river/canal 2. Open ring well 3. Closed ring well 4. Open spring 5. Hand pump 6. Tapped water 7. Rain water 8. Bought water	_____

9. Hand dug (no ring) (specify)_____	10. Other	
L7. Can you name three important health or hygiene practices? (don't read the answer) 1. Bathing 2. Hand washing 3. Wound care 4. Clean toilets 5. Clean water 6. Clean food before cooking 7. Eating healthy food 8. Don't know 9. Others (specify)_____		1. _____ 2. _____ 3. _____
L8. Can you tell me your main source of information on good health practices? (don't read the answer) (choose only one answer) 1. Poster 2. TV 3. Radio 4. Health center 5. School 6. Don't know 7. Other (specify)_____		_____

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

MODULE M: MORBIDITY

(Questions to be asked about members aged 6-11 years OR anyone in Grades 1-6:

M1. ID	M2. First Name (Please bring all members from Module A between 6 and 11 yrs old or in Grades 1-6)	M3. Has [NAME] suffered from any illness in the last 1 month?	M4. What did [NAME] suffer from?	M5. How many days in the last 1 month [NAME] suffered from this illness?	M6. How many days has [NAME] been unable to go to school?	Illness Code: 1= Fever 2= Cough or colds 3= difficulty in breathing 4= Diarrhoea 5= Fever with chills like malaria 6=Worm 7= Skin infections 8=Stomach-ache 9= Measles 10. Others (Specify)

Part-3: Respondent will be the school going child (the sample child) of the household.

Respondent will be the school going child. Please write the ID code of the respondent.

SECTION N3 – FOOD CONSUMPTION PART 3 (DIETARY DIVERSITY)

Please tell us the number of meals that you ate yesterday during day and night and even you eat outside. Please start with morning meal.

N3.1. Please, insert day of week for yesterday (see codes below): _____

1- Monday 2- Tuesday 3- Wednesday 4- Thursday 5- Friday 6- Saturday
7- Sunday

Was the food they ate part of SMP/HGSF-Hybrid or THR?

N3.2. Id code of child (from SECTION A01): _____

Source	N3.3a. Breakfast 1. Yes 2. No	N3.3b. Snack 1. Yes 2. No	N3.3c. Lunch 1. Yes 2. No	N3.3d. Snack 1. Yes 2. No	N3.3e. Dinner 1. Yes 2. No
N3.2a. Did the child eat this yesterday? (If No, Skip N3.2.1 & N3.2.2)					
N3.2.1. it was not part of SMP/HGSF-Hybrid or THR					
N3.2.2. It was part of SMP/HGSF-Hybrid or THR					

After finishing answering the above question, please fill info about group of food depending on the above answer. For group of food that is not mentioned please ask the question:

N3.4 Did the child eat this kind of food yesterday?

Code

1. Yes (it was not part of SMP/HGSF-Hybrid or THR)
2. Yes (it was part of SMP/HGSF-Hybrid or THR)
3. Yes (Both SMP/HGSF-Hybrid and THR)
4. Yes (SMP/HGSF-Hybrid/THR and Family food)
5. No
98. Don't know

Food Group	Description	N3.4
N3.4.1. Cereals	Corn/maize, rice, wheat or any other grains or foods made from these (e.g., bread, noodles, porridge or other grain products or pastes or other locally available grains)	
N3.4.2. Vitamin A rich vegetables and tubers	Pumpkin, carrots or sweet potatoes that are orange inside + other locally available vitamin-A rich vegetables, yellow vegetable	
N3.4.3. White tubers and roots	White potatoes, white sweet potatoes, taro, white yams, white cassava, or other foods made from roots	
N3.4.4. Dark green leafy vegetable	Dark green/leafy vegetables, including wild ones + locally available vitamin-A rich leaves such as amaranth, cassava leaves, kale, spinach etc	
N3.4.5. Other vegetable	Other vegetables (e.g. tomato, onion, eggplant...), including wild	
N3.4.6. Vitamin A rich fruits	Ripe mangoes, cantaloupe, ripe papaya, other orange or yellow	
N3.4.7. Other fruits	Other fruits, bananas, including wild fruits	
N3.4.8. Organ meat (ironic)	Liver, kidney, heart or other organ meats or blood-based foods	
N3.4.9. Flesh meats	Beef, pork, lamb, goat, rabbit, dog, wild game, chicken, duck, or	
N3.4.10. Eggs	Chicken, duck, guinea hen or any other egg	
N3.4.11. Fish	Fresh or dried fish or smoke fish, seafood or shellfish, snail, frog	
N3.4.12. Legumes, nuts, and seeds	Beans, peas, lentils, tofu, nuts, seeds or foods made from these	
N3.4.13. Milk and milk	Milk, cheese, yogurt or other milk products	
N3.4.14. Oils and fats	Oil, fats or butter added to food or used for cooking	
N3.4.15. Sweets	Sugar, honey, sweetened condensed milk, sweetened soda or sugary foods such as chocolates, candies, cookies and cakes	
N3.4.16. Spices, condiments, beverages	Spices (black pepper, salt, chili powder), condiments (soy sauce, hot sauce, prahok), coffee, tea, alcoholic beverages OR local product: sour palm juice	

Respondent will be the school going child. Please write the ID code of the respondent. Benefit Received (for treatment group only)

[Only if they receive SMP/HGSF-Hybrid]	Answer
<p><i>N3.5. Do you eat all your school meal every school day (morning sessions)? (The respondent is the child that eats hot meal at school)</i></p> <ol style="list-style-type: none"> 1. Yes 2. No. It's not available every day during morning sessions 3. No, it's not offered to me 4. No, I don't like it 5. No, I don't have time to eat 6. No, I'm not hungry 7. No, I like to take some of it home to my family 8. Other (specify)..... 	
<p><i>N3.6. How often do you bring home your school meal (not THR) to your family) when you receive it?</i></p> <ol style="list-style-type: none"> 1. Everyday 2. 3-4 days a week 3. 1-2 days a week 4. Rarely 5. Never 	

Annex 24: Key informant guides

- **Interviews with Province and District Level Government Officials**

Prior school visits, in each province it will be necessary to request two meetings, one with the Province Education administration, the other with the District Education Office.

Province Education Office

- The meeting at province level is likely to be more a courtesy visit than a substantial meeting. It can nevertheless be an opportunity for ET members to ask questions about:
- The role of the province administration within the MGD FFE process;
- An appreciation about the partnership between the province administration and WFP regarding MDG FFE activities;
- An appraisal of the programme outcomes;
- Evidences in support to this assessment.

District Education Office

- The head of district office staff, the district officer in charge of primary education, one district office staff in charge of school feeding activities (focal point) should participate in the meeting, which should be organized according to two sequences:
- One presentation by district officers of the general educational context of the district, and challenges, with an emphasis on primary education.
- One Q&A session.

The following questions are provided as a framework for the Q&A session:

Question

1. What is the total primary school age population in the district (gender disaggregated)?
2. What is the total number of children enrolled at school in the district for the present school year (gender disaggregated)?
3. How many primary schools, private and public, are there in the district?
4. How many primary schools benefit from a school feeding programme?
5. According to you, is there a need for school feeding in this district? If yes, for what reasons?
6. According to you, what is the overall goal of the MGD FFE programme? Is it targeted at education, health and nutrition, social/family support?
7. Is there a body/system at district level where partners (representative of diverse district offices, NGOs, WFP Field Office, other UN agencies, private sector, etc.) discuss education issues, school feeding included?
8. When did the MGD FFE programme start in the district? Is it still ongoing?
9. What are/have been programme modalities? Can you provide operational details about programme implementation?
10. Have you been involved in the design of the MDG FFE programme prior to its launching in the district?
11. Did you benefit from a specific SF training? How long was it, and given by whom?
12. What is your exact role/duty within the MGD FFE process?
13. Are you in charge of reporting on SF activity? If yes, what are the topics covered by your reports, the rate of submission of reports, and to whom do you report?
14. Are you facing difficulties to complete your duty regarding SF?
15. Do you think you would need some refresher training? If yes, on what topics?
16. According to you, to what extent is the MGD FFE programme successful? What is the major benefit for the children?
17. Can you provide objective evidences in support of your assessment?
18. Is there a need for improvement? What would you suggest?

In addition to the meeting with district education office staff, the ET will collect data from the 3 (4 whenever possible) previous school years showing enrolment, attendance, drop-out, per primary school grade, disaggregated by gender. Where possible, it will be wise to send a message to the District Education Officer prior to the school visit so that he/she has the time to collect the data and is ready to provide them upon ET arrival.

Annex 25: Focus Group Discussion Guides

- **Interviews with Parents**

The questionnaire below presents a set of questions that could be asked at school level during focus group discussions with representatives of the schoolchildren, PTA and individual parents. Based on the SABER approach¹⁶ and although covering a broader scope, these questions will serve the main purpose of assessing the community participation and ownership in schools where the MGD FFE programme is implemented.

To prevent possible bias, it will be made clear since the beginning that the head teacher and teachers do not attend the meeting with parents. The interview format will follow a standard introduction of the team and explanation of the evaluation purpose. The team's independence, neutrality and confidentiality of responses will be noted, as well as the approximate time (40-50 minutes) of the meeting/interview.

Question

1. When did school feeding activities start in this school?
2. According to you, why is there school feeding in this school?
3. Have you been consulted before the launching of the SF activity in the school? By whom?
4. Have you been involved in deciding which commodities are provided?
5. Is there a LSFC in the school?
6. Who participate in the LSFC?
7. How many women are members of the LSFC?
8. What kind of activities do LSFC members must conduct each day? Please describe a typical SF day.
9. When and by whom is the food delivered to the school? Has it always been done in due time?
10. How does the transporter know the exact quantity of food he should deliver to the school?
11. Who does the unloading of the truck?
12. Are representatives of the LSFC present during truck unloading?
13. Who controls the quantity of food delivered and signs the waybill?
14. Where is the food stored?
15. Who is responsible for food storage?
16. Is there a book to keep record of food storage and daily distribution? Who is responsible for it?
17. Do parents contribute some additional food in-kind or cash resources for the food of the children?
18. What other contribution do parents make to the SF activity, if any?
19. According to you, to what extent is the programme successful? What is the major benefit for the children and their family?
20. Is there a need for improvement? What would you suggest?

¹⁶ Systems Approach for Better Education Results

- **Interviews with Teachers**

The meeting with parents will be followed by a separate meeting with the head teacher and teachers that will focus on the following main areas:

- Role and responsibility of the head teacher and teachers in the day-to-day SF operation within the school;
- Record keeping and reporting;
- Qualitative and quantitative assessment of SF outcomes and impact.

Question

1. How long have you been director/head teacher in this school?
2. According to you, why is there school feeding in this school?
3. Who (which institution) presented the school feeding programme to you?
4. Have you been involved in the design of the SF activity?
5. Did you benefit from a SF training? How long was it, and given by whom?
6. What is your exact role/duty related to SF activity at the school?
7. Have you been provided with SF monitoring tools? If yes, by whom (which institution)?
8. Are you in charge of reporting on SF activity? If yes, what are the topics covered by your reports, the rate of submission of reports, and to whom do you report?
9. Are you facing difficulties to complete your duty regarding SF?
10. Do you think you would need some refresher training? If yes, on what topics?
11. According to you, to what extent is the SF programme successful? What is the major benefit for the children?
12. Is there a need for improvement? What would you suggest?

Annex 26: Completed Project Monitoring Plan

By result	Indicator	Target	Baseline	Mid-term	Endline	% Achieved
Strategic Objective 1: Improve literacy of school age children						
Improved literacy of school-aged children	Number of individuals benefiting directly from USDA-funded interventions	226,200	0	187,800	279,039	123%
	Number of individuals benefiting indirectly from USDA-funded interventions	241,300	0	191,600	319,387	132%
	Percent of students who, by the end of two grades or primary schooling, demonstrate that they can read and understand the meaning of grade level text	75%	N/A ¹⁷	23.8%	30.5%	55.5%
Improved literacy instructional materials	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	163,404	50,018	154,540	159,148	97.4%
Increased skills and knowledge of teachers	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance.	1,540	0	1,371	1,699	110%
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	2,200	1,167 ¹⁹	1,900	3,212	146%
Increased skills and knowledge of school administrators	Number of school administrators in target schools who demonstrate use of new techniques or tools as a result of USDA assistance.	413	0	188	484	137.5%
	Number of school administrators and officials trained or certified as a result of USDA assistance	591	0	509	714	117%
Increased access to food (school feeding)	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	38,945,000	0	14,887,000	32,895,842	85.7%
	Number of individuals receiving take-home rations as a result of USDA assistance	22,500	0	15,004	28,855	128%
	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance.	189,600	0	150,570	175,397	92.5%
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	281,500	0	185,500	249,414	99.7%

¹⁷ A 16.1 percent score at baseline has been communicated to the ET. For methodological reason, this figure cannot be used for comparison. Nevertheless, this percentage provides an indication about the level of performance at the starting point of the programme.

¹⁸ As per World Education baseline figures (July 2017). 500 National Standard reading books have been provided. Since then (2018) the indicator has been revised to include all the components of the learning package. Hence the much larger numbers at MTR.

¹⁹ As per World Education figures as at July 2017

By result	Indicator	Target	Baseline	Mid-term	Endline	% Achieved
Improved student attendance	Number of students regularly (80%) attending USDA supported schools	127,600	195,400	167,600	192,723	>100% each year
Improved school infrastructure	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/ constructed as a result of USDA assistance	866	0	422	1,395	161%
Strategic Objective 2: Improved use of health and dietary practices						
Increased knowledge of nutrition	Number of individuals trained in children health and nutrition as a result of USDA assistance	3,600	0	2,370	4,026	112%
Increased access to clean water and sanitation	Number of schools using an improved water source	500	433	568	572	114%
	Number of schools with improved sanitary facilities	590	574	583	576	98%
Foundational Results						
Improved policy and regulatory framework	Number of child health and nutrition policies, regulations or administrative procedures in the following stages of development as a result of USDA assistance	1	1	School Health Policy at Stage 3	School Health Policy at Stage 5	100%
	Number of educational policies, regulations or administrative procedures in the following stages of development as a result of USDA assistance	4	0	ESP 2019-2023: Stage 1 3 EGR standards developed	ESP 2019-2023 Stage 5 (with SM/HGSF incorporated) 3 EGR standards developed	100% achieved
Increased engagement or local organizations and community groups	Number of Parent-Teacher Associations (PTAs) or similar school governance structures supported as a result of USDA assistance	590	590	585	590	100%

Annex 27: Additional findings on school feeding-related infrastructure

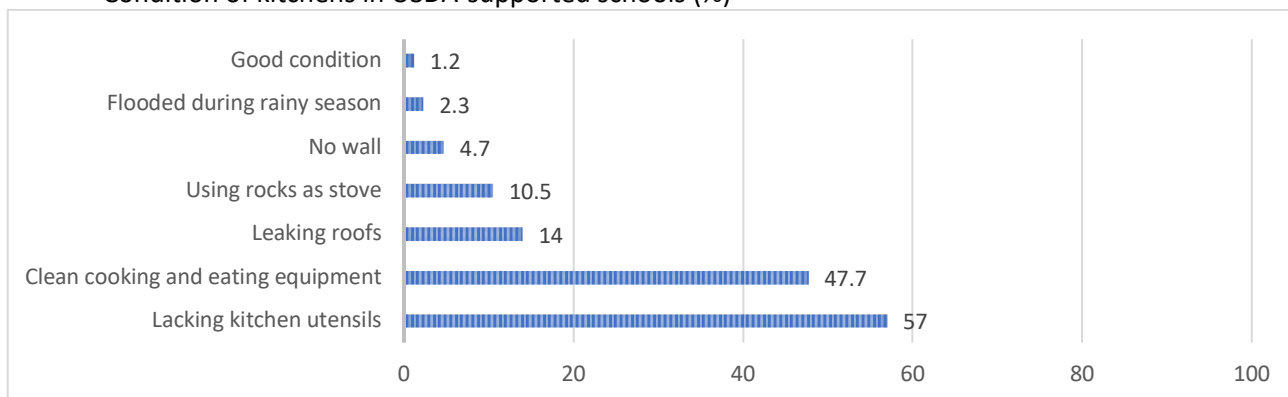
- Kitchen facilities in USDA-supported schools

	Total schools	# with kitchen
Endline		
All USDA supported schools	86	84
SMP only ^	17	16
SMP + THR^^	69	68
Comparison schools	85	1
Baseline		
Total USDA supported schools	86	82
SMP only	57	54
SMP + THR	29	28
Comparison schools	86	0

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

Note: Only one comparison school has a kitchen.

- Condition of kitchens in USDA-supported schools (%)

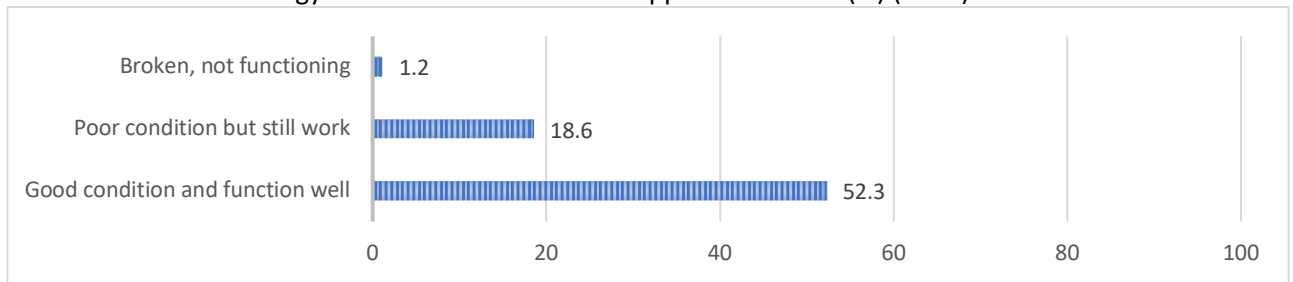


- Use of energy-efficient stoves in USDA-supported schools

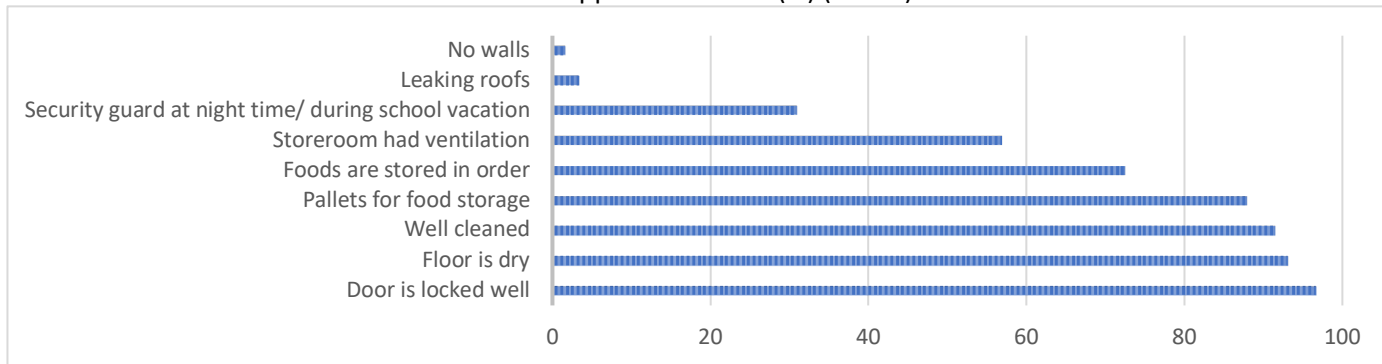
	Total	# using E-E stove
Endline		
All USDA supported schools	86	62
SMP only ^	17	11
SMP + THR^^	69	51
Comparison schools	85	0
Baseline		
All USDA supported schools	86	52
SMP only	57	39
SMP + THR	29	13
Comparison schools	86	0

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Condition of energy efficient stoves in USDA-supported schools (%) (n=62)



- Condition of food storerooms in USDA-supported schools (%) (n = 58)



Annex 28: Additional findings on school gardens

- Schools with vegetable gardens

	Total	# of schools with garden	% of schools with vegetable garden	% of rehabilitated vegetable garden (n=90)
Endline				
All USDA supported schools	86	74	86	95
SMP only ^	17	8	47	75
SMP + THR^^	69	66	96	94
Comparison schools	85	16	19	75
Baseline				
All USDA supported schools	86	73	85	90
SMP only	57	50	88	92
SMP + THR	29	23	79	87
Comparison schools	86	14	16	57

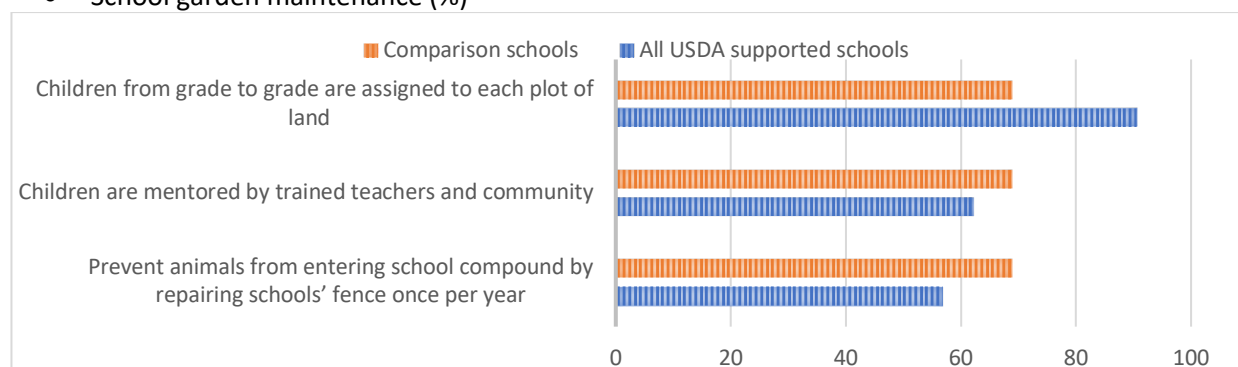
^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Source of vegetable seeds (%) (n=90)

	All USDA supported schools	SMP only ^	SMP + THR ^^	Comparison schools
Purchased using PB	77	88	76	69
Purchased using School Improvement Grant	88	88	88	6
Donated by PLAN/World Vision	7	0	8	13
Donated by WFP	30	13	32	0
Dong Dukor Organization	1	0	2	0

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- School garden maintenance (%)



Annex 29: Additional findings on school water and sanitation-related infrastructure

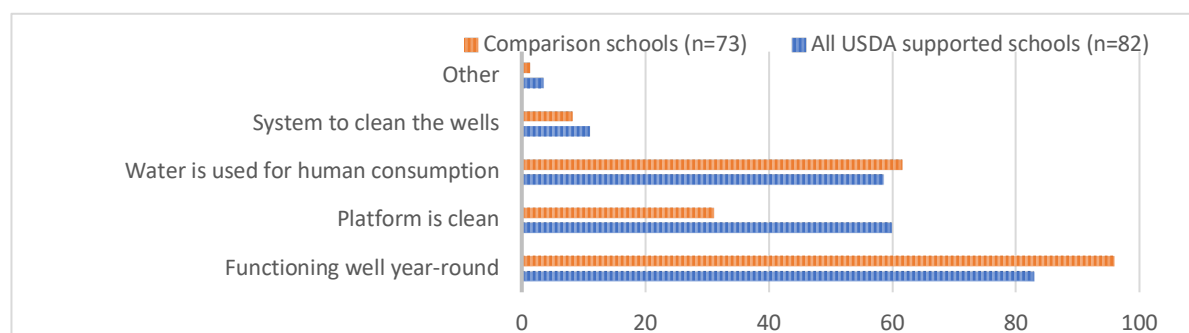
- Number and percent of functioning drilled wells/ water catchments

	Total drilled wells	Total water catchments	% Functioning drilled wells	% Functioning water catchments
Endline				
All USDA supported schools	112	195	61	91
SMP only ^	9	43	50	87
SMP + THR^^	103	152	64	92
Comparison schools	77	202	55	78
Baseline				
Total USDA supported schools	104	160	70	87
SMP only	66	109	75	87
SMP + THR	38	51	59	86
Comparison schools	89	155	67	68

^ including HGSF-Hybrid; ^^ including HGSF-Hybrid+ THR

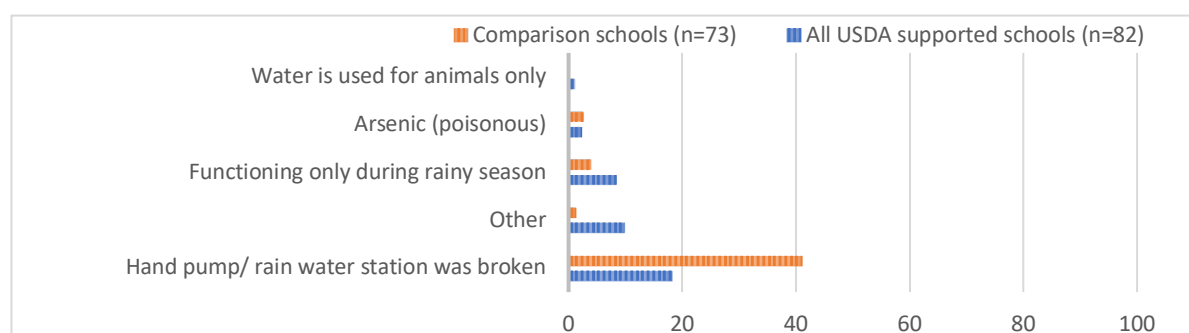
Note: Percent functioning drilled wells and percent functioning water catchments were based on schools with drilled wells/catchment stations

- Condition of functioning drilled well/water catchments (%)



Note: Other reasons = pipe is broken, hole at the bottom, rust in the water, no water flow out, ring is broken, well broken.

- Condition of non-functioning drilled well/water catchments (%)



- School access to year-round clean water

	% of schools with year-round access to a clean water source		
	Yes (whole school year)	No (some months not available)	No (no water)
Endline			
All USDA-supported schools	66	17	16
SMP only ^	65	6	65
SMP + THR^^	67	20	13
Comparison schools	68	13	19
Baseline			
All USDA-supported schools	64	13	23
SMP only	58	16	26
SMP + THR	76	7	17
Comparison schools	43	10	47

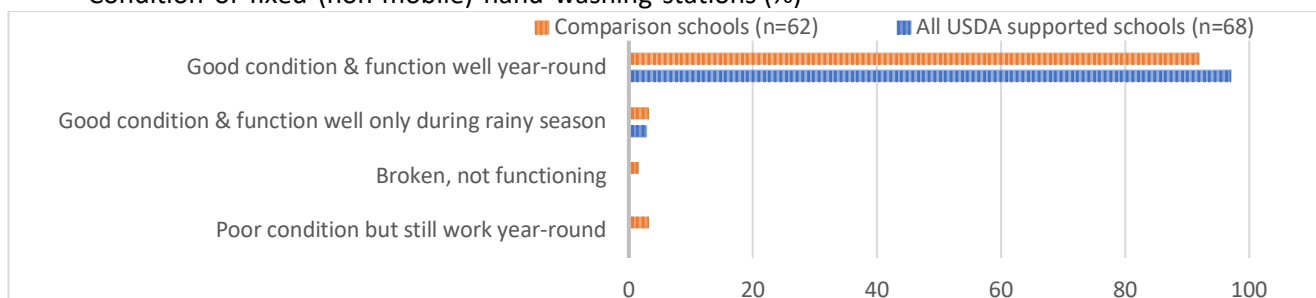
^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Schools with fixed hand and mobile hand washing stations (%).

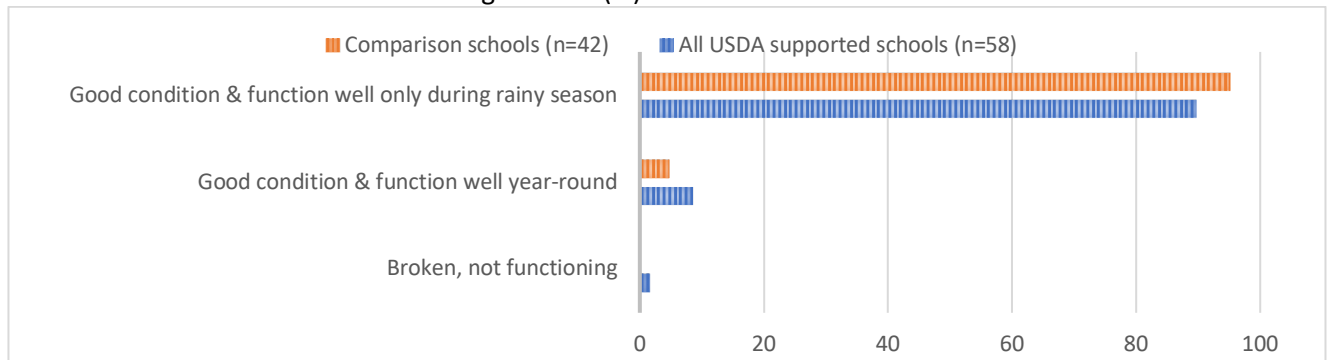
	% of schools with hand washing station(N=171)	% fixed handwashing (n=163)	% mobile handwashing (n=163)
Endline			
All USDA supported schools	99	53	47
SMP only ^	94	66	34
SMP + THR^^	100	51	50
Comparison schools	92	58	42
Baseline			
All USDA supported schools	86	60	58
SMP only	82	56	51
SMP + THR	93	69	72
Comparison schools	57	40	31

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Condition of fixed (non-mobile) hand washing stations (%)



- Condition of mobile hand washing stations (%)



- Functional and non-functional latrines in surveyed schools (%)

	% of functional latrines!	% of non-functional latrines!	# of functional latrines per school!	# non-functional latrines per school!
Endline				
All USDA supported schools	90	10	6***	0.7
SMP only ^	92	8	4**	0.4
SMP + THR^^	90	10	6	0.8
Comparison schools	87	13	4	0.7
Baseline				
All USDA supported schools	90	10	5.1	0.6
SMP only	91	9	4.8	0.5
SMP + THR	88	12	5.7	0.8
Comparison schools	80	20	3.6	0.9

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

!*** (t-test, two-tailed) p<=.001; ** p<=.01; * p<.05 (endline comparisons)

- Presence of functioning latrines for teachers

	# Schools with separate functional latrine for teachers	# of functioning latrines for teachers	% of functional latrines for teachers!	# of teachers per functional latrine!!
Endline				
All USDA supported schools	49	80	32	4
SMP only ^	10	19	43	3
SMP + THR^^	39	61	29	5
Comparison schools	51	79	38	6
Baseline				
All USDA supported schools	67	105	24	5
SMP only	41	61	23	6
SMP + THR	26	44	27	5
Comparison schools	51	81	27	7

^ including HGSF Hybrid

^^ including HGSF-Hybrid+ THR

! For schools with functional latrines for teachers. This number is calculated by dividing number of functional latrines for teachers by the total number of functional latrines in school.

!! For schools with functional latrines for teachers. This is calculated by dividing total number of teachers in school by total number of functional latrines.

- Presence of functioning latrines for boys and girls

	# Schools with separate functioning latrines for boys and girls	% of non-separate latrines for students!	# of boys per separate latrine for boys!!	# of girls per separate latrine for girls!!
Endline				
All USDA supported schools	79	9	68	59
SMP only ^	15	13	71	63
SMP + THR^^	64	8	68	58
Comparison schools	48	44	102	95
Baseline				
All USDA supported schools	66	21	97	87
SMP only	42	23	97	90
SMP + THR	24	15	96	84
Comparison schools	46	36	209	183

^ including HGSF Hybrid

^^ including HGSF-Hybrid+ THR

! All schools. This number is calculated by dividing number of non-separated functional latrines for students by the total number of latrines for students (which is the total of functioning latrines for boys, functioning latrines for girls, and functional latrines non-separated).

!! Schools with separate functional latrines for boys and girls (n=127). This number is calculated by dividing total number of boys (girls) in school by the total number of functional latrines for boys (girls).

- Presence of functioning latrines for disabled students

	# of schools with latrine for disabled students	# latrines for disabled students!	% latrines for disabled students!!	# disabled students per latrine for disabled students!!!
Endline				
All USDA supported schools	23	28	10	1.5
SMP only ^	3	3	5	2
SMP + THR^^	20	25	11	1.4
Comparison schools	9	14	3	0.8
Baseline				
All USDA supported schools	37	40	10	10
SMP only	24	25	10	10
SMP + THR	13	15	9	10
Comparison schools	7	7	2	27

^ including HGSF Hybrid

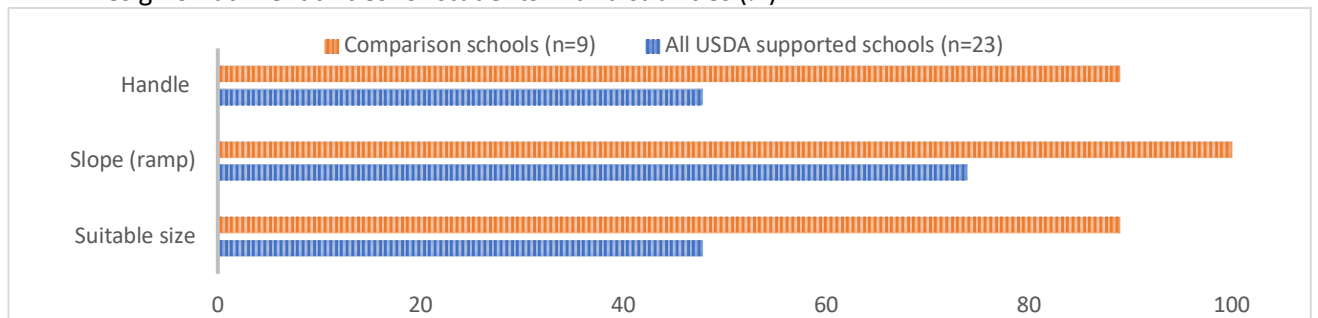
^^ including HGSF-Hybrid+ THR

! Schools with disabled latrine only (n=32).

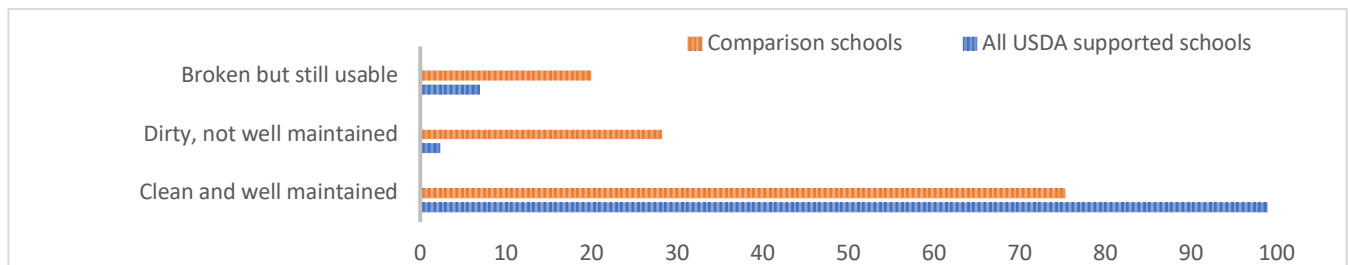
!! Among all schools (n=171).

!!! Among schools with latrine for disabled students (n=32). Total number of disabled students divided by total number of latrines for disabled students.

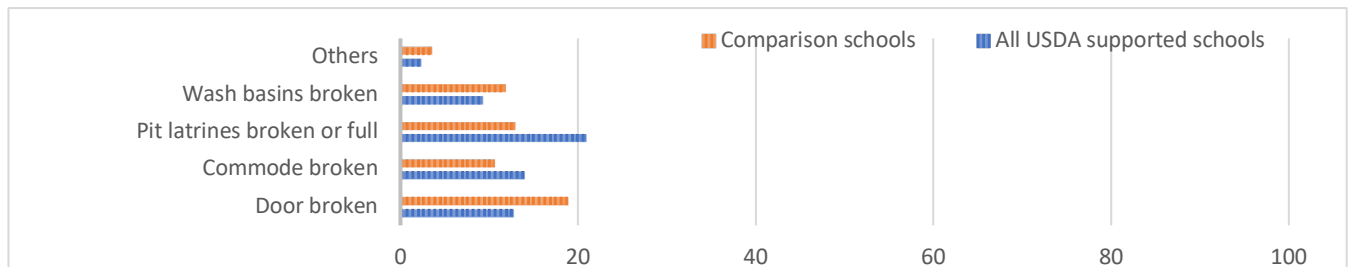
- Design of latrine facilities for students with disabilities (%)



- Condition of functioning latrines (%) (n=171)

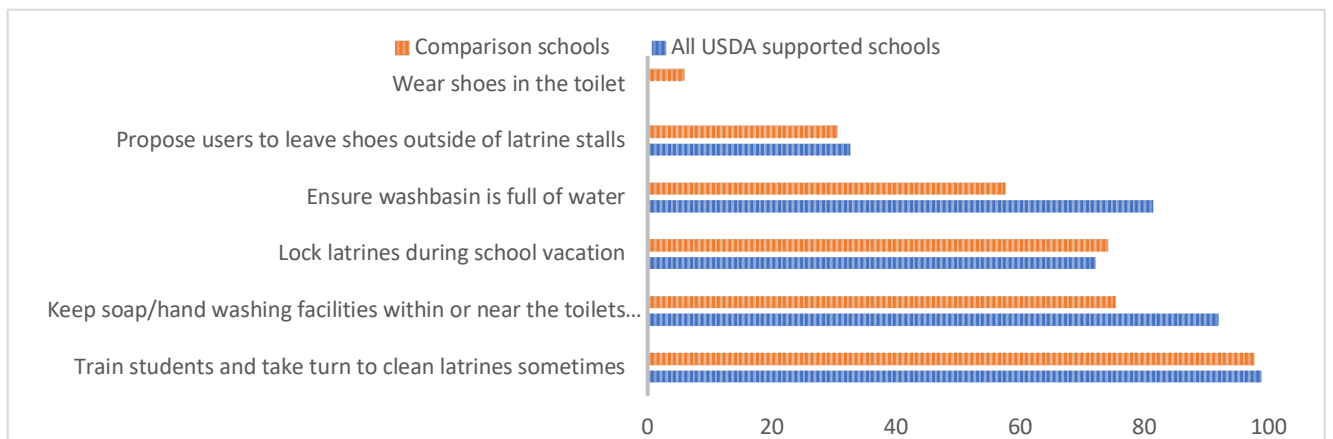


- Condition of non-functioning latrines (%) (n=171)



Note: Others –1. Have only some toilet bowls as the constructor left before completion, 2. New toilet only built, 3. Old toilets locked so that new ones are used, 4. Toilet collapsed.

- Latrine maintenance (%) (n=171)



Annex 30: Additional findings from school survey

- Teaching staff in surveyed schools (SY 2016/17)

	# Total teachers (Grades 1-6)		# of Contract teachers	
	Total	Female %	Total	Female %
Endline				
All USDA supported schools	565	63	288	67
SMP only ^	98	59	55	64
SMP + THR^^	467	64	233	68
Comparison schools	598	62	105	67
Baseline				
All USDA supported schools	516	62	220	66
SMP only	325	58	121	63
SMP + THR	191	68	99	70
Comparison schools	532	63	47	60

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Gender and attendance of full-time teachers (Grades 1-6) & teacher attendance

	All USDA supported schools	SMP only ^	SMP + THR ^^	Comparison schools
Endline				
Percentage of male teachers (%)	39	46	37	40
Percentage of female teachers (%)	61	54	63	60
Number of school days in a year (mean)	220	218	220	217
Number of days teachers being absent (mean)	4.7	5.4	4.5	6.6
Percentage teacher attendance during official SY 2018/19	97.9	97.5	98.0	97.0
Baseline				
Percentage of male teachers (%)	38	42	32	37
Percentage of female teachers (%)	62	58	68	63
Number of school days in a year (mean)	213	213	214	210
Number of days teachers being absent (mean)	5.3	5.9	4.9	5.2
Percentage teacher attendance during official SY 2016/17	97.5	97.2	97.7	97.6

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

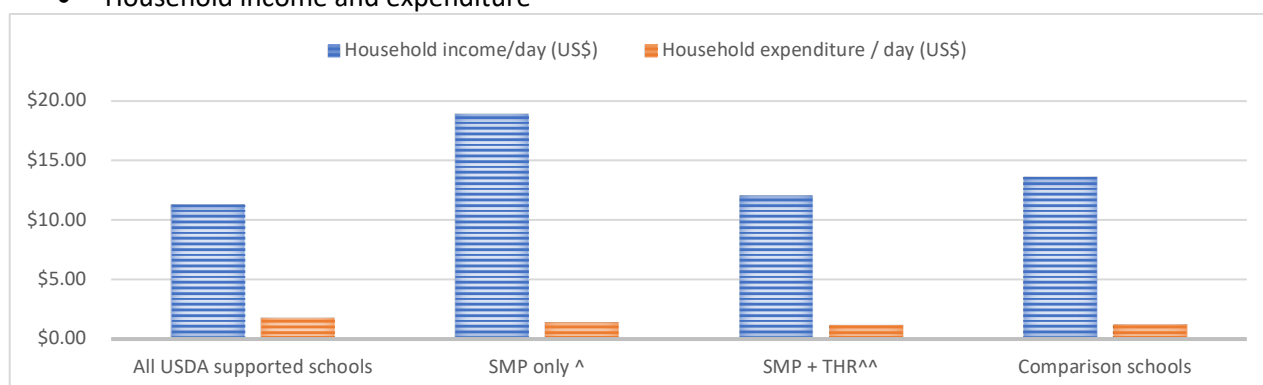
- Full time teachers (Grades 1-6)

	# of Full-time teachers per School	% of Schools with attendance sheet
Endline		
All USDA supported schools	7.0	100
SMP only ^	6.71	100
SMP + THR^^	7.00	100
Comparison schools	8.86	100
Baseline		
All USDA supported schools	7	100
SMP only	6	100
SMP + THR	7	100
Comparison schools	7	100

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

Annex 31: Additional benefits of school feeding

- Household income and expenditure



Source: Endline evaluation

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Household expenditure

		% of expenditure on food	% of expenditure on education	% of expenditure on non-food items	% of expenditure paid in credit
Endline	All USDA supported schools	44.5**	8.4**	47.1***	14.8***
	SMP only ^	43.2	7.9	48.9	14.6
	SMP + THR^^	44.8	8.5	46.7	14.8
	Comparison schools	48.2	10.2	41.7	9.7
Baseline	All USDA supported schools	39.5	7.8	52.7	18.9
	SMP only	41.0	6.5	52.5	15.2
	SMP + THR	38.5	9.7	51.8	21.2
	Comparison schools	43.9	8.7	47.4	13.2

Source: Endline evaluation

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

! t-test (two tailed) *** p<=.001; ** p<=.01; * p<.05

- Benefits of school feeding for the child, as perceived by parents of USDA-supported children

		Benefits to the child					
		Gets food	Healthier	Learns better	More attentive in class	Has more opportunities	No benefit
Endline	SMP only ^	74.0	62.0	47.0	21.0	39.0	0.0
	SMP + THR^^	87.2	70.3	60.1	56.3	44.4	0.2
Baseline	SMP only	75.4	67.0	51.2	35.6	31.9	1.2
	SMP+THR	88.0	71.3	51.7	33.1	31.7	0.8

Source: Endline evaluation

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

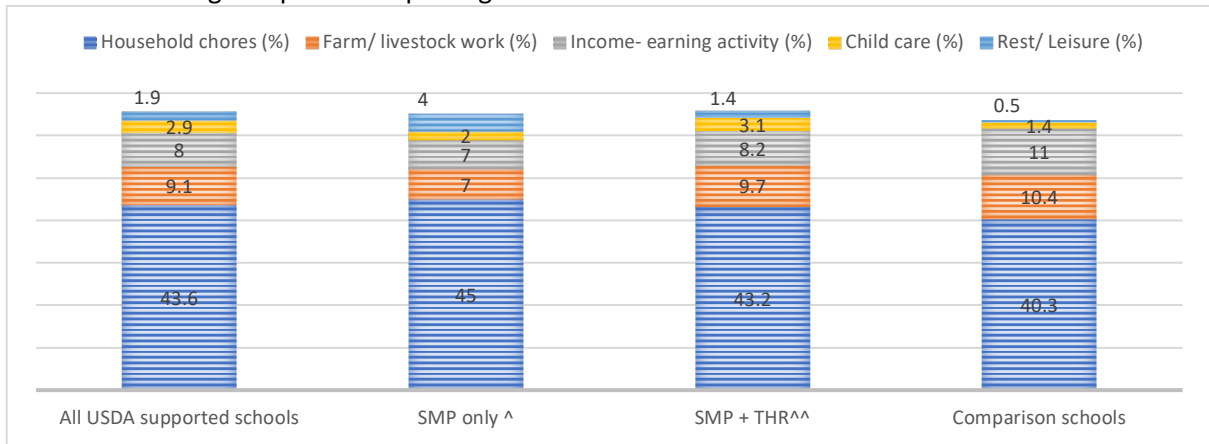
- Benefits of school feeding for the household, as perceived by parents of USDA-supported children

		Benefits to the household			
		Saves food/money	Saves time for parents	Saves morning cooking time	No benefit
Endline	SMP only ^	79.0	38.0	65.0	1.0
	SMP + THR^^	80.4	59.9	73.9	1.2
Baseline	SMP only	78.9	69.2	51.8	4.0
	SMP+THR	87.8	73.9	65.9	3.2

Source: Endline evaluation

^ including HGSF -Hybrid; ^^ including HGSF-Hybrid+ THR

- Percentage of parents reporting the use of saved time for various activities



Source: Endline evaluation

NB. Households provided multiple answers, so the sum of all answers does not equal 100%

^ including HGSF -Hybrid; ^^ including HGSF-Hybrid+ THR

Annex 32: Additional findings from household survey

- Demographic information of surveyed households (N=958)

	HH Size (Number)	Dependency ratio (Number)#	##Household head marital status (%)			
			Single	Married	Widowed	Separated/divorced
All USDA supported schools	5.04	1.28	1.0	81.7	14.6	2.7
SMP only ^	5.33	1.12	1.0	87.0	11.0	1.0
SMP + THR^^	4.97	1.31	1.0	80.4	15.5	3.2
Comparison schools	5.36	1.21	0.7	85.4	12.4	1.6

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

Number of children below 18 years old plus elderly people of age 65 years and over divided by number of individuals between the age of 18-64.

Of the total 958 cases, 89.8% reported themselves as household head, 5.4% husband/wife, 1.8% grandfather/mother, 1.7% father/mother and rest 1.3% reported their relationship with the household head as father/mother in law, brother/sister, uncle/aunt and other relatives.

- Education and literacy information of heads of household of surveyed households (N=958)

	Highest class completed (%)				Literacy (%)			
	Never	Primary	Secondary	High school or above	Can read and write	Can sign only	Can read only	Cannot read or write
All USDA supported schools	33.9!***	48.4	11.1	6.6	52.5!***	6.2	4.7	36.6
SMP only ^	33.0	48.0	13.0	6.0	57.0	7.0	5.0	31.0
SMP + THR^^	34.1	48.6	10.6	6.8	51.4	6.0	4.6	37.9
Comparison schools	19.8	59.0	15.5	5.6	64.6	3.4	3.4	28.6

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

! Chi-Square test of association between literacy and USDA-supported and comparison schools *** p<=.001; ** p<=.01; * p<.05

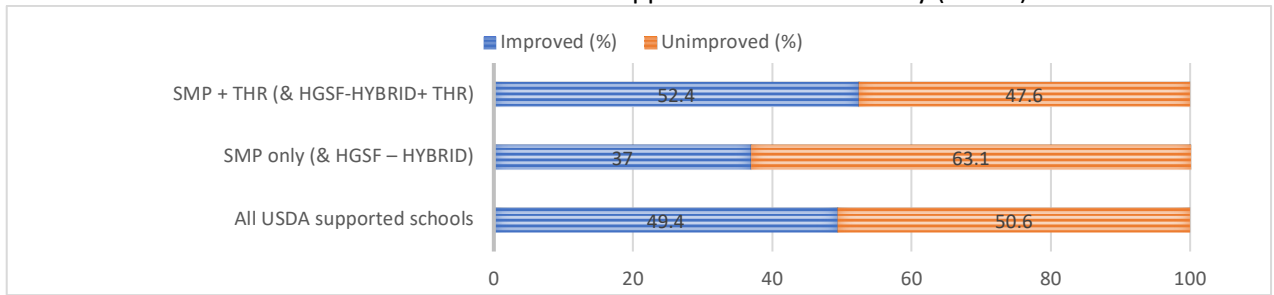
- Number of school-aged children (6-11 years) per household, and their school starting age (N=958)

	Number children (6-11 years) in household!	Average age of starting school!
All USDA supported schools	1.18	6.0
SMP only ^	1.22	6.0
SMP + THR^^	1.17	6.0
Comparison schools	1.13	6.1

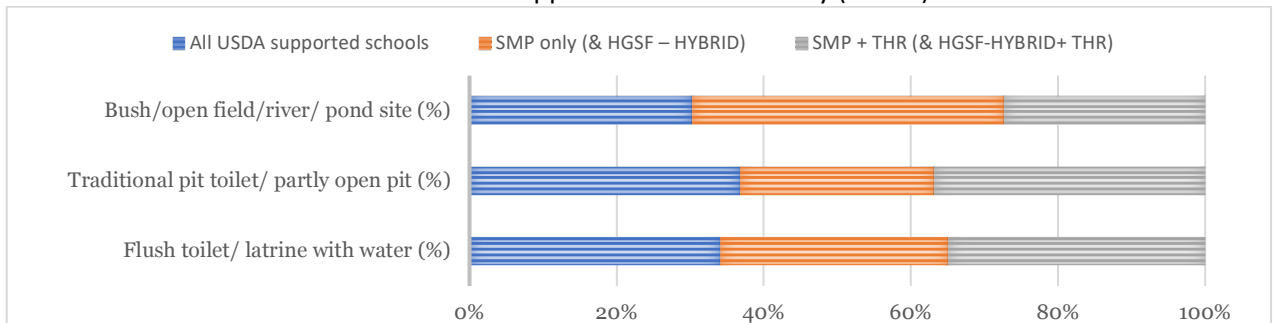
^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

!*** (t-test, two-tailed) p<=.001; ** p<=.01; * p<.05

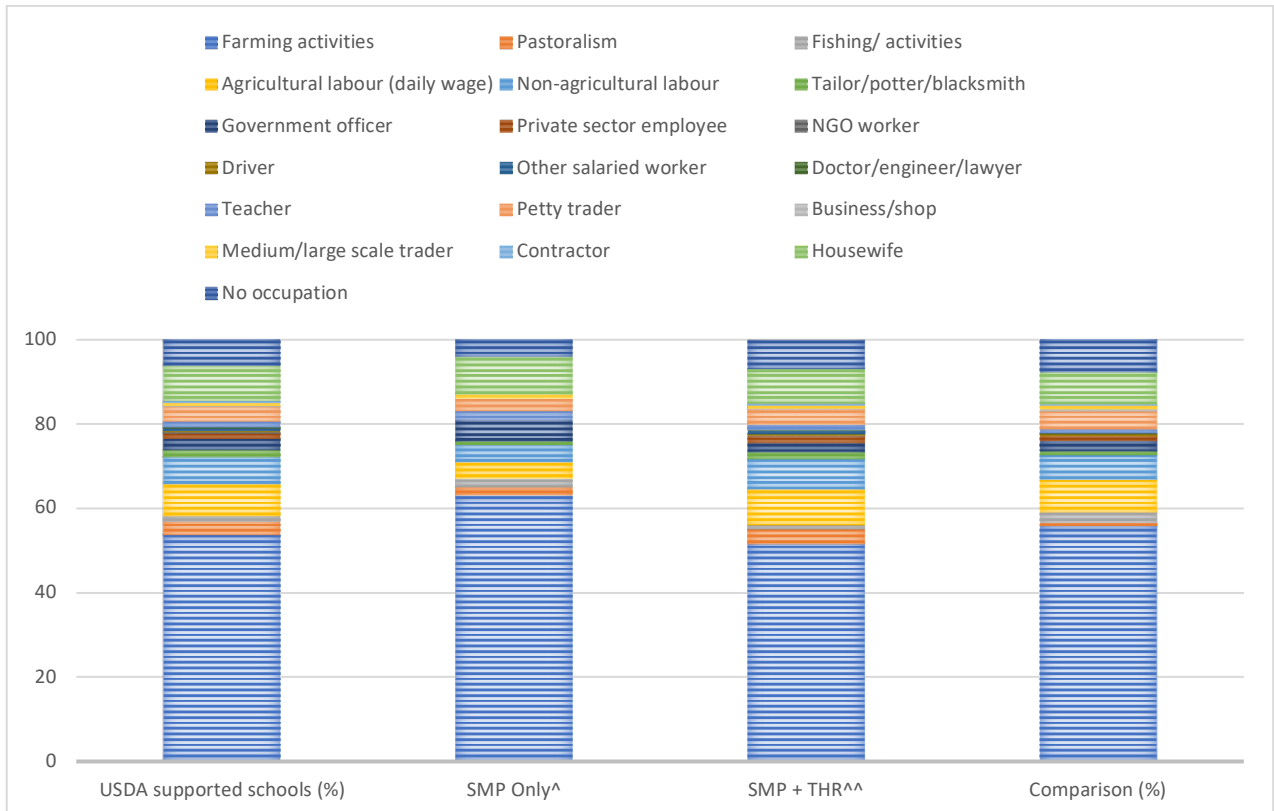
- Household main source of water – USDA supported households only (n=514)



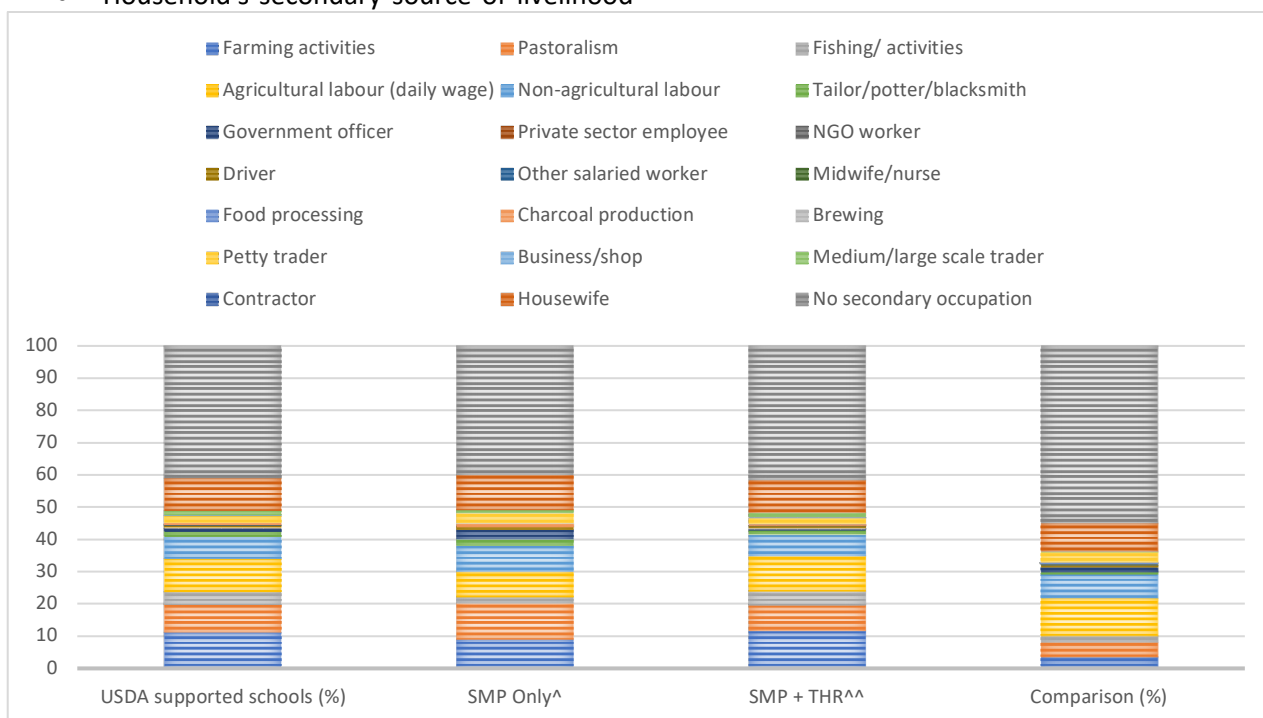
- Household toilet facilities – USDA supported households only (n=514)



- Household's main source of livelihood



- Household's secondary source of livelihood

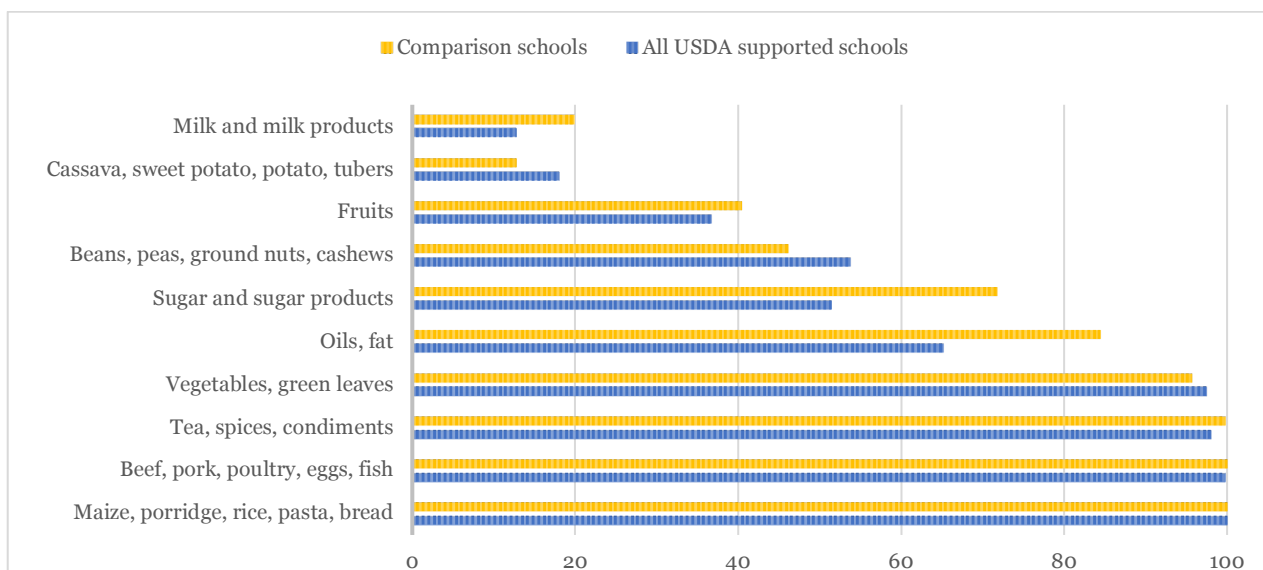


- Average number of meals consumed in the household the day before the survey by age group

	All USDA supported schools	SMP only ^	SMP + THR ^^	Comparison schools
ENDLINE				
Adults	2.67	2.73	2.66	2.64
Children	2.88*	2.92	2.87	2.81
BASELINE				
Adults	2.63	2.68	2.59	2.65
Children	2.62	2.38	2.80	2.77

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR
 #*** (t-test, two-tailed) p<=.001; ** p<=.01; * p<.05

- Percentage of households reporting consumption of each food group in last seven days



- **Reduced Coping Strategies Index**

	All USDA supported schools (Mean)!	SMP only ^	SMP + THR^^	Comparison schools (Mean)
ENDLINE	9.74	7.62	10.26	9.02
BASELINE	8.95	6.98	10.23	10.31

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

!(t-test, two-tailed)*** p<=.001; ** p<=.01; * p<.05

A t-student test was applied to Reduced CSI between USDA supported schools and comparison schools to test the hypotheses that the average RCSI is equal across samples.

Note: Reduced CSI is calculated so that the lower the number, the better the household is coping. CSI=0 when the HH does not go through any difficulties

- **Percentage of parents reporting to save time from each activity, as an effect of school attendance**

	Preparing food (%)	Taking care of children (%)	Both (%)
ENDLINE (n=958)			
All USDA supported schools	26	2	34
SMP only ^	24	2	37
SMP + THR^^	27	2	33
Comparison schools	11	14	34
BASELINE			
All USDA supported schools	29	23	15
SMP only	26	18	27
SMP+THR	32	26	8
Comparison schools	20	29	12

^ including HGSF Hybrid

^^ including HGSF-Hybrid+ THR