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**Endline Activity Evaluation of USDA
McGovern-Dole Grant (FFE-442-2019-013-00) for
WFP School Feeding in Cambodia, 2019-2023
Decentralized Evaluation Report**

Final Report – November 2023

Report number DE/KHCO/2019/064
WFP Cambodia



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Front page picture:

Student enjoying her breakfast at school, Kampong Thom Province (photo: Chandara Gnim, June 2023)

Acknowledgements

Any evaluation exercise is the result of contributions of many individuals. The external evaluation team is grateful for all the assistance provided by Julie Sunwoo Byun and Chhe Bunthang of the WFP Country Office Monitoring & Evaluation Unit; Claire Conan, Country Director of WFP Cambodia, Nisith Um, Area Office Director, Sreyrith Phan, Area Office Evaluation Focal Point, and the many colleagues at the WFP Cambodia Country Office, the WFP Area Office, and those from Headquarters and the Regional Bureau. The WFP staff generously contributed their time to provide the relevant information.

We also acknowledge with thanks the contribution of the numerous government, multilateral, bilateral, and non-governmental organization representatives who participated in the evaluation and generously gave their time and advice during the evaluation process, and to the translation colleagues (Ong Kim and Ong Singly) who assisted during the interviews, as well as Thorn Riguen for her support to the external evaluation team with schedule planning.

Finally, we would like to acknowledge the cooperation and support from those citizens who participated in WFP supported project activities in the school feeding programme and who provided their advice and observations.

Disclaimer

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A full list of acronyms used is provided in [Annex 19](#).

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Executive Summary

Introduction and Background

1. This report presents the findings from the endline evaluation of the United States Department of Agriculture's (USDA) McGovern-Dole School Feeding project, number FFE-442-2019-013-00 for World Food Programme (WFP) school feeding activities in Cambodia. It covers the period 01 November 2019 to 30 October 2023 (with a no-cost extension (NCE) agreed to April 2024). This project was a continuation of two previous rounds (2013-2016 and 2017-2019), and is being followed by a new grant.
2. The project is a component of the overall WFP school feeding programme (SFP) and aims to support the provision of quality education; promote good nutrition practices; and enable the SFP's transition to national funding, management, and overall ownership.¹ The project was implemented in three provinces of Cambodia: Siem Reap, Kampong Thom and Kampong Chhnang.
3. This report provides an independent assessment of achievements by the end of the project cycle, following baseline (2020) and midterm (2022) evaluations. This endline followed the Terms of Reference developed for the full series, and the findings are feeding directly into the baseline for the new FY22 project. The evaluation covered six evaluation criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability, with a focus on steps yet to be taken to ensure a smooth handover and transition to the national home-grown school feeding programme (NHGSFP).
4. The expected users of this report include USDA, the WFP Country Office (CO) and Regional Bureau in Bangkok (RBB), and the main partner of WFP in the Royal Government of Cambodia, the Ministry of Education, Youth and Sport (MoEYS).

Contextual Summary

5. In Cambodia, short-term hunger is a key factor affecting educational results, such as literacy, attendance, and concentration in schools.² The WFP SFP started in Cambodia in 1999; in 2014, the MoEYS, in collaboration with WFP, piloted a Home-Grown School Feeding (HGSEF) model. The Government's national HGSEF programme (NHGSFP) has been subsequently developed with the expectation that WFP-supported schools will be taken over by and managed by the Government after transition. Full national ownership is projected to be completed by 2028.

Methodology

6. A mixed methods approach was used, combining document review, quantitative surveys at project and comparison schools and students' households, analysis of secondary quantitative data, interviews with a broad range of stakeholders, group discussions and observations, and was carried out in June 2023. Monitoring data through March 2023 were available, but detailed cross-checking of quantitative data with qualitative interviews was time-constrained.
7. For the qualitative data collection, the evaluation team (ET) visited five districts and eight schools across the three provinces, including two schools that had recently been handed over. In total, 232 persons were interviewed (51 percent women), and 1,391 individuals participated in the quantitative surveys. The evaluation included engagement with beneficiaries as key stakeholders and was committed to gender equality and the empowerment of women (GEWE); and to the Humanitarian Principles.
8. **The key findings** are summarized below, structured according to the main evaluation criteria.

Criteria 1 – Relevance

9. The McGovern-Dole project remains highly relevant to the needs of the Cambodian people. Without exception, stakeholders expressed their appreciation of the project and acknowledged its benefits at the school/community level, as well as for the Government. The multi-dimensional capacity strengthening activities were relevant to meet the Government's needs to support the future management and implementation of the NHGSFP.
10. The COVID-19 pandemic had widespread impacts on socio-economic indicators, especially among poor households, leading to increased poverty, inequality, and unemployment. Schools were closed for 20 months,

1 WFP/USDA McGovern-Dole Proposal

2 WFP/USDA LRP Proposal FY2019.

during which school meals were temporarily discontinued, but WFP support continued by providing take-home rations for the most vulnerable households, the distribution of teaching and learning materials, and inputs to the development of the school feeding policy framework.

Criteria 2 – Coherence

11. The project is coherent with WFP and USDA strategies and guidance and the wider United Nations Development Assistance Framework (UNDAF, 2019-2023) in Cambodia. It aligns well with national education, social protection and gender goals and policies, and contributes to the relevant Sustainable Development Goals.

Criteria 3 - Effectiveness

12. The ET observed positive changes since the midterm. At national and sub-national levels there is more clarity and structure related to the SFP, and school feeding committees have been established at other levels (school, commune, district, and province). Most results framework indicators have met or exceeded their targets - or are expected to do so by the end of the NCE period.

13. Further capacity strengthening efforts are required, as many stakeholders remain unprepared to fully manage the programme. Ongoing training and mentoring at school level is still required, for example. Staff turnover within government institutions and at schools was generally mentioned as a barrier to achieving uniform training levels.

14. The WFP CO has updated its staffing profiles and filled needed gaps, and this needs to continue, especially in the technical assistance activity areas. Regional Bureau resources have mitigated these effects but reliance on external experts remains high. Challenges in the information management processes within the CO constrain effective project management.

Criteria 4 – Efficiency

15. This endline was undertaken before the project end date, and its planned activities under the NCE. Questions regarding financial efficiency are not fully relevant (as many pertain to local food procurement covered under a different grant), and detailed information was not fully available to answer them. Budget details were broadly aligned with the programme design, and the expenditure was at 86 percent due to delays during the pandemic, so the NCE is justified.

Criteria 5 – Impact

16. The project has positively impacted several areas including enrolment, dropout, health-related absenteeism, attentiveness and literacy. The percentage of students able to correctly answer four of five questions on the Early Grade Learning Assessment increased from 6.3 percent at baseline to 20.4 percent (and higher for girls), almost meeting the target of 15 percent point increase. However, this remains a very low proportion, partially due to pandemic-related learning losses.

17. The government systems for monitoring and reporting were improved through the introduction and roll-out of a School Feeding Information System; schools have improved infrastructure; and there is an increased involvement of communities and communes with the HGSFP, which are all important for the sustainability of the NHGSFP. Improvements in handwashing behaviour and dietary intake of students were observed, and the SFP saves mothers time and money, and provides financial incentives for vulnerable female cooks.

Criteria 6 - Sustainability

18. WFP has adopted a framework for SFP capacity development which describes five dimensions of change to identify sustainability considerations in handover to government management, and to frame progress made by the COs towards complete transitioning to nationally owned and managed SFPs.

19. Development of essential policies and institutional systems as well as management tools to support the national programme, are well underway. A Joint Transition Strategy³ (JTS) was signed in March 2022 providing details on transition criteria, which greatly facilitates the transition process.

20. The NHGSFP is implemented by the MoEYS, in coordination with the National Social Protection Council (NSPC) in the Ministry of Economy and Finance (MEF). The transition process was positively influenced by high-level government supporters of school feeding. There is concern about the capacity of key stakeholders in the MoEYS, which currently lacks dedicated school feeding staff, as well as capacities at sub-national level. The Government's ongoing decentralization process creates ambiguities and longer communication and resource allocation processes.

³ Joint Transition Strategy towards a Nationally Owned Home-Grown School Feeding Programme, Cambodia, Phase 1: 2022-2025, 17.03.22, MoEYS / WFP.

21. The USDA approval of a further project cycle allows time and resources to build on these foundations to strengthen the NHGSFP processes, which will increase the chances of longer-term sustainability.

22. The following summary **Conclusions** are offered:

Criteria 1: Relevance

23. The overall SFP (and the McGovern-Dole component within it) remains highly relevant for the Cambodian context. The McGovern-Dole programmatic framework allowed WFP to respond promptly to the challenges caused by the pandemic, and its reappropriation of food into take-home ration distributions was fully relevant and effective. The project clearly benefits girls and women, as well as boys and men, despite the lack of gender sensitive indicators in the Results Framework. Government stakeholders appreciate the technical assistance provided via the WFP CO, which aligns with their needs.

Criteria 2: Coherence

24. The project is strongly aligned with USDA priorities, national policies, WFP policies and strategies, and the UNDAF for Cambodia.

Criteria 3: Effectiveness

25. There has been significant progress in the McGovern-Dole project indicators since the midterm evaluation, including enrolment, dropout, health-related absenteeism, attentiveness and literacy. Not all midterm recommendations have been fully realised, partially due to the short time since the midterm. There are policies and structures in place, and the increased understanding of government stakeholders supports the rollout of the NHGSFP. Most targets have been achieved or surpassed, or are likely to be achieved during the NCE. Substantive milestones included the Joint Transition Strategy, a key Sub-decree, and the advanced stages of the National School Feeding Policy, as well as the support on monitoring, evaluation and reporting systems. Handover of schools has started and is expected to be finalized by 2028.

Criteria 4: Efficiency

26. Budget lines were broadly aligned with the project design, but the ET could not draw firm conclusions on efficiency and costs per beneficiary as financial data was limited, and the project is still underway.

Criteria 5: Impact

27. The project positively impacted several areas, including government reporting systems, school infrastructure, and increased involvement of communities and communes with the HGSFP. The CO's internal adjustments in terms of staff capacity, and support from RBB and HQ, have had positive impacts on the project achievements, but gaps remain and relying on external experts reduces the CO's value as important development partner.

Criteria 6: Sustainability

28. The Government is likely to continue the SFP after WFP and USDA support ends, as the NHGSFP is a priority, with high-level champions within the MoEYS. However, the absence of a NHGSFP-dedicated team within the MoEYS remains a concern as staff cover a range of other tasks, which can impact negatively on the NHGSFP when other programmes compete. Capacity strengthening needs remain for national and sub-national government staff on implementation, management and reporting skills.

Lessons Learned

29. **Handover:** Providing technical assistance to the Government will become increasingly core to WFP's presence as the organization moves away from direct implementation. The presence of (preferably) national staff who have a thorough understanding of the workings of government, in addition to strong technical skills, is essential.

30. **Handover:** In order to provide good management of the NHGSFP, government personnel need training, mentoring and support from WFP, prior to, during and after handover of schools, to ensure programme sustainability.

31. **Project Management:** A system of 'continuous socialization' is required to provide a standardized training and orientation approach to incoming personnel at different government levels, from schools and suppliers to ministry level.

32. **Monitoring and Evaluation:** Streamlining and integrating the CO systems will improve the ability to monitor projects and facilitate reporting and evaluation.

Recommendations

33. **Recommendation 1:** WFP CO, together with MoEYS and other relevant government stakeholders, should conduct an assessment of technical assistance needs at different levels.
34. **Recommendation 2:** WFP should play a role in convening stakeholders and facilitating optimal coordination between government entities (ministries, and departments within ministries) as well as at the community level.
35. **Recommendation 3:** WFP should focus on supporting the schools that were handed over without being fully ready.
36. **Recommendation 4:** WFP CO should continue its efforts, with the MoWA, to seek to integrate increased gender sensitivity into school meals processes.
37. **Recommendation 5:** WFP CO should continue to improve their staffing profile to ensure sufficient in-house capacity to provide technical assistance.
38. **Recommendation 6:** WFP CO should improve their M&E systems to be able to easily monitor their project(s).

1. Introduction

1. This report presents the findings from the endline evaluation of the United States Department of Agriculture's (USDA) McGovern-Dole support to the World Food Programme (WFP) school feeding activities in Cambodia, under Project Agreement number: FFE-442-2019-013-00 and covering the period 01 November 2019 to 30 October 2023. This activity evaluation was commissioned by the WFP Cambodia Country Office (CO) based on the Terms of Reference (ToR) provided in Annex 1.

2. This is the third of a series of evaluations over the project cycle: a baseline was done in 2020, a midterm study in 2022 and this endline evaluation aimed to determine the changes that can be observed, and how these have affected the various beneficiaries, as the project comes to a close.⁴ It is based on the original ToR, under six principal evaluation criteria, and intends to identify key lessons learned and the current capacities and achievements in the process towards handover to the Government. Acknowledging the significant COVID-19 related disruptions, including to the education system, the endline has considered how the extended school closures forced WFP and the Government to make adaptations to the school feeding programme (SFP), resulting in many of the activities planned for the McGovern-Dole programming being delayed or reduced. It has also analysed the extent to which the critical assumptions underlying the programme held true.

EVALUATION FEATURES

3. The **purpose** of this evaluation report (ER) is to provide an independent assessment of the project and its achievements to enable WFP, the Royal Government of Cambodia and cooperating partners to feed its results and learning into future programmes - in particular, the Government-led and -managed National Home-Grown School Feeding Programme (NHGSFP) in Cambodia.

4. The evaluation series has the dual and mutually reinforcing **objectives** of accountability (specifically for the donor and partners) and learning for WFP to use in similar programmes:

➤ **Accountability:** The evaluation process has assessed and now reports on the performance and results of the USDA McGovern-Dole funded activities during the funding period by confirming whether targeted beneficiaries have received expected services, and whether the project has met – or is likely to meet prior to its end date - its stated goals and objectives aligned with the results frameworks and assumptions.

➤ **Learning:** The findings presented identify reasons why certain results occurred or not, and draws lessons, and identify good practices for institutional learning, both in Cambodia and elsewhere. The evidence-based findings will inform future operational and strategic decision making. The Evaluation Team (ET) notes that the ToR makes no reference to specific learning objectives, but indicates that the report is intended to feed into learning on future SFPs and identify immediate lessons learned that can inform current programming.

5. **Gender Considerations:** WFP Cambodia is committed to gender equality and women's empowerment (GEWE) in line with the corporate principle that these are preconditions for effective and sustainable development and the enjoyment of universal human rights. The CO's 2019-2023 Country Strategic Plan (CSP) demonstrates meaningful engagement with GEWE throughout the strategy as a precondition, including the commitment "to embed gender and disability analyses, including sex- and age-disaggregated data, in assessments, research, technical assistance and knowledge and information management, as appropriate."

6. The overall mainstreaming of gender analysis into the McGovern-Dole represents progress from previous school feeding project cycles. However, as highlighted in the baseline and midterm evaluation reports, the McGovern-Dole project framework lacks gender-sensitive indicators. One of the midterm recommendations was to add gender considerations - retroactively - into the McGovern-Dole design documents and monitoring plan for the subject to receive appropriate attention during implementation, and to be assessed in future evaluation rounds. No specific considerations were made by WFP in regards to GEWE and human rights in the objectives. However, both gender mainstreaming and human rights were taken into account by the ET in implementing the evaluation.

⁴ The full evaluation cycle timeline is provided in Annex 2.

7. **Scope:** This endline evaluation has undertaken a detailed review of all activities and processes related to the McGovern-Dole project for Fiscal Years 2019-2023.⁵ Data collected in this endline evaluation will directly feed into the baseline for the new FY22 project, which continues these activities but with a stronger focus on the transition and handover process.

8. **Stakeholders:** The evaluation serves the interests of a range of internal and external stakeholders. Internal stakeholders include the WFP CO in Cambodia, WFP headquarters (HQ) and the Regional Bureau for Asia and Pacific Region in Bangkok (RBB). External stakeholders include the Royal Government of Cambodia, particularly the Ministry of Education, Youth and Sport (MoEYS), and the departments and agencies engaged with, and supported by, the McGovern-Dole school feeding project implementation at central and decentralized levels, as well as cooperating partners, donors, other United Nations agencies, and others such as those in academia and the private sector, etc. The beneficiaries of school feeding activities are key stakeholders of this evaluation and of future WFP actions in the country.

9. The main users for this report are the programme staff in the WFP CO and other colleagues in similar roles across the organization, counterparts in the MoEYS, cooperating partners, other United Nations agencies and donors (mainly USDA).

10. The entire evaluation series has been conducted by an evaluation team (ET) of independent consultants from the KonTerra Group in partnership with Indochina Research Limited (IRL), a local Cambodian research company. The same team members have worked on all three evaluation rounds, ensuring a high degree of understanding and continuity over the three rounds.

11. **Timing:** Qualitative and quantitative data were collected between 05-23 June 2023 (full endline evaluation schedule in [Annex 2](#) and fieldwork agenda in [Annex 3](#)). Unexpected school closures, upcoming national elections and donor requirements all determined this was the only feasible period, despite it being three months ahead of the project's end date. While the current round of the McGovern-Dole project ends in September 2023, a no-cost extension (NCE) was obtained to enable distribution of the remaining food through to the end of April 2024. This evaluation considers monitoring data from November 2019 through March 2023 only, as the second quarterly monitoring report for 2023 was not yet available during this evaluation. After the school closures due to the COVID-19 pandemic, the Government changed the school year from November to September to January to October, and any survey data referring to a full school year presented below were collected on the last completed school year.

CONTEXT

12. **General overview.** The Royal Government of Cambodia has established impressive economic growth over the past 20 years, bringing the country to lower middle-income status in 2016, with a Gross Domestic Product (GDP) per capita of US\$1,785 in 2022; for 2023 this is expected to reach US\$1,924. The high economic growth rate has been sustained for over a decade, most recently at 7.5 percent in 2018 and 7.1 percent in 2019, making Cambodia one of the fastest growing economies in the world. However, due to the pandemic, it fell in 2020 to -3.1 percent, with slight recovery in 2022 (3.0 percent), while the Ministry of Economy and Finance (MEF) expects growth to increase to 5.5 percent in 2023.

13. In 2021, Cambodia ranked 146 of 191 countries in the global Human Development Index (HDI) and was placed in the medium human development category. In general, Cambodia has one of the world's fastest rates of improved HDI, with increased equity between provinces. While the pandemic caused a decline to 2018 levels, this compares favourably with the global average decline to 2016 levels, indicating the country's effective pandemic response. Life expectancy at birth and education index are also on a positive trend, but health and education indicators both remain lower in comparison to neighbouring countries. The Government's targets on improved nutrition, ending stunting and increasing income (by 20 percent for the poorest) have not yet been achieved. Cambodia's long-term development vision, the Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019–2023), emphasizing strong commitment to education and children's nutrition, is viewed as a priority for sustainable human resource development, economic growth and social development.

14. **Poverty:** Fast economic growth in Cambodia has been accompanied by a significant reduction in poverty. The poverty indicators declined steadily by 1.6 percentage points per year between 2009 and 2019/20, although the COVID-19 pandemic reversed some of the progress. The national poverty line in Cambodia was adjusted in the most recent Cambodia Socio-Economic Survey for 2019/20, based on the cost of basic needs and a common basket

⁵ Note that to avoid confusion, this project is referenced as FY19, and the succeeding project (commencing in October 2023) is referenced as FY22.

approach, and is now Cambodian Riel (KHR) 10,951 or approximately US\$2.70⁶ per person per day in the capital, and lower in other areas of the country. About 18 percent of the population is identified as poor (4.2 percent in Phnom Penh up to 22.8 percent in some rural areas). However, food prices have increased in recent years: in February 2023, the basket cost was the equivalent of US\$26.20 (+6.6 percent compared to February 2022).⁷ In particular the prices of cooking oil, duck eggs and morning glory show substantial long-term price increases as the war in Ukraine impacts the price of fuel and imported commodities, which includes fertilizer.

15. Three-quarters of the population – and 90 percent of the poor - resides in rural areas.⁸ These households mostly exist on small margins of poverty and are vulnerable to natural hazards, environmental or individual shocks. Estimates suggest that a loss in daily income of US\$0.30 per capita would double the poverty rate.⁹ The National Social Protection Policy Framework (NSPPF) 2016-2025 aims to mitigate this and places a strong emphasis on human capital development in the country but social safety nets are still limited.

16. **Food security and undernutrition** remain important public health concerns in Cambodia, especially in rural areas.¹⁰ The national objectives set for the Cambodia-specific Millennium Development Goals were not met¹¹ and malnutrition rates remain higher than most countries in the region.¹² The SDG indicator for undernourishment (Goal 2) indicates that 14 percent of households continue to consume less than the minimum dietary energy requirement.¹³ In addition, dietary quality remains sub-optimal, with 11.6 percent of households estimated to have inadequate dietary diversity.¹⁴ Dietary diversity remains relatively low: rice, meat and fish consumption are high, while fruit, vegetables and consumption of other animal-source protein, like milk or eggs, fall below international guidelines.¹⁵ The Government has developed several policies and programmes to end hunger, including: a) the National Fast Track Roadmap for Improving Nutrition (2014-2020);¹⁶ b) the Second National Strategy for Food Security and Nutrition (NSFSN, 2019-2023);¹⁷ c) the National Action Plan for Zero Hunger Challenge in Cambodia (2016-2025);¹⁸ and d) Cambodia's Roadmap for Food Systems for Sustainable Development 2030. The most recent (2021-22) Demographic Health Survey (DHS) reported that 22 percent of children under the age of five years were stunted, 10 percent were wasted, 16 percent were underweight and four percent were overweight.¹⁹ Seven percent of women aged 20-49 were thin, while 33 percent were overweight or obese.²⁰ While stunting rates are declining, child wasting has been stagnant for the last decade and an increasing proportion of children and women are overweight.

17. **Gender inequality** persists in Cambodia, which ranked 116 out of the 160 countries in the Gender Inequality Index (GII) at 0.475²¹ and 98 out of 146 countries in the Global Gender Gap Index 2022.²² Cambodia's relative position in the index has been declining in recent years (from 89th place of 153 in 2020²³), indicating its progress towards gender equality falls behind that of many other countries.

18. In addition, 70 percent of women in employment were engaged at lower levels and on less pay²⁴ than men, with estimates that on average women are paid 30 percent less for commensurate work.²⁵ Women are also underrepresented in the public sector where 77 percent of employees and 85 percent of decision-making positions

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

7 Source: <https://reliefweb.int/report/cambodia/cambodia-market-seasonal-monitoring-update-february-2023#:~:text=Summary%20of%20Key%20Findings,year%2Donyear%2C%20YoY>.

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

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

10 <https://docs.wfp.org/api/documents/WFP-0000112436/download/?ga=2.113129794.71101732.1589421801-1848541966.1586381573>

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

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

13 https://data.opendevelopmentmekong.net/dataset/3aacd312-3b1e-429c-ac1e-33b90949607d/resource/d340c835-e705-40a4-8fb3-66f957670072/download/csdg_framework_2016-2030_english_last_final-1.pdf

14 Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning; Available at:

<https://www.nis.gov.kh/nis/CSES/Final%20Report%20CSES%202014.pdf>

15 <https://cambodia.un.org/en/198886-wfp-and-government-cambodia-launch-behaviour-change-campaign-improve-nutrition-among>

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

17 <http://njppp.jp/wp/wp-content/uploads/10-2-Framework-NSFSN-19-23-TWG-for-RACHA-workshop-1.pdf>

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

19 <https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf>

20 Ibid

21 <http://hdr.undp.org/en/composite/GII>; Ratio of women to men HDI values. Gender Development Index scores range from 0 to 1 with a score of 1 indicating equality between men and women in reproductive health, empowerment and the labour market.

22 World Economic Forum. Global Gender Gap Report 2022. https://www3.weforum.org/docs/WEF_GGGR_2022.pdf; a composite index considering equality in health, education, economy and politics

23 https://www3.weforum.org/docs/WEF_GGGR_2020.pdf

24 <https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>

25 CSO report on Cambodian gender issues. 2009

are occupied by men.²⁶ In 2022, 21 percent of parliamentary seats were held by women.²⁷ Nationally, 25 percent of women are illiterate compared to 13.5 percent of men (2015).²⁸

19. Cambodia's Gender Development Index (GDI) results indicate progress in recent years²⁹ - the 2021 female HDI value is 0.570³⁰ in contrast with 0.615 for males, resulting in a GDI value of 0.926, placing it into Group 3 (up from Group 4 (GDI 0.914 in 2017)).³¹ Although most micro-enterprises in Cambodia are run by women, they are largely concentrated in the informal sector, particularly in the clothing sector,³² and female entrepreneurs face additional challenges due to lack of financial knowledge and double responsibilities related to income-generation and caring for their families. The SDG targets on gender equality in education and literacy (Goal 5) have been achieved at the primary school level and the gender parity index of gross enrolment rate at both lower secondary and upper secondary levels increased from 1.1 in 2015 to 1.2 in 2018.³³

20. **Education:** Cambodia has made positive strides in improving primary education and reducing gender disparity in schools, particularly in rural areas.³⁴ The Education Strategic Plan (ESP) (2019-2023) and other national strategies indicate a strong commitment to improving educational standards. The Education Congress Report³⁵ shows that net enrolment rate at primary schools was 95.8 percent in 2022-23. This indicates almost complete recovery to pre-COVID rates of around 98 percent. The primary completion rate has nearly doubled over the last two decades, reaching 86.8 percent in 2022/23, while the gross enrolment rate in lower secondary has increased from 55 percent in 2012-13 to 64.8 percent in 2022-23, and transition rates from lower to higher secondary also increased from 74 percent to 83.7 percent in the same time period. Improvements in participation have been most notable for girls, as the combined primary/lower secondary gender parity index increased from 0.86 in 2000 to 1.0023 in 2019,³⁶ (slightly more girls than boys). However, inequality remains a concern as primary school completion and secondary enrolment lag significantly behind in rural areas,³⁷ as well as for ethnic minorities (non-Khmer speakers), remote and very poor households, and children with disabilities.³⁸

21. Increasing the quality of education is the central challenge. A 2019 regional assessment found that 24 percent of Cambodian grade 5 students scored in the lowest proficiency level in reading, and only 11 percent reached the minimum "end of primary" proficiency level as defined in the Sustainable Development Goals (SDG 4.1.1b); in Writing, the share of students in the lowest proficiency level was 50 percent.³⁹ Girls performed significantly better than boys in all three test subjects in the Southeast Asia Primary Learning Metrics⁴⁰ assessment, but very large learning gaps were identified by location (rural/urban), socio-economic quintile and language in the home.⁴¹ Results from national assessments not only confirm low levels of achievement and significant gaps between different groups, but also suggest a significant decline as a result of the COVID-19 pandemic. For example, the national learning assessment conducted by MoEYS found that the share of public-school grade 6 students in the lowest proficiency level ('Below Basic') increased from 34.2 percent in 2016 to 45.4 percent in 2021, while in mathematics this share increased from 49.2 percent to nearly 75 percent.⁴²

22. **School feeding** is a major component of WFP Cambodia's Country Strategic Plan (CSP) 2019–2023 and a key part of the NSPPF 2016-2025, which represents an important policy tool to reduce and prevent poverty,

26 <https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>

27 <https://data.worldbank.org/country/cambodia?view=chart>

28 <https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html>

29 http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KHM.pdf; index includes health, education and command over economic resources

30 <https://hdr.undp.org/data-center/specific-country-data#/countries/KHM>

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

32 Commune Database 2013, Ministry of Planning

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

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

35 http://moey.gov.kh/wp-content/uploads/2023/05/CRC_01_Final_Draft_EC_Report_2023_in_English_04042023-1.pdf

36 <https://tradingeconomics.com/cambodia/ratio-of-female-to-male-primary-enrollment-percent-wb-data.html>

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

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

39 UNICEF & SEAMEO. (2020). SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries. Bangkok, Thailand: United Nations Children's Fund (UNICEF) & Southeast Asian Ministers of Education Organization (SEAMEO) – SEA-PLM Secretariat.

40 <https://www.seaplm.org/index.php?lang=en>

41 UNICEF & SEAMEO. (2020). SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries. Bangkok, Thailand: United Nations Children's Fund (UNICEF) & Southeast Asian Ministers of Education Organization (SEAMEO) – SEA-PLM Secretariat.

42 UNICEF (2022). Learning loss in the COVID-19 Pandemic Era: Evidence from the 2016-2021 Grade 6 National Learning Assessment in Cambodia. Phnom Penh: UNICEF.

vulnerability and inequity. The NSPPF has been an opportunity to expand Cambodia's social protection programme, and particularly the Home-Grown School Feeding (HGFSF) programme.⁴³ School feeding is implemented in ten of Cambodia's 25 provinces, with WFP support in five of them.⁴⁴ The SMP started in the country in 1999; in 2014, the MoEYS in collaboration with WFP piloted an HGFSF model and both parties signed a 'school feeding roadmap' in May 2015. The Government's national HGFSF programme (NHGSFP) has been subsequently developed with the expectation that WFP-supported schools will be added to the national programme. From school year (SY) 2019-2020, WFP started reducing its operational coverage following the transition plan to national ownership in managing and implementing the SFP, and the NHGSFP was launched with an official budget allocation from that school year.

23. In March 2022, the MoEYS and WFP finalized a joint School Feeding Transition Strategy that outlines the remaining handover of schools and remaining capacity strengthening to be done.

24. In Cambodia, short-term hunger is a key factor affecting educational results, such as literacy, attendance, and concentration in schools.⁴⁵ A school meal (breakfast) is provided daily to all morning class pre-primary and primary school children in selected schools within the target areas. The selection criteria for schools are based on poverty, malnutrition and education indicators. The HGFSF programme aims to encourage students' enrolment, attendance, and the completion of their primary education, as well as reduce short-term hunger and improve the children's concentration in the classroom. The programme also invests in community and school-based partnerships aimed at providing an incentive for parents so that their children complete their primary schooling.⁴⁶

25. **Partnerships:** The Government strives to ensure that programmes supported by development partners (such as the SMP and scholarship programmes) are embedded within its national strategies and the NSPPF and contribute to continuous improvement and implementation of key policies and mechanisms. WFP works in partnership with several Government ministries, and NGOs; this is in alignment with commitments to the Sustainable Development Goals (SDGs) (Goal 17, in particular).⁴⁷ The Development Cooperation and Partnership Strategy (2019-2023)⁴⁸ provides a comprehensive framework for promoting development partnerships in Cambodia, and SFP specific partnerships are set out in the JTS.⁴⁹

26. Government statistics indicate that Official Development Assistance (ODA) rose from US\$1.7 billion in 2019 to US\$2.1 billion in 2020, though reduced slightly to US\$1.77 billion in 2021 and stabilized in 2022 and 2023 at US\$1.9.⁵⁰ The Royal Government of Cambodia strives to ensure that programmes (such as the SFP) supported by development partners are embedded within its national strategies and contribute to continuous improvement and implementation of key policies and systems. The Government and WFP are in alignment in their commitment to zero hunger as indicated in the National Voluntary Review,⁵¹ and their partnership is implemented mainly through the education and social protection sectors.

27. The McGovern-Dole programme is a significant part of WFP's wider portfolio of school feeding activities in Cambodia, all of which are either fully funded by USDA or co-funded with another donor. Complementary activities funded by other donor contributions include from the Korea International Cooperation Agency (KOICA; US\$10 million over five years), the Japanese Government (in-kind contribution of canned fish until 2021) and various private sector entities (US\$1 million per year).

28. **Official commitment:** The Royal Government of Cambodia demonstrated its support for school meals with the launch of the National HGFSF Programme in January 2020, becoming a member of the global School Meals Coalition and by contributing to WFP school feeding activities with 1,500 metric tonnes of rice plus US\$509,900 associated costs, and US\$630,000 in cash for the HGFSF. This significant contribution to WFP activities was the first time that the Government provided cash to support the HGFSF model.

29. Under the ESP 2014-2018, the MoEYS developed a programme to support the improvement of Early Grade Reading Assessment, in partnership with USAID, WFP, UNICEF, UNESCO and national and international implementing development actors, including World Education. The new ESP 2019-2023 stresses that the MoEYS

43 McGovern-Dole 2019-2023 Midterm evaluation report.

44 Siem Reap, Kampong Thom, Oddar Meanchey, Kampong Chhnang and Pursat provinces

45 <https://www.worldnomads.com/responsible-travel/footprints/projects/103/school-feeding-program-siem-reap-cambodia>

46 <https://www.wfp.org/publications/2015-wfp-gender-policy-2015-2020-0>

47 <https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-17-partnerships-for-the-goals.html>

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

49 MoEYS, National Social Protection Council, MEF, Ministry of Interior, MAFF, Ministry of Health, Ministry of Women's Affairs, Ministry of Planning and CARD

50 http://odacambodia.com/Reports/reports_by_updated.asp?status=0

51 https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_SDPM_Approved.pdf

must further support students to improve reading and writing in Khmer at the primary education level. As part of the national early grade learning package (the *Komar Rien Komar Cheh (KRKC) package* ("Students Learn, Students Know"), the MoEYS provides training and mentoring for primary teachers on teaching and learning methodologies for early grade reading and mathematics.

30. **National Impacts from COVID-19:** The pandemic response led to the closure of all schools in Cambodia, and therefore the temporary discontinuation of the SMP, between March 2020 and November 2021, which have inevitably led to learning loss for school children, with potential long-term socio-economic consequences. But Cambodia responded and adapted well to COVID-19: approximately 83 percent of the population received at least two doses of COVID vaccines, and travel restrictions were relaxed in the fourth quarter of 2021. This has led to a strong recovery in the main economic sectors such as manufacturing and agriculture.

31. According to a July 2021 report,⁵² the pandemic had widespread impacts on socio-economic indicators, especially among poorer households, and after a decade of steadily declining poverty rates, the pandemic led to increased poverty and inequality. However, the government scale-up of social assistance to poor and vulnerable households (including THRs under the SMP), launched in June 2020, limited the 2020 poverty rate increase to 2.8 percentage points.⁵³ More than half of respondents of a July 2021 assessment experienced loss of income, with 90 percent of those losing at least 50 percent of their income. Food security decreased between August 2020 and February 2021, leading to increased utilization/reliance on negative coping mechanisms such as consuming less-preferred foods, a reduction in portion sizes and the number of daily meals. The war in Ukraine also caused fuel and food prices to increase, leading to higher rates of food insecurity and poverty. However, recovery has been quick to nearly pre-pandemic levels.⁵⁴

SUBJECT BEING EVALUATED

32. The subject of this activity evaluation is the USDA McGovern-Dole School Feeding Programme in Cambodia, Agreement number FFE-442-2019/013-00, which was signed on 27 September 2019 and amended on 18 December 2019, 30 October 2020 and 28 March 2022. The start date of the programme was 01 November 2019 with an end date of 30 October 2023, but later extended with a NCE to the end of April 2024. This programme is a continuation of previous USDA grants in Cambodia for 2013-2016 and 2017-2019 and falls under Strategic Objective 1 (SO1) (School Feeding Programme) in WFP Cambodia's CSP. Activities under this SO constitute approximately 69 percent of all WFP work in the country. At WFP corporate level, the SFP falls under Strategic Objective 1 (SDG Goal 2).

33. **Geographic Coverage:** The McGovern-Dole project is implemented in 22 rural districts across three central provinces in the central plains of Cambodia (Siem Reap (SRP), Kampong Thom (KTM), and Kampong Chhnang (KCG)) (see map in [Annex 3](#)). In the first year of the FY19-23 USDA grant, 624 schools were targeted, and this number has decreased to 448 in FY 22/23 due to continued handover process of schools to the NHGSFP (Annex 7: School handovers). The evaluation covered all geographical areas and schools included under this project.

34. Geographical and site school **targeting** (provinces and districts) for all WFP SFPs is based on findings from Vulnerability Analysis and Mapping (VAM) conducted by WFP, the Royal Government of Cambodia and development partners. Specific school selection draws on district level data on the following criteria: dropout rates, poverty rates, stunting rates, and ground truth checks.

35. A complementary agreement was also signed at the same time to implement a Local and Regional Procurement (LRP) project, which developed and facilitated the sourcing and purchase of locally grown produce, to be supplied to some HGSF schools as component parts of the school meals. [This project was also affected by the pandemic disruptions and is to have its final evaluation in early 2024.]

36. **School Feeding in Cambodia.**⁵⁵ The WFP-managed school meal programme (SMP) started in Cambodia in 1999. In 2014, the MoEYS piloted an HGSF model managed by WFP to illustrate the potential of local procurement to support school meals provision. In May 2015, both parties signed a 'school feeding roadmap' whereby the management of the SMP would ultimately be transferred to the Government and would become the NHGSFP. Individual schools are intended to be supported through a four-phase process from being a traditional WFP SMP school through a hybrid model combining both SMP and HGSF elements, to a WFP-managed HGSF model, and eventual transition into the government-managed NHGSFP, as shown here in Table 1.

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

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

54 MEF (2022): Macroeconomic Framework for 2023 Budget Formulation (Medium Term Fiscal Framework 2023–2025).

55 For clarity in this report, school feeding is used as a general term, while the school meals programme (SMP) refers to a specific type of intervention (see table 1)

Table 1: Phases of Transition from SMP to NHGSFP

Model	Key Characteristics
SMP	WFP-managed procurement processes drawing on international food assistance.
SMP-Hybrid	WFP-managed processes combining international food assistance supplemented by local produced food commodities procured by the schools.
HGSF	WFP-managed processes supporting local schools to procure commodities within the national context, with no external food assistance provided.
NHGSFP	Government-managed processes whereby local schools, managed by the MoEYS, procure commodities within the national context.

Source: WFP Cambodia Country Office project documents, synthesized by the evaluation team

37. Under the SMP model, the food commodities provided are predominantly imported from the United States, while the HGSF hybrid model provides schools with imported rice and fortified vegetable oil complemented with local procurement of animal proteins, iodized salt, and fresh vegetables (those schools supported through the LRP are part of the hybrid model). The NHGSFP is fully home-grown, which means that the rice and oil are also procured locally, although they are not fortified with micro-nutrients.

38. The cornerstone of the WFP Cambodia CSP is to support national and sub-national level government systems for direct implementation of food security, nutrition, and social protection programmes. In line with this, WFP has supported the MoEYS and the National Social Protection Council (NSPC) for the formulation and endorsement of national operational frameworks and guidelines for the NHGSFP.

39. From school year (SY) 2019-2020, WFP started reducing its operational coverage as the MoEYS took over the WFP HGSF model to become the national programme, with an official budget allocation from SY 2019-2020 based on the 2022 Joint School Feeding Transition Strategy (JTS). More details on the handover are discussed in the Findings chapter.

40. The process of handover to the MoEYS of the schools in which the McGovern-Dole project is implemented - for inclusion in the NHGSFP (as per the MoEYS/WFP JTS (March 2022) - is expected to be completed by 2028, with a second phase of the strategy to 2030 to follow.

41. WFP ensures a comprehensive SFP delivery through multiple complementary activities and donor funding sources. All the SFP operations are managed under one programme unit within WFP CO which allows for alignment and complementarity of the various contributions, for lessons and experience to be drawn and shared, and to avoid overlap. The CO's overall SF activities are supported by 10 donors including the Royal Government of Cambodia, to a value of US\$55.8 million.⁵⁶ The USDA is the largest contributor (with the McGovern-Dole budget of US\$19 million, and another US\$4.7 million for the LRP), covering 42.5 percent of the overall SFP budget.

42. In addition, under the McGovern-Dole funding, World Education, in partnership with the Bandos Komar Association, implemented the literacy component of the McGovern-Dole SFP in all three project provinces. Project activities and interventions included training staff from the provincial and district offices of education (POE / DOE), school directors, and early grade teachers, on the Khmer language part of the national early grade learning KRKC programme. The project also distributed learning and teaching materials to the teachers and students, as well as support to the MoEYS in the implementation of its new mentoring system in Kampong Chhnang ([Annex 14](#)).

43. **Results Framework and Foundational Results.** The McGovern-Dole project is based on two Results Frameworks (RFs) which are presented in [Annex 5](#):

- **Literacy Results Framework (RF1):** The Strategic Objective (SO) of this framework is the improved literacy of school-age children. Achievement of this SO is dependent upon the achievement of three 'result streams' related to improved quality of literacy instruction, improved attentiveness, and improved student attendance.
- **Health and Dietary Practices Results Framework (RF2):** The SO of RF2 is the increased use of health and dietary practices in the school environment, which supports the intermediary result of reduced health-related absences in RF1. The 'result streams' to be achieved under this SO are improved knowledge of health and hygiene practices, increased knowledge of safe food preparation and storage practices, increased knowledge of nutrition, increased access to clean water and sanitation services,

⁵⁶ Per Budget Revision 4, of the WFP Cambodia Country Strategic Plan (CSP), approved May 2021. https://docs.wfp.org/api/documents/WFP-0000127753/download/?_ga=2.87260890.379391903.1660314165-1183078218.1581281713

increased access to preventative health interventions and increased access to requisite food preparation and storage, tools, and equipment.

44. To increase the likelihood of achieving the SOs and sustainability of results once the McGovern-Dole assistance ends, a set of **foundational results** common to both RFs undergird the programme ([Annex 5](#)). Those foundational results are a) increased capacity of government institutions: b) improved policy and regulatory framework; c) increased government support; and d) improved engagement of local organisations and community groups. The work done by WFP under the foundational results will be key to ensuring sustainability of school feeding in Cambodia. A **Theory of Change (ToC)** was constructed, which is included in [Annex 6](#).

45. The underlying programme logic is that by providing a conducive school environment, with better trained teachers and improved teaching materials, by reducing hunger and preventing illness students will be able to participate more fully in class, resulting in better learning outcomes. The full list of activities, programme indicators and targets and achievements, and the elaborated programme logic, can all be found in [Annex 5](#).

46. **Outputs and Planned Beneficiaries.** The project agreement indicates that one cooked school meal per morning would be provided to 151,700 pre-primary and primary school students, initially in 599 schools in three provinces. During the project to date, 136 schools have been handed over – see para 48, Table 3 and [Annex 7](#) for further details on this process – so that for the current SY 2022/23 the project is supporting 120,644 children in 448 schools in the three provinces, exceeding the plan of 116,450 beneficiaries. This is an average of 269 children per school, compared to 235 at baseline.⁵⁷ A breakdown of the schools and the student numbers, disaggregated by gender and province for the SY 2022-2023, is provided in Table 2.

Table 2: Planned numbers of schools and beneficiaries of school meals, 2022-2023

Planned	No. of targeted schools (2022-2023)	Number of girls	Number of boys	Total number of beneficiaries
Kampong Chhnang (2 districts)	43	5,756	6,167	11,923
Kampong Thom (5 districts)	136	13,330	13,814	27,144
Siem Reap (8 districts)*	269	37,791	39,592	77,383
Total	448	56,877	59,573	116,450
Actual				
Total	448	58,972	61,672	120,644

Source: WFP CO, May 2023 *Note: One new school in Siem Reap added in SY22-23.

47. **Activities.** A range of activities was designed to support the results under both objectives ([Annex 5](#)). These include the provision of a cooked breakfast at school, development of books as part of a learning package for Grade 2 students, teacher trainings and mentoring, capacity strengthening of various stakeholders around the management of the school meals programme, improving water, sanitation, and school-feeding related infrastructure at schools, as well as the promotion of health and nutrition in schools and communities. During the school closures (March 2020 to November 2021), WFP and the Government provided THRs, and most project activities were only started after the schools reopened in late 2021.⁵⁸ In addition, WFP supported schools to prepare for safe re-opening, including through improvement of infrastructure and water, sanitation and hygiene (WASH) equipment. These shifted activities were considered during the evaluation.

48. **Handover of supported schools.** As per the JTS, handover of schools has started and there is ongoing planning for taking over all the WFP schools in the coming years. While the handover is slower than planned, partly due to COVID-19 related shifts in national budget priorities, it indicates government commitment to the project. In SY 2020/21, 30 schools were handed over, with a further 75 in SY 2022/23. Table 3 shows the annual numbers.

Table 3: Handover of project schools, by province/school year

Province	No. of supported schools SY 2019/20	No. of schools handed over during the SY	No. of supported schools SY 2020/21	No. of schools handed over during the SY	No. of supported schools SY 2021/22	No. of schools handed over during the SY	No. of supported schools SY 2022/23	No. of schools handed over during the SY
Kg Chhnang (2 districts)	107	0	97	0	97	0	43	54

⁵⁷ McGovern-Dole baseline evaluation report (2019)

⁵⁸ Schools opened and closed during the pandemic. In particular, school meals were distributed during the January-March 2021 period (according to the SAPR)

Kg Thom (5 districts)	219	0	157	0	157	0	136	21
Siem Reap (8 districts)*	298	0	268	0	268	0	269****	0
Total	624	0*	522**	0	522	0***	448	75

Source: Evaluation Team from WFP data

Key: * 31 schools handed over that were supported under the previous McGovern-Dole grant

** 102 schools shifted to support from other donors.

*** 30 of the McGovern-Dole schools shifted to other funds in 20/21 were handed over in 21/22. An additional 16 schools from the previous McGovern-Dole project were also handed over that year.

**** One new school added

49. **Partners.** WFP implements the SFP and complementary activities in partnership with key ministries of the Royal Government of Cambodia and non-governmental organizations (NGOs). The MoEYS is the key partner, and as Decentralization and Deconcentration (D&D) reforms have placed greater responsibility on subnational authorities for planning and delivery of basic services, including education, WFP works closely with the POEs and DOEs. Other ministries involved under the JTS include the NSPC, the MEF, the Ministry of Interior (MoI), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), the Ministry of Women's Affairs (MoWA), the Ministry of Planning (MoP), and the Council for Agricultural and Rural Development (CARD).

50. In addition, the SFP is implemented in partnership with three NGOs - Plan International, World Vision and World Education. United Nations agencies such as UNICEF, UNESCO, FAO, the World Bank and WHO provide complementary support to the SFP in their own technical areas – including education, agriculture (school gardens), transition to government ownership, health, and nutrition.

51. **Resourcing.** The donor for the McGovern-Dole project was the USDA through the Foreign Agricultural Service (FAS), for a total budget of US\$19 million over the four-year period. No cost share was planned for this project, although any other costs not covered by the USDA support were to be borne by WFP. Under this agreement, a total of 6,280 metric tonnes of commodities, consisting of three annual batches of vegetable oil and fortified rice, were to be donated in kind to support this SFP.

52. In parallel with the McGovern-Dole support, WFP implements SFP activities in Cambodia in two more provinces with support from other donors, in particular the Korea International Cooperation Agency (KOICA), whose funds also enable the shift from the traditional SFP to the HGSP in the USDA supported schools before handover to the NHGSFP. Other key donors to the overall WFP school feeding activities include several corporate and charity donors, an annual in-kind contribution of rice, and cash, from the Royal Government of Cambodia (see para 28), and the Government of Japan which donated canned fish to the McGovern-Dole supported project.⁵⁹

53. **Previous evaluation recommendations and analytical works.** The CO conducted analytical work prior to and during the design of the current McGovern-Dole cycle. This included WFP evaluations in Cambodia and elsewhere, an endline evaluation of the previous McGovern-Dole project cycle, and school assessments and consultations with other stakeholders. In addition to the analytical studies included in the bibliography ([Annex 17](#)), a series of earlier works were developed to inform the McGovern-Dole project design ([Annex 18](#)).

54. During the midterm evaluation, the CO requested the ET to develop recommendations towards strengthening the preparedness of the Government to take over the project. As part of the relevance objectives set out in the ToR ([Annex 1](#)), the ET assessed the degree to which the previous review recommendations provided an evidence base for shaping implementation adjustments through document review and KIIs. Table 4 sets out the recommendations from the midterm evaluation.

Table 4: Recommendations from 2022 Midterm evaluation

#	Recommendation
1	WFP should support the MoEYS to undertake a systematic review of the national school meals implementation in schools handed over since 2019.
2	WFP, in collaboration with the MoEYS and NSPC, should conduct a systematic adjustment to the school meal programme processes to identify what is feasible and possible within the existing government systems, structures, policies, and resourcing.
3	WFP, in collaboration with the MoEYS and NSPC, should develop a framework to strengthen the institutionalization of the NHGSFP.
4	WFP, together with MoEYS and NSPC, should construct and use a structured and transparent tool to assess subnational system readiness for transition.

⁵⁹ Japan donated canned fish to the McGovern-Dole supported SMP until 2020-21.

5	WFP should seek to review and fill its current staffing gaps and consider the necessity of expanding its staffing profiles in preparation for a focus on the country capacity strengthening elements in systems strengthening required post-transition.
6	WFP, in consultation with MoEYS and the Ministry of Women's Affairs, should conduct a gender analysis to seek to integrate increased gender sensitivity into school meals processes
7	WFP, together with USDA and in consultation with MoEYS and the Ministry of Women's Affairs, should seek to integrate and 'visibilize' the McGovern-Dole SFP contributions to gender in the next programme cycle by improving gender visibility in the results framework.

Source: 2022 Midterm evaluation, McGovern-Dole School Feeding Programme.

EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

55. **Evaluation Approach.** The evaluation for the endline employed a theory-based and gender-responsive, mixed methods approach, and the methodology is presented in more detail in [Annex 4](#). The theory-based approach⁶⁰ was applied to validate the ToC with empirical evidence of implementation in relation to its context and outcomes and to assess whether the critical assumptions hold true, and thus to draw conclusions regarding the effectiveness of the programme, as well as identify areas that may need further strengthening in the next project cycle.

56. To allow for in-depth attributability analysis of the results, the overall evaluation series employed a quasi-experimental case-control (comparison) evaluation design as per the baseline, which emulated the 2017-2019 baseline/endline evaluations.^{61,62} The sample selection of schools was driven by criteria agreed with WFP during the inception phase of the baseline which included: geographic scope (all three regions where the project is implemented), comparability of intervention and comparison schools, and (for the qualitative visits) performance in the project. Data collection during baseline, midterm and endline were all done in June to avoid any seasonal differences.

57. The evaluation used mixed data collection methods including secondary document review, key informant interviews (KIIs) with national level stakeholders, and school and district site visits including interviews, observations, and group discussions with stakeholders at school, district and provincial levels, as well as quantitative surveys at schools and households. The surveys enable comparison of results against the baseline.⁶³ The baseline and the 2022 midterm evaluations were used as context to assist with determining the attributability of endline results to the project intervention and the effects of the pandemic.

58. The **secondary document review** included relevant project documents, assessments, WFP and government policies and normative guidance, as well as the baseline survey and midterm review reports (see bibliography in [Annex 17](#)). The mixed data collection methods selected and applied generated a considerable volume of primary and secondary data which enabled thorough triangulation of data from different methods and sources. The rationale for selection of each method was as follows:

- **Secondary document review** of relevant project documents, including assessment on which the programme was designed, government policies and normative guidance, as well as the baseline survey and midterm review reports. This method was applied systematically to verify and validate primary data collection across the six evaluation criteria, and was particularly valuable regarding relevance, coherence, complementarity and coordination. Monitoring reports from WFP, World Vision, PLAN and World Education (as well as their EGRA evaluation report) were also used in the triangulation process to enhance the validity of findings.
- The **quantitative endline survey** has purposely followed the same methodology and used the same tools as the 2020 baseline so that the results are directly comparable. The quantitative data was essential in regarding relevance, coherence, impact and sustainability.
- The **qualitative field mission** examined the coherence and sustainability of the diverse school feeding activities and projects implemented by WFP Cambodia under the McGovern-Dole FY19 agreement. The qualitative data collection also generated primary data that was used to triangulate the quantitative data

60 Theory-based evaluation is an approach to evaluation (i.e., a conceptual analytical model) and not a specific method or technique. It is a way of structuring and undertaking analysis in an evaluation. A theory of change explains how an intervention is expected to produce its results.

61 Dunn et al., 2017. Baseline Report for WFP Cambodia and the USDA/McGovern-Dole Food for Education Programme 2017-2019.

62 Dunn et al., 2020. 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 1 – Main Report.

63 No survey was conducted at midterm because of the pandemic..

mentioned above. The field mission prioritized the collection of the qualitative information from KIIs, FGDs, and observations during project and school visits. The qualitative data elicited stakeholder perceptions that addressed all the criteria, but was particularly valuable regarding relevance, coherence, impact and sustainability.

59. As per the evaluation ToR, the endline evaluation has used the internationally agreed OECD-DAC⁶⁴ evaluation criteria (relevance, coherence, effectiveness, efficiency, impact, sustainability) to evaluate the McGovern-Dole programme. The focus of this evaluation was on effectiveness, impact and sustainability. The evaluation questions are shown in Table 5 (and in [Annex 8](#)) and the Evaluation Matrix used by the ET is in [Annex 9](#).

Table 5: Evaluation Questions and Sub-questions by Criteria

Criteria	Evaluation Questions
Relevance	1.1. To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls? 1.2. To what extent has the design of capacity strengthening activities met the needs of the Government?
Coherence	2.1. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies? 2.2. To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance? 2.3. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?
Effectiveness	3.1. To what extent were the objectives and results of the SFP achieved for various beneficiary groups (by gender where applicable) and by type of activity? 3.2. To what extent have the intended results, and overarching program objectives been achieved? What were the particular features of the SFP and context that made a difference? What was the influence of other factors? 3.3. To what extent have the findings of the baseline and midterm evaluation been addressed?
Efficiency	4.1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&E arrangement aligned with program design? 4.2. Were the activities undertaken as part of SFP cost-efficient? 4.3. What factors impacted the cost efficiency of the program implementation? 4.4. To what extent [have] monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for WFP's learning agenda?
Impact	5.1. What intended and unintended impact has the SFP made on men, women, boys and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, authorities, communities)? 5.2. What were the internal factors leading to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership & coordination approaches and arrangements; etc.? 5.3. What were the external factors leading to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives & pressures; etc?

64 Organization for Economic Cooperation and Development – Development Assistance Committee. <https://www.oecd.org/dac/development-assistance-committee/>

Criteria	Evaluation Questions
Sustainability ⁶⁵	<p>6.1a. To what extent was the SFP implementation in line with the handover plan/strategy agreed with and endorsed by the Government (including handover to the Government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc)?</p> <p>6.1b. Have adjustments to the handover plan/strategy identified during [the] midterm evaluation and throughout the program been factored in[to] the SFP implementation and impacted success of the handover process?</p> <p>6.2. [To what extent] has the overall handover process been conducted as per the SFP plan and handover plan/strategy agreed with and endorsed by the Government?</p> <p>6.3a. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)?</p> <p>6.3b. What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention (national budget for SFP and other funding sources)?</p> <p>6.4. How effective has the handover process been? (Criteria for effective handover to be defined by the project team at the start of the project)</p> <p>6.5a. To what extent has SFP been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities?</p> <p>6.5b. Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p> <p>6.6. Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries?</p>
General	<p>7.1. Based on available evidence to what extent are the benefits of the project likely to continue beyond WFP's intervention for the targeted beneficiaries?</p> <p>7.2. What improvements should be made to SFP in the future?</p>

60. **Qualitative Data Collection.** The qualitative data collection included an in-country field mission over a three-week period in June 2023, including selected site visits (schools, districts, and provinces), and interviews and group discussions with a range of stakeholders at national, sub-national, regional, and HQ levels. Data collection tools were developed (from the baseline) and are included as [Annex 10](#). Documentation, including previous evaluations and reviews, was also shared with the ET (bibliography in [Annex 17](#)). After the data collection phase, an internal exit briefing was conducted with WFP stakeholders to provide additional inputs and observations to the ET.

61. The same stakeholder classes and positions interviewed during baseline were re-interviewed during the endline. In total, 232 persons were interviewed, 51 percent of these being women. The breakdown by group and a full list of the stakeholders (anonymized) is provided in Table 30 in [Annex 11](#).

62. Fewer stakeholders were interviewed than during midterm due to several factors. The midterm field mission was conducted in parallel with that of the LRP evaluation and more team members were available; and during the endline the ET faced limited availability of stakeholders due to election campaigns and scheduling challenges. Purposeful selection of stakeholders based on information richness obtained during the previous rounds also reduced the numbers of interviews.

63. To better track changes over time in schools qualitatively, the ET visited and interviewed stakeholders at the same sample of eight schools selected for baseline qualitative interviews, when they had been purposively selected to remain in the WFP SFP during the full cycle of the USDA grant, and either performed well or poorly. Shortly before the field mission, the ET was informed that two of these schools had been handed over to the Government, which allowed for gathering insights into the transition process and the sustainability of gains after handover. As all schools have transitioned away from SMP (only rice and oil provided by WFP plus canned fish and yellow split peas from other donors), two modalities were seen during endline: SMP+Hybrid (rice and oil provided by WFP and cash transfers for obtaining meat and vegetables through local procurement), and NHGSF (transferred to national government management for purely local procurement). The ET visited eight schools in a total of five districts in the provinces of Siem Reap, Kampong Thom and Kampong Chhnang (see Table 32 in Annex 4).

64. The **quantitative survey** was conducted by the same local research company (Indochina Research Ltd (IRL)) in the same sample of schools as at baseline, using the same questionnaires, and largely the same enumeration team. The original sample of USDA-supported and comparison schools was constructed for the

⁶⁵ The ToR gave combined questions under 6.1, 6.3 and 6.5 but for the purpose of the evaluation the ET split them.

baseline survey through Propensity Score Matching (PSM) (see [Annex 4](#)). The sample construction enables quantification of change in key outcomes at endline, to better attribute results to the presence or absence of the school feeding interventions. [Annex 10](#) includes the locations of the sampled schools and households for the quantitative survey, with the majority in Siem Reap province. In total, 140 schools (70 treatment, 70 control) were surveyed, as well as 834 households (50 percent households with girls) (further details in Table 6).

Table 6: Qualitative and quantitative sample sizes

Qualitative	Men		Women		Total	
	n	%	n	%	n	%
Respondents to qualitative interviews	114	49%	118	51%	232	100%
Quantitative	Schools		Households			Total
	Directors	Teachers	of boys	of girls	Total	
At Treatment Schools	70	209	209	209	418	697
At Control Schools	70	208	208	208	416	694
Total quantitative respondents	140	417	417	417	834	1,391

Source: ET and IRL Survey report 2023.

65. **Survey respondents:** The quantitative data were collected using a questionnaire for the school director, a shorter questionnaire for teachers and an observation component about the school infrastructure. For the teachers' survey, up to three teachers were selected from each school, whenever possible the teachers of Grades 2, 4 and 6. However, two of the surveyed schools had only one or two teachers in total. A gender balance of interviewees was maintained when possible. In addition, in each selected school, a random sample of three boys and three girls (one each in Grades 2, 4 and 6) was taken from student lists, and interviews with their mother and/or household head were conducted after the school interviews.

66. The **school assessment** included basic information on the composition and performance of the school (enrolment and attendance of students and teachers, availability of advanced teaching materials, literacy testing success rates, etc.) as well as specific information on the school's infrastructure (latrines, water sources, kitchens, school gardens, etc.).

67. The **teacher assessment** includes information on student attentiveness and hunger in class. This short survey was carried out in all case and comparison schools and answered by primary school teachers to collect data on estimated short-term hunger reduction and improved student attentiveness.

68. The **household survey** includes information on the composition and education level of the household members, information on child health, parents' involvement in the McGovern-Dole programme, parental reasons for sending their children to school, and information on some of the effects of school feeding.

69. **Data collection, analysis and reporting:** Quantitative and qualitative data collection was performed from 05 to 23 June 2023. The school and teacher assessments were collected through face-to-face interviews using a manual paper-based format and later entered into a CPro database programme. The household survey was digitized in SurveytoGo, and the data was collected through a face-to-face interview. Prior to data collection, instruments were pre-tested in two schools in Kampong Chhnang province, involving five teachers and 36 households. The literacy results in this report are based on the World Education EGRA surveys in 2019 and 2022 in the three project provinces. It should be noted that these surveys did not include a comparison group.

70. Several quality control procedures were applied. First, data collection and data entry programs were designed that allowed manual data collection and identification of data entry errors. Second, an IRL survey team leader and a supervisor accompanied the interviewers and a supervisor checked responses from about 15 percent of the respondents by call back. In addition, the IRL Project Manager, Fieldwork Manager and Fieldwork Supervisors also randomly observed directly about 15 percent of the fieldwork directly.

71. Quantitative analysis of data was done by the KonTerra team using SPSS and Excel software wherever appropriate. After receiving the data from IRL, the data was cleaned and recoded for analysis. Descriptive statistics, as done at baseline were performed for case-control comparisons at endline as well as for baseline-endline comparisons. Wherever appropriate, difference in means tests were examined using independent t-test to compare the means. Similarly, a difference-in-difference (DID) approach using regression technique was used to examine the effect of treatment on several outcomes using baseline-endline combined data.

72. All findings were developed based on triangulation from multiple sources including cross-referenced document review, interviews, group discussions, observations, and primary or secondary quantitative data. An

internal database of interview notes and additional evidence was used to identify answers to each of the EQs. No single source findings are presented, although in some instances a specific source is cited to reinforce a pattern. Achievements at endline were compared against life of project (LoP) targets, and considered 'achieved' if within 10 percent of the target or likely to be achieved, taking into account the fact that this evaluation was conducted before the end of project cycle, and the NCE.

73. **Gender Considerations.** WFP principles for integration of gender considerations in evaluation were applied across the methodology, and assess whether gender dimensions changed as a result of the intervention, ensure that women's and girl's voices are prominent throughout the evaluation, and provide disaggregated quantitative data by sex where possible.

74. The methodology integrated gender considerations through eight streams: i) integrated a gender lens throughout all evaluation enquiry and analysis; ii) applied good practice in the collection, analysis, and reporting of gender sensitive and disaggregated data, both primary and secondary; iii) paid attention to appropriate timing, location, facilitation, and enumeration of all consultations, interviews, and group discussions; iv) sought to understand gendered impact on distinct stakeholder groups affected by the programme; v) sought to understand the programme's gender dimensions locally and how they relate to the national context, including other government and WFP policies and programmes; vi) assessed any ways that transition plans may threaten GEWE objectives; and vii) worked in ways that are appropriate to the socio-cultural context and in accordance with the United Nations Evaluation Group (UNEG) Code of Conduct and Ethical Guidelines. Finally, to ensure that the evaluation employed a gender-sensitive lens, the methodology was guided by the UNEG guidance on gender (UNSWAP). Further details on gender integration are found in [Annex 4](#).

75. **Assessing Country Capacity Strengthening contributions.** WFP has developed a corporate framework for articulating its work towards strengthening government capacity for handover and transition. For the SFPs, the corporate tool is still the Systems Approach for Better Education Results School Feeding (SABER-SF). The SABER framework describes five dimensions for strengthening national systems, which cover i) policy framework, ii) financial capacity, iii) institutional capacity and coordination, iv) programme design and implementation, and v) the roles of non-state actors. Originally designed for overall CO programme interventions rather than specific projects, the ET used the framework as guidance for mapping the McGovern-Dole contributions to government handover and transition, and to consider related sustainability questions regarding the continuation of school feeding and local procurement under government management. Findings are presented in paras 216-218.⁶⁶

76. **Data Availability and Reliability.** The endline evaluation collected primary quantitative data at school and household levels, visiting the same schools and communities as surveyed for the baseline. While the CO does collect monitoring data on the overall SFP activities, and with a strong gender focus, the ET struggled at times to obtain clear, consistent and accurate data for the McGovern-Dole project, which led to delays. Data on a small number of indicators could not be verified due to staff turnover and incomplete or inconsistent documentation and reporting.

77. **Ethics and Quality Oversight.** WFP decentralized evaluations must conform to WFP and United Nations Evaluation Group (UNEG) ethical standards and norms, and the evaluation was conducted according to the 2020 UNEG Ethical Guidelines. Having signed the Pledge of Ethical Conduct, the ET members ensured ethical standards were adhered to throughout the evaluation through detailed protocols for interviews and field visits ([Annex 4](#)). This included, but was 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 resulted in no harm to participants or their communities. No children were interviewed alone as part of this evaluation.

78. The evaluation followed the WFP Decentralized Evaluation Quality Assurance System (DEQAS), and all deliverables were rigorously reviewed during and after drafting to ensure adherence to relevant guidelines. Gender considerations, and principles of inclusion, participation and non-discrimination were included in the design, questioning, data collection and reporting in line with UNEG Guidance on Human Rights and Gender Equality in Evaluation.⁶⁷

79. **Limitations to the Study.** The data collected was considered sufficient to assess the programme progress and performance, despite some limitations. Clean and valid monitoring data were not readily available. When they

66 SABER is a World Bank initiative to produce comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems and the ultimate goal of promoting Learning for All. More at: <https://www.worldbank.org/en/topic/education/brief/systems-approach-for-better-education-results-saber>

67 Available at: <http://www.uneval.org/document/detail/980>

were provided, they contained multiple errors. There were frequent discrepancies between indicators, targets and reporting. For example, the indicator “Number of individuals trained in child health and nutrition as a result of USDA assistance” has a target of only 33 over the course of the project, which seems to refer to the number of trainings rather than individuals. Achievement far exceeds the target as it is reported as individuals, which makes it impossible to evaluate. It is surprising that these issues were not picked up by CO staff as they prepared the semi-annual performance reports (SAPRs). Detailed expenditure data by activity were also not available (and food procurement is part of the LRP not the McGovern-Dole grant), making it very difficult to draw conclusions on cost-efficiency.

80. The CO complies with project requirements on data availability including the reporting of outcome, output and cross cutting indicators as described in the respective Results Framework. However, there were limitations in the RF itself for tracking long-term development outcomes – capacity assessments of government for handover and transition – and for tracking long term gains for beneficiaries and schools supported by WFP. Moreover, as flagged during baseline and midterm assessments, there are no indicators in the McGovern-Dole specific for gender or human rights and broader inclusivity dimensions.

81. The timing of the endline evaluation four months before the end of the project, and another six months before the end of the NEC, does not allow for a complete end evaluation of this project phase. Based on discussions with the CO it was agreed upon that this evaluation would consider results until June 2023, monitoring reports until March 2023, but take into account the additional time available for the project to reach its targets. As is often the case, but exacerbated due to upcoming national elections and the preceding campaigns, not all stakeholders were available for interviews. The large number and wide range of informants as well as other sources of information available to the ET still allowed for adequate data collection.

82. The tight deadlines on undertaking this endline evaluation somewhat limited the level of analysis and checks usually applied to evaluations, particularly the time available to clean, merge and analyze the quantitative data. This was exacerbated by the fact that monitoring and financial data were not available during the inception phase, and the additional time and efforts required from the ET to obtain complete data from the CO.

83. The list of stakeholders provided by the CO was outdated and some names were no longer relevant as informants or had been found to be not relevant to the project in the midterm and/or not able to contribute rich information to the evaluation. These were removed from the list, although some interviews still took place as they had already been scheduled. In particular, the stakeholder at the MoH whose name was provided by WFP CO staff as their contact is not responsible for school-age children, but the CO did not seem to be aware of this fact.⁶⁸ Overall, the scheduling of interviews during the endline evaluation, which KonTerra was obliged to take on instead of WFP, went well despite some confusion on who should follow up and arrange any rescheduling required. In addition, there were errors and unclear formulation in letters sent out by the CO to stakeholders at the sub-national level that led to misunderstandings and missed opportunities. The fact that in most cases WFP field staff were not available to show the exact location of schools led to some delays in reaching the correct locations, although using the same drivers as in previous rounds helped mitigate this problem.

⁶⁸ The confusion was partially due to the lack of a designated focal point at the MoH. This will be addressed as part of inter-ministerial coordination under the Sub-decree. This informant mentioned the Department of Preventive Medicine is the relevant department to engage with on school feeding.

2. Evaluation Findings

84. This section describes the results of the evaluation. Data used in tables and figures are derived from the evaluation surveys, unless otherwise indicated.

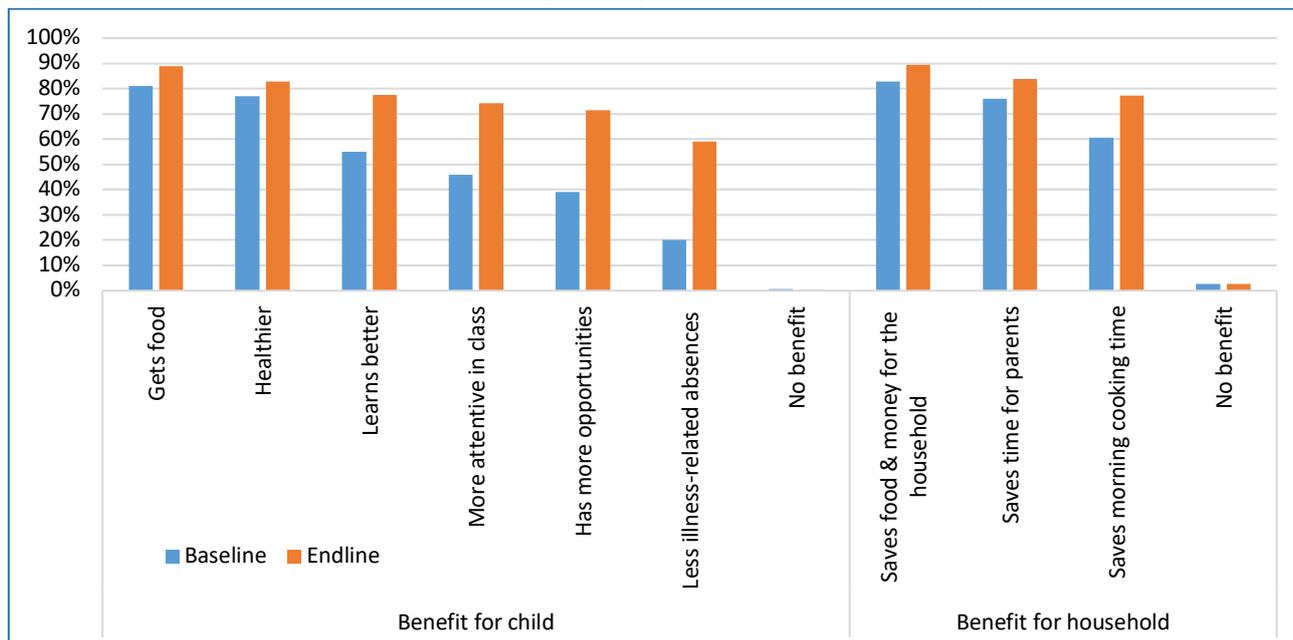
EVALUATION QUESTION 1: RELEVANCE

KEY FINDINGS:
<ul style="list-style-type: none"> The McGovern-Dole project remains highly relevant to the needs of the Cambodian people. All stakeholders expressed their appreciation of the project. The multi-dimensional capacity strengthening activities were relevant to meet the Government's needs to support management and the implementation of the NHGSFP. There remains a need for internal and external capacity strengthening. Gender was not specifically considered in design, but the SFP still addresses needs of women and girls.

1.1. To what extent is the SFP⁶⁹ appropriate to the needs of the target beneficiaries on men, women, boys and girls?

85. In line with the findings of the baseline and midterm evaluations, the McGovern-Dole project remains highly relevant to the needs of the Cambodian people. It addresses Cambodia's low literacy rates (SO1), while the school meal functions as a social safety net. Without exception, stakeholders of all categories and all levels expressed their appreciation of the project and acknowledged its benefits. Parents (the vast majority female) unanimously mentioned reduced household expenditures, as well as better health, attendance, and achievement of their children (see Figure 1). In addition, the provision of breakfast at school reduces household expenditure and frees up time of mothers to engage in other activities, including income generating activities. Caregivers were significantly more aware of the benefits the programme provides their child and their household at endline compared to baseline ($p < 0.001$).

Figure 1: Perceived benefits of school feeding (surveyed households in USDA supported schools)



Source: Evaluation Surveys

86. In addition, teachers found students to be more active, disciplined, and independent, and have better academic results. Using WFP's Vulnerability Analysis and Mapping (VAM), the SFP targets schools in areas with high levels of poverty and malnutrition and low literacy to reach children from the most vulnerable households.⁷⁰ During the field visits, the ET observed siblings of students joining the breakfast, and during the school closures THR was provided to poor students be consumed by the entire household. Thus, the provisions of the food reach beyond

69 It was clarified and agreed with the CO that this evaluation would only pertain to the McGovern-Dole funded project and not to the entire WFP CO School Feeding Programme.

70 Household expenditures in SFP schools were lower than those in the comparison schools (Soekarjo et al, 2020. Baseline report)

the school gates. Numerous stakeholders mentioned a positive impact on school enrolment, as illustrated by the fact that students are reported to move from schools without SFP to nearby schools with SFP.

87. All officials stated that the programme is relevant to district/provincial priorities to increase school enrolment and attendance rates and to reduce dropout. While under previous rounds of the McGovern-Dole support, incentives for the cooks were very limited, the adjustments made during this round led to increases in the income of these poor and vulnerable women in the community. WFP contributed to this through advocating the mobilization of additional funds from the community and from the national Government after handover (rather than from project funds). Building and maintaining school infrastructure supports the needs of the school community beyond the school feeding. Latrines, handwashing stations, eating halls and storage facilities (in addition to the kitchens) are general facilities essential for a healthy school environment. Neither the communities nor the Government were able to bear the building costs, but they are involved in maintenance. Moreover, the Government required adequate WASH facilities in all schools before they could reopen after the COVID-19 pandemic, and as such the USDA supported activities facilitated the reopening of the schools. Supporting the Government in the design and roll-out of the NHGSFP further illustrates the relevance of the SFP activities.

1.2. To what extent has the design of capacity strengthening activities met the needs of the Government?

88. The multi-dimensional capacity strengthening activities as per the Project's Foundational Results are aligned with government priorities and include the policy framework, institutional capacity strengthening, sub-national structures and mechanisms, and school level management mechanisms. The targeted activities were relevant to meet the Government's needs in capacity strengthening and these have contributed to increased clarity of benefits, roles, responsibilities, and management of the SFP. The CO, supported by the RBB, has also taken steps towards addressing the budget through a short-term consultancy of a public financial management specialist, who has developed brief guidance for the CO on key aspects of supporting the financial capacity of the MoEYS. In addition, the RBB is also developing tools to support the CO in these tasks.

89. Joint capacity strengthening activities were designed and conducted together with government bodies, using a cascade training approach. These included trainings on management as well as direct implementation. Stakeholders at all levels expressed appreciation for the WFP support but also the continued need for capacity strengthening. There is ongoing concern about the ability of some stakeholders, particularly those at sub-national and national levels, to manage the programme, in particular related to training, monitoring and reporting. Compared to the midterm, most school level stakeholders were more confident in their respective roles - specifically procurement, storage, and meal preparation - indicating the relevance of the (management) training and ongoing (technical) support they received (either through WFP and its implementing partners, or even unrelated to the USDA support).

90. However, considerable differences in capacity among stakeholders remain and this clearly requires continued attention during the next (and final) round of the McGovern-Dole grant. Staff turnover within government institutions as well as at schools was generally mentioned as one of the main barriers to achieving uniform training levels. Many of the younger teachers, who are better able to operate computers and are appointed as storekeepers are on annual contracts that are non-extendable, while sub-national government staff get promoted, move to a district closer to their families, or retire.

91. The ability of the WFP to strengthen capacity of stakeholders is core to the relevance of the project. At midterm, CO staff were still highly focused on direct implementation. Since then, the CO has made great strides to shift their focus to capacity strengthening. Staff are more confident in working alongside the Government, although more efforts are needed. Deliberate efforts made by the CO management and at the Area Office (AO) enabled staff to better internalize the capacity strengthening aspects of the SFP and facilitated better use of individuals' experience and skill sets in this work versus direct implementation.

Policy Framework

92. The work done during the pandemic on transition to national ownership has been accelerated during the past year. Several policy documents have been drafted and gone through multiple rounds of consultations that engaged a wide range of stakeholders. For more details, see under Effectiveness.

Institutional capacity strengthening at national level

93. Quarterly school feeding workshops are held to bring together stakeholders and to share experiences. Many school-level stakeholders interviewed during the midterm evaluation, while appreciating the opportunity to attend these meetings, expressed disappointment at the fact that they lack interaction and are perceived as

reporting sessions. At endline, they were more satisfied and mentioned that WFP and its partners provide capacity strengthening and refresher training during these workshops.

94. Cross-sectoral coordination efforts are well under way although they need continued attention. Not all relevant stakeholders (such as the MoH) are involved in the SFP yet, while other bodies such as the MAFF are not members of the NSPC. The McGovern-Dole framework does not provide indicators that acknowledge the efforts required in this area. Especially at the central level, WFP has contributed to cross-sectoral policies as mentioned above, and coordination forums. WFP is also well positioned to ensure all relevant stakeholders are invited to meetings.

95. Information Management. Schools report on the number of children provided with meals, as well as on stocks and delivery data regarding the amounts, types, and timeliness of deliveries. Initially, these reports were paper-based but in January 2022 WFP introduced a digital Khmer-language School Feeding Information System (SFIS), which is expected to be progressively integrated into the MoEYS reporting system. However, within the MoEYS, the implementation in the Department of Primary Education, and the Education Management Information System (EMIS) under the Department of Quality Assurance, each fall under different Secretaries of State, which poses a coordination challenge for this integration. The SFIS aims to improve the management of the SFP operation, and to facilitate supplier quotations. After some initial start-up issues, adjustments have been made and the system is rolled out. At the school level, stakeholders indicated increased familiarity with the system, although a few structural challenges such as limitations in computer literacy (especially among older school principals) and difficult access to electricity and/or the internet remain in more remote schools.

96. Nutrition awareness raising and development of behaviour change materials focusing on healthy diets is ongoing. During the pandemic, when mass events were banned, the CO adjusted the approach to be more relevant to the conditions, and a School Meal Day event is planned in the schools for August 2023.

97. The CO nutrition staff provided technical assistance to the School Health Directorate at MoEYS to develop a cookbook with recipes and guidelines as part of a broader package of self-learning materials, which also included visual job tools for the cooks as well as manuals and videos, to ensure the nutritional value of the meals.

98. In addition, under the McGovern-Dole project, research into children's food consumption and drivers of dietary choice was implemented. These studies fill an important gap in data related to children's diets that will be important to inform future policy and programming.

99. Literacy activities are implemented by World Education, which is well-placed to increase effectiveness and efficiency of this element of the programme. Supported by USDA funding through WFP, World Education provides cascade training and refreshers on literacy teaching. In addition, they provide technical assistance to the MoEYS and develop reading materials for students, as well as measure the performance of the students. The baseline (2020) value for the USDA literacy indicator⁷¹ was that 6.25 percent of students (11.5 percent of girls (n=52), 0 percent of boys (n=44)) can read and understand the meaning of the grade level test (as assessed by World Education Cambodia, using the Early Grade Reading Assessment (EGRA) 2017 tool, indicating the strong relevance of these activities.⁷²

Institutional capacity strengthening at sub-national level and school management

100. During this round of the SFP, WFP and its implementing partners Plan International and World Vision conducted refresher trainings on school feeding implementation to sub-national government staff and school-level stakeholders. During the pandemic these trainings were continued online. Field staff regularly conduct mentoring and coaching visits, which are welcomed by stakeholders. By involving the commune committees and school feeding committees, WFP makes a continued effort to integrate the SFP into the communities. In particular, their advocacy for integration of budget allocations for cooks' incentives into the Commune Investment Plans (CIP) has been successful.

101. As mentioned above, these are vital aspects of the programme design. However, due to school closures and travel restrictions during the COVID-19 pandemic, some activities were delayed, while WFP staff had to adjust to their role as providers of institutional capacity strengthening. Continued efforts will be needed for an effective handover (see under Effectiveness and Sustainability sections below).

71 Percentage of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.

72 Baseline Report Food for Education (FFE) 2019-2023. Prepared by: World Education Cambodia. For World Food Programme (WFP). February 2020.

102. The CO has responded adequately to the recommendations from both the 2020 Baseline ([Annex 13](#)) and the 2022 Midterm report (see Table 4 above). A Theory of Change (ToC) and Joint Workplan were developed for the SFP in close collaboration with the MoEYS and other relevant ministries. This resulted in the Joint Transition Strategy (March 2022), which includes monitoring readiness for handover. Efforts have been made to focus more on government capacity strengthening at all levels, despite the fact that key staff have left the team. Targeting of schools has not been changed as needs increased during the pandemic and schools were closed. The gender response is discussed below in a separate section.

Cross-cutting issues regarding relevance

103. Gender considerations have not yet been addressed in an integrated fashion. Using the available data, and findings from field interviews, the evaluation sought to identify the extent to which the project identified and targeted gender specific issues within school communities, and was aligned with the 2022 WFP Gender Policy,⁷³ specifically objective 1, which commits to ensuring that WFP actions achieve equitable access to and control over food security and nutrition.

104. Gender considerations and analysis in the design: The design of the McGovern-Dole project identifies the equal participation of women, men, girls and boys by providing the support to schools with equal proportions of female and male students. The project presents an opportunity to promote women's empowerment by including many female beneficiaries such as parents, teachers and cooks as well as female representation on the local school feeding committees (LSFCs). However, as noted at baseline and midterm, the RFs and the programme design do not include gender-specific activities, expected results to measure and analyse gender roles, behaviours and expectations.⁷⁴ Moreover, the USDA RFs have no gender-specific outcomes that would explain more clearly what and how gender issues are intended to be addressed through this project, although WFP collects gender disaggregated data for indicators under four of the five McGovern-Dole activity areas.

105. The ET also notes that the analysis of gender issues was not prioritized through specific questions in the evaluation ToR, and limited further gender analysis is evident in the CO reports. After the design stage, WFP conducted two important pieces of gender-related work to inform programme management. These were a review of gender in Cambodia's food security and nutrition policies, and a study into gender in household decision-making.⁷⁵ The overarching zero hunger review that formed the basis for the CSP design included a gender analysis and fed into the design of the McGovern-Dole programme. Currently, in response to a midterm recommendation, and in line with WFP's updated Gender Policy 2022, the CO⁷⁶ together with MoEYS, MAFF and MoWA and with support from RBB gender specialists and gender consultant, is undertaking a Gender and Inclusion Analysis to identify "systematic gender barriers to reaping the benefits of the programme"⁷⁷ to inform the development of a road map for a gender transformative (N)HGSFP. In addition (although this is more relevant to the LRP grant but included here for completeness), WFP, together with MAFF, MoEYS and MoWA, is in the process of developing a detailed activity-level ToC for the CO's food systems strengthening activity to map out the pathway of change to a gender-transformative, sustainable HGSFP/NHGSFP.⁷⁸

106. There appears to be a disconnect between WFP school feeding and gender policies: the WFP SF policies lack specific explanations of how gender is to be considered in SFPs. In the 2009 policy, there is only a broad gender outcome of 'Increased Gender Equality in Education' as part of its logic model. The 2020 WFP school feeding strategy⁷⁹ notes that "for all age groups school feeding is an opportunity to address social cohesion, violence and gender issues, among others."

107. On the other hand, WFP Gender Policy (2015-2020)⁸⁰ mentions "Where persistent gaps exist, WFP invests in community and school-based strategies and partnerships for school feeding that generate more sustainable

73 The policy has three objectives: 1) Achieve equitable access to and control over food security and nutrition – by broadening WFP's assessment, implementation, and monitoring activities to better respond to intrahousehold food distribution dynamics. 2) Address the root causes of gender inequalities that affect food security and nutrition – by challenging the barriers that influence the meaningful participation of all household members as agents of change. 3) Advance the economic empowerment of women and girls in food security and nutrition – by using food and nutrition assistance as entry points to livelihood opportunities that increase equitable access to productive assets, financial services, and technologies.

74 The only and little developed link that is made in the McGovern-Dole proposal between school gardens and gender is that: "this activity ultimately contributes to achieving SO2. This activity contributes to a well-nourished population, especially women & children (GFSS Objective 3)".

75 Under the LRP grant, WFP also conducted Gender Action Research in 2021

76 Together with the MoEYS, MAFF and MOWA, and with support from the RBB

77 Management response to Recommendations Midline

78 WFP CO Management response to midterm recommendations

79 WFP. (2020). A chance for every schoolchild: Partnering to scale up School Health and Nutrition for Human Capital. WFP School Feeding Strategy, 2020 – 2030.

80 https://documents.wfp.org/stellent/groups/public/documents/communications/wfp276754.pdf?_ga=2.263613710.364001292.1691482054-80022535.1683687739

incentives for parents to continue girls' education beyond primary school." In addition, Objective III of this document touched on encouragement of women's/girls' education. The most recent Gender Policy (2022)⁸¹ has a strong focus on mainstreaming gender in food security and nutrition, and addressing the root causes of gender inequality, which includes access to education.

108. Although pursuing equal gender participation is to be recognized, the ET found no evidence that the project was based on any sound analysis⁸² with which to seek to understand, and resolve with specific measures, the negative gender implications in the lives of the beneficiaries.

109. The lack of any particular activities to promote gender equality is not aligned to the national context as traditional gender roles remain common in Cambodia. For instance, childcare, education, food preparation and household chores are considered women's tasks, as was illustrated by the fact that only three out of 58 participants of the FGDs with (grand)parents were men. Also, most of the visited communities experienced considerable difficulties in understanding that gender mainstreaming involves all members of a society and their needs, not just the women. On the other hand, the gender gap in schools is closing; at endline, 50 percent of the directors were men, compared to 76 percent at midterm, while the majority of the teachers remain women. While significant, this cannot be attributed to the project activities.

110. The SFP does predominantly benefit women as mothers unanimously reported both in the survey and during FGDs that it reduces their burden in terms of time and money to provide breakfast for their children. In addition, the improvements in the remuneration of cooks over the course of the cycle also almost exclusively benefit women.

111. The original SMP design relied on community contributions for the cooks' incentives, and WFP advocated successfully for more substantial incentives. These were generally taken up by the Commune Council providing US\$10-20 per month per cook, integrated into the annual Commune Investment Plan (CIP) and the three-year rolling plan. This has reduced the high turnover among cooks, and therefore the need for additional training of new cooks. In addition, the NHGSFP includes US\$50 per month per cook. Cooks in the schools in KCG that had been handed over per January 2023 mentioned they received the incentive from the national budget in addition to the community contribution, and highly appreciated this. An unintended side effect, however, was jealousy among cooks in neighbouring areas who did not receive the additional incentive as their schools were still under the WFP programme.

112. In summary, the SFP and THRs, which benefited girls and boys equally, lightened the burden on their mothers, and the fact that communes are providing cooks' salaries is a step in the right direction to empower the - mostly female - cooks. Interviews with stakeholders, including staff at the RBB, indicated that the McGovern-Dole project is perceived to be performing well regarding gender, and aligned with objective 1 of the Gender Policy, and results from the CO's own data support this.

EVALUATION QUESTION 2: COHERENCE

KEY FINDINGS:

- The SFP is well aligned with USDA and WFP guidance and strategies, as well as with national policies, the United Nations other development partners
- The SFP is complementary to other WFP work in Cambodia

2.1. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and the Government's relevant stated national policies, including sector policies and strategies?

113. Alignment with USDA priorities: USDA has been an important partner of WFP in Cambodia since 2001, as shown by the alignment between their policies and strategies. The WFP Revised Corporate Results Framework (2017-2021) included the USDA SO1 standard outcome indicator 'percentage of students who, by the end of two grades of primary schooling, demonstrate the ability to read and understand grade level text'. The current version of this framework (2022-2025) focuses on capacity strengthening and has as Outcome 2: 'People have better nutrition, health and education outcomes', which remains aligned with USDA priorities.

81 https://executiveboard.wfp.org/document_download/WFP-0000135898#:~:text=WFP%20supports%20women%20and%20girls,social%2C%20economic%20and%20political%20spheres.

82 WFP's gender toolkit says that "a gender analysis is an examination and interpretation of quantitative data and qualitative information about people from a gender perspective". The toolkit indicates to "apply the analysis to planning, targeting, advocating, monitoring and evaluating to promote transformative changes for women, men, girls and boys". <https://gender.manuals.wfp.org/en/>

114. Alignment with national policies. The country's long-term development vision, the Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019–2023),⁸³ emphasizing strong commitment to education and children's nutrition, is viewed as a priority for sustainable human resource development, economic growth and social development. This document frames school feeding as a social protection measure and indeed the NHGSFP is coordinated by the NSPC. The design of the McGovern-Dole project is very much aligned as it targets vulnerable households in an effort to improve literacy. Moreover, during the pandemic, the project redirected its activity to provide THR for poor families as identified through the national *IDPoor* system.

115. Through the McGovern-Dole support, WFP has demonstrated to the Government that SFP is a very suitable intervention that provides an incentive for families to encourage their children to stay in school. The project has also contributed to establishing systems, such as SFIS, and strengthening capacity essential for the intended rollout of the NHGSFP. In addition, the McGovern-Dole project, through World Education has contributed to the development of improved early learning packages in line with the Education Strategic Plan (ESP) (2019-2023) and other national strategies. The construction of standardized infrastructure at the schools for water, sanitation and food preparation, and provision of trainings on food safety and preparation, health and nutrition, is aligned with the National Action Plan on School Health 2021-30.

116. The foundational results of the McGovern-Dole project focus strongly on capacity strengthening. During this project cycle the CO has responded to the Government's requests for support to develop the legal framework necessary for its national SFP. For instance, in response to criticism from the Government related to the initial handover process that was perceived as premature, WFP and the MoEYS developed a joint School Feeding Transition Strategy. In addition, the grant supported technical assistance to the Government to develop the Sub-decree on HGSFP implementation⁸⁴ and National School Feeding Policy.

2.2. To what extent is the SFP aligned with frameworks of United Nations agencies and relevant development partners? To what extent is it aligned with the overall WFP strategy and related guidance?

117. Alignment with United Nations frameworks and other partners. The current United Nations Development Assistance Framework (UNDAF) (2019-2023) in Cambodia pays particular attention to social protection and nutrition to accelerate the successful implementation of the UNDAF and the achievement of the SDGs in the country. The overall school feeding activities of WFP are aligned with the UNDAF 2019-2023, Outcome 1 on Social Opportunities.⁸⁵ As a major component of the SFP, the McGovern-Dole project therefore is also considered in close alignment with this Framework, as well as others listed below.

118. Furthermore, in seeking the improvement of literacy of school children, the project fully aligns with SDG 4 (Ensure inclusive and equitable quality education and promote lifelong opportunities for all). It is also aligned with SDG 2 (End hunger, achieve food security and improve nutrition and promote sustainable agriculture) and with SDG 17 (Strengthening partnerships), to allow a full transition to government ownership and management.

119. The McGovern-Dole project aligns with WFP Global Strategic Plans 2017-2021 and 2022-2025,⁸⁶ and with Role 2 of the WFP corporate School Feeding Strategy 2020-2030,⁸⁷ as well as with the WFP Corporate Results Framework 2022-2025.⁸⁸ The CO commitment is consistent with the global WFP Gender Policy (2022-2026) and aligned with the Government's Neary Rattanak IV, which emphasizes the importance of multi-sectoral action to improve GEWE.

120. In 2020, MoEYS launched the national early grade learning programme with the support of many United Nations agencies and other organisations, including UNICEF, UNESCO, USAID and the CO's cooperating partner World Education.⁸⁹ Thus, WFP school feeding aligns with the Global Partnership for Education (GPE) grant, now in its third consecutive round, which benefits children from disadvantaged groups, and seeks to foster effective teaching, leadership and management skills of local and national education staff. This grant brings together complementary efforts from MoEYS, UNESCO and UNICEF, as well as other education development partners including the European

83 RS-IV 2019–2023 – Rectangle 1 including 1) Improving the quality of education, science, and technology; 2) Vocational training; 3) Improving public healthcare and nutrition; and 4) Strengthening gender equality and social protection. Available at: <http://cnv.org.kh/wp-content/uploads/2012/10/Rectangular-Strategy-Phase-IV-of-the-Royal-Government-of-Cambodia-of-the-Sixth-Legislature-of-the-National-Assembly-2018-2023.pdf>

84 Number: 65 ANK/BK. Sub-Decree on Home Grown School Feeding Programme Implementation

85 <https://cambodia.un.org/sites/default/files/2020-03/CAMBODIA%20UNDAF-%202019-2023.pdf>

86 Supporting SO1 (end hunger by protecting access to food), SO2 (improve nutrition), SO3 (achieve food security) and SO4 (support the implementation of the Sustainable Development Goals (SDGs). Full details in WFP Strategic Plan, 2017-2021.

87 WFP School Feeding Strategy 2020-2030, January 2020

88 <https://www.wfp.org/publications/corporate-results-framework-2022-2025>

89 <https://www.unesco.org/en/articles/launching-komar-rien-komar-cheh-cambodias-national-early-grade-learning-programme>

Union, Sweden and USAID.⁹⁰ UNESCO is currently supporting MoEYS through various education programmes, complementary to the WFP SFP: Factory Literacy Programme (FLP); Basic Education Equivalency Programme (BEEP); and Strengthening Teacher Education Programmes in Cambodia (STEPCam) to improve the quality of teaching in order to improve student learning, as well as student learning tracking through the EMIS, particularly on literacy and mathematics skills.⁹¹ The Teacher Policy Action Plan (TPAP) was developed with support from UNESCO and the World Bank in 2015 to address the shortage of teachers, and a new plan is being finalized during 2023.

121. USAID, at the request of MoEYS, coordinates and harmonizes the different approaches used by the large number of NGOs working in literacy (including World Education (with USDA support through WFP), World Vision, Save the children, Kampuchea Action to Promote Education, Room to Read, etc), to improve reading in the early grades.

2.3. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?

122. Historically, the landscape on education-related interventions in Cambodia is fragmented and lacks thorough coordination. This is being mitigated by the MoEYS through their request to USAID to coordinate and streamline approaches. WFP has no in-house expertise on education, but its partner World Education is actively involved in coordination of education programmes. Nevertheless, WFP actively participates in the Education Sector Working Group to coordinate with other education stakeholders.

123. Complementarity with other WFP work in Cambodia: As mentioned above, the McGovern-Dole project is complemented by the USDA-funded LRP programme through its focus on local procurement of the food for the school meals. Other complementary activities include monthly market monitoring updates in collaboration with the Ministry of Agriculture, Forestry and Fisheries to inform government decisions, including related to budgetary needs for the NHGSFP.⁹² In addition, through a partnership with FAO to develop revised nutrition guidelines and standards for school meals, research and the development of a marketing strategy for fortified rice, and the development of healthy, cricket-based snacks for schoolchildren, the CO makes continued efforts to improve access to nutritious foods.⁹³

124. WFP interviewees mentioned that WFP permanently looks for new synergies and collaborations. Several initiatives have been recently initiated, such as collaborations with local NGOs on food systems in relation to local purchase, with UNICEF on addressing the issue of sweet foods sold by vendors at school, with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) for supporting the School Health Department of MoEYS to develop WASH standards and guidelines, and with the Food and Agriculture Organization of the United Nations (FAO) on development and piloting of nutrition standards and guidelines for food in Cambodia's school meals.

125. WFP implements complementary SF activities with other donor contributions, including from the Korea International Cooperation Agency (KOICA - US\$10 million in 2020-2024), and various private sector entities (US\$1 million per year). With these aligned contributions, WFP ensures complementarity and complete programme delivery.⁹⁴ In particular, the KOICA funded project, which started in 2019, is strongly aligned with the McGovern-Dole project as it provides a similar SFP in schools not covered by USDA.⁹⁵ Moreover, the CO manages all school feeding activities with a single team, which ensures coherence of the programmes.

126. With all donor grants, WFP engages in policy development and institutional capacity strengthening activities with a knowledge management and peer-learning approach. WFP also shows alignment in supporting information management systems through field-based monitoring that capture critical programme information across all its grants.

EVALUATION QUESTION 3: EFFECTIVENESS

127. As mentioned in the Methodology section, the ET has used the monitoring data through March 2023 (the last SAPR), the results of the endline survey as well as the World Education reports on literacy. The evaluation surveys and CO monitoring have resulted in a significant volume of data, much of which is in the attached annexes, principally the key survey results in [Annex 16](#) which gives the comparisons between baseline and endline data. This

90 <https://www.globalpartnership.org/where-we-work/cambodia>

91 UNESCO Phnom Penh. Available at: <https://en.unesco.org/fieldoffice/phnompenh>

92 WFP CO ACR 2022

93 Ibid

94 LRP programme.

95 Dunn S. (2020), Baseline assessment of the KOICA supported Home Grown School Feeding programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces 2020-2024, Draft Report.

section describes the key findings, particularly areas that showed significant changes since baseline, or where there was a clear difference between USDA supported and comparison schools. The full table of achievements by programme monitoring indicator can be found in [Annex 5](#).

3.1. To what extent were the objectives and results of the SFP achieved for various beneficiary groups (by gender where applicable) and by type of activity?

Achievement of Strategic Objective 1: Improved literacy (Early Grade Reading)

KEY FINDINGS SO 1
<ul style="list-style-type: none"> • Literacy of grade 2 students improved almost 15 percentage points despite learning loss during the COVID-19 pandemic. • The evaluation found increased enrolment, dropout was lower than national average, absenteeism due to illness reduced by almost half, and improved attentiveness • While lower proportions of students in USDA schools were hungry than in the comparison schools, the proportion in USDA schools had increased since baseline, especially among girls • Over-achievement with regards to trainings, learning materials and infrastructure; under-achievement with regards to school meals, which can be amended during rest of project cycle (and NCE)

128. The USDA RF1 ([Annex 5](#)) indicates that to achieve improved literacy, children must attend school, be attentive in class, and teachers must provide quality literacy instruction. The ET's findings below describe the results WFP and partners have achieved during the implementation of the relevant activities to improve children's literacy, measured through EGR levels.

129. World Education implemented activities on EGR (teacher training, local mentoring, Literacy Coaches and materials) for Grade 1 and Grade 2 which were completed as planned at the end of the 2022 school year.⁹⁶ Two reading books on nutrition and healthy eating for grade 2 were developed by WFP with World Education. These have been added to the collection of the national *Komar Rien Komar Cheh* programme.

130. During the pandemic-related school closures, activities used adapted modalities including sharing training contents through closed Telegram groups with teachers, and learning materials through Facebook Messenger groups with caregivers, as well as providing tips to those with no access to Facebook. World Education also used Interactive Voice Response to send automated weekly calls to caregivers to help them support their children's learning to ensure equity and inclusion of all families.

131. Nevertheless, it is important to note that there is considerable variation between and within provinces in the EGR treatment that schools received.⁹⁷ The full EGR package was provided by World Education for grades 1 and 2 in three of the four McGovern-Dole target districts in Kampong Chhnang in SYs 2020-21 and 2021-22,⁹⁸ which are currently (SY 2022-23) receiving the grade 3 teacher training and new materials components. In Kampong Thom, three of the six McGovern-Dole target districts received World Education teacher training, materials and Literacy Coach support in SY 2020-21, while in the Siem Reap target districts World Education only implemented teacher mentoring. In addition, the three provinces have also had different levels of engagement with other DPs working in early grade literacy.⁹⁹

132. Student literacy is defined as the percentage of students who can correctly answer at least four out of five reading comprehension questions. Grade 2 student literacy was measured by World Education using Early Grade Reading Assessment (EGRA) instruments in the same schools at baseline (2019) and endline (2022) in the three project provinces (Figure 2).¹⁰⁰ Improvement was seen in all three provinces. For example, in Kampong Chhnang 20.4 percent of students met the literacy standard at endline, compared with just 6.3 percent at baseline. This increase of 14 percentage points almost met the project target. These results are especially positive given the learning loss in Cambodian primary schools during the COVID-19 pandemic,¹⁰¹ indicating the true impact may be even greater than that suggested in Figure 2.

96 WFP SAR to USDA October 2022 – March 2023

97 FY19 McGovern-Dole literacy activities were mostly focused in the province of Kampong Chhnang, considering synergies with other literacy projects in Kampong Thom and Siem Reap, including with the USAID ACL/ACR-C project.

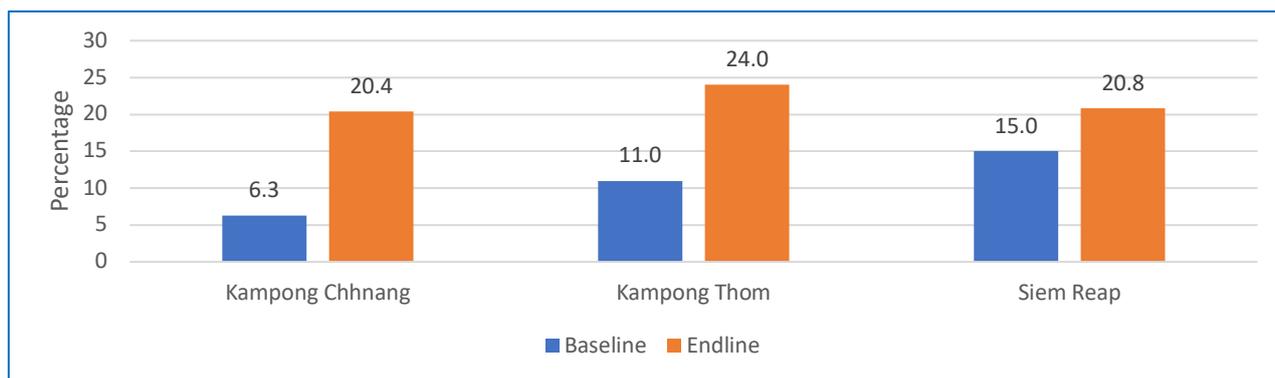
98 Two of these districts have since been handed over.

99 World Education master summary of EGR programming during the McGovern-Dole FY19 phase.

100 The survey in Siem Reap province was conducted with funds received from non-WFP, non-USDA sources; data presented here for comparison

101 UNICEF, 2022. Learning Loss in the Covid-19 Pandemic Era: Evidence from the 2016-2021 Grade 6 National Learning Assessment in Cambodia. Phnom Penh: UNICEF.

Figure 2: Grade 2 student literacy levels at baseline (2019) and endline (2022), by province



Source: World Education Endline report,

133. While the general trend is clearly positive, it is necessary to note that literacy levels among grade 2 students remain very low, which in turn highlights the relevance of the McGovern-Dole project and the need for further support in the early grade reading area. There are additional complicating factors for interpreting the student literacy indicator across the three provinces. These include different EGRA test versions used at baseline and endline, test applications carried out by different partners at different times, small sample size and some of the reported averages in Kampong Thom and Siem Reap include non-WFP schools. Moreover, the increase mainly occurred in students who scored at least 40 percent of questions correctly at baseline, while the almost 70 percent of students who scored very low at baseline showed no or very limited gains, increasing the learning gap.¹⁰² In addition, during the SY 2021-22, the McGovern-Dole project Literacy Coaches randomly chose four grade 2 students to complete a basic test of word knowledge (10 words in all) during each of their school monitoring visits in schools in Kampong Chhnang province. The results show an increase from just over four words correctly read in January 2022 (the beginning of the SY) to an average of roughly seven words at the end of the SY 2021-22 school year (November).¹⁰³ The evidence of improvement in student literacy levels is consistent with the Early Grade Reading evidence that is accumulating in Cambodia,¹⁰⁴ as well as evidence linking school feeding generally and better nutrition specifically with better student performance.¹⁰⁵

Increased student enrolment

134. In order for children to learn, they need to enrol in education, remain in school, attend regularly, and be attentive. According to the WFP CO monitoring data, the total number of children enrolled in USDA supported schools over the lifetime of the project is 217,256, an overachievement of 108 percent of the Life of Project (LoP) target, as shown in Table 7.¹⁰⁶ Disaggregated numbers are collected by year but not for the entire project.

Table 7: Enrolment rate children 6-11 years old

	Life of project targets	Achievement so far	Achievement Rate so far	FY2023-24 (NCE) planned
Number of students enrolled in schools receiving USDA assistance	201,673	217,256	108%	91,915

Source: WFP CO

135. Once children are enrolled, it is important to keep them in school until at least the end of their primary education. According to Cambodia's ESP, dropout is of key concern, especially for over-aged children abandoning school. This is caused by difficulties in reading and writing comprehension, which increasingly affects the student's ability in all other subjects at the higher grades. The evaluation found no statistically significant changes in promotion, repetition or dropout rates. However, the dropout rates in the surveyed schools (2.4 percent) were much lower than the national rate of 7.5 percent,¹⁰⁷ while repetition rates (11.3 percent) were much higher than the national (5.9 percent).¹⁰⁸ It is not entirely clear why this is the case but it seems to indicate that rather than

102 World Education EGRA report

103 World Education monitoring report summary, 2023.

104 RTI International, 2022. USAID/Cambodia-All Children Learning, Final Report.

105 Jomaa, L.H., E. McDonnell and C. Probart (2011). School feeding programmes in developing countries: impacts on children's health and educational outcomes. *Nutrition Reviews* 69(2):83-98.

106 There is no USDA target for gender-specific enrolment and available data don't allow total numbers to be calculated

107 http://moeys.gov.kh/wp-content/uploads/2023/05/CRC_01_Final_Draft_EC_Report_2023_in_English_04042023-1.pdf

108 ibid

dropping out, students remain in school even if they have to repeat a grade (see Figure 3, Figure 4 **Error! Reference source not found.** and Figure 5). The project set no targets for these indicators.

Figure 3: Promotion rate (percentage)

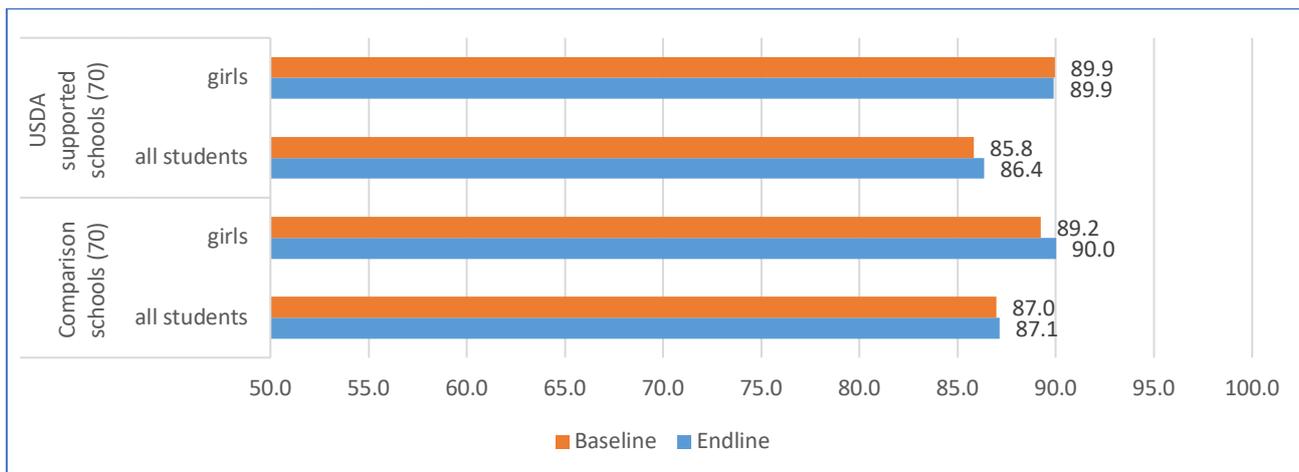


Figure 4: Repetition rate (percentage)

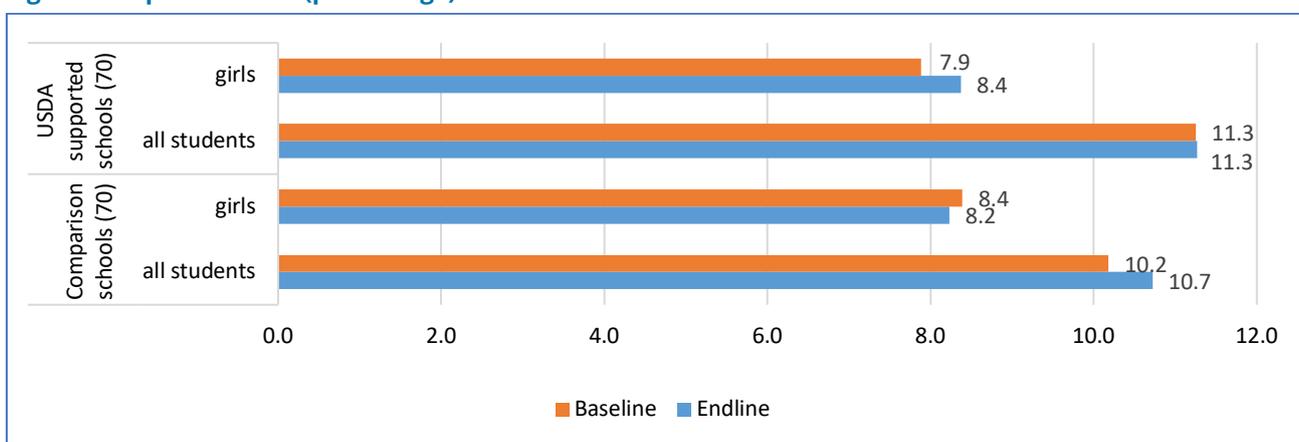
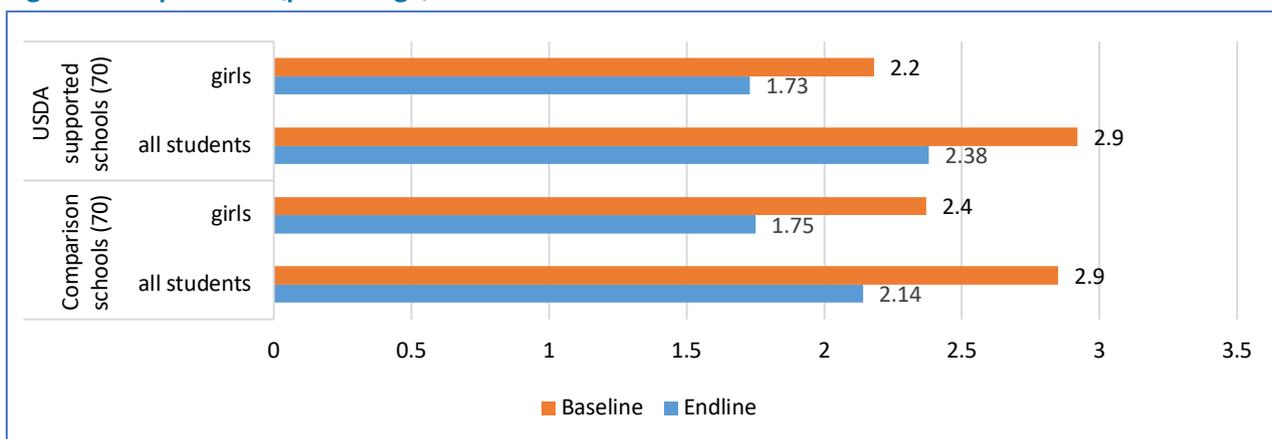


Figure 5: Dropout rate (percentage)

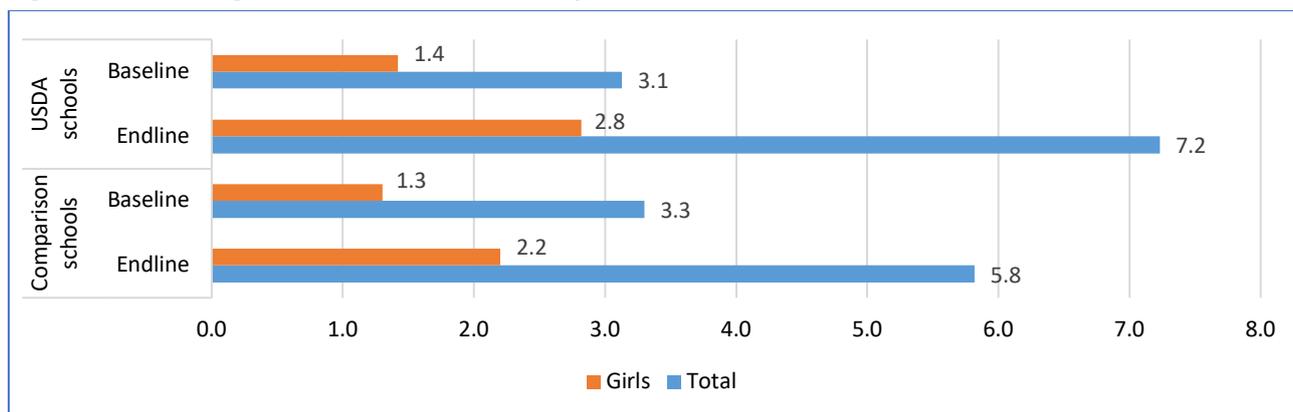


Improved student attendance

136. **Error! Reference source not found.** Figure 6 shows the percentage of children who were absent in the month prior to the survey, as reported by teachers. A significantly higher percentage of students were absent in intervention schools (7.2 percent total and 2.8 percent girls) than in the comparison schools (5.8 and 2.2 percent, respectively; $p < 0.001$). A possible explanation is that this reflects the appropriateness of targeting and the children

in the intervention schools came from more vulnerable households that are still slowly recovering from the economic impacts of the COVID-19 pandemic.¹⁰⁹

Figure 6: Percentage of students absent in the previous full month of school¹¹⁰



Source: Evaluation surveys

Reduced health-related absences

137. The McGovern-Dole project target for the “average number of school days missed due to illness in the previous two weeks is (not more than) four”. The baseline survey found this to be below one and this was also the case at endline (as shown in Table 8). The D-in-D analyses were not statistically significant, but the decrease in health-related absenteeism in intervention schools was highly significant ($p < 0.001$). The differences were small and not statistically significant, indicating the increased absenteeism was due to causes other than health.

Table 8: Average number of school days missed due to illness

	Baseline	Endline	Percentage change over project	Project Target
	No. of days per month			
USDA supported schools (70) – all students	0.9	0.5	-44.2%	4
Girls	0.8	0.6	-24.8%	4
Comparison schools (70) – all students	1.0	0.7	-24.9%	
Girls	1.1	0.9	-20.3%	

Source: Evaluation surveys

Improved attentiveness¹¹¹

138. Once children have enrolled in school, the school environment must be such that they can concentrate on their studies. The provision of a daily school meal therefore plays a key role in ensuring that all children eat before class, reducing short term hunger and enabling them to concentrate.

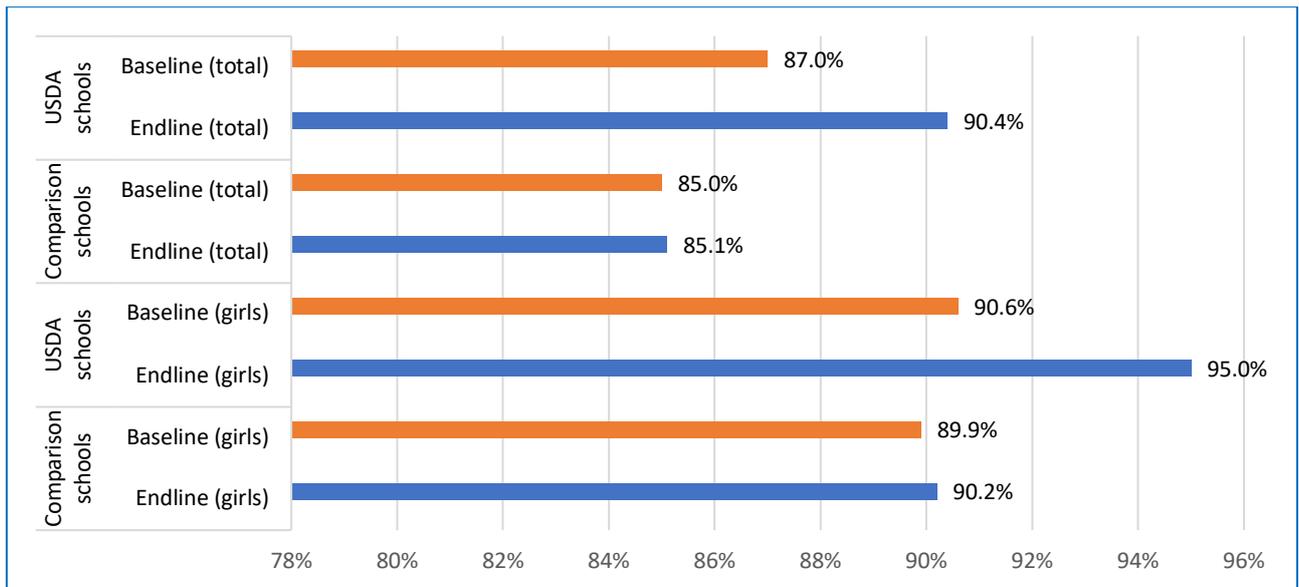
139. In USDA supported schools the overall student attentiveness in class, as reported by teachers, improved from 87.0 percent at baseline to 90.4 percent at endline, while in girls this was increased from 90.6 percent to 95.0 percent (Figure 7). This was significantly higher ($p < 0.05$ and $p < 0.005$, respectively, for overall and girls only) than in the comparison schools. With an LoP target of 95 percent, this indicator was achieved for girls and within five percent of the target for all students in the USDA supported schools.

109 The sampling frame based on PSM aimed to select comparison schools that were similar to USDA supported schools but the pandemic was not anticipated at baseline

110 Endline survey asked about March 2023; April was Khmer New Year, and in May schools were closed due to the ASEAN Games.

111 Endline survey asked about March 2023; April was Khmer New Year, and in May schools were closed due to the ASEAN Games.

Figure 7: Attentiveness of students in class (end-of-project target: 95 percent)

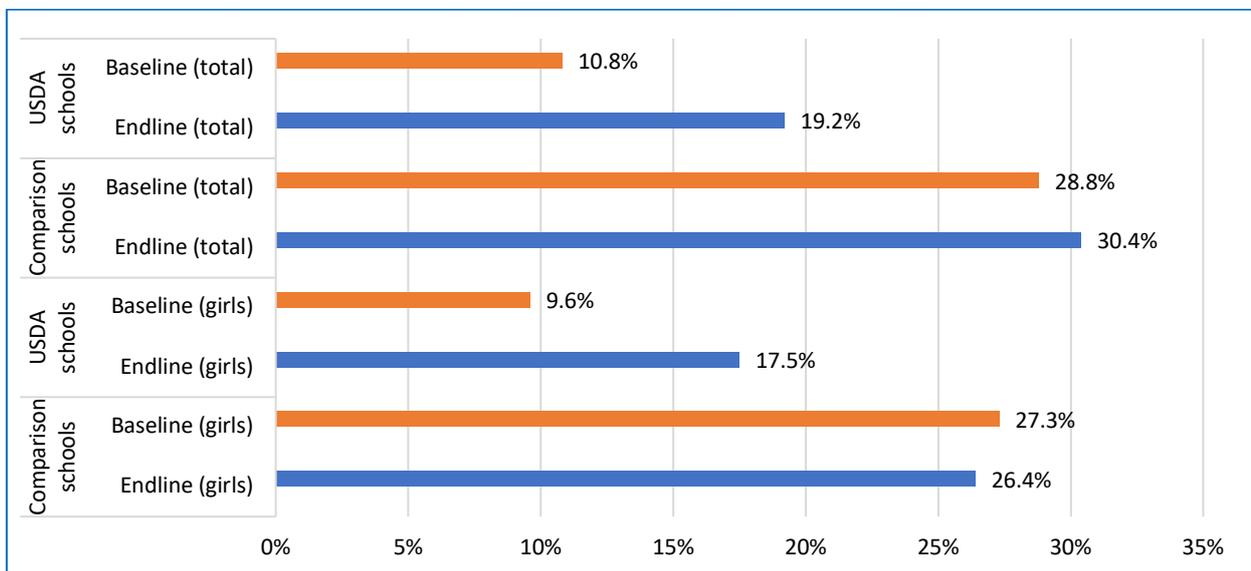


Source: Evaluation surveys

Reduced short term hunger¹¹²

140. Figure 8 shows the percentage of children who were hungry in class, as reported by teachers. While overall students in the USDA supported schools experienced less hunger (19.2 percent) compared to the comparison schools (30.4 percent), there was a significant increase in the percentage of hungry students, especially girls ($p < 0.05$). However, no significant difference in this change between the USDA supported schools and the comparison schools was found. It is highly likely that this increase was related to the impact of the COVID-19 pandemic and the Ukraine war on household food security, although it is not clear why this seems to have disproportionately affected girls.

Figure 8: Percentage of children being hungry in class (no specified LoP target)



Source: Evaluation surveys

Food distribution to increase access to food

141. The food distribution through the school meals aims to decrease short-term hunger and increase attentiveness in class (Output 1.2.1), as well as to provide an incentive for school attendance (Output 1.3.1) and reduce health-related absences (Output 1.3.2), all to support the objective of improved literacy. Food was

112 ibid

distributed as per the target on 20 days every month, except during the school closures. The meals contained at least four food groups (rice, oil, vegetables, protein source).

142. As shown in Table 9, of the total 5,934 metric tonnes (mt) of rice received, the project dispatched 4,866 mt (82 percent), while 95.3 percent of the received oil was dispatched (248 out of 260 mt). The remaining 1,068 mt of rice and 12.2 mt of oil will be used during the no-cost extension (NCE) period as mentioned above. As per March 2023 the amount of food distributed as school meals was achieved at 64 percent of the target. It is highly likely the target will be reached by the end of the NCE. Also, it is noted that the LoP target for school meals was not adjusted down based on the amount of food distributed as THR during the school closures, so the achievement is unrepresentative of the full picture. The CO has agreed with USDA to use additional vegetable oil in the FY22 agreement in the FY19 project, which explains the high oil dispatch rate.

Table 9: Amounts of food commodities received by WFP and dispatched to the schools

Year	Received (mt)		Dispatched (mt)		% of target achieved by March 2023*	
	Rice	Oil	Rice	Oil	Rice	Oil
2020	1,966.550	119.908	957.900	52.558	n/a	n/a
2021	1,068.620	20.016	1,333.700	87.352	n/a	n/a
2022	1,729.420	100.009	2,041.950	56.064	n/a	n/a
Jan to May 2023	1,169.560	19.998	532.850	51.800	n/a	n/a
Total	5,934.150	259.931	4,866.400	247.774	82%	95.3%

Source: WFP CO Targets are only available for the entire project

Number of school meals distributed

143. The number of school meals distributed was significantly reduced by the school closures, and annual achievements during the four school years covered are shown in Table 10, set against the annual targets. The overall achievement by March 2023 for this indicator was 39 percent (24.8 million meals compared to the target of 63.1 million, although, as mentioned, this target was not later amended). The CO expects to be able to deliver another 16.8 million meals over the duration of the NCE, which would then meet the adjusted LoP of 41 million meals.¹¹³ Considering that the 24.8 million meals were delivered over 15 months (January 2022-March 2023) and with capped class sizes for four months (January to April 2022), the ET agrees the new target is feasible.

Table 10: Number of school meals distributed (millions)

FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			LoP target and achievement		
Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement (by March 23)	Achievement Rate	Target	Achievement March 23	Achievement Rate
7.4	0%	0%	19.8	2.9	15%	14.4	15.2	106%	12.1	6.7	55%	63.1	27.8	39%

Source: CO monitoring

Improved quality of literacy instruction

144. While it is important that students are in school and able to learn, the McGovern-Dole project recognizes the importance of quality literacy instruction. To support this, the project promoted teacher attendance, developed and distributed teaching materials and provided training and mentoring. Like at baseline, all schools in the endline survey had attendance sheets: attendance rates for teachers in both USDA supported and comparison schools was 98 percent of the school days. This met the target of 98 percent.

Development of teaching materials

145. WFP partner World Education supported the development of teaching and learning materials (TLMs) as described above. The vague definition of the indicator in the performance monitoring plan (PMP), programmatic changes made during the school closures (more materials were needed as students had to study individually and

113 A total of 120,000 students, about 70 percent of whom (morning shift) will receive school meals for 10 months (200 eating days), which is equivalent to 16.8 million school meals. The current achievement (24.7 million) was mostly achieved in 1 year and 3 months (between January 2022 and March 2023), given the school closure before that, and with capped class size for four months (January to April 2022).

could not share resources)¹¹⁴ led to reporting that was inconsistent with the original target. When adjusted, the reported achievement of more than 71,000 packages for this indicator was almost twice the target of 837 packages (or 37,665 TLMs),¹¹⁵ as shown in Table 11 **Error! Reference source not found.**

Table 11: Teaching and learning materials provided

	LoP target	Achievement (Mar '23)	Achievement Rate
Number of teaching & learning materials provided	837 packages (37,665 materials)	71,843 materials	191%

Source: CO monitoring

146. The survey confirmed that USDA supported schools received significantly more TLMs than comparison schools (see Table 12).

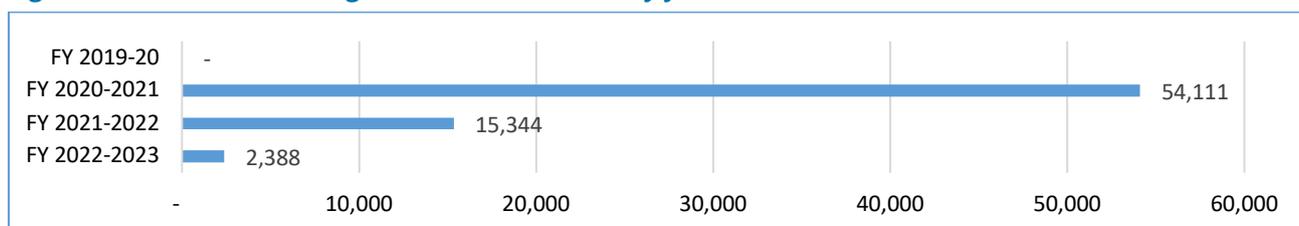
Table 12: Schools receiving learning materials and stationery packages (during SY 2021/22)

	Schools that received learning packages		Schools that received stationery materials	
	No.	% of target	No.	% of target
All USDA schools	58	82.9%	58	82.9%
All comparison	34	48.6%	33	47.1%

Source: Evaluation surveys

147. However, 83 percent of USDA supported schools reported having received teaching and learning materials, as well as stationery packages, in the previous school year. This can be explained by the fact that almost 97 percent of the materials were distributed during the pandemic (school years 2020-21 and 2021-22) as shown in Figure 9.

Figure 9: Number of learning materials distributed by year



Source: CO monitoring

Teacher training and mentoring

148. As described above, World Education provided training, mentoring and coaching to teachers. Based on their quarterly reports, a total of 900 teachers were trained (96 percent of the target of 936); 64 percent of these were female (see Table 13). All trainings were completed by November 2022. A total of 934 individual teachers were reported to demonstrate the use of new teaching techniques and tools (230 percent of target); 66.8 percent of these were female. Information garnered from the in-depth interviews in schools indicates that trained teachers shared the tools with their colleagues and/or that colleagues joined the mentoring and learned the new techniques in a non-formal training setting. In addition, the training benefitted female teachers to a larger extent than their male counterparts, due to the greater numbers of female teachers.

Table 13: Numbers of teachers trained and numbers who use new teaching techniques or tools

	Life of project targets	Achievement (March '23)	% of target
Number of teachers trained	936	900	96%
Male		321	
Female		579	
Number of teachers who demonstrate use of new and quality teaching techniques or tools	406	934	230%
Male	118	310	262%
Female	288	624	216%

Source: CO monitoring

114 WFP explained that many additional supplementary books were developed in response to the COVID-19 pandemic. In addition, WFP not only provided Home Learning Workbooks, but also Decodable Story Pattern Books to Grade 1 and Grade 2 students and teachers, etc during the school closure, and distributed other teaching and learning materials to teachers and students more than originally planned.

115 The initial target was 837 G1 class receiving teacher guide (2 books), student supplementary book (2 books), one set of pattern books (30 titles), one set of sensory stories (11 titles). Thus, the initial target in terms of units was $(2 + 2 + 30 + 11) * 837 = 37,665$.

Improved school infrastructure

149. The McGovern-Dole project includes support to schools to construct or rehabilitate key school feeding-related infrastructure: sanitation facilities, kitchens, energy-efficient stoves and food storerooms (see Table 14). By mid-2023, the CO and its partners already surpassed the LoP target of around 1,100 improvements by 197 percent. This was particularly achieved through the massive construction of hand washing stations during the COVID-19 pandemic. Water systems and handwashing stations are discussed in the section on SO2 achievements.

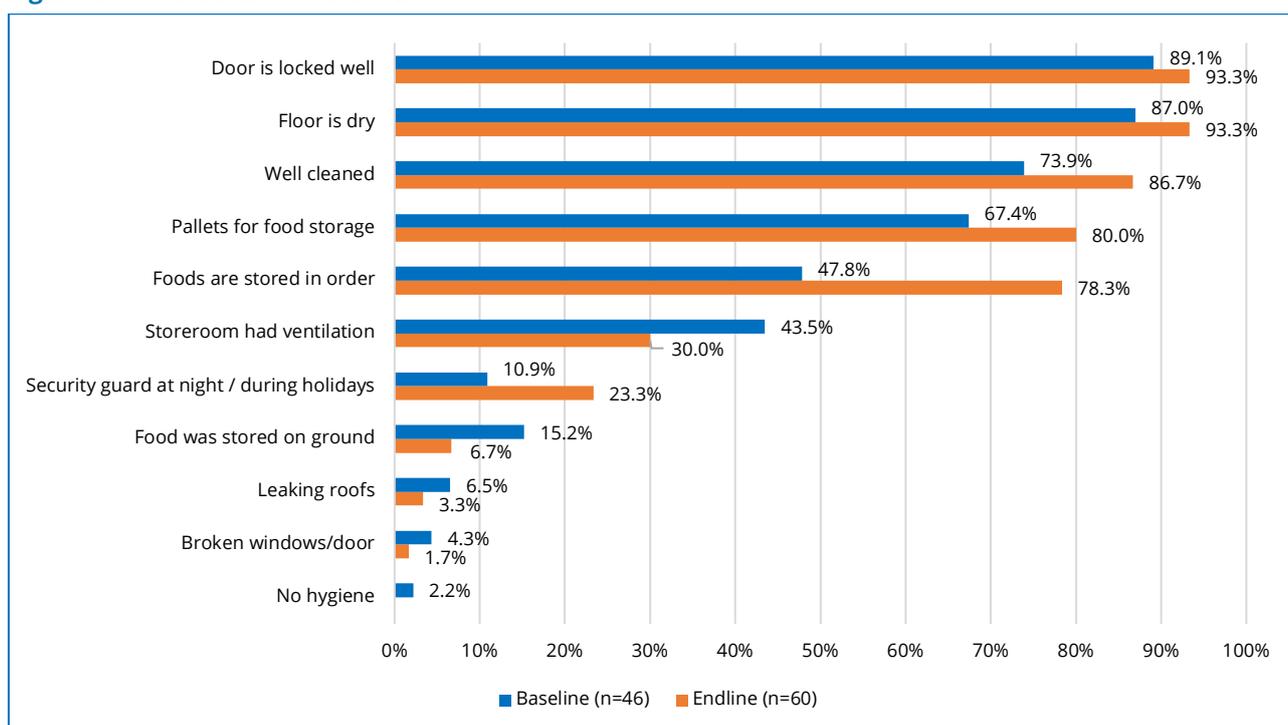
Table 14: Summary of infrastructure built/reconstructed

	Life of project targets	Achievement (March '23)	% of target
Infrastructure built/reconstructed	1,134	2,230	197%
Number of water systems built/rehabilitated		79	
Number of hand washing stations built/rehabilitated		1,796	
Number of storerooms and kitchens built/rehabilitated		216	
Number of fuel-efficient stoves built/rehabilitated		139	

Source: CO monitoring

150. **Storerooms:** An increasing percentage of schools in the survey had a storeroom: from 46 schools (66 percent) at baseline to 60 schools (86 percent) at endline ($p < 0.01$), and significantly more intervention schools than comparison schools had a storeroom ($p < 0.001$). The conditions of the storerooms had also significantly ($p < 0.001$) improved in terms of hygiene (clean, dry, no windows that let in rain and rodents), stock management (foods stored in order and on pallets), and security (guard and a lock on the door) (see Figure 10).

Figure 10: Condition of storerooms



Source: Evaluation surveys

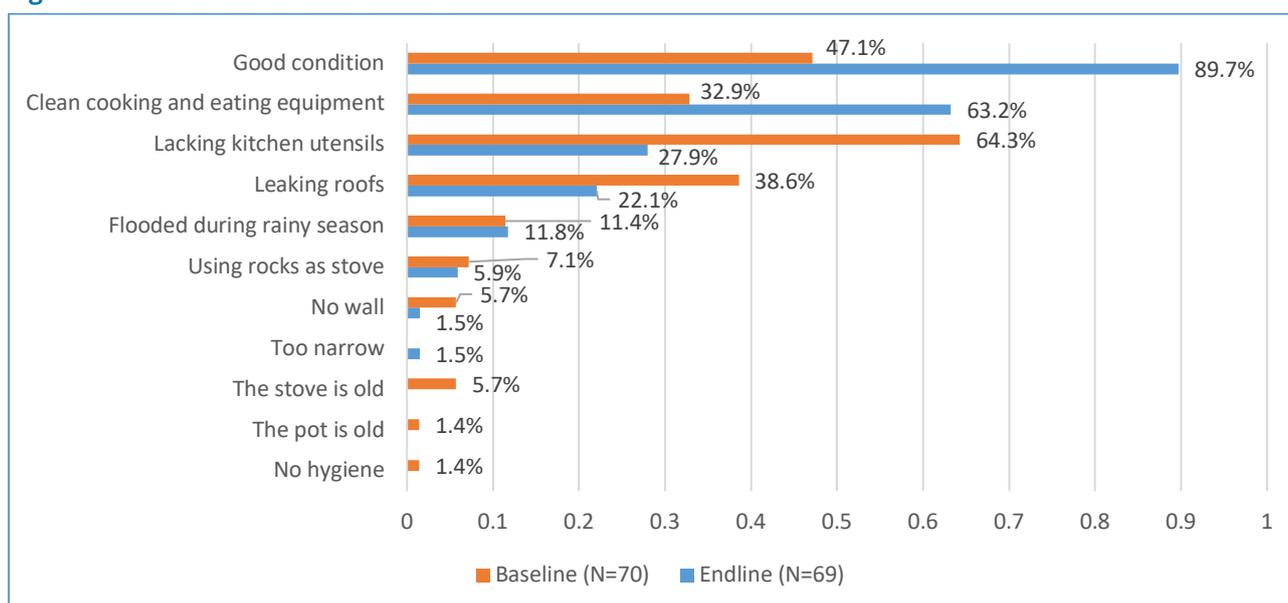
151. The ET found abundant evidence that many kitchens had been built or reconstructed during the project period. However, at endline, one of the surveyed schools¹¹⁶ in Siem Reap had no kitchen due to limited space¹¹⁷ and the cooks, who live nearby, use their own kitchen to prepare the meals. As shown in Figure 11 the school kitchens were in a significantly better condition than at baseline (88 vs 47 percent), and twice as many had clean cooking and eating equipment (63 vs 33 percent), $p < 0.001$. One of the schools in Kampong Chhnang (handed over in January 2023) had issues with the quality of the construction of the stove to the extent it could not be used to prepare the food. These findings are in line with the midterm evaluation that found that handover is decided at

¹¹⁶ Thnal Dach school

¹¹⁷ At baseline a classroom was in use as kitchen, but since the school needed the space as a classroom again and the cook prepares in her own kitchen now.

district level when at least 80 percent of the schools within that district meet handover criteria. It also underscores the need for continued support after handover. Based on the JTS, schools need minimum infrastructure prior to handover as the Government does not have the budget for construction. Maintenance of existing infrastructure is done by the schools.

Figure 11: Condition of school kitchens



Source: Evaluation surveys

Capacity strengthening at schools and subnational level government

152. To support the implementation and management of the SFP, WFP and its partners have provided (refresher) trainings on the supplier selection process led by commune authorities,¹¹⁸ and the selection of suppliers for the new school year, as well as on programme implementation including stock management, food safety, record keeping and reporting, etc.¹¹⁹

153. WFP and its cooperating partners PLAN and World Vision conducted monitoring twice per year and provided coaching to school-level implementers to strengthen their capacity in being able to confidently manage the programme.

154. As per March 2023, 235 school administrators had received training and mentoring, as shown in Table 15. This is 92 percent of the LoP target and it is likely the target will be reached before the end of the project cycle. Only 18 percent were female as the vast majority of school directors in Cambodia are male. A total of 214 of these individuals demonstrated the use of new techniques and tools, which already exceeds the LoP target of 204, especially among the female directors.

Table 15: Number of school administrators trained and demonstrating use of new tools

	Life of project targets	Achievement (March '23)	% of target
Number of school administrators trained	255	235	92%
Male	204	191	94%
Female	51	44	86%
Number of school administrators who demonstrate use of new techniques or tools	204	214	
Male	167	159	95%
Female	37	55	150%

Source: CO monitoring based on World Education quarterly reports

155. To prepare stakeholders for the implementation changes after transitioning to the NHGSFP, in November 2022 WFP organized an exchange visit for implementers of the HGSF programme (school directors, school cooks, school support committee members, local authorities) from two districts preparing for handover to a district

118 Supplier-related topics are beyond the scope of this evaluation and will be assessed during the LRP endline

119 WFP SAPR to USDA October 2022-March 2023.

already transitioned. The participants were satisfied by the visit and WFP will continue organizing such exchanges prior to handover each year.¹²⁰ Interestingly, during the ET field visit to schools that were handed over in January, not all stakeholders were aware of the transition (in particular cooks, suppliers, parents and community leaders), which indicates this had been a smooth process. For these informants, the transition from traditional SFP to HGSF-hybrid had been more obvious. School management was informed by WFP and its partners a year in advance that they were shortlisted for transition, but the final confirmation only came in December after the budget was approved at the national level.

Achievement of Strategic Objective 2: Increased use of health and dietary practices

KEY FINDINGS SO 2
<ul style="list-style-type: none"> Over-achievements in individuals trained on safe food preparation and storage Due to inconsistencies in reporting it is not possible to interpret findings on trainings on health and nutrition, but almost 100 percent of surveyed schools had received training. Increased access to clean water and sanitation was not observed as this was already good at baseline. Handwashing had increased, likely also due to increased awareness related to the pandemic There are indications of increased dietary diversity

156. This section follows USDA RF2 ([Annex 5](#)), describing the results WFP and partners have achieved during the implementation of the relevant activities to contribute to the health of the school children. Under SO 2, the McGovern-Dole project includes activities to improve the nutrition of the students, including training in safe food preparation and storage, child health and nutrition, construction and rehabilitation of school gardens, provision of clean water, latrines and handwashing facilities, and social behaviour change communication (SBCC) activities.

157. Due to the extended school closures, achievements in this field have lagged, as shown in Table 16, despite efforts to adapt activities (as mentioned in the midterm report¹²¹). A large SBCC campaign is planned for the second semester of 2023 (after the evaluation), building on the results of formative research on Knowledge, Attitudes and Practices (KAP) identified through a workshop in September 2022. The campaign aims to promote increased consumption of fruit, vegetables and animal-source proteins, and decreased consumption of snack foods/beverages high in sugar, fat and salt. Baseline KAP surveys with students, caregivers, directors and vendors at schools were completed in May 2023. The SBCC campaign is expected to reach the LoP target for this indicator as it will include large in-person events at all USDA-supported schools (“School Nutrition Days”), as well as a pilot in 86 McGovern-Dole supported schools in three districts (“Healthy Diets in Schools”).

Table 16: Number of people reached through interpersonal SBCC approaches

	LoP targets	Achievement March 23	% of target
Number of people reached through interpersonal SBCC approaches	293,342	118,756	40%

Source: CO monitoring

158. A recent study¹²² (supported by the project and other donors) suggests that SFPs in Cambodia improve dietary diversity. This is in line with results from interviews with parents who observed their children were now more used to eating a variety of vegetables due to their exposure through the school meals. The survey confirmed some interesting changes in the consumption of important food groups (see Table 17, with full data in [Annex 16](#)). Dietary diversity improved in USDA supported schools from 5.1 food groups consumed at baseline to 5.8 groups at endline. In particular the consumption of nutritious foods (protein sources, vegetables, fruits) significantly increased. However, the differences with the comparison schools were not significant, making it impossible to fully attribute the improvement to the project.

Table 17: Consumption of different food groups by students in surveyed intervention schools (percentage)

Food Group	Baseline		Endline		p-values
	n	%	n	%	
Staple foods	403	96.4%	414	99.0%	0.011
Pulses, legumes, nuts	69	16.5%	87	20.8%	
Vegetables & leaves	280	67.0%	317	75.8%	0.005
Fruits	177	42.3%	211	50.5%	0.018

¹²⁰ Ibid

¹²¹ WFP (2022), Midterm Evaluation of McGovern-Dole project, Cambodia

¹²² HKI Cambodia. Understanding the Eating Practices and Consumption Patterns of Unhealthy Foods and Beverages by Primary School Children in Cambodia (2023).

Meat, fish, eggs	395	94.5%	408	97.6%	0.021
Milk & dairy products	72	17.2%	88	21.1%	
Oils and fats	181	43.3%	272	65.1%	0.000
Sugar, sweets	207	49.5%	218	52.2%	
Condiments, spices	364	87.1%	401	95.9%	0.000

Source: Evaluation surveys

Improved knowledge of health, hygiene, nutrition, safe food preparation and storage practices

159. According to CO monitoring data, a total of 2,698 individuals (cooks, storekeepers, school feeding committee members) have been trained on safe food preparation and storage (see Table 18). This is more than twice the LoP target of 1,228, and likely related to the high turnover of storekeepers and cooks. While the CO aimed to train as many women as men, the target groups (LSFC members) were male dominated.

Table 18: Training and practice of safe food preparation and storage

	LoP targets	Achievement (March '23)	% of target
Number of individuals trained in safe food preparation and storage as a result of USDA assistance	1,228	2,698	220%
Male	614	1,509	246%
Female	614	1,189	194%
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	860	2,158	251%
Male	430	1,207	281%
Female	430	951	221%

Source: CO monitoring

160. The monitoring data on the number of people trained on child health and nutrition were not accurate, partially because the indicator targets were based on the number of trainings rather than on the number of individuals trained, and the partners reported accordingly. This error in the USDA targets apparently went unnoticed until the 2022-23 school year, when it was updated, and then later (November 2023) updated again. These most recent data are shown in Table 19. It was not possible for the ET to validate these numbers.

Table 19: Training and practice of health and nutrition

	LoP targets	Achievement (through SY 21/22)	% of target
Number of individuals trained in child health and nutrition as a result of USDA assistance	33	2,104	6,376%
Male	25	1,053	4,212%
Female	8	1,051	13,138%
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance ¹²³	23	1,470	1,157%
Male	16	736	4,600%
Female	7	734	10,486%

Source: CO monitoring (updated November 2023)

161. The survey confirmed trainings had been conducted, and almost all schools reported having received trainings during the previous school year (see Table 20). More than 95 percent of school personnel were aware of the three main food groups (protein, energy-sources, and protective micronutrients). There is no LoP target for this, and no statistically significant differences were found between intervention and comparison schools.

Table 20: Schools that received training on food preparation, health and nutrition practices

	Baseline				Endline			
	Food preparation*		Good health and nutrition practices		Food preparation*		Good health and nutrition practices*	
	No.	%	No.	%	No.	%	No.	%
USDA supported schools	65	93%	64	91%	69	99%	68	97%

¹²³ As per agreement with USDA, individuals practising is estimated at 70% of individuals trained.

Comparison schools	5	7%	12	17%	5	7%	23	33%
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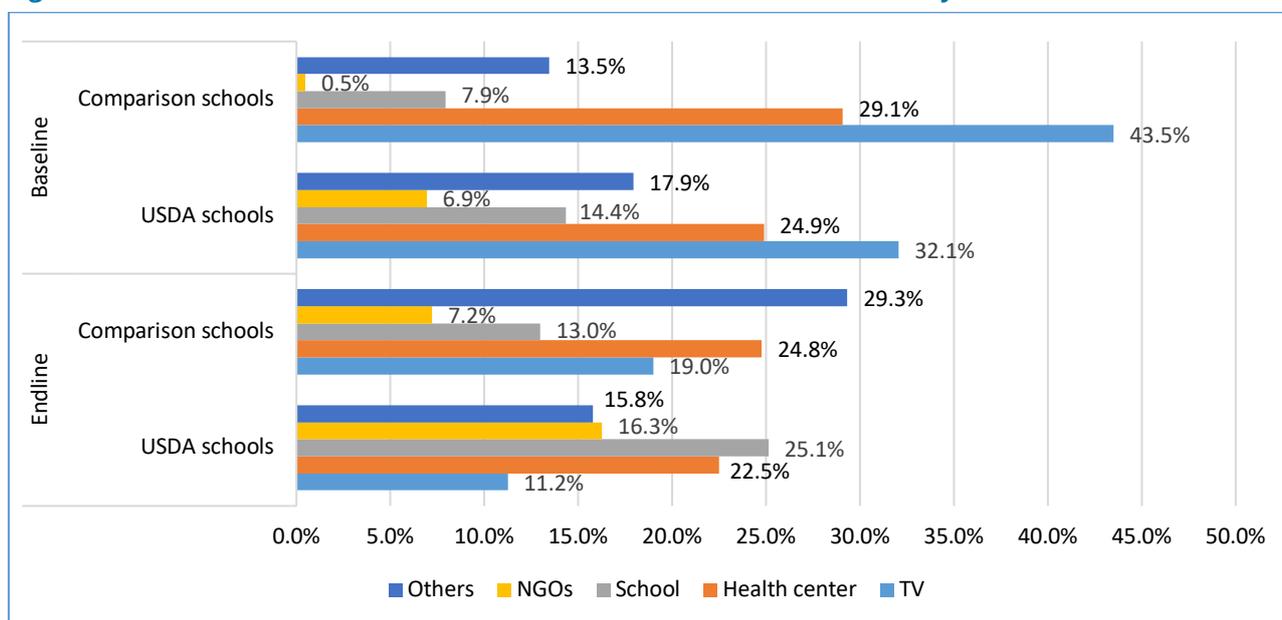
Source: Evaluation surveys

Note: Difference in Difference through linear regression showed no statistical significance.

*Significant difference between comparison and intervention schools, $p < .001$.

162. While the household survey found a higher percentage of respondents in the project schools considered schools an important source of health information compared to baseline (Figure 12), this did not reach statistical significance in the D-i-D analysis.

Figure 12: Main source of health information for families of students in surveyed schools



Source: Evaluation surveys

Increased access to clean water and sanitation

163. Year-round access to clean water and sanitation is important to support healthy behaviour (such as hand washing) in schools, as well as safe meal preparation. Table 21 shows the summary of water and sanitation facilities in the surveyed schools. The difference with the comparison schools at baseline has largely disappeared as the presence of adequate WASH facilities was a government requirement to reopen after the pandemic, hence the reported presence of handwashing stations with soap in all schools. All schools had latrines and handwashing facilities with soap. No significant changes were found as baseline levels were already quite good due to efforts during the previous project cycles.

164. Access to clean water as well as functioning latrines in the surveyed schools had slightly decreased since baseline. Maintenance of the infrastructure is the responsibility of the school committee; some but not all of which are active and easily collect parental contributions, especially those that include monks among their members. Again, this illustrates the need for continued support after handover. The most striking difference between the two groups was more inclusivity (reflected in more gender-separate latrines and dedicated latrines for disabled students) in the USDA supported schools. Clearly efforts had been made to provide separate latrines for boys and girls, as well as for disabled students, while all surveyed schools had handwashing stations with soap at endline (as shown in Table 21).

Table 21: Summary of water and sanitation facilities (endline target: 100 percent)

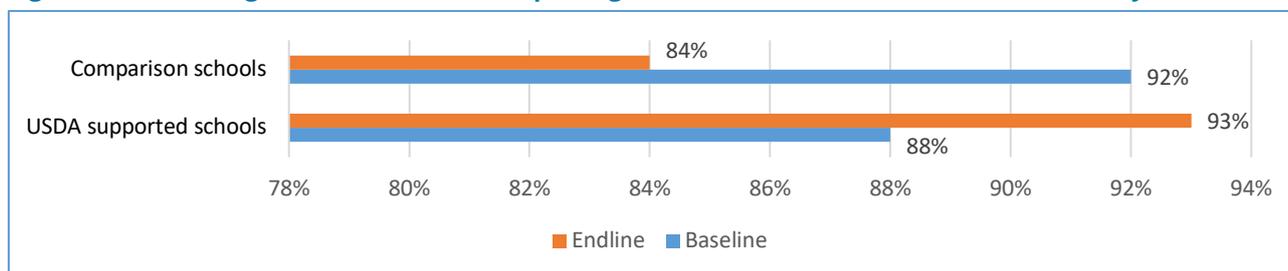
	LoP targets	USDA supported schools (%)		Comparison schools (%)	
		Baseline	Endline	Baseline	Endline
Year-round access to clean water		81	71	51	80
Functioning latrines		87	76	87	91
Separate latrines for boys and girls		74	84	71	64
Latrines available for disabled students		64	73	24	31
Hand washing facilities		97	100	93	99
Soap at handwashing station	95	99	100	100	100

Source: Evaluation surveys; all not significant

Handwashing among students

165. Handwashing with soap is the most effective way to prevent disease. Figure 13 shows the percentage of schools in which the director reported their observation that their students washed their hands often or always at essential times (after using the latrine, after cleaning, before eating). These reports remained stable around 90 percent and no statistical difference was found.

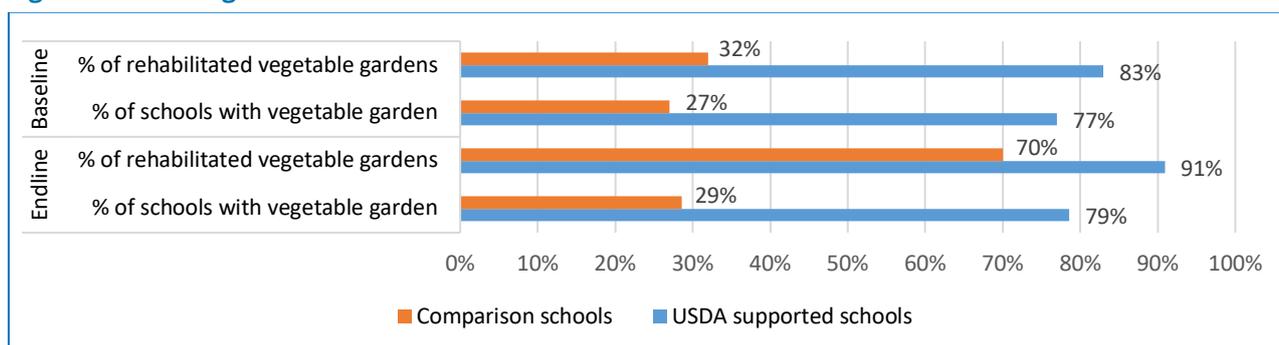
Figure 13: Percentage of school directors reporting students wash their hands 'often' or 'always'



Source: Evaluation surveys

166. Establishing and rehabilitating school gardens is important for educational purposes as well as to supplement the meals. So far, 442 McGovern-Dole supported schools have school gardens (74 percent of the LoP target of 599), according to WFP monitoring data. Of the 70 surveyed schools, 79 percent had a garden, and 91 percent of those had been rehabilitated (see Figure 14). This is not a contradiction as the survey was done on a sample of the schools, while all schools were monitored, so small differences can occur. Unsurprisingly, significantly more intervention schools had a garden ($p < 0.001$), and had a rehabilitated school garden ($p < 0.05$). No statistically significant change over time was observed in the USDA supported schools, as many gardens had already been established in previous rounds.

Figure 14: School gardens



Source: Evaluation surveys

Achievement of Foundational Results

KEY FINDINGS

- CO has provided intensive multi-dimensional capacity strengthening for government counterparts, but there is a need for continued support
- Significant achievements made in terms of policy and regulatory framework
- School feeding committees have been established and are functioning in the vast majority of schools and female membership has increased
- The COVID pandemic increased awareness of the need for SFP and hygiene and sanitation, and provided opportunities to focus on policy and infrastructure
- Recommendations from baseline and midterm have mostly been addressed or are in process.

167. The foundational results of the McGovern-Dole project are geared towards strengthening the capacities of the national Government to take over and sustainably manage the national HGSP programme across the five

internationally recognized pillars of the Systems Approach for Better Education Results (SABER)-School Feeding framework.¹²⁴

Institutional capacity

168. A joint WFP-MoEYS assessment of the NHGSFP implementation was done in 2022 through joint monitoring visits to identify needs for further technical support at the subnational level. The main findings were: a) the school feeding committees do not function well, lack focal persons and there is a lack of understanding of their tasks; b) schools rely heavily on the ability of their directors to mobilize resources from the commune and community; c) lack of adherence to the operations manual regarding supplier selection and cook recruitment; d) cooks are struggling with the low incentives and the lack of a kitchen, eating hall, kitchen equipment, and/or ingredients; and e) schools and the POEs/DOEs are not fully familiar with the SFIS, resulting in it being under-utilized.

169. These findings led to recommendations to: a) institutionalize resource mobilization in the NHGSFP and add a specific budget line; b) simplify mechanisms for, and have more rigorous monitoring of, selection and recruitment processes; c) ensure income security for the cooks and ensure the programme design is more flexible and adaptable (for instance, in terms of the ingredients that can be used for the meal preparation); and d) to increase the capacity strengthening training, with advocacy around SFIS and its linkages to the School Operational Fund (SOF - the MoEYS Financial Management System). In particular, the latter will require WFP technical assistance. A US\$50/month incentive for cooks is provided under the national programme and under the next round of McGovern-Dole support, WFP will provide a US\$25/month incentive¹²⁵ to be complemented by community contributions and possibly resources from other donors. The participants of the annual school feeding meeting suggested to provide storekeeper incentives from community contributions. Parents at the schools visited by the ET were unanimous they could contribute (at least) around 1,500 Khmer Riel (US\$0.36c) per week to support the school meal programme.

170. Based on a recommendation from the FY19 baseline, WFP has provided support to develop a monitoring and evaluation (M&E) framework for the national programme, which is approaching completion pending a capacity assessment currently underway. In addition, WFP has assisted with the update of the Government's programme operations manual, which is scheduled to be finalized in late 2023 in time for the SY 2024.

171. The School Feeding Information System (SFIS) has been updated to address issues identified through observations and feedback to better suit the needs of its users. One of the adjustments was the integration of a web-based repository of all school feeding resources including guidelines, manuals, posters and standard operating procedures.¹²⁶ Ultimately, the SFIS is intended to be integrated with the MoEYS EMIS system, but this is challenging as the SFIS will be primarily used by the Primary Education Department, while the EMIS is maintained by the Quality Assurance Department and these two departments have different line management.

172. In January 2023, WFP and MoEYS organized a two-day annual school feeding meeting in Kampong Thom for 103 school feeding stakeholders from all 10 provinces implementing the programme.¹²⁷ It was used for updates including on the transition, to share best practices and discuss challenges (such as how to include school feeding in the commune investment plan and how the district authorities can budget to support the programme).

173. WFP provided support to the School Health Department of MoEYS to develop a cookbook with recipes, including instruction videos of popular nutritious meals that can be prepared with the ration allowance, as well as key messages on safe meal preparation and how to avoid the use of unhealthy condiments. It is expected that the cookbook will be distributed later in 2023.

Policy and Regulatory Framework

174. Significant achievements have been made - especially over the last year - on the policy and regulatory framework. This is likely reflecting the level of time and effort required before policies are in place and building on the efforts by the CO over the previous years.

124 SABER is a World Bank initiative to produce comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems and the ultimate goal of promoting Learning for All. More at: <https://www.worldbank.org/en/topic/education/brief/systems-approach-for-better-education-results-saber>

125 WFP CO SAR McGovern-Dole October 2022 – March 2023.

126 <https://sfis.prism-kh.info/>

127 Both WFP-supported provinces and those under the national HGSF programme.

175. The CO has exceeded the LoP target of two policies developed, including one in stage five (implementation).¹²⁸ However, the project contributed to the development of five policies, according to the CO, currently three in stage five (JTS, Sub-decree, ToC for NHGSFP) and two in stage two (National School Feeding policy and M&E framework – although the former is actually in stage four according to many stakeholders).

Government support

176. Government support for the SFP is evident in the national policies, allocation of national budget and in the investments made so far. In January 2023, 137 schools (including 75 supported by McGovern-Dole) transitioned to the NHGSFP, in line with the transition strategy and the national budget. As of January 2023, the NHGSFP reached 423 schools. WFP is providing advocacy support to the MoEYS for an additional 125 schools (including 106 McGovern-Dole supported schools) to be transitioned in the next school year.¹²⁹

Increased engagement of local organisations and community groups

177. The CO reported that 522 out of 599 schools (87 percent) have School Feeding Committees (as shown in Table 22). The USDA indicator is “number Local School Feeding Committees (LSFCs) as a result of USDA assistance”, which leaves room for interpretation. The CO has tracked and reported this as “number of LSFC established per year”, as agreed with the donors. The ET used the standard USDA indicator definition and therefore the numbers differ from the CO's reported figures. While WFP established functioning LSFCs in 522 schools, 100 percent of school LSFCs were supported with mentoring/coaching.

Table 22: Number of Local School Feeding Committees (LSFCs) supported

FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			LoP target and achievement		
Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement March 23	Achievement Rate	target	Achievement March 23	Achievement Rate
599	298	n/a	512	522	n/a	385	522	n/a	296	448	n/a	599	522	87%

Source: CO monitoring

178. In fact, the survey confirmed that 69 out of 70 surveyed USDA supported schools had a school (feeding) committee (see Table 23), and that 97 percent of those were functioning. This is significantly higher ($p < 0.001$) than in the comparison schools. In addition, the female membership of the committees had increased from 28 percent to 46 percent at endline, compared to only 32 percent in comparison schools.

128 The five stages of policy development are (a) problem emergence, (b) agenda setting, (c) consideration of policy options, (d) decision making, (e) implementation, and (f) evaluation. – Source: <https://www.sciencedirect.com/topics/social-sciences/policy-process>

129 According to recent information, the Government is planning to resume the next SY 23/24 in December 2023 without a break, to move back towards the pre-pandemic SY calendar. There was an unexpected six-week school break in (April/May) of the current SY 22/23 for the Southeast Asia (SEA) Games.

Table 23: Local School Feeding Committees (LSFC) in surveyed schools

	Baseline					Endline				
	LSFC		Membership			LSFC		Membership		
	# Schools	% Functioning	#	% Female	% Male	# Schools	% Functioning	#	% Female	% Male
USDA supported schools	70	100%	302	28%	72%	69	97%	897	46%	54%
Comparison schools	54	73%	448	28%	72%	64	84%	336	32%	68%

Source: Evaluation surveys

DinD: p<0.001

3.2. What were the particular features of the SFP and context that made a difference? What was the influence of other factors?

179. The COVID-19 pandemic-induced school closures initially were considered a negative factor as it made the distribution of school meals impossible. However, activities were repurposed, and food was distributed as THR instead. Not all the food has been distributed and this is planned to be done during the NCE. In addition, cooperating partners were able to focus more on infrastructure improvements during this shutdown, and CO staff on capacity strengthening and advocacy. Training and meeting modality was changed to online so the activities could continue. Positive effects of the pandemic included an increased awareness of the importance of hygiene, including the importance and use of WASH facilities in schools. In addition, the forced adoption of online modalities helped to increase digital literacy among all levels of stakeholders, and this facilitated the roll-out of the SFIS and increased efforts from the Government and communities to ensure access to electricity at the schools.

180. The Royal Government of Cambodia is in the process of rolling out its decentralization and deconcentration (D&D) reforms. The extent to which these are applied currently varies largely by geographical area, and the pandemic slowed down progress. The plan is for national roll-out in 2024, but none of the stakeholders interviewed was able to predict how D&D would affect the future of the SFP. Funds are expected to flow from the national government to the provincial authorities who would transfer directly to the schools, while the DOE will have its own budget for management and monitoring. The high-level support and national policy documents are likely to support the continuation of the programme, except, as mentioned by national government staff, in case of unexpected crisis.

3.3. To what extent have the findings of the baseline and midterm evaluation been addressed?

181. The CO has made serious and comprehensive efforts to respond to the recommendations from the 2020 baseline and 2022 midterm evaluations (Tables 4 and 24 and [Annex 12](#)). A significant focus has been put on improving and strengthening capacity of the authorities at all levels. A ToC has been developed in close collaboration with relevant stakeholders and an M&E Framework has been drafted. The Joint Transition Strategy includes criteria for handover and transitioning. WFP continues to support the Government to adjust the processes for the NHGSFP to what is suitable and feasible. Considerable efforts have been made on policy support, assisted by the RBB SF Team, that have led to the sub-decree being issued and the National School Feeding Policy being finalized for endorsement.

Table 24: Progress against midterm recommendations

#	Recommendation	Status
1	WFP should support the MoEYS to undertake a systematic review of the national school meals implementation in schools handed over since 2019.	Done
2	WFP, in collaboration with the MoEYS and NSPC, should conduct a systematic adjustment to the school meal programme processes to identify what is feasible and possible within the existing government systems, structures, policies, and resourcing.	Ongoing
3	WFP, in collaboration with the MoEYS and NSPC, should develop a framework to strengthen the institutionalization of the NHGSFP	Ongoing
4	WFP, together with MoEYS and NSPC, should construct and use a structured and transparent tool to assess subnational system readiness	Done
5	WFP should seek to review and fill its current staffing gaps and consider the necessity of expanding its staffing profiles	Ongoing
6	WFP, in consultation with MoEYS and the Ministry of Women's Affairs, should conduct a gender analysis to seek to integrate increased gender sensitivity into school meals processes	Ongoing
7	WFP, together with USDA and in consultation with MoEYS and the Ministry of Women's Affairs, should seek to integrate and visibilize the McGovern-Dole SFP contributions to gender	Ongoing

Source: FY19 Midterm review report, 2022

182. Internally, the CO continues to review its staffing profiles and to try and fill gaps. Management at CO and AO levels are working on changing the mindset of the staff and the ET noticed the difference in attitude towards capacity strengthening tasks amongst many of the staff since earlier rounds. This process is still ongoing and continues to require attention. Some of the technical assistance is currently delivered by (external) consultants, but it is essential for sustained support to the Government, and WFP relevance in the country, that access to internal expertise is utilized as a priority.

183. It is not clear to what extent efforts have been made to incorporate gender indicators in the NHGSFP and the CO had not identified the MOWA as one of its stakeholders to be interviewed during this endline. The ET acknowledges that it will take considerable time and effort to ensure the NHGSFP is gender sensitive, and success is not guaranteed.

EVALUATION QUESTION 4: EFFICIENCY

KEY FINDINGS
<ul style="list-style-type: none"> Budget details were broadly aligned with project design Expenditures are on track and a NCE is justified because of delays in school meal distribution during the pandemic.

184. It should be noted that the ToR was written for the combined evaluation of the McGovern-Dole and LRP grants as planned and executed during baseline and midterm. The endline evaluations have been separated due to the NCE of the LRP project. In addition, this McGovern-Dole endline was undertaken before the end of the project activities due to the agreed no-cost extension. This report only focused on the McGovern-Dole support and therefore the questions regarding financial efficiency are not fully relevant, and detailed information is not fully available to answer them.

4.1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&E arrangement aligned with program design?

185. The budget details were broadly aligned with the project design, and the expenditure details supplied by the CO's Finance Unit (as shown in Table 25) show that almost US\$19.7 million was received for the four-year implementation period (plus the months of the NCE). Until June 2023, US\$16.8 million (86 percent) had been spent. Several budget lines remain significantly underspent – to some extent due to delays caused during the pandemic – which fully justifies the request for the NCE.

Table 25: USDA FFE Cumulative Financial Report

Grant No	Activities	Budget (US\$)		Cumulative Expenditure (US\$) (by June 2023)	
		Original Approved	Revised	Amount	% vs Revised Budget
70000933	Professional Services	\$900,000	\$900,000	\$536,317	60%
70000933	Other (All Admin. expenses)	\$1,564,250	\$1,440,580	\$1,164,043	81%
70000933	Indirect Support Costs	\$1,159,624	\$1,201,026	\$1,201,026	100%
70000916	In-Kind Food	\$6,771,771	\$7,532,391	\$6,949,332	92%
70000917	Activity 1 - Food Distribution	\$516,027	\$516,027	\$298,461	58%
70000918	Activity 2 - Capacity Strengthening	\$1,335,861	\$1,335,961	\$848,358	64%
70000947	Activity 3 - Promote Improved Literacy	\$1,966,436	\$1,966,436	\$1,760,509	90%
70000948	Activity 4 - Promote improved health	\$3,033,712	\$3,033,712	\$2,653,320	87%
70000949	Activity 5 - Promote improved nutrition	\$1,599,661	\$1,599,661	\$1,267,372	79%
70000995	RMFC Special Account	\$132,658	\$132,658	\$132,658	100%
10037483	School Feeding Service Trust Fund	\$20,000	\$20,000	\$20,000	100%
Grand Total		\$19,000,000	\$19,678,452	\$16,831,396	86%

Source: WFP CO Finance Unit, July 2023

186. Details of expenditure by year (presented in Table 26) are in line with the activities. For instance, costs of food distribution were highest in 2022 (US\$151,407), after the school reopened. The increased efforts related to improved literacy during the pandemic are in line with the increased expenditures in 2021 (almost US\$714,679) and 2022 (US\$887,849) compared to 2020 (US\$60,500).

Table 26: USDA McGovern-Dole expenditure breakdown by year - up to May 2023

Grant No	Activities	2020	2021	2022	2023	Total
70000933	Professional Services	\$169,558	\$80,442	\$202,514	\$83,803	\$536,317.00
70000933	Other (All Admin. expenses)	\$40,086	\$365,135	\$372,275	\$386,548	\$1,164,043
70000933	Indirect Support Costs	\$1,149,078	\$10,546	\$41,402		\$1,201,026
70000916	In-Kind Food	\$1,792,696	\$2,537,429	\$1,727,334	\$891,873	\$6,949,332
70000917	Activity 1- Food Distribution	\$0	\$80,768	\$151,407	\$66,286	\$298,461
70000918	Activity 2- Capacity Building	\$76,215	\$296,635	\$189,669	\$285,839	\$848,358
70000947	Activity 3- Promote Improved Literacy	\$60,500	\$714,679	\$887,849	\$97,482	\$1,760,509
70000948	Activity 4- Promote improved health	\$163,156	\$1,253,777	\$1,012,491	\$223,896	\$2,653,320
70000949	Activity 5- Promote improved nutrition	\$23,366	\$460,455	\$588,920	\$194,631	\$1,267,372
70000995	RMFC Special Account	\$132,658				\$132,658
10037483	School Feeding Service Trust Fund	\$20,000				\$20,000
Grand Total		\$3,627,312	\$5,799,865	\$5,173,860	\$2,230,359	\$16,831,396

Source: WFP CO Finance Unit, July 2023

4.2. Were the activities undertaken as part of SFP cost-efficient?

187. Without a more detailed breakdown of which activity was covered under which budget line, set against the actual achievements of each activity, and the fact that the project remains ongoing at this time, it is not possible for the ET to draw firm conclusions about efficiencies and costs per beneficiary. Given that many activity targets were surpassed, and with the project continuing, could indicate the implementation was cost efficient, but a more accurate picture cannot be developed.

188. Meal distribution data are available through March 2023 (24,783,174 meals distributed), while the financial data are reported through July 2023, and a proportion of the food costs is borne by the LRP grant. This total number of meals was supplied to 120,644 students, indicating the total cost (as per Table 25) is US\$140 per child over the course of the project so far, or less than US\$0.70 per meal. The actual costs per meal or per child are, however, lower if the expenditures on the non-food activities of the project are taken into account.

4.3. What factors impacted the cost efficiency of the project implementation?

189. School closures due to the COVID-19 pandemic, floods, and the South-East Asian Games in May 2023, as well as the calendar changes to the school year announced in January 2022, posed challenges for the budgeting and expenditure reporting. Activities had to be adjusted in nature (for example, school meals became THRs, trainings had to be done online) and in quantity (more learning materials were needed as students were not able to share them for online learning). Nevertheless, during periods of forced reduced activity, staff and other overhead costs continued.

4.4. To what extent [have] monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for the WFP learning agenda?

190. WFP CO reports that their Community Feedback mechanisms are increasingly used by stakeholders at both the supply and demand side of the HGSFP.¹³⁰ In April-May 2023, 141 instances of use of the CFM were reported, between 68 and 75 percent submitted by women, and overall complaints were quickly resolved and communicated [more than 75 percent of the complaints were submitted by suppliers and fall outside the scope of this evaluation]. Stakeholders interviewed during the field visits reported that they had also brought up issues directly to WFP/NGO staff and said that most were solved quickly, unless there was no budget available.

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EVALUATION QUESTION 5: IMPACT

KEY FINDINGS

- **Intended:** improved school infrastructure, improved government M&E systems, increased awareness and involvement of communities.
- **(Partially) unintended:** Improved government systems for monitoring and reporting for the SFP likely to affect other government programmes; gender impact in terms of time and money saved for mothers; handwashing behaviour sustained; indications of increased dietary diversity of students.
- **Internal factors:** Notable progress in transition of CO and AO staff towards technical assistance, although there is room for improvement; issues with information management.
- **External factors:** The NHGSFP is a government priority, but capacity gaps remain.

5.1. Intended and unintended impacts¹³¹

191. There are a number of areas that the ET has identified in this evaluation round that indicate the project has had an impact, some intended and some not, on both people and systems, as described below. Intended impact included:

192. Improved government systems for monitoring and reporting: the technical assistance provided by WFP to improve the government M&E system for the NHGSFP (through the development of M&E frameworks, the ToC, as well as the SFIS) has introduced many more stakeholders to digital reporting. Informants at district and provincial level expressed appreciation for the ease of access to information using the online SFIS, although they mentioned their need for ongoing support on its optimal use. This was particularly relevant during the pandemic when fast and broader uptake of digital systems was required, and is likely to enable stakeholders to expand their skills in other fields.

193. Schools have improved infrastructure: included in the design of the SFP, the improved infrastructure provided with McGovern-Dole support facilitated the reopening of the schools after the COVID-19 pandemic, when the Government specified that adequate WASH facilities at schools as one of the criteria for reopening. This in turn supported the learning of the students.

194. Increased awareness and involvement of communities and communes with the school feeding programme: with the transition to a home-grown model, local communities are more involved with the programme and this comes with a growing sense of ownership. This was reflected in the parents' expressed willingness to contribute a small amount of cash to the programme, beyond the current contributions in cash and in-kind (ingredients, firewood). In addition, the commune council is also more aware and involved and have included incentives for the cooks in the Commune Investment Plan, empowering vulnerable women.

195. (Partially) unintended impacts were that mothers save time and money. In all schools visited by the ET, mothers agreed one of the advantages of the school meal is that they save time and money. While this benefits the entire family, it can be acknowledged as a gender-sensitive impact as it is generally the responsibility of the mother (or grandmother) to provide food for the household members.

196. Handwashing behaviour sustained: stakeholders at schools and parents mentioned that students have adopted handwashing as a sustained behaviour. While this can be partly attributed to the health messaging during the pandemic, the availability of WASH facilities and soap at schools has undoubtedly helped to continue the practice. This was confirmed by the survey results as well as by direct observations during the field visits.

197. Increased dietary diversity for students: during the qualitative interviews, the majority of parents mentioned that the dietary behaviour of their children had changed. Previously they were picky eaters who did not eat (a variety of) vegetables. As they had been introduced to vegetables as part of the school meal, this had changed their dietary pattern (see para 158).

131 Evaluation Question 5.1.: "What intended and unintended impact has the SFP made on men, women, boys and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, authorities, communities)?"

5.2. Internal factors¹³²

198. The CO staff have made considerable progress in adjusting to the transition to their new roles as providers of technical assistance rather than direct implementation. Compared to the midterm, when many lacked understanding and confidence about direct involvement in capacity strengthening, at endline WFP staff were generally more comfortable providing technical assistance and were better able to describe the processes and tasks involved. The CO management has made clear efforts to provide guidance and support to change the mindset of the team. In addition, the CO receives strong support from both the RBB and HQ (for instance, the RBB school feeding team gave bi-weekly webinars on the process of SFP transition and handover to the Government, and worked directly with the Department of Policy at the MoEYS).

199. However, to fully function as a provider of technical assistance, it is important that WFP has in-house expertise. Much of the work is outsourced (studies, technical support) and while it supports the Government, external stakeholders know well that many of the experts are external consultants, which undermines the organization's position. In addition, a number of key programme positions within the CO have remained vacant for extended periods of time, which impacts performance.

200. The CO appears to be struggling with information management. Different data collection processes are used to monitor the programme and the CO team could not demonstrate an integrated system that automatically captures these different streams. This was evident in the difficulty the ET had to obtain updated and accurate monitoring data. The ET acknowledges the challenges related to dependence on quarterly NGO reports and other third-party data sources, but the lack of overview and immediate access to accurate and updated data for the M&E and programme staff raises concerns. Errors in data, lack of clarity how indicators should be calculated and reported, and several other related issues, all came to light during the evaluation.

5.3. What were the external factors leading to the impact (factors outside WFP control): the external operating environment; the funding climate; external incentives & pressures; etc?

201. Human capital development has high priority for the Royal Government of Cambodia as is reflected in budget allocations (17 percent of the national budget is for education), and the investment in a NHGSFP. High-level government support has been an important factor in the progress made towards handover. Capacity and understanding of the programme and how to implement it is still limited among MoEYS and sub-national staff, however. For example, while there is a budget line item for monitoring programmes, it is not used in an efficient way. While WFP was running the SFP, there were dedicated monitoring funds for this particular activity, and a more robust approach where each government department has a monitoring budget and monitoring visit plan needs to be developed and disseminated.

202. The COVID-19 pandemic posed a major challenge to the project as the schools closed and activities had to be repurposed; this caused a major learning loss during this project cycle. However, while school meals were temporarily discontinued food was still distributed as THR to the most vulnerable families. The NGO partners focused on infrastructure to prepare the schools for reopening, while the CO intensified its technical assistance and advocacy activities. In fact, the pandemic increased awareness of the importance of health and hygiene, including in schools, among all stakeholders, and it had a positive impact on government commitment in social assistance, including for school meals.¹³³

EVALUATION QUESTION 6: SUSTAINABILITY

203. This section covers EQs 6.1.-6.5. from the ToR (except 6.2. which duplicates 6.1.). Evaluation question 6.6. (Sustainability of Benefits) is better suited to guide the development of the conclusions as it guides summative observations based on the findings described in the rest of this section.

KEY FINDINGS

- Handover of schools to NHGSFP has started, and is done at district level based on agreed criteria.
- SABER-SF dimensions: policy framework and program design/implementation are well established; progress on institutional systems, public sector resourcing and engagement of non-state actors is under way.

¹³² Evaluation Question 5.2.: "What were the internal factors leading to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership & coordination approaches and arrangements; etc.?"

¹³³ School Feeding was part of the Strategic Framework and Program for the Recovery and Promotion of Cambodia's Economic Growth for the New Normal of Live with Covid-19 for 2021-2023

- Capacity strengthening needs remain, especially at sub-national levels.

EQ 6.1.: Handover of Schools¹³⁴

204. This EQ consists of two sub-questions: Evaluation Question 6.1.a: “To what extent was the SFP implementation in line with the handover plan/strategy agreed with and endorsed by the Government?” and Evaluation Question 6.1.b.: “Have adjustments to the handover plan/strategy identified during the midterm evaluation and throughout the program been factored into the SFP implementation and impacted success of the handover process?”

205. The USDA McGovern-Dole support is part of the wider WFP SFP, hence reported numbers are often confusing. In SY 2019/2020, WFP handed over 205 of its school feeding schools to establish the NHGSFP. Of these, 63 were supported by the current McGovern-Dole project, while the others had been supported through previous cycles. According to CO data (Table 26 and more detailed in Annex 7), 624 schools were supported by McGovern-Dole in SY 2019-20 instead of the planned 599 schools. In January 2020 (SY 2019-20), 31 McGovern-Dole supported schools in Siem Reap province were handed over to the Government. While the original agreement was to hand over an additional 87 schools in SY 2020-21, this was reduced to 71 schools because of the pandemic. However, the Government was not ready to take over any schools and WFP continued to support these 71 schools using funds from other donors because they had already been taken off the list of USDA support. In 2020/21, there were 522 schools left as 102 shifted to support under other donors. No schools were handed over during the pandemic (2020-2022) and 75 schools were handed over in January 2023.

206. The remaining 522 schools continued to receive support through the McGovern-Dole grant. In late 2021, the Government confirmed the takeover of 87 schools from WFP (including 46 USDA supported schools pending from SY 2020-2021). In January 2023, 75 McGovern-Dole supported schools were handed over. The above details are shown in Table 27 and Annex 7. While the pandemic delayed the handover in quantitative terms, the adjustments allowed for better preparation of the schools prior to handover and a smoother process, as reflected in the much more positive perception of the process among government stakeholders compared to the midterm.

Table 27: Planned vs actual handover of McGovern-Dole supported schools

		SY 2019-20	SY 2020-21*	SY 2021-22**	SY 2022-23***
Number of USDA-supported schools	Planned	599	512	385	297
	Actual	624	522	522	448
Number of schools handed over	Planned	0	87	127	88
	Actual	0	0	0	75

Source: WFP School Feeding Unit, June 2023 Key: * 102 schools shifted to other donors (31+71, see text); ** planned handover schools cancelled due to pandemic; *** planned handover of 88 schools, implemented 75 schools, while 1 school was added to McGovern-Dole support

207. Although the discussions with MoEYS pre-date the current McGovern-Dole cycle, at baseline the Government sent a clear message of dissatisfaction with the initial handover of non-McGovern Dole schools because the handover had happened prior to the finalization of the government policy and operational framework for managing the schools. This led to the JTS (signed in March 2022) which now details the process of transition of the SFP from WFP to the Government. Under the JTS, the criteria for handover are the readiness of the schools in terms of presence of capacity, infrastructure and equipment (with heavy emphasis on the latter two). For practical reasons, handover is structured at the district level and can proceed if at least 80 percent of the SFP schools meet the handover criteria. In particular, infrastructure should be in place before schools are handed over. However, this implies that up to 20 percent of schools may not be fully ready for handover and need further support. This was confirmed during the field visits (where one of the two schools handed over this year, and one school due for handover next year had infrastructure issues). It was also verbally agreed that WFP will continue to provide technical assistance for two years after handover and to have joint monitoring visits to build the capacity of government staff, in particular at the sub-national level.

EQ 6.3.: Engagement at the national level

208. This EQ consists of two sub-questions: Evaluation Question 6.3.a: “To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government’s policies, strategies and systems and is likely to support the sustainability of the intervention?” and Evaluation Question 6.3.b.: “What progress has been made since the project design stage in supporting financial sustainability of the SFP beyond WFP’s intervention?”

134 EQ 6.2 is a repetition of 6.1 and is not answered separately (see Evaluation Matrix in Annex 9)

209. Since the baseline, significant progress has been made in providing technical assistance. WFP has supported the MoEYS in the development of the sub-decree and the National School Feeding Policy, the evaluation of the NHGSFP to assess further needs for technical assistance, the development of a ToC for the NHGSFP and the M&E framework. In addition, a review and update of the Operational Guidelines of the NHGSFP is underway in which WFP plays an important role.

210. WFP is also working with the MoEYS to facilitate the incorporation of the SFIS into the existing monitoring system. Since its introduction, the SFIS has been updated and adjusted to better fit the needs and limitations of the users. However, even with the assumed adaptation of the NHGSFP for MoEYS management, numerous informants from the CO and the Government expressed concern about the current capacity of MoEYS to implement the programme. In an effort to make government spending more efficient, after three years the NHGSFP will be evaluated to determine the effectiveness of the programme to increase enrolment, reduce dropout and improve learning outcomes.

211. The reward of another round of USDA McGovern-Dole funding (US\$21 million for the period October 2022–September 2027) will allow more time to ensure a better transition to the NHGSFP, especially to ensure the systems and capacity are sufficiently strong for the Government to continue the implementation, as well as continued mentoring and co-management of schools after handover.

212. The transition process was positively influenced by high-level supporters for school feeding in the Government. Their engagement was essential in the absence of legislation and government structures. As the system is being strengthened, the role of these champions is slowly reducing, but they will remain very important in the coming years of transitioning. The position of the NSPC within the MEF supports well-functioning coordination between the various government ministries and institutions involved. The NSPC has the authority to convene multiple stakeholders and to determine financial support for the programme. However, the decentralization process creates ambiguities, and longer communication and resource allocation processes.

213. WFP also assisted the Government in a costing exercise to enable determination of the official budget. Consultations are ongoing to ensure that not only the direct costs (food) are included, but also sufficient funds for management and supervision of the programme. National government budgets must be approved on an annual basis and these negotiations can require up to nine months, even for established and approved programmes. Competing priorities and political considerations may impede a national programme, even after it has been officially launched. The ongoing D&D process provides an additional challenge for the sub-national authorities: while previously, budgets from the DOEs and POEs were sent directly to the central level MoEYS, under the D&D these have to be approved by the district/provincial governor, even though the budget has been approved at the national level.

214. Sustainability according to the SABER-SF dimensions (mentioned earlier) implies the presence of a sufficient policy framework, the institutional systems established for management of the programme, and adequate resourcing. Development of policies and institutional systems, as well as community engagement are well under way to different degrees. Based on the rubric of the category descriptions in the SABER-SF handbook¹³⁵ (latent, emerging, established, and advanced), at midterm the ET team produced a preliminary rating of the Government's capacity for managing the SFP. This has now been updated at the endline, and clearly indicates the progress made during the second half of this project, as shown in Figure 15.¹³⁶

Figure 15: Progress on SABER-SF dimensions

Pathway	Midterm	Endline
Policy Framework	Progress underway	Pathway well established
Institutional Systems	Activities starting	Progress underway
Program Design and Implementation	Pathway well established	Pathway well established
Public Sector Resourcing	Limited progress	Progress underway
Engagement of Non-State Actors	Progress underway	Progress underway

Source: Evaluation Team

Full Key: **Green:** Government pathway well established

Light Green: Progress is underway, to be continued

135 http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/SHN/SABER_SchoolFeeding_Manual.pdf

136 It should be emphasized that a full SABER-SF analysis is a much more in-depth exercise.

Yellow: Progress beginning, to be prioritized

Red: Progress is limited; to be an important point of priority

215. The green and light green ratings reflect advanced and established ratings. The progress made since midterm is evident, and the policy framework is mostly in place or nearing completion. Institutional capacity, while under way, remains the main point of future priority. The absence of a dedicated unit or department at the national level, which was not possible before the legislation was established, is currently a major challenge for the programme.

216. Institutional systems have been set up at the sub-national level - school feeding committees are established at all levels although at varying levels of involvement. Sub-national government staff still lack understanding of the programme and its management, and again, there are no dedicated school feeding staff. Informants at all levels were unanimous in stating the Government needs continued technical assistance after handover of the schools, in particular related to the management of the programme.

217. The commune investment plan (CIP) is essential for the payment of cooks, providing firewood and other expenses related to the food preparation. It is important for WFP staff to be actively involved in the processes leading up to the development and approval of the CIPs to ensure sufficient funds are allocated. Under the current D&D transition process, local politics at the commune, district and provincial level may also impact the sustainability of the programme, either in a positive or negative manner.

EQ 6.4. How effective has the handover process been

218. The handover process has been discussed under EQ 3 as well as EQ 6.1. Due to the pandemic, there were delays in the handover process, but some progress has been made. During the field visit to a district in Kampong Chhnang province in which all McGovern-Dole schools were handed over in January 2023, it was clear that handover at the school level had been smooth. Stakeholders were familiar with the systems and procedures (although common issues such as staff turnover remain) and most were not even aware that schools were no longer directly supported by WFP. However, there were a few infrastructure issues, such as a broken stove and a dirty storeroom, that need to be addressed. This is in line with the agreement that districts will transition to the NHGSFP if 80 percent of the schools are ready (minimum infrastructure, capacity to implement SFP and experience with HGSF), as not all schools will be completely ready when they transition.

219. Sub-national government staff, on the other hand, lack confidence in their ability to run the programme, and there was confusion about reporting lines. In addition, as also noted by national government stakeholders, many seem to be struggling with allocation of budget and time to conduct monitoring visits when not supported by dedicated project funds. As the SFP has been implemented in KCG province for over two decades, it will take time and effort to change mindsets from a project to a national programme.

6.5. Engagement at the sub-national level

220. This EQ consists of two sub questions: Evaluation Question 6.5a.: "To what extent has SFP been successful in engaging government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities?" and Evaluation Question 6.5.b. "Has the role of the communities and local stakeholders been institutionalized (as the government policy, strategy and/or systems levels)?"

221. WFP has made efforts to engage sub-national government staff, although there is an ongoing need for further capacity strengthening at this level. Communities are supportive of the programme, but the programme is still highly dependent on the cooperating partners and volunteers at community and school levels. At all levels from national through to the schools, WFP has supported the formation and training of school feeding committees, but beyond this, large variations remain in the levels of involvement and understanding of the programme among the committee members. This was illustrated by the large variations in effort invested in the maintenance of school infrastructure, and garnering contributions from parents and the wider community.

222. The turnover of government staff, including schoolteachers frequently on one-year contracts, remains a challenge for effective capacity strengthening. In addition, accelerated handover to a government in transition to a decentralized system, which is still being rolled out, will likely pose major problems as it is not yet defined to all involved how the programme will be embedded in the new structures.

223. Individual schools, even those within a single district, are at different stages of readiness for handover, and care must be taken to ensure that each school and its staff are competent and ready for the increased challenges. WFP needs to consider the readiness for handover above simply meeting pre-set target numbers. This also applies to the government levels – more institutional capacity strengthening in the coming year (and beyond) will ensure a more realistic continuation of the activities once WFP and USDA withdraw.

224. Many of the school level stakeholders who expressed concern at midterm about the complexity of the SFP management have since familiarized themselves with the system. However, the need for continued capacity development for transition and additional support for information management and procurement systems remains. The influx of younger teachers and improved facilities at the school level (including computers, electricity and internet) provided during the COVID-19 pandemic for online teaching and trainings, is likely to further facilitate this transition.

225. The remuneration of the cooks has long been a complicated issue. The sub-decree states that cooks should receive a monthly salary equivalent to US\$50 for 10 months of the year from the national budget, in addition to what is provided from commune budgets or community contributions (between US\$10 and US\$20 per month). As more schools are being handed over, this forms a new source of dissatisfaction for cooks who continue under the WFP SFP. Under the next (and likely, last) round of McGovern-Dole funding, WFP will provide US\$25 per month to ease this tension. In addition, the Government is exploring possibilities for parental or community contribution to the costs of the school feeding. Parents at all schools visited during the evaluation were open to this option although it is not clear how representative they were for the entire school community.

3. Conclusions & recommendations

226. The following conclusions are oriented around the evaluation criteria. Evaluation sub-questions present under these categories are synthesized within the separate conclusions. The General Question 7.1 (a repetition of Evaluation Question 6.6), and General Question 7.2 are summative questions addressed through the following paragraphs.¹³⁷ [Annex 15](#) provides details of how the findings, conclusions and recommendations are connected.

CONCLUSIONS

Criteria 1: Relevance

227. Conclusion 1: The School Feeding Programme and the McGovern-Dole component within it remains highly relevant for the Cambodian context. It aligns well with beneficiaries' needs, national policies such as the National School Feeding Policy, and with WFP Strategic Objectives, notably SO1 (related to SDG 2) as well as SO 1 (School Feeding) in the WFP Cambodia CSP. The design is relevant to reach the McGovern-Dole SOs as it improves nutritional intake, school attendance and literacy education.

228. Conclusion 2: The McGovern-Dole programmatic framework allowed WFP to respond to the challenge of the pandemic promptly and effectively through its distribution of THRs. This action, under the social protection framework, was considered a positive contribution to the national COVID-19 response. Using the national poverty registry (*ID Poor*) for integrating WFP assistance within the overall pandemic response also worked well, with a substantive drop-off in complaints compared to other cash-based programmes. This demonstrated the comparative advantage of WFP in contributing to humanitarian action in Cambodia.

229. Conclusion 3: The project clearly benefits girls and women, as well as boys and men, despite the lack of gender sensitive indicators in the RF. Especially mothers' burdens are lightened by the provision of the school meals, increasing attention is given to cooks' incentives and the participation of women in school management and committees has increased since baseline, in part because of WFP advocacy efforts in these areas.

230. Conclusion 4: Government stakeholders appreciate the technical assistance provided by the WFP CO, as it is aligned with their needs. The policy support, nutrition basket assessments, capacity strengthening on implementation and management of SFP are particularly appreciated. However, to enable the CO to provide sustained technical assistance, WFP needs to ensure it has internal strong technical expertise as well as capacity strengthening skills.

Criteria 2: Coherence

231. Conclusion 5: The McGovern-Dole project is strongly aligned with USDA priorities, national policies, WFP strategies and United Nations frameworks. In addition, it is complemented by other WFP work in country as well as activities by other organizations. The McGovern-Dole project, as part of the larger WFP SFP portfolio in Cambodia, targets vulnerable households, is coherent with the government vision of school feeding as a social protection measure, and with its system of identifying poor households. Through the construction of school infrastructure, the establishment of supporting systems and capacity training, the project supports the goal of an expanding NHGSFP. The project fully aligns with SDGs 2, 4 and 17, as well as with WFP Global Strategic Plans, WFP corporate School Feeding Strategy 2020-2030, the WFP Corporate Results Framework and Gender Policy.

Criteria 3: Effectiveness

232. Conclusion 6: There has been significant progress in the McGovern-Dole programming in the 12 months since the midterm evaluation. Positive changes were observed in literacy, enrolment, dropout, health-related absenteeism and attention. Most targets have been achieved or surpassed, such as those related to trainings, teaching materials and infrastructure, or are likely to be achieved during the NCE, such as school meals distribution. Stakeholders at the school level are more confident in procuring, storing and preparing the food, although they need more support on reporting. Communes and community members are more aware and more involved in the programme. Of the seven mid-term recommendations, two have been implemented, while the rest, which had timelines until the end of the project cycle, remain ongoing.

233. Conclusion 7: WFP has established, and partially delivered, the plan for school transition to government handover, despite the delays caused by the COVID-19 disruptions. Despite delays due to the pandemic, handover of

¹³⁷ Evaluation question 6.6 and 7.1: "To what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries?" and Evaluation question 7.2: "What improvements should be made to SFP in the future?"

schools has started and is expected to be finalized by 2028. The presence of high-level advocates in the MoEYS and the location of the NSPC in the MEF contribute to improved coordination for the SFP. The issuance of the JTS between WFP and MoEYS in March 2022 and of the Sub-decree in March 2023 were major milestones, as well as the advanced stages of the National School Feeding Policy and the support on M&E framework and SFIS.

234. Conclusion 8: There are policies and structures in place, including budget allocations at the relevant government institutions. and the increased understanding of government stakeholders support the rollout of the NHGSFP. There is widely recognized affirmation across different levels of national and sub-national government regarding the benefits and achievements of the programme. Interest in school meals at the community level is high. However, concerns remain about the capacity of the Government to independently implement and manage the NHGSFP. The functionality of the system is still dependent on personal motivation at different levels and the need for ongoing focused capacity strengthening remains high to further strengthen the system. The governmental decentralization process provides an additional challenge at the sub-national level.

Criteria 4: Efficiency

235. Conclusion 9: Cost-efficiency cannot be accurately assessed from the breakdown of expenditure figures made available, but the school meal project has cost approximately US\$140 per child or less than US\$0.70 per meal provided. Financial data provided were not clearly broken down by activity, the project remains ongoing at this time due to its NCE, and this evaluation was undertaken before the end of the project activities. The NCE request was fully justified by delays during the pandemic, leading to underspending in some budget lines.

Criteria 5: Impact

236. Conclusion 10: The project has positively impacted several areas, including enrolment, dropout, health-related absenteeism, attentiveness and literacy. The government systems for monitoring and reporting were improved through the introduction and roll-out of SFIS, schools have improved infrastructure, and there is an increased involvement of communities and communes with the HGSFP, which are all important for the sustainability of the NHGSFP. In addition, improvements in handwashing behaviour and dietary intake of students have been observed, and the SFP saves mothers time and money, while providing financial incentives for vulnerable women who cook the food.

237. Conclusion 11: The internal adjustments in terms of staff capacity, and support from RBB and WFP HQ, had positive impacts on the project achievements, but there are still gaps in the CO's combined skills set. Prioritizing the use of in-house staff or internal technical advisors rather than external ones would strengthen the perceptions of WFP as a committed development partner. In addition, information management within the CO remains a challenge, which was evident during the evaluation from the difficulty to provide timely, accurate, valid and consistent data, and it negatively impacts the CO's ability to adequately monitor the project.

Criteria 6: Sustainability

238. Conclusion 12: The NHGSF is a government priority and the programme will be continued and expanded. However, it will require adjustments, as the government's resources are limited. For instance, availability of affordable fortified rice and oil, and other ingredients, is not certain, monitoring visits may be less frequent and/or less intensive because of time and funding constraints.

239. Conclusion 13: A clear need for continued capacity strengthening remains. National and subnational government staff need strengthening of management skills including budgeting, planning and M&E, while school staff need support in implementation and reporting. Other gaps include integration of reporting in existing systems, a dedicated team in the MoEYS to manage the school feeding programme (which could be combined with the current Scholarship Department to form a Social Assistance Department), coordination between Departments within the MoEYS, as well as between ministries (not all line ministries convene under the umbrella of social assistance), and financing.

240. Conclusion 14: Gradual adjustments will be required as D&D expands nationwide. There is still a lack of clarity among the majority of stakeholders regarding the consequences of D&D for the NHGSFP. Increased contributions from parents and the commune will not only support the financial sustainability of the programme, but also increase sense of ownership of the programme.

LESSONS LEARNED

241. Lessons learned for individual programme components have been reflected throughout the narrative. There are lessons learned applicable to the procedures, particular implementation practices of the McGovern-Dole programme, and in monitoring or evaluation, as summarized here in Table 28.

Table 28: Lessons learned by category

No.	Lessons
Handover	
1	Government staff are in need of continued capacity strengthening and technical support. In order to provide good management of the NHGSFP, government personnel need training, mentoring and support, prior to, during and after handover of schools to ensure programme sustainability.
2	WFP national staff will be required to take on changing roles in capacity strengthening with their government counterparts and require the skills and willingness to take this on. Providing technical assistance to the Government will become increasingly core to WFP presence as the organization moves away from direct implementation. The presence of preferably national staff who have a thorough understanding of the workings of government - in addition to staff with strong technical expertise - is essential.
Project Management	
3	Continuous socialization. Given the high turnover of personnel within the school and government systems, the diversity of donor projects for school feeding, and the relative complexity of the system, there is a need to develop a system of 'continuous socialization' to provide a standardized training and orientation approach to incoming personnel at different levels of government from schools and suppliers to Ministry level.
Monitoring and Evaluation	
4	Review of CO M&E systems. Streamlining and integrating the CO M&E systems will improve the ability to monitor projects and facilitate reporting and evaluations.

RECOMMENDATIONS

242. Based on the patterns in the findings and conclusions, this endline evaluation presents six recommendations in Table 29 below. Due to pandemic disruptions, two of the baseline recommendations (included for the midterm as numbers 1 and 7) are still relevant for continued consideration. A fuller mapping exercise was done to show the links between the findings and conclusions presented, leading to the recommendations made, and this can be found in [Annex 15](#).

Table 29: Table of Recommendations

#	Recommendation	Focus	Responsibility	Other entities	Priority	By when
1	Recommendation 1: WFP CO, together with MoEYS and other relevant government stakeholders, should conduct an assessment of technical assistance needs at different levels. Based on this needs assessment, the specific skills required to provide this assistance should be identified and a plan of action should be developed and implemented. This will enable targeted and focused technical support that relevant and effective. Part of this exercise should be an evaluation to track the progress of programme implementation after handover, which would help to ensure that the programme is meeting its goals and that it is sustainable over the long term.	Strategic	SF Unit	MOEYS, NSPC	High	Q1 of 2024
2	Recommendation 2: WFP should play a role in convening stakeholders and facilitating optimal coordination between government entities (ministries, and departments within ministries) as well as at the community level. This will strengthen the position of the CO as a strategic partner, ensure that all relevant stakeholders are involved, and provide opportunity for advocacy and awareness raising, including related to community (cash) contributions.	Strategic	SF Unit	MOEYS, NSPC	High	December 2025
3	Recommendation 3: WFP should focus on supporting the schools that were handed over without being fully ready. According to the JTS, all schools in a district are transitioned to the NHGSFP if 80 percent fulfils the criteria of readiness, leaving up to 20 percent with gaps in infrastructure or capacity. The support of WFP, especially on ensuring infrastructure is in place and school stakeholders are able to implement the programme procedures, will contribute to sustainability.	Operational	SF Unit	MOEYS	Medium	Over the course of FY22 cycle
4	Recommendation 4: WFP CO should continue its efforts, with the MoWA, to seek to integrate increased gender sensitivity into school meals processes. This would include the identification of gender indicators that not only measure gender participation but also gender transformative change.	Strategic	SF Unit, Senior management CO	MoWA, MOEYS	High	Over the course of the FY22 cycle
5	Recommendation 5: WFP CO should continue to improve their staffing profile to ensure sufficient in-house capacity to provide technical assistance. Assessments of any gaps in current internal capacity and identifying the most suitable individuals to provide the necessary technical assistance to the Government will facilitate the implementation of the next cycle of the McGovern-Dole project, as well as other aspects of the CSP, and ensure WFP remains relevant as a development partner in Cambodia. The presence of preferably national staff who have a thorough understanding of the workings of government – in addition to staff with strong technical expertise – is essential.	Strategic	Senior management CO		Medium	December 2024
6	Recommendation 6: WFP CO should improve their M&E systems to be able to easily monitor their project(s). Managing multiple school feeding projects complicates documenting and reporting. Having streamlined systems in place will enable programme staff to access updated and valid data on their projects, and will facilitate identifying issues, (donor) reporting and project monitoring. The CO should review the bottlenecks in information management and quality assurance of monitoring data and reporting, and make amendments based on the results	Strategic	Senior management CO, M&E unit CO	Programme unit CO	Medium	December 2023

Annex 1: Terms of Reference

Terms of Reference
ACTIVITY EVALUATION of
USDA McGovern Dole and Local and Regional Food Aid Procurement Grants
for WFP School Feeding in Cambodia from 2019 to 2023
WFP Cambodia Country Office

Notes from Evaluation Team:

- 1. All links and mentions of other Annexes are invalid. The relevant Annexes are now included (and renumbered) in the main report as appropriate.*
- 2. This ToR includes references to the Local and Regional Procurement (LRP) project, which has been extended and is not being evaluated in 2023. Any references to LRP should be disregarded.*

Introduction

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

Table 1: Evaluation exercise for McGovern-Dole and LRP

Evaluation exercises for USDA-McGovern-Dole project	Evaluation exercises for USDA-LRP project	Date
Baseline study	Baseline study	Nov 2019–Jun 2020
Mid-term evaluation	Mid-term review ¹³⁸	Mar-Dec 2021
Endline evaluation	Endline evaluation	Mar-Dec 2023

2. This TOR was prepared by the WFP CO based upon an initial document review and consultation with stakeholders. It outlines the evaluation requirements for USDA-McGovern-Dole (US\$19 million budget) and USDA-LRP (US\$4.7 million budget) grants supporting implementation of a traditional school meals program (SMP), Hybrid Home-Grown School Feeding program (HGSF-hybrid), and associated interventions in 599 schools in Siem Reap, Kampong Thom and Kampong Chhnang provinces. The TOR aims to 1) provide key learning themes, program scope, and other key information to guide the evaluation team on the conducting the

¹³⁸ WFP together with Evaluation team will consider conducting a lighter evaluation exercise for the mid-term phase to focus primarily on the qualitative data collection among key stakeholders for learning purposes to allow for program adjustments.

evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.

3. The evaluation process within WFP will be managed by an evaluation manager who will be the main focal point for day to day contact during the evaluation period. An external independent firm (evaluation team) will be contracted to carry out the actual evaluation and will appoint their own evaluation team leader and managers.
4. This evaluation will provide an evidence-based, independent assessment of the results of the programs to enable WFP CO, government and Cooperating Partners (CPs) to demonstrate results and learning to feed into future programs in particular the government led and managed School Feeding Program (SFP) while also making it possible to quantify the impacts of the program.

Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

2.1. RATIONALE

5. The WFP CO is commissioning baseline studies, mid-term evaluation/reviews and endline evaluations for the FY 2019-2023 USDA-McGovern-Dole and USDA-LRP grants in support of WFP School Feeding Program (SFP) activities in Cambodia, to be evaluated from the period 1 November 2019 to 30 September 2023¹³⁹, to critically and objectively assess performance of the programs and associated interventions for the purposes of accountability and learning and to fulfil a requirement of the USDA.
6. The baseline studies (first deliverables) will provide information about the pre-program situation, establish a baseline value and review targets. The mid-term evaluation (second deliverable) for the USDA McGovern-Dole supported program and mid-term review for USDA LRP-supported program (second deliverable) will provide an independent evidence-based assessment of the program outcomes at that stage so that WFP CO can adjust program design and implementation for the remaining period. The final evaluations (third deliverables) will determine whether recommendations made during the baseline and the mid-term evaluation/review were integrated into implementation and if so, whether the recommendations were successful in strengthening deliveries and outcomes.

2.2. OBJECTIVES

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

2.3. STAKEHOLDERS AND USERS

8. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluations and some of these will be asked to play a role in the evaluation processes. Table 2 (Annex 9) provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase of the baseline.

¹³⁹ Activities on the ground will start later once baseline is approved by USDA – estimated to be June 2020.

9. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment (GEEW) in the evaluation processes, with women, men, school girls and school boys from different groups participating in group discussion as part of field survey and being consulted in individual interviews.

Subject of the Evaluation

3.1. CONTEXT

10. The Royal Government of Cambodia (RGC) has made impressive strides in economic growth over the past 20 years, bringing the country to lower middle-income status in 2016 with a Gross Domestic Product (GDP) per capita of USD 1,384.42 in 2017¹⁴⁰. During this time, the RGC has seen one of the fastest economic growth rates in the world, which has been accompanied by significant reduction in poverty¹⁴¹. Despite this progress, health and education both remain important challenges and development priorities for Cambodia. The RGC's long-term development vision, the Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019–2023), emphasizes strong commitment to education and children's nutrition, which are viewed as a priority for "sustainable human resource development, economic growth, and social development".¹⁴²
11. Despite economic growth and current development in urban areas, rural development lags behind. Rural communities, which make up 79 percent of the population, account for most of the country's poor¹⁴³. 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 rate¹⁴⁴. This means that natural hazards such as storms, floods, droughts or serious illness could cause profound setbacks to fragile livelihoods.
12. Food security and undernutrition remain important public health concerns in Cambodia. The national objectives set for the Cambodia-specific Millennium Development Goal (MDG) 1 were not met¹⁴⁵ and the figures for malnutrition remain higher than most countries in the region.¹⁴⁶ The new SDG indicators covering undernourishment and dietary diversity, suggest that 14 percent of households continue to consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.¹⁴⁷
13. Cambodia is ranked 116 out of the 160 countries on the most recent Gender Inequality Index¹⁴⁸ (GII = 0.473). The GI is essentially the loss in human development due to inequality between female and male achievements in the three GI dimensions: reproductive health, empowerment, and economic activity. Cambodia's low ranking indicates that gender inequality still exists. The 2017 Gender Development Index (GDI) results are better at 0.914 which puts it into Group 4 (second lowest), an improvement from being in the lowest category in previous years.^{149,150,151,152} Cambodia is also ranked 93 out of 149 countries on the Global Gender Gap Index 2018¹⁵³. However, women increasingly become income generators, migrating from rural areas to urban areas to work or start small businesses from their homes. The number of women having primary occupation in the private sector is higher than men in many provinces¹⁵⁴, 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 work¹⁵⁵.

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

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

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

143 Cambodia Inter-Censal Population Survey, 2013

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

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

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

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

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

149 http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KHM.pdf

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

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

152 Human Development Report, 2015, UNDP

153 Human Development Report, 2015, UNDP

154 Commune Database 2013, Ministry of Planning

155 CSO report on Cambodian gender issues. 2009

14. The RGC is committed to improving educational standards while aiming to embed programs supported by development partners, such as the SFP and scholarship programs, within its national strategies. The national decentralization and deconcentration reforms place greater responsibility on subnational authorities to take ownership of planning and delivery of basic services, including education. In education, Cambodia has made good strides in improving primary education programs and reducing gender disparity in education in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 98 percent in school year 2018-19. Although there is still a need to expand enrolment in primary schools and pre-schools in some locations, sustained efforts to globally expand access to school are less relevant than they once were. The main challenge now for primary school education is completion. Even though both repetition and dropout rates have steadily declined in the last five years,¹⁵⁶ they remain a key concern. School dropout is most problematic at the end of the primary school cycle as students are more likely to leave school rather than repeat a year. School dropout is also more likely to happen in rural areas.¹⁵⁷
15. With MoEYS, USAID is currently implementing its new education strategy (2016-21), with a focus on improving early grade reading through their partners including Kampuchea Action for Primary Education (KAPE) and World Education International (WEI). WEI in partnership with WFP will work closely with USAID and UNICEF to support early grade reading under the national education strategy and child friendly school policy framework. The MoEYS school health department in collaboration with WFP and the Ministry of Health supports food safety and health in schools under a newly endorsed national school health policy. Plan International, working in the area of education, and World Vision, working in the area of community development including education, in partnership with WFP and MoEYS at national and subnational level to provide school meals promote an enabling environment, including infrastructure building and/or rehabilitation and other school support interventions. Under the LRP, FAO in partnership with WFP provides technical assistance to producers and suppliers to strengthen HGSF market engagement.
16. School feeding is a major component of the ongoing WFP Cambodia's Country Strategic Plan (CSP), and is implemented in 8 out of the Cambodia's 25 provinces in school year 2019-2020 (Please see **Annex 1**) through two models, SMP and HGSF. A daily school meal (breakfast) is provided to all morning class pre-and primary school children, from target schools in areas where poverty and malnutrition are comparatively high and education performance is relatively worst off, aimed to encourage student's enrolment, attendance and completion of their primary education, and to reduce short-term hunger and improve their concentration in the classroom.

3.2. SUBJECT OF THE EVALUATION

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

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

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

19. The USDA-LRP has one strategic objective (as per the results framework outlined in **Annex 11**): Improved Effectiveness of Food Assistance Through Local and Regional Procurement. To support the objective, a range of activities are designed to produce intermediate results of improved Cost-Effectiveness of Food Assistance, Improved Timeliness of Food Assistance, and improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards. Again, a range of activities were also designed to support foundational result
20. In school year 2019-2020, the SMP covers 329 schools and benefits 42,800 school boys and 41,000 school girls while the HGSF-hybrid covers 270 schools and benefits 33,800 school boys and 31,200 school girls. The number of schools and children will be handed over to the government through a phased approach, leaving only 297 schools with 73,700 children in the model of HGSF-hybrid in school year 2022-23. MoEYS and WFP are in the process of finalising the parameters of the handover processes aimed at transitioning to the nationally owned HGSF, to align with the national HGSF Implementation framework endorsed in August 2019. WFP's strategic decision is to utilize the grant to fund capacity strengthening to increase the readiness of MoEYS to eventually manage the program.
21. SMP and HGSF are blanket programs which support provision of meals to all pre-primary and primary school boys and girls equally in targeted schools. However, girls and boys face different challenges remaining in school, with girls in rural areas dropping out mainly due to severe poverty then ending up caring for younger siblings, working alongside their parents in the rice fields, or moving to urban centres to find work.¹⁵⁸ Boys are also sometimes pressured to leave school and find employment. The program requires voluntary cooking activities from community; however, the issue of inadequate remuneration for the school cooks, almost all of whom are women, is an ongoing concern.
22. The baseline, mid-term review and final evaluations in previous rounds of McGovern-Dole found the FFE to be well implemented. The main concern was the short time frame planned for the transition to national ownership. In addition, the endline evaluation highlighted insufficient capacities including monitoring, program knowledge of government partner, and appropriate implementation policies/guidance. Both these areas were included as recommendations for further actions
23. As with previous grant cycles, the FY 2019-2023 USDA McGovern-Dole and LRP funded programs also require undertaking baseline studies, and final evaluations for each. In addition, a mid-term evaluation for McGovern-Dole and a mid-term review for LRP will be conducted. The baseline studies, mid-term evaluation/review and the final evaluations will be conducted in 2019, 2021 and 2023 respectively with indicative dates for each evaluation activities highlighted in **Annex 3**: Evaluation schedule.

Evaluation Approach

3.3. SCOPE

24. The planned evaluations for 2019-2023 will cover the following WFP programs:
 - I. WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Program FFE-442-2019-013-00 (McGovern-Dole funded program),
 - II. WFP Cambodia FY2019 USDA-Local and Regional Food Aid Procurement Program (LRP program).
25. The evaluations for these two programs will include all activities and processes related to their formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions for both McGovern-dole and LRP-funded programs.
26. These evaluations, commissioned by the WFP Cambodia Country Office, will cover four school feeding years¹⁵⁹ of implementation of both McGovern-Dole and LRP-funded programs for FY 2019-2023. The timing for evaluation exercises will be synchronized as mentioned earlier; however, the evaluation exercises will be designed to assess the impact of the programs' respective strategic objectives:

Table 3: Strategic Objective of McGovern-Dole and LRP

Type of USDA program	Impact against program objectives
McGovern-Dole	Strategic Objective 1: Improved Literacy of School-Aged Children Strategic Objective 2: Increased Use of Health and Dietary Practices

158 UNESCO/UNICEF (2012) Asia/Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO and UNICEF.
 159 The timeline for evaluation period will be adapted based on actual start of activities contingent on the release of USDA funds from both programs (currently expected to be around June 2020).

LRP	Strategic Objective 1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement
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27. The evaluations (baseline, mid-term review and endline) for USDA McGovern-Dole will be carried out through a representative sample of Hybrid HGSF schools in all areas of intervention: Siem Reap, Kampong Thom, and Kampong Chhnang and a representative sample of schools with no school meals programme in comparison provinces. The evaluation (baseline, mid-term review and endline) for USDA-LRP will be carried out using the same representative sample of Hybrid HGSF schools for baseline and endline. The schools will be selected by the Evaluation Teams in close collaboration considering overlap and unique characteristics and indicators. The baseline and endline exercises will involve quantitative data collection from a sample of schools, householders, suppliers, and local farmers. Qualitative interviews will be conducted during each exercise with key government representatives, school personnel, suppliers and farmers, and other stakeholders as relevant in the three supported provinces. The final sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error and will be selected by the independent evaluation team in consultation WFP CO.
28. The **baselines** for both McGovern-Dole and LRP funded programs will serve the following objectives:
- 1) Confirm indicator selection and targets and establish baseline values for all performance indicators included in the proposal, including for comparison schools to establish a basis for counterfactual impact analysis. The baseline study will also be used to revisit project targets in light of baseline findings where relevant.
 - 2) Be used for ongoing project monitoring activities to regularly measure activity outputs and performance indicators for lower-level results,
 - 3) Measure performance indicators for strategic objectives (for McGovern-Dole funded and LRP programs respectively) as well as the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations, and
 - 4) Provide a situational analysis before the project begins and confirm the full evaluation design as prepared during the inception period. This analysis will inform project implementation and will provide important context necessary for the mid-term and final evaluations to assess the project's relevance, effectiveness, efficiency, sustainability, and impact.
29. The **mid-term evaluation** for the McGovern-Dole funded program and the **mid-term review** for the LRP program will assess the program implementation and to provide an evidence-based, independent assessment of performance as early signals toward progresses of the program intervention so that WFP and its project partners can adjust course as necessary for the remainder of the project term. The mid-term exercises will build upon the baseline and will give more focus on program learning than accountability. Specifically, they will:
- 1) review the program relevance, effectiveness and efficiency, and sustainability,
 - 2) collect performance indicator data for strategic objectives,
 - 3) assess whether the project is on track to meeting the results and targets,
 - 4) review the results frameworks or theory of change, and
 - 5) identify any necessary mid-course corrections and learning.
30. The **final evaluations** for both McGovern-Dole and LRP funded programs will provide an evidence-based, independent assessment of performance of the programs to evaluate the project's success, ensure accountability, and generate lessons learned. The final evaluations will build upon baseline study and the mid-term evaluation (for each of the programs respectively) to assess the project's success and impact against USDA's strategic objectives and with reference to results measured in comparison schools. Furthermore, the evaluation may also focus on evaluation questions that are relevant to overall school feeding strategy, country-specific school feeding issues in Cambodia, and sustainability of the program model. It may also compare the performance of school feeding in Cambodia with other relevant food security and safety net interventions in other country and as a counterfactual in areas where no similar programs are implemented.
- Specifically, the final evaluations will:
- 1) review the program relevance, effectiveness and efficiency, impact, and sustainability,
 - 2) collect performance indicator data for strategic objectives and higher-level results,
 - 3) assess whether or not the project has succeeded in achieving strategic objectives (for McGovern-Dole and LRP funded programs respectively),
 - 4) investigate the project's overall impact, and
 - 5) identify the benefits of the programs likely to continue beyond WFP's intervention for the targeted

beneficiaries and improvements should be made to the program in the future.

31. The final evaluations will be conducted for both accountability and learning purposes. They will assess the progress of the indicators in the respective project agreements and Performance Monitoring Plans, and the recommendations of the baseline studies and the mid-term evaluation/review. The final evaluations will also contribute to the systematic review and analysis of the lessons learnt to contribute to the learning and decision-making with the view to improve use of funds and other resources to enhance performance and results.

3.4. THE EVALUATION CRITERIA AND QUESTIONS

32. **Evaluation Criteria** The evaluations will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability¹⁶⁰. The selected criteria are well aligned with criteria agreed for the McGovern-Dole and LRP-funded programs and set in the approved evaluation plan. Gender Equality, and the Empowerment of Women (GEEW) should be mainstreamed throughout.
33. **Evaluation Questions** Aligned with the evaluation criteria, the evaluation will address the key evaluation questions outlined in the approved Evaluations Plans for McGovern-Dole and LRP-funded programs and included in **Annex 12** (McGovern-Dole) and **Annex 13** (LRP). These are only the key indicative questions designed in order to provide the background to the evaluation team. The evaluation team is therefore required to further elaborate the questions and sub-questions under each evaluation criteria during the Inception phase of each evaluation exercise. Collectively, the questions aim at highlighting the existing circumstances, performance of both programs during the period and key lessons learnt, which could inform future strategic and operational decisions.

3.5. DATA AVAILABILITY

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

4.4 METHODOLOGY

38. The methodology for the evaluations will be designed in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Monitoring and Evaluation Policy. Based on the requirements described in the TORs, further analysis done at inception phase and consultations with key stakeholders, the Evaluation Team will formulate an appropriate evaluation design, sampling strategy, and methodological approach for each stage of evaluation process. The Inception Reports will be produced separately for McGovern-Dole and LRP funded programs.¹⁶¹ The detailed methodology defined in the Inception Reports should be guided by the following principles:
 - 1) Employ the evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.
 - 2) Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). The selection of field visit sites will also need to demonstrate

¹⁶⁰ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

¹⁶¹ The Inception Reports will be shared with the Evaluation Reference Group for inputs before being finalized by the Evaluation Team and approved by WFP Country Office. Should there be any changes from the ToR at inception stage, WFP will notify USDA in writing.

impartiality.

- 3) Use mixed methods (quantitative and qualitative) to ensure information from difference methods and sources is triangulated to enhance the validity, reliability and credibility of the findings. Qualitative approach will include focus group discussions and key informant interviews while quantitative approach will include reviewing and collecting quantitative data from the monitoring data from on-going program implementation and a cross-sectional survey of a sub-sample of school feeding schools visited in the previous baseline survey. Qualitative methods such as focus group discussions and key informant interviews, will be used where relevant to highlight lessons learned and case studies representative of the interventions.
 - 4) Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;
 - 5) Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that cultural and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries and others; and
 - 6) To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR.
39. A quasi-experimental design will be employed for the baseline study and the final evaluations for the McGovern-Dole program strategic objectives. For LRP strategic objective, the baseline and endline will use the same methodology – a sample of Hybrid Home Grown School Feeding schools, and qualitative interviews with a sample of families, local suppliers and farmers.
 40. Multi-stage/cluster sampling for the survey-based portion of the baseline is proposed to select target schools and schools/respondents. The sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error in the supported provinces as well as the comparison areas. The sampling frame, methodology, and sample size calculations will be the responsibility of the Evaluation Team in consultation with the WFP CO.
 41. Specific data collection methods are expected to include: a desk review, quantitative survey, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The survey modules utilized will include household and child questionnaires, suppliers and smallholder farmers as well as school questionnaire (with teachers and school directors). The key respondents have been identified as critical for the primary data collection as outlined in Table 4 with the list and survey modules to be reviewed and further detailed based on methodology proposed by the Evaluation team and agreed by WFP CO.

Table 4. Key respondents for primary data collection by program	
Type	Respondents for Baseline, Mid-term and Endline evaluations
McGovern-Dole	Schools (school directors and staff responsible for provision of school feeding; school children), Parents, Teachers, Communities, Government (MoEYS, MEF, MoH), Cooperating Partner NGOs, WFP Officials at Country Office and Regional Bureau
LRP	Schools (school directors and staff responsible for provision of school feeding; school children), Parents, Suppliers, Producers/small-holder farmers, Communities, Government (MoEYS, MAFF, MEF), Cooperating Partner NGOs, FAO, WFP Officials at Country Office and Regional Bureau

42. The methodology will be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure gender equality is considered when designing and performing data collection.
43. The following potential risks to the methodology have been identified. School year will be finished by August; hence, the data collection should be done prior and/or during this month to get all information from difference kind of respondents such as teachers, cooks, storekeeper, parents and students. Language and culture are also

barriers for the evaluation; hence, the evaluation team should be aware of and take pre-emptive action before going down to the field.

4.5 QUALITY ASSURANCE AND QUALITY ASSESSMENT

44. WFP’s Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP’s evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
45. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
46. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
47. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP’s Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - a. Systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - b. Recommendations on how to improve the quality of the final inception/evaluation report.
48. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)¹⁶², a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
49. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
50. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP’s Directive CP2010/001 on Information Disclosure.
51. All final evaluation reports will be subjected to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the approved evaluation reports, free of personally identifiable information (PII) The evaluation team is expected to produce six deliverables which at least meet the 70-80% requirement of the PHQA rating system.
52. Engagement of Evaluation Reference Group (ERG): WFP will ensure the baseline study and the evaluations reflect the Evaluation Reference Group (ERG)’s perspectives. The process of the study and the evaluations emphasise on the stakeholder’s engagement and consultations on the ERG, in order to balance the diversified perspectives and enhance the program ownership.

Phases and Deliverables

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

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

	McGovern-Dole 2019-2023			LRP 2019-2023		
	Baseline	Mid-line Evaluation	Endline evaluation	Baseline	Mid-line Review	Endline evaluation

¹⁶² UNEG Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

1. Evaluation plan	Prepare evaluation plan for MCGOVERN-DOLE and LRP	
2. Prepare	Terms of Reference (combined for both programs)	
3. Inception	Inception Report	Inception Report
4. Collect data	Debriefing with PowerPoint	Debriefing with PowerPoint
5. Analyze data and Report ¹⁶³	Evaluation Report	Evaluation Report
6. Validate, Disseminate and follow-up	Combined Management Response, Dissemination plan ¹⁶⁴ , and Follow-up action plan	

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

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

Organization of the Evaluation & Ethics

6.1 EVALUATION CONDUCT

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

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

57. In designing and organizing the data collection among minors, existing Ethical Research Involving Minors¹⁶⁵ will be used as guidance, as well as WFP's respective guidance as it becomes available from the Office of Evaluation.

58. Evaluations will need to take into account that processing of data, including personal data has legal, ethical and operational implications and is considered by WFP within the broader framework of data protection, privacy and human rights. The following WFP guidance will need to be taken into account for the evaluation exercises - WFP's 2012 Policy on Humanitarian Protection¹⁶⁶ providing a framework for use of personal data, WFP's Corporate Information Security Policy¹⁶⁷ and Directive on Information Disclosure,¹⁶⁸

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

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

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

166 WFP/EB.1/2012/5-B. Online at: http://documents.wfp.org/stellent/groups/public/documents/eb/wfpdoc0616_70.pdf

167 <http://docustore.wfp.org/stellent/groups/public/documents/cd/wfp274609.pdf>

168 [2] <http://docustore.wfp.org/stellent/groups/public/documents/cd/wfp220970.pdf>

59. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
60. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession. For the WFP CO evaluation manager, s/he will not take any role in the independent evaluation team and has no direct involvement in the implementation of the subject of the evaluation.

6.1 TEAM COMPOSITION AND COMPETENCIES

61. WFP expects to have two evaluation teams for McGovern-Dole and LRP funded programs led by one Evaluation Team Leader as shown in Table 6 below. The evaluation teams will need to ensure a complementary mix of expertise in the technical areas covered by the evaluations for both national and international (excluding field enumerators). To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the TOR. At least two team members should have experience in conducting evaluation exercises for WFP-implemented programs funded by McGovern-Dole and/or LRP.

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

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

62. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.
63. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
64. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
65. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3 SECURITY CONSIDERATIONS

66. **Security clearance:** Security is not necessarily a significant concern in Cambodia, beyond some incidence of theft and other opportunistic crimes. Security clearance where required is to be obtained from the Cambodia CO, through UNDSS. As an independent supplier of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
67. However, to avoid any security incidents, the Evaluation Manager is requested to ensure:
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
 - The team members observe applicable UN security rules and regulations –e.g. curfews etc.

6.4 ETHICS

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

Roles and Responsibilities of Stakeholders

70. The **WFP Cambodia Country Office:**
- a- The WFP CO Management will take responsibility to:
- Assign an evaluation manager for the evaluation
 - 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 management responses to the evaluation recommendations
- b- 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 for the fieldwork; and arranges for translation, if required.
 - Organises security briefings for the evaluation team and provides materials as required
- c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The role and responsibility of committee members will be detailed in **Annex 4**. An internal evaluation committee chaired by the Country Director (CD) will approve Terms of Reference, budget, evaluation

team, inception and evaluation reports, which helps to maintain distance from influence by program implementers.

71. **An Evaluation Reference Group** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. Please refer to **Annex 5** where list of members is available. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.
72. **The Regional Bureau:** the RB will take responsibility to:
 - 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. RB relevant technical staff and the Evaluation Unit also support the practical recommendations and follow-up actions in the Management Response, and the use of the baseline study and the evaluations for improving the program quality.
73. **Relevant WFP Headquarters divisions** will take responsibility to:
 - 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.
74. **Other Stakeholders (Government, NGOs, UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members of the group.
75. **The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.
76. **USDA FAD**
 - Provide inputs and comment on ToRs.
 - Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the evaluations.
 - Provide comment on the inception report as required.
 - Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
 - Provide comment on the report

Communication and budget

8.1 COMMUNICATION

77. To ensure a smooth and efficient process and enhance the learning from the baseline study and the evaluations, the evaluation teams should place emphasis on transparent and open communication with key stakeholders. This will be applied throughout the evaluation management process, particularly stakeholder engagement. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders and by producing clear deliverables that are written in English.
 - The Evaluation manager will submit all final deliverables to the WFP CO for pre-approval. Upon pre-approval of deliverables, the WFP CO will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD program staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations.
 - The service provider will deliver a baseline study, a mid-term evaluation and review, end line evaluations both for LRP and McGovern-Dole projects (i.e., in total six products). USDA comments on final draft report will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments

received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the CO.

- WFP and the Government will explore the opportunities (such as School Nutrition Days and Annual School Feeding Workshops) to communicate the findings and recommendations of the evaluation exercises to communities and key stakeholders as part of the Accountability to Communities.¹⁶⁹
- To accompany each evaluation output, a 2-3 page summary report will be developed by the evaluations teams to facilitate broader dissemination of the findings and recommendations. Other communications products may be discussed for each distinct output.

78. The Communication and Learning Plan will include a dissemination strategy, indicating how findings will be disseminated and how key stakeholders will be engaged.
79. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available in English, free of PII. To ensure maximum use of the lessons learned for national partners, the resulting reports will be translated into Khmer language. Importantly, this will facilitate learning amongst government, as technical staff often do not speak or read English.

8.2 BUDGET

80. Funding Source: The baseline studies, mid-term evaluation/review and endline evaluations will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole and LRP grant funds.
81. The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP) (Annex 3: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation, the service provider will:
 - Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
 - Hire and supervise any and all technical and administrative assistance required (including in-country).
 - The final budget and handling, will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
 - Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

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

¹⁶⁹ In line with WFP 2019-2021 Strategy for Protection and Accountability to Affected People.

Annex 2: Evaluation Timeline

STAGE	ACTIVITY	DATE
Preparation	Review ToR : scope of endline	End of March
	E-Library	Friday 14 Apr 2023
Inception	Submit draft inception report	Friday 12 May 2023
	DEQS/ERG/EC review - send back to ET	Friday 26 May '23
	Submit final version of the IR to WFP	Thursday 01 June 2023
Data collection Quantitative and Qualitative	Briefing of evaluation team at CO	Monday 05 June 2023
	Data collection	05 - 23 June 2023
	Debriefing of evaluation team at CO	Friday 23 June 2023
Analyze data, prepare and review evaluation report	Submission of quantitative data results and analysis to WFP CO	Friday 7 July 2023
	Draft evaluation report (ER) and submit to WFP	28 July 2023
	DEQS/ERG review - send back to ET	11 August 2023
	Revise and submit second draft to WFP	18 August 2023
	Evaluation Committee review	25 August 2023
	Revise and submit third draft to WFP (if any)	01 September 2023
	USDA review	Month of September 2023
	Revise and submit final evaluation report	25-29 September 2023
Dissemination	Develop 2-page summary brief document	20 October 2023

Annex 3: Fieldwork Agenda

- In Week 1, some interviews were done by just one or two of the team members. Online interviews were done at convenient times throughout the three weeks.
- From Thursday of Week 1, the full team traveled to Siem Reap (SRP) to meet with the WFP Area Office and other partners based there. Then the full team split, with one TM working individually in each of the provinces of Siem Reap and Kampong Thom (KTM) for five days, and Kampong Chhnang (KCG) for three days.
- Interviews followed the same pattern as baseline with visits to 2-3 schools per Province and accompanying district and provincial stakeholders – same interview list as baseline phase.
- Week 3 the ET was back in Phnom Penh, for follow-up interviews, joint data analysis and discussion, as well as preparation for the final debrief meeting.
- Friday 23 June: presentation of preliminary findings for internal stakeholders.

McGovern-Dole Field Mission Calendar

Week 1: Sunday 4 June	Monday 05 June	Tuesday 06 June	Wednesday 07 June	Thursday 08 June	Friday 09 June	Saturday 10 June
Arrival of TL Team planning meeting	WFP CO briefings - all WFP depts. WFP Interviews	Interviews in Phnom Penh (PNH): Government Partners WFP	Interviews in PNH: Government Partners WFP	Interviews in PNH (morning): Government & WFP Travel to SRP (afternoon)	Briefing with WFP AO Interviews with: - key WFP staff - other partners	Team meeting Planning for weeks ahead
Week 2: Sunday 11 June	Monday 12 June	Tuesday 13 June	Weds 14 June	Thursday 15 June	Friday 16 June	Saturday 17 June
Two team members travel from Siem Reap to: - Kg Thom - Kg Chhnang	In all three provinces, interviews with: Government Partners WFP staff Schools Communities including FGDs	In all three provinces, interviews with: Government Partners WFP staff Schools Communities including FGDs	In all three provinces, interviews with: Schools Communities including FGDs TL returns to PNH Interviews: Government	In SRP and KTM: Visits to Schools and Communities including FGDs In PNH: Interviews with Partners WFP	In SRP and KTM: Visits to Schools & Communities including FGDs Travel to PNH (pm) and then interviews with Government	Team coordination and debriefing meeting Planning for week ahead
Week 3: Sunday 18 June	Monday 19 June	Tuesday 20 June	Weds 21 June	Thursday 22 June	Friday 23 June	
Team coordination and debriefing meeting Planning for week ahead	Interviews in PNH: Government Partners WFP RBB/HQ	Interviews in PNH: Government Partners WFP	Final interviews in PNH: Government, Partners, WFP CO, RBB Team meeting. Joint data analysis. Preparation of debrief presentation	Team meeting. Joint data analysis. Preparation of debrief presentation	Morning: Finalization of presentation Afternoon: Presentation of preliminary findings Departure of international TL	

Mapping of Intervention and Comparison Provinces

Cambodia



-  Intervention schools were located in three target provinces
-  Comparison schools were located in four surrounding provinces

Annex 4: Methodology

QUANTITATIVE SAMPLING

For this evaluation, the comparison schools were selected at the time of the baseline survey, using Propensity Score Matching (PSM). The same intervention and comparison schools were revisited for this endline. The treatment and comparison schools were matched using the percentage of poor households in the village as independent variable. The propensity scores (weights) were estimated using R software (matchit function) to match treatment schools with the comparison schools. The scores were calculated using the psmmodel (a logit model), where the outcome measure was categorized as 1=treatment school vs. 0=comparison school. The independent variable of interest was the percentage of poor households in a village. The algorithm applied for matching was the nearest neighbour, with 1:1 ratio, where one case school was matched with one comparison school based on propensity scores (weights). Details can be found in the baseline inception report (2019).¹⁷⁰

Treatment Schools						
SN	Province	District	Commune	Village	School ID	School name
1	Kampong Chhnang	Sameakki Meanchey	Tbaeng Khpos	Tbaeng Khpos	4070805020	Tbeng Khpuos
2			Svay Chuk	Chrak Sangkae	4070710024	Chrak Sangker
3			Tbaeng Khpos	Meanok Kaeut	4070808021	Mea Nork
4			Krang Lvea	Krang Lvea	4070302005	Kraing Lovea
5			Chhean Laeung	Royeas	4070103026	Andaung Preng
6			Peam	Srae Andoung	4070404008	Takeo
7	Kampong Thom	Baray	Tnaot Chum	Phnov	6011705063	Serei Sophoan
8			Chaeung Daeung	Prey Dom	6010505077	Prey Dom
9			Tnaot Chum	Kang Meas	6011709062	Kang Meas
10			Tnaot Chum	Banteay Chas	6011707061	Banteay Chas
11			Chong Doung	Ku	6010804033	Kou
12			Chong Doung	Samraong	6010802035	Samrong
13			Chong Doung	Khsach L'et	6010803031	Khsach La-et
14			Kampong Svay	Kampong Svay	Enteak Komar	6020404014
15		Tbaeng		Ou Ambaeng	6020813038	O Ambeng
16		Tbaeng		Srangae	6020812056	Sranger
17		Tbaeng		Boeng Andaeng	6020806036	Boeung Andeng
18		Tbaeng		Chheu Teal	6020815037	Chheu Teal
19		Tbaeng		Ba Kong	6020810035	Ba Korng
20		Sandan	Tbaeng	Phtoul	6060510022	Phtorl Rumpos
21			Mean Ritth	Boeng	6060402016	Boeung
22			Ngan	Krang Daeum	6060603028	Kraing Deum
23			Sandan	Krasang	6060703034	Krasaing
24		Santuk	Kraya	Tok	6070502023	Tuok
25			Kakaoh	Chey Sbai	6070404014	Chey Sbai
26			Kraya	Ta Menh	6070505021	Ta Menh
27			Ti Pou	Ta Preach	6070904040	Ta Preach

¹⁷⁰ Soekarjo et al (2020). Activity Evaluation of USDA McGovern-Dole Grants (FFE-442-2019-013-00) for WFP School Feeding in Cambodia 01 November 2019 to 30 October 2023. Inception Report for Baseline Evaluation

Treatment Schools (Cont'd)							
SN	Province	District	Commune	Village	School ID	School name	
28	Siem Reap	Banteay Srei	Tbaeng	Srah Khvav	17030604012	Sras Khvav	
29			Tbaeng	Tbaeng Lech	17030607017	Skun	
30			Rumchek	Sala Kravan	17030402008	Thlork	
31			Khmar Sanday	Sanday	17030106015	Kandeung	
32			Rumchek	Rovieng	17030403023	Ta Tum	
33			Run Ta Aek	Ta Ni	17030503021	Ta Ny	
34			Tbaeng	Tbaeng Kaeut	17030601011	Tbeng	
35			Khun Ream	Khmar Rongveas	17030201025	Tuol Kruos	
36			Chi Kraeng	Kouk Thlok Kraom	Kouk Romeas	17040516020	Kilometer Ta Chhim
37		Kouk Thlok Kraom		Toap Siem	17040518054	Toap Siem	
38		Kouk Thlok Kraom		Ta Tor	17040509066	Rasmey Samaki Ta Tor Daun Sok	
39		Spean Tnaot		Thnal Kaeng	17041204050	Thnal Keng	
40		Kouk Thlok Leu		Khla khmum	17040601021	Khla Khmum	
41		Ruessei Lok		Trapeang Run	17041008075	Trapaing Run	
42		Ruessei Lok		Ruessei Lok	17041005042	Russey Lork	
43		Lveaeng Ruessei		Ta Ong	17040701026	Ta Ong	
44		Lveaeng Ruessei		Kouk Ampil	17040702027	Wat Preahout	
45		Spean Tnaot		Kngan Pong	17041006083	Leang Pung	
46		Sangvaeuy		Ta Prum	17041104074	Trapaing Krabao	
47		Lveaeng Ruessei		Thnal	17040704028	Kdei Beng	
48		Kralanh		Sambuor	Sambuor	17060604014	Hun Sen Sambour
49		Sotr Nikom		Ta Yaek	Phka Rumchek	17111004041	Phka Rumchek
50			Popel	Trapeang Prei	17110814059	Wat Preah Baht 4 Than	
51			Popel	Koul Thmei	17110813065	Kaul Thmey	
52			Ta Yaek	Dak Phka	17111002040	Dak Phka	
53			Chan Sar	Chub	17110105055	Chup	
54			Khmar Pou	Bos Thum	17110703053	Bos Thom	
55			Samraong	Bat Dangkao	17110906037	Bot Dangkor	
56			Popel	Popel Kandal	17110807052	Popel Kandal	
57			Popel	Trapeang Trom	17110805034	Trapaing Trom	
58			Kien Sangkae	Thnal Dach Kaeut	17110510022	Thnal Dach	
59			Khmar Pou	Chhuk	17110701029	Chhouk	
60			Popel	Damrei Koun	17110810046	Damrei Kaun	
61			Srei Snam	Klang Hay	Klang Hay	17120206005	Khlaing Hay
62				Moung	Lvea	17120405018	Lovea
63		Slaeng Spean		Slaeng Spean	17120611022	Dangkor	
64		Slaeng Spean		Chamkar Chek	17120605017	Chamkar Chek	
65		Moung		Moung Khang Tboung	17120401007	Maung	
66		Slaeng Spean		Thlok	17120613026	Romeat	
67		Slaeng Spean		Chranieng	17120602013	Chraneang	
68		Chrouy Neang Nguon		Ampov Dieb	17120106002	Ampeuv Deap	
69		Chrouy Neang Nguon		Trom Khang Tboung	17120103001	Trom	
70		Tram Sesar		Thlok	17120303015	Thlork	

Comparison Schools						
SN	Province	District	Commune	Village	School ID	School name
71	Battambang	Aek Phnum	Peam Aek	Preaek Chdaor	2050506519	Prek Chhdor
72			Peam Aek	Suos Ei	2050502005	Nhim Vanda Suos Ei
73		Banan	Snoeng	Peak Sbaek	2010707041	Peak Sbek
74			Snoeng	Boeng Krasal	2010711052	Boeung Krasal
75			Chaeng Mean Chey	Boh Khnor	2010505045	Bos Khnor
76		Maung Russey	Ruessei Krang	Tuol Snuol	2060403045	Tuol Snuol
77			Moung	Kbal Mus	2060114084	Kbal Mous
78			Ta Loas	Stueng Thmei	2060604507	Stung Thmei
79		Ratanak Mondul	Traeng	Ta Krok	2070408031	Ta Kruok
80			Phlov Meas	Phlov Meas	2070301014	Phlov Meas
81		Sampeuv Loun	Chrey Seima	Ou Lvea	2120201002	Hun Sen Chrey Seima
82			Sampou Lun	Thnal Bambaek	2120301003	Hun Sen Sampeuv Loun
83			Chrey Seima	Chambak	2120205008	Chambak
84		Sangker	Ta Pon	Basaet	2080304039	Baset
85			Reang Kesei	Reang Kesei	2080703029	Reang Kesei
86			Anlong Vil	Svay Kang	2080109027	Svay Kang
87			Voat Ta Muem	Anlong Lvea	2081006007	Anlung Lovea
88		Thma Koul	Chrouy Sdau	Nikom Krau	2020603041	Tuol Thngann
89			Chrey	Anlong Run	2020401011	Phoum Chrey
90	Kampong Cham	Chamkar Leu	Spueu	Spueu Kaeut	3020507031	Spueu
91			Svay Teab	Tang Krang	3020607035	Taing Krong
92			Bos Khnaor	Bos Khnaor	3020105003	Bos Khnor
93			Ta Ong	Phum Samseb	3020709024	Phoum 30
94			Lvea Leu	Kbal Hong Thmei	3020401514	Kbal Hong Thmei
95			Spueu	Peaeng Meas Cheung	3020504030	Por Preng
96			Chamkar Andoung	Praeus Meas	3020207007	Praeus Meas
97			Ta Ong	Phum Sampir	3020702041	Sampor
98			Prey Chhor	Trapeang Preah	Ta Lon	3131513054
99		Thma Pun		O Ta Thok	3131309049	O Ta Thok
100		Tong Rong		Prasat	3131404051	Prasat
101		Kor		Ta Maut	3130506022	Bun Rany Hun Sen Kor
102		Trapeang Preah		Koh Ta Phem	3131514055	Koh Ta Phem
103		Samraong		Ta Kret	3131102040	Preumprei
104		Trapeang Preah		O Daun Nha	3131520006	O Daun Nha
105		Mien		Kampong Samrith	3130809031	Kampong Samrith
106		Thma Pun		Andaung Ta Pich	3131302048	Thmar Poun
107		Krouch		Krouch	3130605024	Phoum Krauch
108		Khvet Thum	Dangkao	3130406021	Po Krorong	

Comparison Schools (Cont'd)							
SN	Province	District	Commune	Village	SCHOOL_ID	SCHOOL_NAME	
109	Kampong Cham	Prey Chhor	Boeng Nay	Thmar Da	3130203009	Samdech K.P.N. Ranriddh Thma	
110			Mien	Krasaing Pul	3130810032	Krasaing Pul	
111			Sour Saen	Sosen	3131001036	Sosen	
112			Prey Chhor	Prey Chhor	3130901035	Prey Chhor	
113			Mien	Tuol Poun	3130801059	Tuol Prich	
114			Srangae	Sranger Cheung	3131201043	Sranger 1	
115			Chrey Vien	Khleung Por	3130313016	Khleung Por	
116			Stueng Trang	Dang Kdar	Tmei	3150302043	Phoum Thmei
117		Dang Kdar		Santich Lech	3150301002	Dang Kdar	
118		Ou Mlu		O Pralos	3150605046	O Pralos	
119		Me Sar Chrey		O Beng	3150504006	Mesar Chrey	
120		Preaek Kak		Boeung Ket	3151023026	Sim Vanna Boeung Ket	
121		Dang Kdar		Phoum O 2	3150303040	Phoum O 2	
122		Preaek Kak		Meakh 3	3151015029	Meakh 3	
123		Preah Andoung		Prek Sdei	3150801013	Preah Andaung	
124		Kratie	Preaek Prasab	Kaoh Ta Suy	Chong Kaoh	10030401014	Chong Koh
125				Ruessei Kaev	Ruessei Kaev	10030602027	Ruessei Kaev
126				Chrouy Banteay	Chrouy Banteay	10030201006	Chroy Banteay
127				Preaek Prasab	Preaek Prasab Kraom	10030506021	Preah Krou Kim Em
128				Preaek Prasab	Dei Doh Kraom	10030502017	Dei Dos Krom
129			Sambour	Kampong Cham	Kampong Krabei	10040203005	Kampong Krabei
130				Sandan	Sandan	10040803025	Sandann 1
131				Boeng Char	Kaoh Dambang	10040103003	Koh Dambang
132	Kaoh Khnhaer			Kaoh Chbar	10040404012	Koh Chbar	
133	Preah Vihear			Choam Ksant	Morokot	Sen Techas	13030213033
134		Sror Aem	Sen Chey		13030612041	Techo Thomcheat	
135		Tuek Kraham	Sen Rungroeng 3		13030210030	Sen Rungroeng 3	
136		Kantuot	Anlong Veaeng		13030603022	Mittapheap	
137		Sror Aem	Bun Rany Hun Sen Stung Khiev		13030609038	Bun Rany Hun Sen Stung Khiev	
138		Sangkom Thmei	Chamraeun	Saen Kong	13060104003	Sen Kong	
139			Ro'ang	Khnar	13060202006	Khnor	
140			Chamraeun	Da	13060103002	Da	

DATA COLLECTION METHODS

Document Review. A desk review of relevant documents was undertaken, which included: a) project proposals, project budget and budget revisions, and progress reports, including from previous rounds of the McGovern-Dole project; b) donor agreements and reports; c) assessment reports and previous evaluation reports, including the baseline and midterm reports of this project cycle; d) M&E Unit reports and associated gender disaggregated data; e) cooperating partners' project monitoring reports and data; f) WFP corporate policies and strategies on school feeding, education, nutrition, health, and gender; g) strategic and annual plans and reports; and h) school level data and reports.

Quantitative Data Collection. As at the baseline, detailed school level and household level surveys were undertaken. These asked the same questions as the baseline survey, in the same schools and communities, thereby providing directly comparable data to indicate any changes over the project's lifetime (no surveys were done at midterm). Data collected were used to inform the findings of the evaluation and will be also provided to WFP separately for their own monitoring purposes. Data collection was conducted 05-23 June, in parallel with the qualitative data collection, with the surveyors' training being done in the final week of May.

Qualitative Data Collection. The qualitative data elicited stakeholder perceptions that addressed all the criteria and the main guiding questions, focusing on the six criteria of evaluation. The evaluation team conducted the interviews individually or together, and a translator was hired locally to assist the international ET leader. The schedule and itinerary for the qualitative data collection ([Annex 3](#)) and the provincial meetings were arranged and managed in consultation with the CO and the Area Office (AO).

Table 30: Schools Visited During Site Visits

Province	District	Schools
Kampong Chhnang	Samaki Meanchey	Takeo
	Samaki Meanchey	Meanok
Kampong Thom	Santuk	Cheay Sbai
	Baray	Banteay Chas
	Baray	Serei Sophoan
Siem Reap	Soutnikom	Thnal Dach
	Soutnikom	Trapeang Trom
	Chikraeng	Thnal Kaeng

Qualitative information was gathered through KIIs with principal informants, formal and informal interviews with others (most face-to-face but some online), FGDs (split by gender where possible), observation and other means, with the following groups:

- Beneficiaries, particularly ensuring gender balance among the informants, including school administrators and teachers, school cooks, parent members of the School Supporting Committee;
- Local School Feeding Committees (LSFC) (men and women as possible);
- Local leaders and other significant community stakeholders, such as the Commune Council;
- National, provincial and local government officials, including representatives of relevant government agencies and departments;
- Key WFP staff at different levels, including at the WFP Regional Bureau or Headquarters as necessary;
- Staff of implementing partner organizations;
- Staff of other relevant United Nations agencies, donors, and NGOs.

The ET members used semi-structured interview guidelines tailored to the expertise and relevance of each respondent group to ensure that all areas of interest were covered during an interview. The interview guides were based on the questions outlined in the Evaluation Matrix. The FGD guides were used to assist the facilitation of the discussions, and to ensure the opinions of the various stakeholders, both collectively and individually, were gathered. Interviews and FGDs were digitally recorded where appropriate, and the notes were translated into English. The qualitative data will be analysed using a narrative thematic approach.

Daily team debriefs guided the data collection and adjustments were made as needed. Evidence was verified and corroborated through systematic triangulation as described below. Thus, the primary data was compared with that collected through the baseline evaluation, as well as with secondary data. When contradictions were found between different data, the ET engaged with WFP staff and other informants to identify the reasons for contradictions between various sources. If differences could not be reconciled, the ambiguity was made clear in the Evaluation Report.

DATA ANALYSIS

Quantitative data analysis was done using SPSS and Excel software wherever appropriate. The data was cleaned and recoded for analysis. Descriptive statistics, as done at baseline were performed for case-control comparisons at endline as well as for baseline-endline comparisons. Wherever appropriate, difference in means tests were examined using independent t-test to compare the means. Similarly, a difference-in-difference (DID) approach using regression technique was used to examine the effect of treatment on several outcomes using baseline-endline combined data. Results were disaggregated as relevant and possible, by provinces, gender, SFP modality and other important variables.

Qualitative Data Analysis for Key Informant Interviews

Research texts typically make a distinction between data collection and analysis. For data collection based on surveys, standardized tests, and experimental designs, the lines are clear. However, the fluid and emergent nature of naturalistic inquiry makes the distinction between data gathering and analysis less absolute. In the course of fieldwork, ideas concerning directions for analysis will emerge. Patterns take shape, and additional possible themes are identified for further exploration. In general, the earlier stages of fieldwork tend to be generative and emergent while later stages move towards confirmatory data collection – deepening insights into patterns and confirming or disconfirming trends. The data analysis depends on thick description and drawing out multiple voices among the stakeholders.

Raw field notes and transcripts constitute the raw material for developing context analysis. For qualitative analysis, the mechanical work of analysis involves coding the data into discrete thought units and identifying themes and patterns emerging from the collection of thought units. The ET reviewed and coded their notes into discrete units of thoughts.

Individual thought units were clustered to look for recurring regularities in the data, revealing patterns labelled as themes. The themes are then examined to develop categories. This process for classifying and coding qualitative data produces a framework for organizing and describing what was collected during the field phase. This descriptive analysis builds a foundation for the interpretive phase when meanings are extracted from the data and comparisons are made with conclusions drawn.

Validity and reliability are addressed through considerations of substantive significance of the conclusions and categories:

- How solid, coherent, and consistent is the evidence in support of this category of findings?
- To what extent or in what ways do the findings in this category increase or deepen understanding of this aspect of the project?
- To what extent are the findings consistent with other sources of data?
- To what extent are the findings useful?

The evaluation team will work together to ensure consensual validation of the thought units, themes, patterns, categories, and conclusions generated to mitigate against subjectivity bias.

Document Review

The Document Review process is similar to the KII analysis, except that the raw data are the document narratives rather than raw notes or transcripts from interviews. The same processes of identifying discrete thought units, clustering to identify emergent themes, identifying patterns, and building categories for conclusions are followed. In both cases, the conclusions are generated against a review based on the evaluation matrix.

Throughout the data collection process, the full team regularly and jointly reviewed evidence to verify and strengthen key observations and findings, and to note significant differences. They discussed on a regular basis to share findings, clarify issues, and determine needs for further verification and triangulation. While individual team members play a focal role in their specific areas, such regular discussion and triangulation ensured a broad and complementary coverage in all areas under review and provided additional checks and balances regarding impartiality. Patterns and themes that emerged from the data during the data collection and processing were further explored. For qualitative analysis, the mechanical work of analysis involved coding the data, drawn from the team members' notes, into discrete thought units and identifying themes and patterns emerging from the collection of these thought units. Interviews were not transcribed, nor were notes formally translated.

Individual thought units were then collected into clusters by looking for recurring regularities in the data, to reveal patterns that were labelled as themes, which in turn were then examined to develop categories. This process for classifying and coding qualitative data produces a framework for organizing and describing what was collected during the field phase. This descriptive analysis builds a foundation for the interpretive phase when meanings are extracted from the data and comparisons are made with conclusions drawn.

All evidence collected was verified and corroborated through systematic triangulation. To ensure impartiality and reduce the risk of bias, the methods promoted participation of diverse groups of stakeholders, including women and men. In particular, triangulation of the gender-sensitive aspects of the project was prioritized. To ensure data integrity and factual accuracy throughout the review process, the ET's regular discussions enabled them to compare, triangulate and analyse data collected, supporting continuity and consistency. Triangulation was used as a key tool for validating and analysing findings as follows: a) source triangulation – comparing information from different sources; b) method triangulation – comparing information collected by different methods; c) using the evaluation matrix – data from different sources can assist in identifying key findings, conclusions, and results; and d) investigator triangulation – involving more than one evaluator to assess the same issues.

The ET recognizes that girls' and boys' lives are different (as are women's and men's) and therefore that their needs and priorities are different. Through secondary document review and KIIs, the ET looked at the differences between girls' and boys' lives in Cambodia and determined whether these differences were considered during the project's design, and whether the implementation of the project has resulted in positive change. The sampling approach ensured the inclusion of households with both girl and boy students. Data gathering instruments and methods allowed data to be gender disaggregated.

The ET paid special attention to ensure that the views and opinions of the most vulnerable, especially women, were captured and incorporated into the analysis.

QUALITY ASSURANCE

Evaluation standards were measured against WFP's DEQAS, which defines the internal quality standards expected of an evaluation and the processes for accomplishing quality assurance. These steps are outlined in the ToR and are based on the UNEG norms and standards, and good practice of the international evaluation community.¹⁷¹ Both the team leader and KonTerra's internal Quality Assurance (QA) expert worked to DEQAS standards and used all the appropriate tools available, including relevant WFP technical notes, templates, and checklists.

The quality of the evaluation products was ensured at two levels. The team leader worked at the first level, responsible (along with the other team members) for conducting the evaluation and producing high quality evaluation products based on factual and verifiable primary data. KonTerra's QA expert covered the second level, critically reviewing the draft Inception Report and draft Evaluation Report and providing written comments to the team to improve the drafts, before submission of the final draft versions to WFP. KonTerra has good knowledge of WFP data systems and the corporate knowledge management ecosystem (including the multi-stakeholder requirements in DEQAS).

All team members remained fully impartial and independent during this work and declare no direct interest or recent history in WFP's activities in Cambodia.¹⁷² To ensure independence and impartiality, the selection of schools and informants for qualitative data collection was made by the ET rather than WFP or its partners at baseline, and the same schools were visited in this round.

Team members ensured lack of biases by relying on a cross-section of information sources and triangulating the information received from each. The team members implemented a participatory approach and sought to maintain regular intensive communication with each other and through discussion and reflective sessions with WFP CO staff throughout, to ensure quality, including validity, consistency, and accuracy of data.

Quality of the quantitative data was assured through a combination of approaches covering a random sample of 35 percent of samples: 15 percent direct observation by the survey team leader, 10 percent through phone calls with respondents to ascertain data were correctly entered, and 10 percent cross-check with audio recordings of the interviews. All questionnaires passed the quality control.

171 OECD-DAC and Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP)

172 Several of the team members have worked on past McGovern-Dole evaluation exercises in Cambodia as external consultants.

Annex 5: Results Framework/Line of Sight + Targets and Achievements

1. DESCRIPTION OF MCGOVERN-DOLE PROJECT LOGIC AND ACTIVITIES

1. Capacity Strengthening

- WFP works in close collaboration with the MoEYS to strengthen institutional capacities in the ministry, its subnational authorities, and local communities to create an enabling environment for a national school feeding program by focusing on targeted support across line ministries to support the establishment and/or institutionalization of sustainable mechanisms, guidelines, policies, and budgets.
- WFP in partnership with MoEYS will provide refresher training for implementers on school feeding implementation based on operational guidance developed in 2019. This training will focus on meal delivery and on the Home-Grown School Feeding (HGSF) systems.
- WFP will engage with communities, local authorities, and relevant national authorities to strengthen sub-national capacities to monitor and adjust the program as it shifts to a national school meals program.
- WFP will work with commune councils and school principals to promote the integration of school feeding into local development plans and support clarity of roles and responsibilities for the local management of the program. Commune councils will provide a platform for awareness campaigns targeting parents/ communities on the importance of education in general as well as school feeding, and the importance of community engagement in setting the stage for handover.
- WFP will work with MoEYS to expand the existing Platform for Real-time Information Systems (PRIS) information management system to further enhance information management in the school feeding program. This includes supporting the government to improve targeting and monitoring through WFP's Mobile Vulnerability and Mapping (mVAM) technologies and the consolidation of training and learning materials on school feeding through an online platform.
- WFP will continue the development of a school feeding program information system to be embedded in and handed over to MoEYS.
- WFP will establish a web-based repository for all national school feeding standards, guidelines, operation manuals and standard operating procedures, linked to an on-line registration and certification system.
- WFP will also provide technical assistance to MoEYS at the national level through training and mentoring technical staff to support Early Grade Reading (EGR), utilizing the experiences and expertise gained through USAID-funded implementation.

2. Food distribution

- WFP, in collaboration with the MoEYS, provides a daily hot breakfast to 151,700 primary and pre-primary children initially in 599 schools. A combination of fully centrally procured school meals and a hybrid Home Grown School Feeding (HGSF) model will be implemented in USDA supported schools for the 2020-23 school years, in alignment with the agreed transition plan between WFP and the MoEYS. These school feeding approaches are as follows: (1) In 320 schools, students in primary and pre-primary school will receive a daily school breakfast consisting of 115g of fortified rice and 5g of fortified vegetable oil provided by USDA. (2) In 279 schools, students will receive a daily breakfast consisting of 115g of fortified rice and 5g of fortified vegetable oil provided by USDA, supplemented by 50g of fresh vegetables, 1g of iodized salt and 20g of animal protein. The supplemental protein, vegetables, and salt will be procured locally by schools (with support provided through USDA Local and Regional Procurement (LRP) program).
- WFP will continue to work with the government, schools, and communities to shift to a home-grown model of school feeding, with the view to handover and nationalization at the end of the project.

3. Literacy

- WFP will partner with World Education, the primary field implementer of USAID's All Children Reading-Cambodia (ACR-C) and All Children Learning (ACL) projects on literacy activities to ensure continuity and complementarity of U.S. Government funding. In close coordination with USAID, WFP and sub recipients will assist MoEYS in reaching its goal of rolling out its new Early Grade Learning (EGL) package in USDA schools in Kg Chhnang. WFP will provide follow-up mentoring and reinforcement of the EGL roll out in Kg Thom and Siem Reap.
- To guarantee capacity at central level for the full transition to MoEYS of roll-out across the country, WFP and sub-recipient will provide technical assistance in training delivery, planning and materials development, extending and reinforcing similar support provided through USAID's ACL program until 2021.
- **Teacher Professional Development.** WFP will provide training for Grade 1 teachers in Kampong Chhnang on the new standard Khmer package of teaching and learning materials. School directors in the same province will receive training to provide orientation about the content of the new Government materials and the new methodologies, as well as training on how to support the teachers in their schools. In addition, WFP will provide technical training, mentoring, and coaching to teachers.
- **Development of non-fiction books for Grade 2 students.** WFP partners will work with MoEYS to develop two new low-cost, non-fiction books on nutrition and healthy eating for Grade 2 students to be distributed to schools in the 2021-22 school year in collaboration with other partners and MoEYS.

4. Promote Improved Health

- WFP will work with partners to ensure that minimum standards of health and hygiene infrastructure and technical know-how such as training materials and trained personnel exist in as many schools as possible, as well as being embedded into national systems and institutions. This will include: (1) Promoting a healthy school environment through improving water system infrastructure and awareness on hygiene practices; (2) Awareness Campaigns; (3) Building storerooms and kitchens in schools, including ensuring clean water is available for food preparation; and (4) Training on Safe food preparation and serving to pre-primary and primary school children.

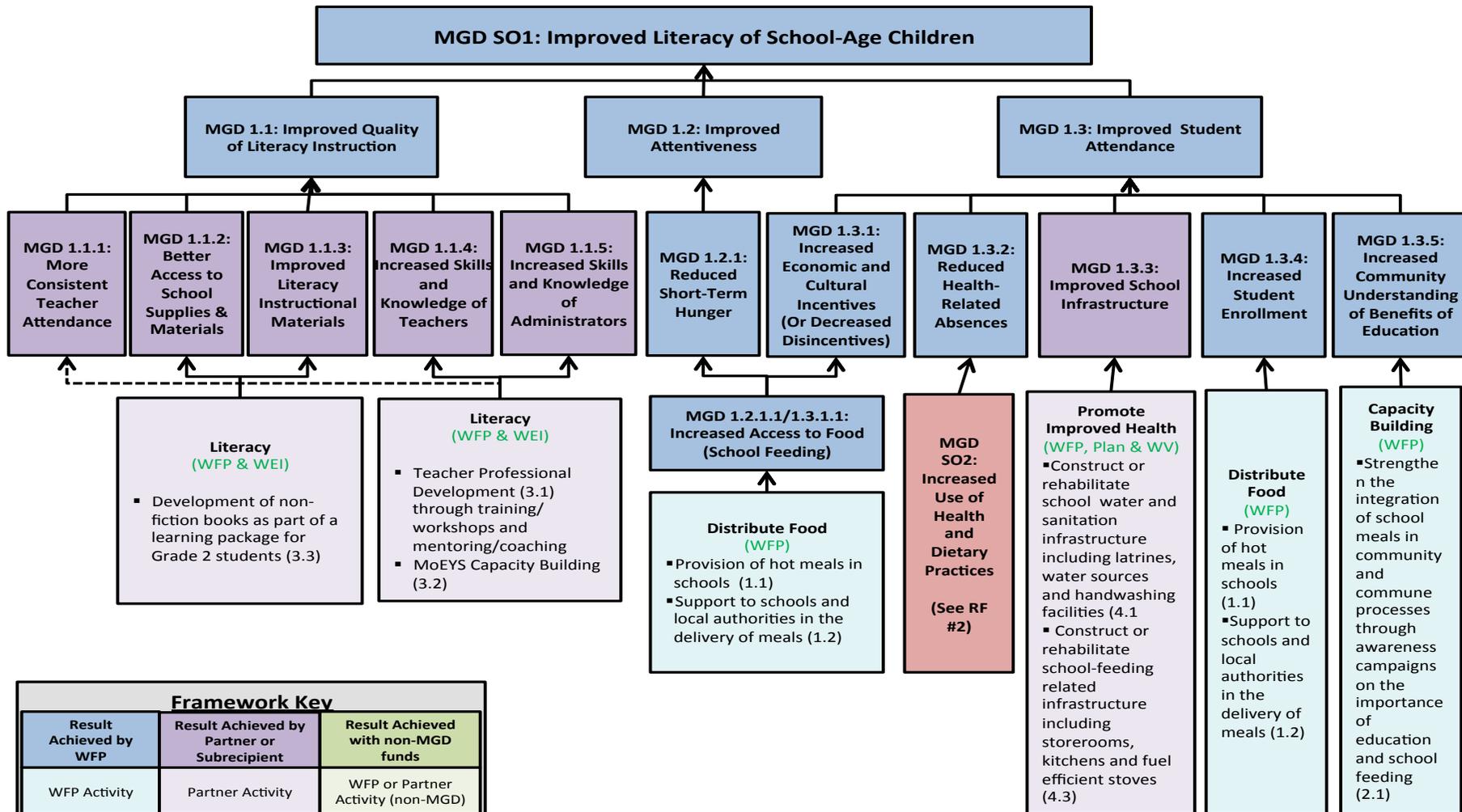
5. Promote Improved Nutrition

- **Nutrition Awareness Raising and Behaviour Change.** WFP in cooperation with POE and School Health Department (SHD)/MoEYS will promote diverse nutritious meals and recognition of local cooks through an annual cooking/good kitchen competition. Instructional materials for school cooks focused on improving food safety and WASH practices in school, broader Social Behaviour Change Communication (SBCC) materials will be developed focusing on promoting healthy diets with specific messaging tailored to older and younger children within primary school (including any adolescents enrolled) and the caregivers of pre-primary school children.

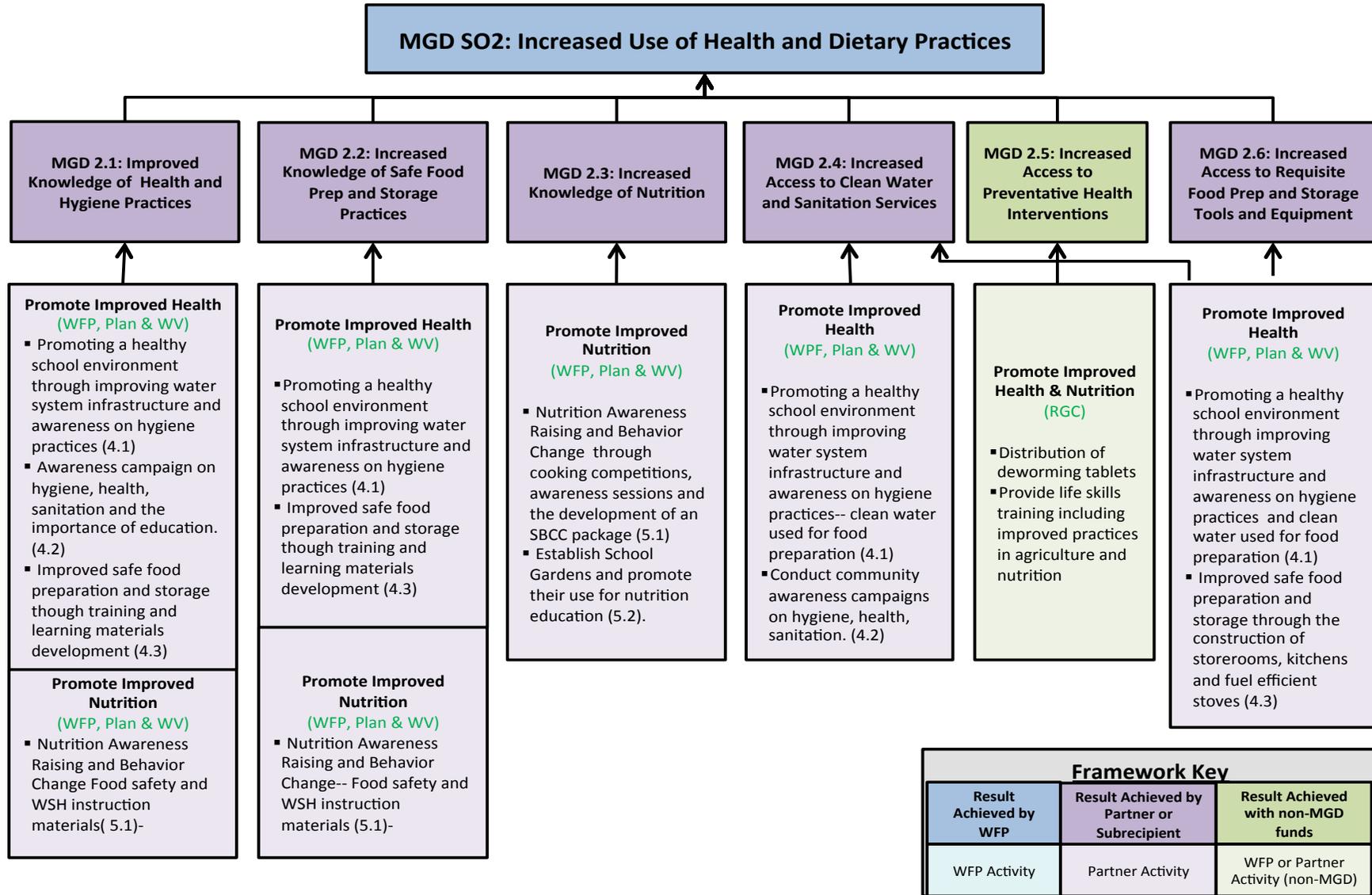
Establish School Gardens. WFP will work with MoEYS and partners to provide vegetable seeds to schools for school gardens. Each school year, schools will be selected for specific school gardening training. Technical support on the establishment of the vegetable gardens will be provided to school teachers.

2. MCGOVERN-DOLE RESULTS FRAMEWORKS

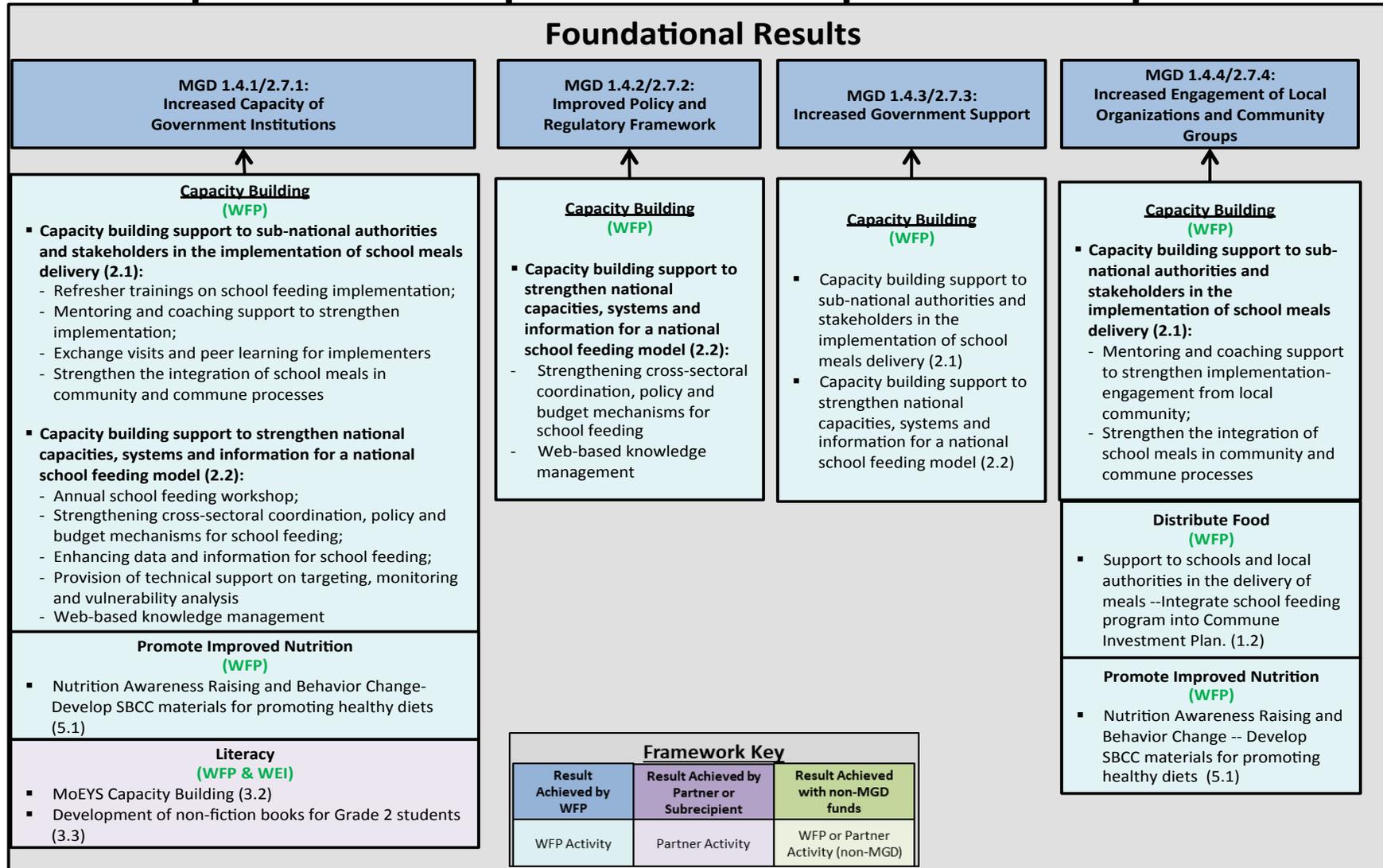
WFP Cambodia FY2019 McGovern-Dole Proposal: Results Framework #1



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



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



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

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

1. Political Assumptions:

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

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

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

4. Programmatic Assumptions:

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

5. Other Assumptions:

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

3. MCGOVERN-DOLE INDICATOR ACHIEVEMENTS AND TARGETS

The following data are abstracted from the semi-annual reports as of March 2023. Disaggregated indicators do not have life of project (LOP) targets and cumulative achievements as per donor requirements.

Percent of LOP targets achieved Activity Area 1: Distribution of Food

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Average student attendance rate in USDA supported classrooms/schools	80%	0	0%	85%	84%	99%	90%	90%	100%	95%	93%		95%	95%	93%	243.8%
Average student attendance rate in USDA supported classrooms/schools (Male)	80%	0	0%	85%	83.50%	98%	90%	87.60%	97%	95%	93%		95%	95%	93%	98%
Average student attendance rate in USDA supported classrooms/schools (Female)	80%	0	0%	85%	87.30%	103%	90%	91.40%	102%	95%	94%		95%	95%	94%	99%
Average number of school days missed by students due to illness	7	NA	NA	6	0.5	100%	5	0.52	100%	4	1.7		4	4	1.7	
Average number of school days per month on which multi-fortified or at least 4 food groups were provided	20	NA	NA	20	14	68%	20	16.75	84%	20	20	100%	20	20	20	100%
Number of students enrolled in school receiving USDA assistance	151,787	0	0%	131,422	142,735	109%	96,332	136,460	142%	115,687	120,644	104%	91,915	201,673	217,256	60%
Number of students enrolled in school receiving USDA assistance (Male)	78,259	0	0%	68,149	72,369	106%	50,082	69,854	139%	60,157	61,672	103%	47,796		61,672	NA
Number of students enrolled in school receiving USDA assistance (Female)	73,528	0	0%	63,273	70,366	111%	46,250	66,606	144%	55,530	58,972	106%	44,119		58,972	NA

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of students enrolled in school receiving USDA assistance (New)	151,787	0	0%	21,904	23,789	109%	16,055	21,113	132%	19,667	20,567	105%	15,626		20,567	NA
Number of students enrolled in school receiving USDA assistance (Continuing)	NA	NA	NA	109,518	118,946	109%	80,277	115,347	144%	96,020	100,077	104%	76,289		100,077	NA
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	7,416,667	0	0%	19,750,000	2,893,847	15%	14,416,667	15,215,265	106%	12,147,135	6,674,062	55%	5,790,645	63,083,327	24,783,174	39%
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	151,787	0	0%	131,422	142,735	109%	96,332	136,460	142%	115,687	120,644	104%	91,915	201,673	120,644	60%
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Male)	78,259	0	0%	68,149	72,369	106%	50,082	69,854	139%	60,157	61,672	103%	47,796		61,672	NA
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Female)	73,528	0	0%	63,273	70,366	111%	46,250	66,606	144%	55,530	58,972	106%	44,119		58,972	NA
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Primary students)	135,961	0	0%	117,910	123,124	104%	87,699	120,259	137%	104,118	103,724	100%	82,724		103,724	NA

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Pre-primary students)	15,826	0	0%	13,512	19,611	145%	8,633	16,201	188%	11,569	16,920	146%	9,192		16,920	NA
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (New)	151,787	0	0%	21,904	23,789	109%	16,055	21,113	132%	19,667	20,567	105%	15,626		20,567	NA
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Continuing)	0	0		109,518	118,946	109%	80,277	115,347	144%	96,020	100,077	104%	76,289		100,077	NA
Number of individuals receiving take home ration as a result of USDA assistance	23,133	23,133	NA	23,398	25,496	NA	0	0	NA	0	NA	NA		36,621	25,496	NA
Number of individuals receiving take home ration as a result of USDA assistance (Male)	NA	11,335	NA	NA	11,474	NA	NA	NA	NA	NA	NA	NA			13,003	NA
Number of individuals receiving take home as a result of USDA assistance (Female)	NA	11,798	NA	NA	13,023	NA	NA	NA	NA	NA	NA	NA			12,493	NA
Number of individuals receiving take home as a result of USDA assistance (new)	NA	23,133	NA	NA	2,363	NA	NA	NA	NA	NA	NA	NA			NA	NA

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of take-home rations provided to school-age children as a results of USDA assistance	46,792	46,266	99%	49,528	60,163	121%	0	0	NA	0	0	NA		96,320	106,429	NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	151,787	23,133	15%	131,422	266,219	203%	96,332	136,460	142%	115,687	120,644	104%	91,915	201,673	213,397	106%
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	78,259	11,335	14%	68,149	130,216	191%	50,082	69,854	139%	60,157	61,672	103%	47,796		108,833	NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Female)	73,528	11,798	16%	63,273	136,003	215%	46,250	66,606	144%	55,530	58,972	106%	44,119		104,565	NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (New)	151,787	23,133	15%	21,904	147,273	672%	16,055	21,113	132%	19,667	20,567	105%	15,626			NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Continuing)	NA	NA	NA	109,518	118,946	109%	80,277	115,347	144%	96,020	100,077	104%	76,289			NA

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of individuals participating in USDA food security programmes	152,365	23,133	15%	132,966	144,723	109%	97,452	139,885	144%	116,281	124,175	107%	91,915	204,125	213,397	105%
Number of individuals participating in USDA food security programmes (Male)	78,553	11,335	14%	68,824	73,107	106%	50,647	71,752	142%	60,466	62,765	104%	47,796		199,194	NA
Number of individuals participating in USDA food security programmes (Female)	73,812	11,798	16%	64,142	71,616	112%	46,805	68,133	146%	55,815	61,410	110%	44,119		191,383	NA
Number of individuals participating in USDA food security programmes (New)	152,365	23,133	15%	22,161	25,646	116%	16,242	24,538	151%	19,768	20,567	104%	15,626		N/A	NA
Number of individuals participating in USDA food security programmes (Continuing)	0	0	NA	110,805	118,946	107%	81,210	115,347	142%	96,513	103,608	107%	76,289		N/A	NA
Number of individuals benefiting indirectly from USDA-funded interventions	193,183	92,532	48%	167,264	182,933	109%	122,604	310,136	253%	147,238	153,547	104%	116,983	256,675	236,379	92%
Number of schools reached as a result of USDA assistance	599	298	50%	512	522	102%	385	522	136%	447	448	100%	341	599	624	104%

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Total quantity of commodities (tons) provided for school meals as a result of USDA assistance	890	NA	NA	2,370	800.4	34%	1,730	1,111	64%	1,458	1,200	82%	6,280	6,280	4,006	64%
Total quantity of commodities (tons) provided for school meals as a result of USDA assistance (Male)	459	NA	NA	1,229	416.2	34%	899	567	63%	751	720	96%	3,234	3,234	2,159	67%
Total quantity of commodities (tons) provided for school meals as a result of USDA assistance (Female)	431	NA	NA	1,141	384.2	34%	831	544	66%	707	480	68%	3,046	3,046	1,847	61%
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	377	377	100%	1,212	885.89	73%	NA	NA	NA	0	0	NA		1,590	1,263	79%
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (male)	185	185	100%	1,170	442.96	38%	NA	NA	NA	0	0	NA			628	NA
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (female)	192	192	100%	430	442.96	103%	NA	NA	NA	0	0	NA			635	NA

Percent of LOP targets achieved Activity Area 2: Capacity strengthening

Performance Indicator	FY 2019-20			FY 2020-21			FY 2021-22			FY 2022-23			Further targets			
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	2	0	0%	2	2	100%	1	4	400%	1	5	500%		2	3 (stage 5) 2 (stage 2)	150%
Support in developing policy related to School Based Nutrition	1 (stage1)	1 (stage 1)	100%	1 (stage 2)	1 (stage 2)	100%	1 (stage 3-4)	1 (stage 2)	0%	1 (stage5)	1 (stage 2)					
Support in developing HGSF transition strategy	1 (stage 4)	0	0%	1 (stage 5)	1 (stage 2)	100%	NA	1 (stage 4)	100%	NA	1 (stage 5)					
Support in developing HGSF sub-decree	NA	NA	NA	NA	NA	NA	NA	1 (stage 3)	100%	NA	1 (stage 5)					
Support in developing HGSF TOC and project document											1 (stage 5)					
Support in developing HGSF M&E framework	NA	NA	NA	NA	NA	NA	NA	1 (stage 1)	100%	NA	1 (stage 2)					
Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	70,000	89,523	128%	60,000	630,179	1,050%	51,000	1,889,595	3,705%	27,000	166,133	615%		208,000	2,775,430	1334%
Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	599	624	104%	512	522	102%	385	522	136%	296	522	176%		599	522	87%

Percent of LOP targets achieved Activity Area 3: Literacy

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text		6%	NA	none	Not Measured	NA	15%	Not Measured	NA	15%	20.38%	136%	15%	15%	20.38%	136%
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Male)	No Targets	0%	NA	No Targets	Not Measured	NA	No Targets	Not Measured	NA	No Targets	29.80%		No Targets		29.80%	
Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Female)	No Targets	2%	NA	No Targets	Not Measured	NA	No Targets	Not Measured	NA	No Targets	9.59%		No Targets		9.59%	
Number of teaching and learning materials provided as a result of USDA assistance	0%	0%	0%	No Targets	54,111	NA	837	15,344	NA	No Targets	2,388	NA	No Targets	837 37,665 units	71,843	191%
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	0%	NA	NA	327	313	96%	79	970	1,228%	No Targets	154	NA	No Targets	406	934	

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
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 (Male)	0%	NA	NA	93	104	112%	23	323	1,404%	No Targets	49	NA	No Targets	118	310	
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 (Female)	0%	NA	NA	234	209	89%	56	647	1,155%	No Targets	105	NA	No Targets	288	624	
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	No Targets	NA	NA	837	777	93%	99	970	980%	No Targets			No Targets	936	900	96%
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (Male)	No Targets	NA	NA	239	353	148%	28	318	1,136%	No Targets			No Targets		321	NA
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (Female)	No Targets	NA	NA	598	424	71%	71	652	918%	No Targets			No Targets		579	NA

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	No Targets	NA	NA	204	29	14%	57	151	265%	No Targets	126		No Targets	204	214	
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Male)	No Targets	NA	NA	169	22	13%	47	121	257%	No Targets	109		No Targets	167	159	95%
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (Female)	No Targets	NA	NA	35	7	20%	10	30	300%	No Targets	17		No Targets	37	55	150%
Number of school administrators and officials trained or certified as a result of USDA assistance	No Targets	NA	NA	255	73	29%	71	235	189%	No Targets	67		No Targets	255	235	92%
Number of school administrators and officials trained or certified as a result of USDA assistance (Male)	No Targets	NA	NA	206	64	31%	57	191	211%	No Targets	59		No Targets	204	191	94%

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of school administrators and officials trained or certified as a result of USDA assistance (Female)	No Targets	NA	NA	49	9	18%	14	44	100%	No Targets	8		No Targets	51	44	86%
Average teacher attendance rates	95%	NA	NA	96%	94.5%	98%	97%	94.1%	97%	98%			98%	98%		
Percent of students in target schools identified as attentive by their teachers	88%	NA	NA	89%	94.4%	106%	90%	94.9%	105%	91%			91%	91%		

Percent of EOC targets achieved Activity Area 4: Promote improved health

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	294	107	36%	349	1,109	318%	297	1003	286%	194	11	6%	0	1,134	2,230	197%
Number of water system built/rehabilitated	27	14	52%	27	39	244%	26	26	0%	5	0	0%			79	
Number of Hand washing stations built/rehabilitated	170	74	44%	170	891	524%	160	831	474%	100	0	0%			1,796	
Number of fuel-efficient stoves built/rehabilitated	50	4	8%	59	65	34%	48	63	56%	40	7	18%			139	
Number of storerooms and Kitchens built/rehabilitated	47	15	32%	93	114	101%	63	83	103%	49	4	8%			216	
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	391	0	0%	304	42	14%	652	2,175	NA	416	1981	476%	350	860	2,158	251%
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Male)	195	0	0%	152	32	21%	326	1,313	NA	208	1030	495%		430	1,207	281%
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (Female)	195	0	0%	152	10	7%	326	862	NA	208	951	458%		430	951	221%

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of individuals who trained in safe food preparation and storage as a result of USDA	558	0	0%	434	420	14%	932	2,500	268%	594	2,476	417%	0	1,228	2,698	220%
Number of individuals trained in safe food preparation and storage as a result of USDA assistance (Male)	279	0	0%	217	244	21%	466	1,509	324%	297	1,287	433%		614	1,509	246%
Number of individuals trained in safe food preparation and storage as a result of USDA assistance (Female)	279	0	0%	217	14	6%	466	991	213%	297	1,189	400%		614	1,189	194%
Number of schools using an improved water source	521	0	0%	472	516	109%	361	517	143%	425	394	93%	324	599	517	86%
Percent of schools with soap and water at a hand washing station commonly used by students	80%	0	0%	85%	95%	112%	90%	96%	109%	95%	96%	101%	95%	95%	96%	101%
Number of target schools that have at least one month supply of soap (hand and dish soap)	515	0	0%	440	479	109%	331	501	152%	384	448	117%	293	599	448	75%
Number of students benefitting from educational facilities (i.e. Water system as wells) rehabilitated/constructed as a result of USDA assistance	36,750	0	0%	43,625	135,060	310%	37,125	90,540	176%	24,250	2,251	9%	0	54,250	112,790	208%

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of students benefitting from educational facilities (i.e. Water system as wells) rehabilitated or constructed as a result of USDA assistance (Male)	18,669	0	0%	22,162	70,063	263%	18,860	46,207	177%	12,319	1,100	9%				
Number of students benefitting from educational facilities (i.e. Water system as wells) rehabilitated or constructed as a result of USDA assistance (Female)	18,081	0	0%	21,464	64,997	254%	18,266	44,233	175%	11,931	1,151	10%				
Number of individuals reached through IEC materials as a result of USDA assistance	119,800	4,610	4%	102,400	68,224	18%	77,000	195,733	111%	59,200	8900	15%		159,570	165,372	104%
Number of schools provided with kitchen utensils as a result of USDA assistance	100	161	161%	200	395	61%	164	216	132%	135	149	110%			624	

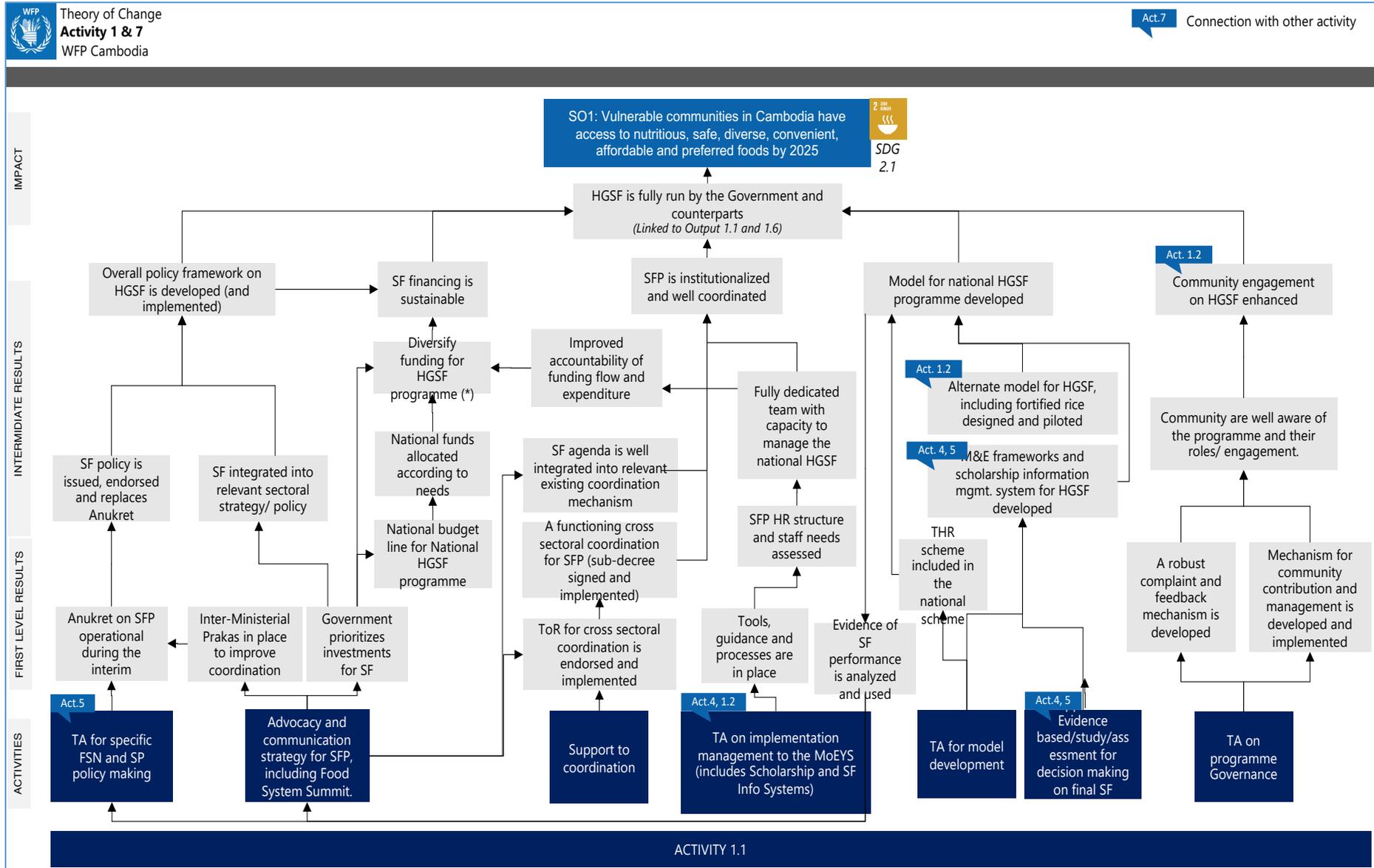
Percent of LOP targets achieved Activity Area 5: Promote improved nutrition

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	14	0	0%	13	23	177%	13	21	162%	7	222	3,170%	7	23	266	1,156%
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Male)	11	0	0%	9	17	189%	9	20	222%	5	21	420%		16	58	360%
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Female)	4	0	0%	3	6	200%	3	1	33%	2	201	10,045%		7	208	3,013%
Number of individuals trained in child health and nutrition as a result of USDA assistance	20	0	0%	18	393	2,183%	18	21	117%	10	317	3,170%	0	33	2,396*	2,215%
Number of individuals trained in child health and nutrition as a result of USDA assistance (Male)	15	0	0%	13	223	1,715%	13	20	154%	7	30	429%		25	581*	1,074%
Number of individuals trained in child health and nutrition as a result of USDA assistance (Female)	5	0	0%	5	170	3,400%	5	1	20%	3	287	9,567%		8	1,815*	6,034%

Performance Indicator	FY 2019-20		FY 2020-21			FY 2021-22			FY 2022-23			Further targets				
	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement	Achievement Rate	Target	Achievement so far	Achievement Rate	FY2023-24 (NCE)	LOP	Achievement March 23	Achievement Rate
Number of school gardens at target schools rehabilitated or constructed	296	0	0%	265	287	108%	267	442	166%	230	378	164%	0	599	442	74%
Number of people reached through interpersonal SBCC approaches	220,781	0	0%	191,159	0	0%	140,119	118,756	85%	104,089	0	0%	0	293,342	118,756	40%
Percent of students in target schools reported as 'not hungry' during class time (surveys)		89.2%													80.8%	
Average dietary diversity score (DDS) for enrolled girls and boys of target schools		5.1													5.8	

*Note: The target seems to be defined as number of trainings and initially partners reported as such. However, it should be reported as unique individuals. The CO provided the total number but had not corrected the SAPR data, because the results had already been reported to USDA.

Annex 6: Theory of Change for NHGSFP support



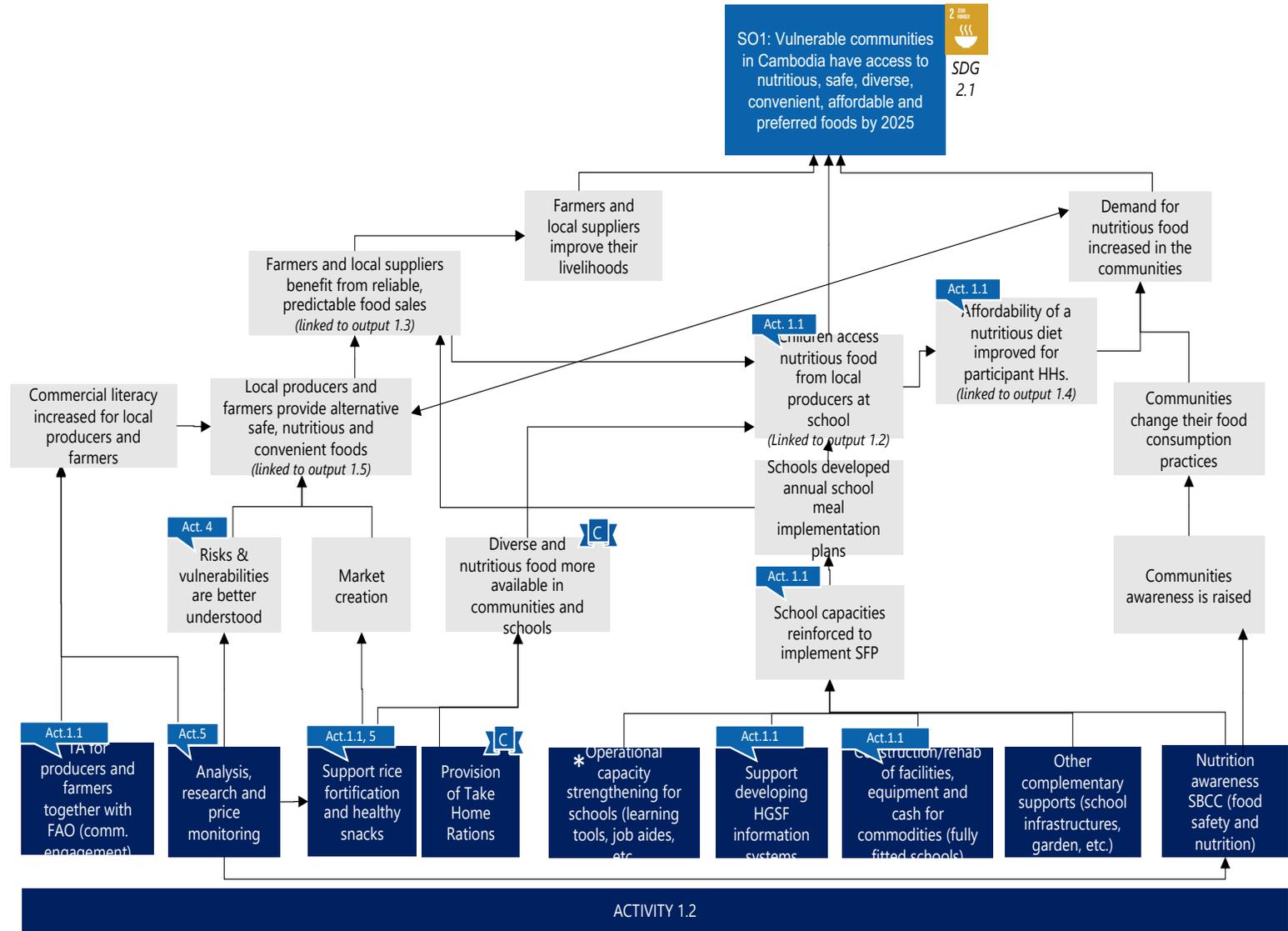


IMPACT

INTERMEDIATE RESULTS

FIRST LEVEL RESULTS

ACTIVITIES



Annex 7: School handovers

The table below indicates the handover plan of McGovern-Dole supported schools according to the agreement between WFP CO and the Royal Government of Cambodia, and the actual handover to date (updated June 2023).

Handover of McGovern-Dole supported schools; planned																
Province	SY 2019-20				SY 2020-21				SY 2021-22				SY 2022-23			
	SMP	HGSF-H	HO	Total WFP	SMP	HGSF-H	HO	Total WFP	SMP	HGSF-H	HO	Total WFP	SMP	HGSF-H	HO	Total WFP
KCG	0	71	0	71	0	71	0	71	0	42	29	42	0	0	42	0
KTM	77	145	0	222	77	83	62	160	0	139	30	139	0	139	0	139
SRP	243	63	0	306	218	63	25	281	0	204	77	204	0	158	46	158
Total	320	279	0	599	295	217	87	512	0	385	127	385	0	297	88	297
Handover of McGovern-Dole supported schools; implementation to date (June 2023)																
Province	SY 2019-20				SY 2020-21				SY 2021-22				SY 2022-23			
	SMP	HGSF-H	HO	Total WFP	SMP	HGSF-H	HO	Total WFP	SMP	HGSF-H	HO	Total WFP	SMP	HGSF-H	HO	Total WFP
KCG	46	61	0	107	0	97	0	97	0	97	0	97	0	43	54	43
KTM	75	144	0	219	75	82	0	157	75	82	0	157	0	136	21	136
SRP	208	90	0	298	151	117	0	268	151	117	0	268	0	269	0	269****
Total	329	295	0*	624	226	296	0	522**	226	296	0***	522	0	448	75	448

Key: KCG: Kampong Chhnang; KTM: Kampong Thom; SRP: Siem Reap; SMP: School meal programme; HGSF-H: Home grown school feeding – hybrid; HO: Handover

* 31 schools handed over that were supported under the previous McGovern-Dole grant

** 102 schools were planned to be handed over but because of pandemic this was not possible so they were shifted to support from other donors

*** 30 of the McGovern-Dole schools shifted to other funds in 20/21 were handed over in 2022. An additional 16 schools from the previous McGovern-Dole project were also handed over that year.

**** One new school in Banteay Srei

Source: WFP CO data

Annex 8: Evaluation questions

The table below presents the evaluation questions as per the Terms of Reference. In the ToR the first EQs on relevance was combined but for practical purposes the ET split this into two separate sub-questions. The first part of question 3.2, as well as 6.2 and 7.1 are repetitive and will not be addressed separately. The general question 7.2 is addressed in the recommendations section of the report rather than in the findings.

The ToR did not explicitly include GEWE in the EQs except for 1.1 and 5.1. As far as possible and relevant, the ET used a gender lens to respond to all EQs, and the availability of gender disaggregated CO monitoring data was helpful in this process.

Evaluation Criteria	Key Questions: Final Evaluation
Relevance	1.1. To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls? 1.2. To what extent has the design of capacity strengthening activities met the needs of the government?
Coherence	2.1. To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies? 2.2. To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance? 2.3. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?
Effectiveness	3.1. To what extent were the objectives and results of the SFP achieved for various beneficiary groups (by gender where applicable) and by type of activity? 3.2. To what extent have the intended results, and overarching program objectives been achieved? What were the particular features of the SFP and context that made a difference? What was the influence of other factors? 3.3. To what extent have the findings of the baseline and midterm evaluation been addressed?
Efficiency	4.1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&E arrangement aligned with program design? 4.2. Were the activities undertaken as part of SFP cost-efficient? 4.3. What factors impacted the cost efficiency of the program implementation? 4.4. To what extent [have] monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for WFP's learning agenda?
Impact	5.1. What intended and unintended impact has the SFP made on men, women, boys and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, authorities, communities)? 5.2. What were the internal factors leading to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership & coordination approaches and arrangements; etc.? 5.3. What were the external factors leading to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives & pressures; etc?

<p>Sustainability¹⁷³</p>	<p>6.1a. To what extent was the SFP implementation in line with the handover plan/strategy agreed with and endorsed by the Government (including handover to the Government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc)?</p> <p>b. Have adjustments to the handover plan/strategy identified during [the] midterm evaluation and throughout the program been factored in[to] the SFP implementation and impacted success of the handover process?</p> <p>6.2. [To what extent] has the overall handover process been conducted as per the SFP plan and handover plan/strategy agreed with and endorsed by the Government?</p> <p>6.3a. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)?</p> <p>b. What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention (national budget for SFP and other funding sources)?</p> <p>6.4. How effective has the handover process been? (Criteria for effective handover to be defined by the project team at the start of the project)</p> <p>6.5a. To what extent has SFP been successful in engaging Government and local communities (PTAs, farmers groups, etc) towards school feeding and education activities?</p> <p>b. Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p> <p>6.6. Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries?</p>
<p>General</p>	<p>7.1. Based on available evidence to what extent are the benefits of the project likely to continue beyond WFP's intervention for the targeted beneficiaries?</p> <p>7.2. What improvements should be made to SFP in the future?</p>

Source: WFP Cambodia; Annex 12, page 20, of the original Terms of Reference, 26 August 2020

¹⁷³ The ToR gave combined questions under 6.1, 6.3 and 6.5 but for the purpose of the evaluation the ET split them.

Annex 9: Evaluation Matrix

To guide the complete evaluation series (baseline, midterm and endline evaluations), the Terms of Reference provided key questions grouped as per the OECD-DAC criteria. In several instances the ToR combined multiple questions into one, so for clarity the ET has split them out as indicated below (eg: where marked 6.1.a and 6.1.b etc.). Questions 2.1, 2.2 and 2.3 (now under Coherence) were originally under Relevance, and the ET has moved them but not edited the actual questions. The TOR includes two additional general evaluation questions which are summative in nature based on the findings from the OECD-DAC criteria questions; they are shown in Section 7 of the Matrix. Note that there is a duplication of question in two instances as shown.

The Questions from the ToR have been expanded to suggest indicators (column 2) to enable the ET to gather appropriate data to be able to answer the questions asked, as well as indicate the principal sources and methods of collecting the data. The reliability and validity of data will be assessed through triangulation (source, method, and investigator).

Evaluation question				
1.0 RELEVANCE: to determine if the McGovern-Dole objectives and design respond to the needs of stakeholders and institutions.				
Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
1.1 To what extent is the SFP appropriate to the needs of the target beneficiaries on men, women, boys and girls?	Documented evidence of appropriate targeting and later project adjustments addressing the identified gender-specific needs of target populations (schools, communities). Documented evidence that the project was designed based on strong context analysis and needs assessment. Number of revisions of CFSVA or similar surveys and changes introduced in SF targeting accordingly Evidence of gender perspective in project documents	Desk review In-depth interviews Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners Quantitative survey Focus Group Discussions	WFP Reports, including assessment reports WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports, MOEYS statistics (EMIS) WFP MERVAM surveys and reports WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, WFP monitoring data. School principals and teachers; households (mothers and grandmothers if possible)	Qualitative analysis – secondary document review triangulated with key informant interviews

1.0 RELEVANCE: to determine if the McGovern-Dole objectives and design respond to the needs of stakeholders and institutions.

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>1.2. To what extent has the design of capacity strengthening activities met the needs of the government?</p>	<p>Documented evidence of strong capacity needs assessments undertaken during the design stages to identify areas for focus</p> <p>Number of McGovern-Dole FFE project capacity strengthening activities which addressed the government's identified needs and priorities.</p> <p>Extent to which stakeholder perceptions regard capacity strengthening measures as relevant for meeting government priorities.</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>

2.0. COHERENCE: to determine if McGovern-Dole is compatible with other interventions and institutions.

Note that the questions in this section were listed under 'Relevance' in the Terms of Reference but have been split out by the ET for more clarity

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>2.1: To what extent is the SFP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies?</p>	<p>Evidence of direct alignment between USDA project objectives and SFP programme activities</p> <p>Evidence of integration of SF in national development strategy documents</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Key informant interviews with WFP CO and MOEYS staff,</p>	<p>NSDP 2019-2023, ESP 2019-2023, NSPPF 2016-2025</p> <p>National School Health Policy 2019, Second National Strategy on Food Security & Nutrition 2019-23</p> <p>National Multisectoral Action Plan for the Prevention and Controls of Non-Communicable Diseases 2018-2027</p> <p>WFP, MOEYS staff</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>
<p>2.2: To what extent is the SFP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance?</p>	<p>Evidence of direct alignment of the SFP with frameworks of UN agencies and development partners</p> <p>Evidence of direct alignment of the SFP with WFP corporate strategy and guidance documents</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Key informant interviews with WFP CO and UN staff</p>	<p>UNDAFs for Cambodia 2019-2023</p> <p>WFP Corporate strategy documents</p> <p>WFP School feeding guidelines</p> <p>WFP Gender guidelines</p> <p>WFP, United Nations, implementing partners staff</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>
<p>2.3. To what extent has the SFP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?</p>	<p>Identification of specific examples and instances where the SFP has sought complementarities with other parties</p>	<p>Desk review</p> <p>Key informant interviews with key stakeholders</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports</p> <p>Staff of humanitarian and development partners, UN organisations, government authorities, WFP, implementing partners, donors</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>

3.0. EFFECTIVENESS: to determine if McGovern-Dole activities achieved objectives and results, including possible differences across groups or institutions

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>3.1. To what extent were the objectives and results of the SFP achieved for various beneficiary groups (by gender where applicable) and by type of activity?</p>	<p>Levels of achievement of all project indicators by activity (disaggregated by gender, geography, and strategic outcome, among others, as appropriate).</p> <p>Number and percentage of indicators meeting targets (disaggregated by gender, geography, and strategic outcome, among others, as appropriate).</p> <p>Number of specific examples of unintended positive/negative outcomes from project interventions provided by stakeholders or documentation.</p> <p>Documented evidence citing the extent to which implementation adjustments led to unexpected positive/negative results</p> <p>Stakeholder perceptions regarding project results as having been achieved and contributing to overall strategic objectives</p> <p>Drop-out rates in targeted areas for boys and girls</p> <p>Literacy rates in targeted areas for boys and girls (reading capacity as per RF indicators)</p> <p>Dietary diversity of school children</p> <p>Extent to which government stakeholders are satisfied with capacity strengthening received</p> <p>Percentage of students in target schools who indicate that they are “hungry” or “very hungry” during the school day</p> <p>Reported inattentiveness of students</p> <p>Knowledge of healthy practices at the household level</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Primary data collection</p> <p>Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners</p> <p>Quantitative school and household survey (principals, teachers, mothers/ grandmothers/other caregivers)</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p> <p>MOEYS statistics (EMIS)</p> <p>WFP MERVAM surveys and reports</p> <p>WFP CO and MOEYS staff, POE, DOE staff, cooperating partners,</p> <p>WFP monitoring data.</p> <p>Quantitative school and household surveys</p> <p>Baseline/endline assessment of EGRA conducted by World Education</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis –primary survey data (descriptive, comparative, regression) and existing WFP monitoring data</p> <p>Triangulation of available data</p>

3.0. EFFECTIVENESS (continued): to determine if McGovern-Dole activities achieved objectives and results, including possible differences across groups or institutions

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>3.2: To what extent have the intended results, and overarching project objectives been achieved?</p> <p>What were the particular features of the SFP and context that made a difference? What was the influence of other factors?</p>	<p>The ET notes (and as pointed out by several responses from ERG members) that the first part of this question is almost identical to EQ 3.1 above. It will only be answered once, while the other parts will be answered as required.</p> <p>Levels of achievement by activity, indicator, and results (disaggregated by gender, geography, and strategic outcome, among others, as appropriate).</p> <p>Number and percentage of indicators meeting targets (disaggregated by gender, geography, and strategic outcome, among others, as appropriate).</p> <p>Documented evidence citing the extent to which implementation adjustments led to unexpected positive/negative results</p> <p>Stakeholder perceptions regarding project results as having been achieved and contributing to overall strategic objectives</p> <p>Extent to which government stakeholders are satisfied with capacity strengthening received</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Primary data collection</p> <p>Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners</p> <p>Quantitative school and household survey (principals, teachers, mothers / grandmothers / other caregivers)</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p> <p>MOEYS statistics (EMIS)</p> <p>WFP MERVAM surveys and reports</p> <p>WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, WFP monitoring data.</p> <p>Quantitative school and household survey</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis – primary survey data (descriptive, comparative, regression) and existing WFP monitoring data</p> <p>Triangulation of available data</p>
<p>3.3. To what extent have the findings of the baseline and midterm evaluation been addressed?</p>	<p>Documented evidence showing that recommendations were formally addressed</p> <p>Stakeholder perceptions and other evidence that project adjustments were made based on the recommendations from the baseline and midterm evaluations</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p> <p>WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, WFP monitoring data.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data</p>

4.0. EFFICIENCY: to determine if McGovern-Dole activities are utilizing resources well and delivered results in an economical and timely manner

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
4.1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&E arrangement aligned with program design?	Degree to which budget (and budget revisions) are in line with program design Actual levels of expenditure per budget line compared with planned budget; indicating where expenditure data can be linked to program design and implementation	Desk review In-depth interviews Key informant interviews with WFP CO staff	WFP financial and operational information and reports WFP annual and semi-annual reports WFP CO staff, WFP monitoring data.	Qualitative analysis – secondary document review triangulated with key informant interviews Quantitative analysis of existing WFP monitoring data
4.2. Were the activities undertaken as part of SFP cost-efficient?	Evidence that cost per beneficiary expenditure was in line with budget figures, and in line with similar McGovern-Dole projects in other countries	Desk review In-depth interviews Key informant interviews with WFP CO staff	WFP financial and operational information and reports WFP annual and semi-annual reports WFP CO staff, WFP monitoring data.	Qualitative analysis – secondary document review triangulated with key informant interviews Quantitative analysis of existing WFP monitoring data
4.3. What factors impacted the cost efficiency of the program implementation?	Specific examples identifying factors influencing cost-efficiency of the program implementation Evidence in documentation of factors influencing cost-efficiency Evidence of any programmatic changes implemented that were designed to improve efficiency	Desk review In-depth interviews Key informant interviews with WFP CO staff	WFP financial and operational information and reports WFP annual and semi-annual reports WFP CO staff, WFP monitoring data.	Qualitative analysis – secondary document review triangulated with key informant interviews Quantitative analysis of existing WFP monitoring data
4.4: To what extent have monitoring and Beneficiary / Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for WFP's learning agenda?	Evidence of existence and use of feedback mechanisms Levels of awareness amongst stakeholders of such mechanisms, and how to engage with them Evidence (number of specific examples) that such mechanisms helped address and deliver corrective measures and WFP's learning	Desk review In-depth interviews Key informant interviews with WFP CO staff and stakeholders Monitoring data Focus group discussions	WFP financial and operational information and reports WFP annual and semi-annual reports WFP CO staff, MoEYS staff/POE/DOE, beneficiaries WFP monitoring data.	Qualitative analysis – secondary document review triangulated with key informant interviews Quantitative analysis of existing WFP monitoring data

5.0. IMPACT: to determine if the McGovern-Dole FFE project had unintended positive or negative outcomes or impact, and what difference(s) the McGovern-Dole FFE project made overall

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>5.1. What intended and unintended impact has the SFP made on men, women, boy and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, authorities, communities)?</p>	<p>Levels of achievement by activity, indicator, and results (disaggregated by gender, geography, and strategic outcome, among others, as appropriate).</p> <p>Extent to which objectives have been met (as appropriate, disaggregated as above).</p> <p>Documentary evidence citing the extent to which implementation adjustments led to unexpected positive and/or negative results.</p> <p>Specific stakeholder examples regarding project results having been achieved and contributing to overall strategic objectives</p> <p>Specific stakeholder examples regarding their capacity having been strengthened, contributing to overall strategic objectives</p> <p>Number of specific examples of unintended positive/negative outcomes from project interventions provided by stakeholders or documentation.</p> <p>Documented evidence citing the extent to which implementation adjustments led to unexpected positive/negative results</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Primary data collection</p> <p>Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, beneficiaries</p> <p>Quantitative school and household surveys</p> <p>Focus Group Discussions</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports, MOEYS statistics (EMIS)</p> <p>WFP MERVAM surveys and reports</p> <p>WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, beneficiaries</p> <p>WFP monitoring data.</p> <p>School principals, teachers</p> <p>Mothers / grandmothers / other caregivers</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis – primary survey data (descriptive, comparative, regression) and existing WFP monitoring data</p>

5.0. IMPACT (continued): to determine if the McGovern-Dole FFE project had unintended positive or negative outcomes or impact, and what difference(s) the McGovern-Dole FFE project made overall

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>5.2. What were the internal factors leading to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.?</p>	<p>Number of examples of internal factors influencing results and evidence of mitigation measures taken to improve results achieved</p> <p>Documentary and verbal evidence that WFP staff numbers and skill sets required to deliver intended results were appropriate.</p> <p>Documentary evidence showing appropriate levels of CO capacity for managing and ensuring quality of implementation through implementing partners (such as quality control mechanisms, monitoring reports, and quality data sets).</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>
<p>5.3. What were the external factors leading to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc?</p>	<p>Specific examples where external factors were recognised to impact on project outputs, including capacity strengthening, and what mitigation measures were taken.</p> <p>Evidence of the specific impacts caused by the COVID-19 pandemic on project activities, and what mitigating activities were implemented.</p> <p>Documentary evidence citing political, economic, health and other security factors affecting implementation, and what mitigation measures taken.</p> <p>Evidence of analysis by Government and local institutions in the targeted geographical areas for identifying factors brought about by the pandemic and other external influencing results.</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>

6.0. SUSTAINABILITY: to determine if McGovern-Dole FFE project results, benefits, and outcomes are likely to continue after the program concludes

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>6.1a. To what extent was the SFP implementation in line with the handover plan/strategy agreed with and endorsed by the Government (including handover to the Government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc)?</p> <p>6.1b. Have adjustments to the handover plan/strategy identified during [the] midterm evaluation and throughout the program been factored in[to] the SFP implementation and impacted success of the handover process?</p>	<p>Documentary evidence detailing handover strategy set against updates of progress against expected results (eg: number of schools actually handed over vs. planned numbers per SY).</p> <p>Extent to which stakeholders can articulate the agreed upon handover plan and strategy and identify points of completion.</p> <p>Extent to which stakeholders perceive overall handover progress, including related capacity strengthening to be satisfactory and in line with agreed plans and strategy</p> <p>Documentary and verbal evidence of any adjustments made in the handover planning strategy, how these were implemented, and what effects can be identified</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>
<p>6.2. [To what extent] has the overall handover process been conducted as per the SFP plan and handover plan/strategy agreed with and endorsed by the Government?</p>	<p>This question asks the same thing as 6.1a above, so it will only be addressed once.</p>			

6.0. SUSTAINABILITY (continued): to determine if McGovern-Dole FFE project results, benefits, and outcomes are likely to continue after the program concludes

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>6.3.a. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)?</p> <p>6.3.b. What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the SFP beyond WFP's intervention (national budget for SFP and other funding sources)?</p>	<p>Documentary evidence citing technical capacity achievements according to Capacity Strengthening Framework progress milestones</p> <p>Number of specific examples where WFP's contributions have strengthened Government capacity</p> <p>Documentary evidence citing political will and ownership considerations compared against Capacity Strengthening Framework</p> <p>Existence of a SF line in the MoEYS budget; level of financial commitment made from the national budget</p> <p>Number of sustainable delivery components of the project taken over by Government</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>
<p>6.4: How effective has the handover process been?</p> <p>(criteria for effective handover to be defined by the project team at the start of the program – to be requested by the ET at the start)</p>	<p>Quantity of evidence from project documents and other reports indicating effective handover of schools.</p> <p>Number of schools handed over per SY compared to planned numbers.</p> <p>Specific examples of areas of weakness in the handover process at different levels</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>

6.0. SUSTAINABILITY (continued): to determine if McGovern-Dole FFE project results, benefits, and outcomes are likely to continue after the program concludes

Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
<p>6.5 a. To what extent has SFP been successful in engaging Government and local communities (PTAs etc) towards school feeding and education activities?</p> <p>b. Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p>	<p>Number of formal school feeding committees and PTA groups formed and active in project schools</p> <p>Documentary evidence of improved sub-national Government programme involvement over time</p> <p>Documentary evidence of increased community involvement in the project over time (PTAs, local communities) – disaggregated by capacity dimension (individual, institutional, and enabling environment) and gender wherever possible</p> <p>Number and type of initiatives taken by PTAs and the communities at large to support SF activities, and the specific and relative roles of women in these activities</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p> <p>Focus Group Discussions</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p> <p>WFP monitoring reports</p>	<p>Quantitative analysis of existing WFP monitoring data</p> <p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>
<p>6.6: Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP’s intervention for the targeted beneficiaries?</p>	<p>Degree of evidence and examples of robust analysis regarding Government ownership, technical capacity, political will, resourcing, and integration into policy frameworks</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, SFTF/MOEYS and cooperating partners</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO, SFTF/MOEYS and cooperating partners, annual and semi-annual reports,</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>

7.0. General questions				
Sub-questions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/triangulation
7.1. To what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries?	This question is a direct repetition of question 6.6 under sustainability, so it will only be addressed once.			
7.2. What improvements should be made to SFP in the future?	<p>Number of specific examples provided by stakeholders that could lead to future project strengthening</p> <p>Number of lessons learned in other McGovern-Dole country projects that could be implemented in Cambodia</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, beneficiaries</p>	<p>WFP Reports, including assessment reports</p> <p>WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, beneficiaries</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data</p>

Annex 10: Data Collection tools

HOUSEHOLD SURVEY QUESTIONNAIRE



USDA MCGOVERN-DOLE SCHOOL FEEDING BASELINE 2020 / ENDLINE 2023 SURVEY

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: |__| |__| / |__| |__| / 2023 (Day/Month /Year)

AA04. Start time _____ End time _____

AA05. ID of enumerator _____

QUALITY CONTROL

AA06. ID of team leader _____

AA07. Date of checking: |__| |__| / |__| |__| / 2020 (Day/Month /Year)

AA08. Remark: _____

MAIN RESPONDENT WILL BE THE HOUSEHOLD HEAD (OR ADULT MALE OR FEMALE); ANSWERS FOR SOME MODULES 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. Deserted	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 (skip to A12a)	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) Yes 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												

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)

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

SECTION B1: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGED 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 ID 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)	
						1 st	2 nd		1 st	2 nd	1 st	2 nd
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 needs 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)	

B2.2. Please identify 3 benefits of primary education?

***Do not read the options first. Record the answers. (Please probe as much as possible)**

- 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

1. _____
2. _____
3. _____

<p>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)_____</p> <p>98. Don't know 99. No benefit</p>	
<p>B2.3. How does your child travel to primary school (the most often)? SA</p> <p>1. Foot 2. Bicycle 3. Any carts 4. Motorcycle 5. Koyun (tractor) 6.Others (specify)</p>	<p>_____</p>
<p>B2.4. How long does it take to go to school from home if the child <u>walks</u>?</p> <p>1. Less than 15min 2. 15min to 29 min 3.30min to 44min 4. 45min to 1hr 5. More than 1 hr</p>	<p>_____</p>
<p>B2.5 How much does it cost to go to school (one way) if the child uses <u>public transport</u> (most often)? SA</p> <p>**If respondent never uses public transport, identify the most common public transport in this area. In USD</p> <p><i>(99 = N/A if the school is too close to use a public transport)</i></p>	<p>_____</p>

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 months in below col (see code below)	How much was earned from this activity? (total of 12 month, in US Dollar)	C1.5.1 Was this earning affected by Covid-19? 1. Yes 2. No	C1.5.2 If Yes, Was the earning 1. Increased? 2. Decreased?
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 2. Pastoral activities (pig, cow, chicken) 3. Fishing/ activities 4. Agricultural labour 5. Non-agricultural labour 6. Tailor/potter/blacksmith/goldsmith/ hair cutter/cobbler/carpenter/mason plumber/electrician/motor mechanic 7. Government officer 8. Private sector employee 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. Pretty trader 22. Business/shop 23. Medium/ large scale trader 24. Contractor	1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December

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)	Was this earning affected by Covid-19? 1. Yes	If Yes, Was the earning 1. Increased? 2. Decreased?
C1.6.1. Agricultural product sale			
C1.6.2. Animal sale			
C1.6.3. Animal product sale (milk,			
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 June 2022-May 2023) 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 (US	Was this earning affected by Covid-19?	If Yes, Was the earning 1. Increased? 2. Decreased?	C1.8. Non- Cash (US Dollars)	Was this earning affected by Covid-19?	If Yes, Was the earning 1. Increased? 2. Decreased?
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 saving/personal saving						
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 (<i>in m²</i>)			19. Television		
02. Rice land (<i>in ha</i>)			20. Radio		
03. Rice miller			21. Bicycle		
04. Hand hammer mill			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.	Admissions / Registration			[1] Daily
2.	Materials and books			[2] Monthly
3.	Extra Tuition fees			[3] Quarterly
4.	Travel to/from School			[4] Yearly
5.	Food, snacks, water at school			[5] One time
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) Not include your own product	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		

Items	Approximate value in US Dollars (in cash) Not include your own product	Approximate value in US Dollars (in credit)
E1.a continued	E1.b	E1.c
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?

Items	Approximate value in US Dollars in cash) Not include your own product	Approximate value in US Dollars (in credit)
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	
E3.2 If Yes, did Covid-19 affect covering the expense?		

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 <u>last 7 days</u> , 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

<p>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?</p>	<p>0 = No (Skip to F3.2) 1 = Yes</p>
<p>F3.1a How often did this happen in the past 30 days?</p>	<p>1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)</p>
<p>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?</p>	<p>0 = No (Skip to F3.3) 1 = Yes</p>
<p>F3.2a How often did this happen in the past 30 days?</p>	<p>1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)</p>
<p>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?</p>	<p>0 = No (Skip to Section G) 1 = Yes</p>
<p>F3.3a How often did this happen in the past 30 days?</p>	<p>1 = Rarely (1-2 times) 2 = Sometimes (3-10 times) 3 = Often (more than 10 times)</p>

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

<p>G1. How many days in the last month did your child attend MORNING SESSIONS in school?</p>	<p>Insert number of days _____ (answer should be less than 30 days) IF 0 = SKIP TO G3</p>
<p>G2. Did your child receive a meal every day during each of these sessions?</p>	<p>1 = yes 2 = No</p>
<p>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)</p>	<p>1 = Yes, always 2 = Most days, 3-4 days per week 3 = Sometimes, 1-2 days per week 4 = Rarely 5 = Never</p>

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 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)	1 st _____ 2 nd _____
H02c. 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 the school year 2021-2022 (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 Codes for K1.2 & K1.3: 1= Less 2= Same 3= more	Quantity eaten per meal compared to usual time over the last 6 months
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?			

SECTION K2 – FOOD CONSUMPTION PART 2: Respondent is the mother or main female of the household who is involved in household food preparation. Please write the ID code of the respondent.

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). **Write zero "0" if not eaten**

No.	Food items	No. of days eaten over the last 7 days	Main source (use code below)
K2.1	Cereals: Rice, porridge, Khmer noodle, corn/maize, bread, pasta, donut etc.		
K2.2	Root and Tuber: Cassava, jam, sweet potato, potato, taro and other tubers		
K2.3	Legumes / nuts: beans, mung bean, soybean, peanuts, lentils, cashew nut, lotus seed, dry pumpkin/watermelon seeds etc.		
K2.4	Orange vegetables (vegetables rich in Vitamin A): carrot, red pepper, pumpkin, orange sweet potatoes		
K2.5	Green leafy vegetables: spinach, broccoli, amaranth, cassava leaves and other dark green leaves		
K2.6	Other vegetables: onion, cucumber, radishes, eggplant, long beans, lettuce, etc.		
K2.7	Orange fruits (Fruits rich in Vitamin A): mango, papaya, tomatoes, apricot, peach		
K2.8	Other Fruits: banana, apple, orange, tangerine		
K2.9	Organ meat (ironic): Liver, kidney, heart, blood and / or other organ meats		
K2.10	Meat & poultry: beef, buffalo, mutton, lamb, pork, chicken, duck, innards, salted/dried meat, wild meat and birds		
K2.11	Fish & Other aquatic animals: Fresh fish, salted, dried fish, smoke fish, canned fish, frogs, crabs, snails, shrimps and other seafood etc.		
K2.12	Eggs: Chicken egg, duck egg, quail egg, fermented/salted egg, etc.		
K2.13	Milk & Dairy products: Fresh/sour milk, powdered milk, ice cream, cheese etc. (except condensed milk)		
K2.14	Oil and fats: rice bran oil, vegetable oil, animal fat, butter, margarine, coconut/frying oil, etc.		
K2.15	Sweets: Sugar, sweets, honey and sugary foods such as chocolate, candy and cake etc.		
K2.16	Condiments/seasonings: Fish sauce, soy sauce, salt, pepper, garlic, tea and coffee etc.		
K2.17	Prahok/Phaork		
K2.18	Insects: Crickets, Spiders, called A-ping in Khmer, Silkworms etc.		

Main source Codes:
1= Own production **2=** Fishing/hunting/gathering, **3=** Borrowed, **4=** Purchase,
5= Purchase on credit,
6= Begged **7=** Exchange of labour/items for food **8=** Received as gift from relatives or friends
9= Food aid (e.g. food scholarship) from NGOs, civil society, WFP and government.

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 K3.1. Do your children have breakfast every day?	1. Yes 2. No
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 (HGSF-Hybrid (USDA+Others); HGSF-Hybrid (USDA+LRP); SMP (USDA+Other) K3.2. During May, 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 HHH or mother of child who was picked in school by random sampling process. Please write the ID code of the respondent.

SECTION L: CHILD HEALTH

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. Diarrhoea 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. Do 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) 10. Other (specify)_____	_____
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)
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Part-3: Respondent will be the school going child (the sample child) of the household. 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	N3.3b. Snack	N3.3c. Lunch	N3.3d. Snack	N3.3e. Dinner
	1. Yes	1. Yes	1. Yes	1. Yes	1. Yes
	2. No	2. No	2. No	2. No	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	Rice, porridge, Khmer noodle, corn/maize, bread, pasta, donut etc.	
N3.4.2. Root and Tuber	Cassava, jam, sweet potato, potato, taro and other tubers	
N3.4.3. Legumes / nuts	Beans, mung bean, soybean, peanuts, lentils, cashew nut, lotus seed, dry pumpkin/watermelon seeds etc.	
N3.4.4. Orange vegetables (vegetables rich in Vit A)	Carrot, red pepper, pumpkin, orange sweet potatoes	
N3.4.5. Green leafy vegetables	Spinach, broccoli, amaranth, cassava leaves and other dark green leaves	
N3.4.6. Other vegetables	onion, cucumber, radishes, eggplant, long beans, lettuce, etc.	
N3.4.7. Orange fruits (Fruits rich in Vitamin A)	Mango, papaya, tomatoes, apricot, peach	
N3.4.8. Other Fruits	Banana, apple, orange, tangerine	
N3.4.9. Organ meat (ironic)	Liver, kidney, heart, blood and / or other organ meats	
N3.4.10. Meat & poultry	Beef, buffalo, mutton, lamb, pork, chicken, duck, innards, salted/dried meat, wild meat and birds	
N3.4.11. Fish & Other aquatic animals	Fresh fish, salted, dried fish, smoke fish, canned fish, frogs, crabs, snails, shrimps and other seafood etc.	
N3.4.12. Eggs	Chicken egg, duck egg, quail egg, fermented/salted egg, etc.	
N3.4.13. Milk and milk products	Fresh/sour milk, powdered milk, ice cream, cheese etc. (except condensed milk)	
N3.4.14. Oils and fats	Rice bran oil, vegetable oil, animal fat, butter, margarine, coconut/frying oil, etc.	
N3.4.15. Sweets	Sugar, sweets, honey and sugary foods such as chocolate, candy and cake etc.	
N3.4.16. Condiments/ seasonings	Fish sauce, soy sauce, salt, pepper, garlic, tea and coffee etc.	
N3.4.17. Prahok/Phaork		
N3.4.18. Condiments/ seasonings	Crickets, Spiders, called A-ping in Khmer, Silkworms etc.	

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. Yes2. No. It's not available every day during morning sessions3. No, it's not offered to me4. No, I don't like it5. No, I don't have time to eat6. No, I'm not hungry7. No, I like to take some of it home to my family8. 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. Everyday2. 3-4 days a week3. 1-2 days a week4. Rarely5. Never	

11.2. SCHOOL ASSESSMENT

	USDA McGovern-Dole School Feeding School Assessment Questionnaire for Education Project (Teacher): Endline Survey 2023	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>[MAY 2023]</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 [MAY 2023]</i>	a. Total: _____ b. Female: _____	
2.4 Percentage of students in your class <u>eat</u> breakfast at school (School provided) <u>[MAY 2023]</u> <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 <u>[MAY 2023]</u> . <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 <u>[MAY 2023]</u> . <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:		



USDA McGovern-Dole Food for Education Project
School Assessment Questionnaire SY 2021-2022
Endline Survey 2023

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 = HGSF-Hybrid (USDA+Other) <input type="radio"/> 2 = HGSF-Hybrid (USDA+LRP) <input type="radio"/> 3 = SMP (USDA+Other) <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 the school year, 2021-2022 <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 the school year, 2021-2022 <i>*refer to document review (to be done by 2 enumerators after interview)</i>	Total: Female:
14.c. Total Number of school days during the school year, 2021-2022 <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 the school year, 2021-2022 <i>*refer to document review (to be done by 2 enumerators after interview)</i> <i>*refer to JAN 2022 – OCT 2022</i>	Number of days: _____ RECORD IN SEPARATE SHEET
15. Total Number of school days in <i>MARCH 2023</i> <i>*refer to document review (to be done by 2 enumerators after interview)</i>	Number of days: _____
16. Total number of school days missed by all students in <i>MARCH 2023</i>	Number of days: _____ RECORD IN SEPARATE SHEET

17. Number of students in the school year, 2021-2022 by grade and gender								
17.a. Grade	17.b. Number of enrolled student		17.c. Number of promoted student		17.d. Number of repeated student		17.e. Number of dropped out student	
	Total	Female	Total	Female	Total	Female	Total	Female
1								
2								
3								
4								
5								
6								
18. Disability Data information								
1								
2								
3								
4								
5								
6								

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 2021-2022.	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 the school year 2021-2022. classroom(s)
29. How many Grade 1-6 classrooms have sufficient literacy instructional materials for effective instruction in the school year 2021-2022? 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 the school year 2021-2022?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 99. N/A
31. Did the school receive stationery package in the school year 2021-2022? (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 the school year 2021-2022?	<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 the school year 2021-2022?	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 the school year 2021-2022?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (If no, skip to Q 45)
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. . Project 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 <input type="checkbox"/> 4. Charity persons
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 (If no, skip to Q 45c)
45.a. If yes, who provided kitchen utensil packages? (Multiple answers)	<input type="checkbox"/> 1. Project 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 <input type="checkbox"/> 4. Charity persons
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?	(IF CONTROL SCHOOL, NOT APPLICABLE)
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 MARCH 2023, 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 (If no, skip to Q 47)

46.a. If yes, who provided hygiene packages for yearly supply? (Multiple answers)	<input type="checkbox"/> 1. PB budget <input type="checkbox"/> 2. WFP/PLAN/WVC <input type="checkbox"/> 3. Community <input type="checkbox"/> 4. Charity persons <input type="checkbox"/> 5. Other NGOs <input type="checkbox"/> 6. Companies <input type="checkbox"/> 7. Other, specify
46.b. If yes, what are they? Note: Don't read answers (Multiple answers)	<input type="checkbox"/> 1. Soap <input type="checkbox"/> 2. Water filters <input type="checkbox"/> 3. Bowls <input type="checkbox"/> 4. Combs <input type="checkbox"/> 5. long brooms <input type="checkbox"/> 6. Toothpastes and brushes <input type="checkbox"/> 7. Hand towel <input type="checkbox"/> 8. Nail cutter <input type="checkbox"/> 9. toilet brushes <input type="checkbox"/> 10. Other, specify
47 Did the school receive the training on food preparation and storage practices in the school year 2021-2022?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
48. What did the school implement for food preparation and storage practices? Note: Don't read answers (Multiple answers)	<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
49. Do teachers/stakeholders know about proper food storage? (Meat, vegetable, cooked meal, etc.)	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
50. Did the school receive the training on good health and nutrition practices?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
51. Please name the 3 food groups? Note: Don't read answers (Multiple answers)	<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
Solid waste disposal	
52. Does the school have bins or other equipment for managing solid waste?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
53. Is solid waste collected daily and safely disposed of?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No
ADDITIONAL SUPPORT PROGRAM	
54.15. Is there any support project being implemented /implemented in the school year 2021-2022?	1. Yes 2. No (skip to 54.16)
54.15.a. If yes, what are they?	<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).....
54.16. Has this school ever been received any support project in the school year 2021-2022?	1. Yes 2. No
54.16. a. If yes, what are they?	<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).....

Please provide information on school mapping	
14. Number of primary-school-age (6-11) children in the school's catchment area during the school year, 2021-2022 <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 the school year, 2021-2022 <i>*refer to document review (to be done by 2 enumerators after interview)</i>	Total: Female:
14.c. Total Number of school days during the school year, 2021-2022 <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 the school year, 2021-2022 <i>*refer to document review (to be done by 2 enumerators after interview)</i> <i>*refer to JAN 2022 – OCT 2022</i>	Number of days: _____ RECORD IN SEPARATE SHEET
15. Total Number of school days in MARCH 2023 <i>*refer to document review (to be done by 2 enumerators after interview)</i>	Number of day: _____
16. Total number of school days missed by all students in MARCH 2023	Number of days: _____ RECORD IN SEPARATE SHEET

	USDA McGovern-Dole Food for Education Project School Assessment Questionnaire SY 2021-2022 [Observation Sheet] Endline Survey 2023
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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 = HGSE-Hybrid (USDA+Other) <input type="radio"/> 2 = HGSE-Hybrid (USDA+LRP) <input type="radio"/> 3 = SMP (USDA+Other) <input type="radio"/> 4. Control
10. Village:	

17. Number of students in the school year, 2021-2022 by grade and gender								
17.a. Grade	17.b. Number of enrolled student		17.c. Number of promoted student		17.d. Number of repeated student		17.e. Number of dropped out student	
	Total	Female	Total	Female	Total	Female	Total	Female
1								
2								
3								
4								
5								
6								
18. Disability Data information								
1								
2								
3								
4								
5								
6								

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 2019-2020.	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 the school year, 2021-2022 classroom(s)
29. How many Grade 1-6 classrooms have sufficient literacy instructional materials for effective instruction in the school year, 2021-2022? 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 the school year, 2021-2022?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No <input type="radio"/> 99. N/A
31. Did the school receive stationery package in the school year, 2021-2022? (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	

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 (If no, skip to Q 33)
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 the school year 2021-2022 (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 (If no, skip to Q 32e)
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 (If no, skip to Q 32.g) <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 (If no, skip to Q 32.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 the school year 2021-2022 (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 2021-2022 (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 the school year 2021-2022 (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 window <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)
36.a. Number of drilled wells/water stations rehabilitated or constructed in the school year 2021-2022 (0 if no drilled wells/water station rehabilitated or constructed and skip to Q 36.b)	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
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)	36.b.1 Functioning drilled well: 36.b.2. Functioning water station: 36.b.3. Other, specify:.....:
36.c. What are the current conditions of the functioning drilled wells/water station? (Multiple answers)	<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:
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)	36.d.1. Non-functioning drilled well: 36.d.2. Non- Functioning water station: 36.d.3. Other, Specify::
36.e. What are the current conditions of the non-functioning drilled wells/water station? (Multiple answers)	<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:

37. Does the school have year-round access to a clean and safe water source?	<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)		
38. Does the school have hand washing station in the school?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (<i>If no, skip to Q 39</i>)		
38.a. If yes, how many hand washing station in the school?	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:		
38.b. If yes, what are the current conditions of the hand washing station?	Description	Fixed hand washing station	Mobile hand washing station
	38.b.1. Good condition & function well year-round	<input type="radio"/>	<input type="radio"/>
	38.b.2. Good condition & function well only during rainy season	<input type="radio"/>	<input type="radio"/>
	38.b.3. Poor condition but still work year round	<input type="radio"/>	<input type="radio"/>
	38.b.4. Poor condition but still work only during rainy season	<input type="radio"/>	<input type="radio"/>
	38.b.5. Broken, not functioning	<input type="radio"/>	<input type="radio"/>
	38.b.6. Other, specify
38.c. Number of hand washing stations rehabilitated or constructed in the school year 2021-2022 (0 if no hand washing station rehabilitated or constructed and skip to Q 39)	38.c.1. Rehabilitated:.. 38.c.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		
39. Does the school have vegetable gardens?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (<i>If no, end observation</i>)		
39.a. Were any vegetable gardens rehabilitated or established in the school year 2021-2022?	<input type="radio"/> 1. Yes <input type="radio"/> 2. No (<i>If no, end observation</i>)		
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		

<p>39.d. How did schools get vegetable seed?</p>	<p><input type="checkbox"/> 1. Purchased using PB <input type="checkbox"/> 3. Purchased using School Improvement Grant</p> <p><input type="checkbox"/> 2. Donated by PLAN/World Vision <input type="checkbox"/> 4. Donated by WFP</p>
<p>39.e. Which months did you grow vegetable in the gardens in the school year 2021-2022? (Multiple answers)</p>	<p><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"/> 10. Oct <input type="checkbox"/> 11. Nov <input type="checkbox"/> 12. Dec <input type="checkbox"/> 13. Don't grow vegetable</p>
<p>39.f. How did you manage and maintain the vegetable garden? (Multiple answers)</p>	<p><input type="checkbox"/> 1. Children are mentored by trained teachers and community</p> <p><input type="checkbox"/> 2. Children from grade to grade are assigned to each plot of land</p> <p><input type="checkbox"/> 3. Prevent animals from entering school compound by repairing schools' fence once per year</p> <p><input type="checkbox"/> 4. Other, specify:</p>

QUALITATIVE TOOLS

These guides are designed to be a “semi-structured” interview guide. A semi-structured interview guide is one that is intended to provide some guidance to a conversation, but it is not intended to be read word for word nor followed exactly such as a fixed-response questionnaire.

A single guide has been developed which is to be tailored to each stakeholder group. All notes are recorded in a response matrix and all responses for a particular evaluation matrix theme will be analysed in combination at the end of the field phase to determine emergent themes and patterns across the responses.

In Semi-Structured guides, the interviewer has the discretion to re-phrase the questions to make them appropriate for their audiences. The interviewer can also omit questions if they are not relevant to the group or if they do not seem to be generating good data and responses. Semi-structured interview guides should be seen as general skeletons, but it is up to the interviewer to provide the “meat” to the conversation. A normal semi-structured guide is organized as follows:

- General, open-ended, questions that allow respondents to answer in whatever form comes to their mind first.
 - It is important to note what people say first and to allow them to express themselves in their own words.
- Underneath each open-ended question is a series of short checklists called “probes”.
 - These are not to be read as part of the question. Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow up.
 - It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

Depending on the stakeholder and its knowledge/degree of engagement with the SMP, the interviewer should foresee about 1 hour on average for each KII interview.

The interviewer should introduce itself and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIs, attribution will be made to categories of stakeholders, not individuals or organizations)

Sampling Criteria: The selection will depend on purposive sampling for the qualitative interviews and will focus on those key partners within agencies, ministries, and organizations most closely connected to WFP as indicated by the stakeholder analysis. Criteria for selecting individuals within each organization and entity include:

- Information richness (are the respondents sufficiently familiar with the activities to provide insights?),
- Accessibility (can the stakeholders be accessed by the evaluation team?),
- Gender (does the mix of stakeholders represent gender diversity?)
- Diversity (does the mix of stakeholders represent of the diversity of national and sub-national stakeholders?).

Based on these criteria, during the baseline evaluation, a sample of Government stakeholders were identified at the national level, plus additional WFP stakeholders at National and Regional levels and stakeholders representing multi-lateral and regional entities, as well as stakeholders at sub-national level. The plan at the mid-term is to replicate the same interviews and school visits to understand changes over time since the baseline (see list of Annex 7 for list of potential interviews). Final selection was made in consultation with WFP personnel and with permission of Government counterparts.

Introduction (to be read at the beginning of each interview): We are members of an evaluation team commissioned by WFP to carry out a baseline evaluation of WFP’s School Meal Programme.

The Evaluation: The purpose of this evaluation is to assess the progress, results, lessons learned, and recommendations for future improvement of WFP’s support through this program for the Royal Government of Cambodia. We are asking you to participate in the evaluation because you are in a position to contribute a relevant and valuable perspective on the functioning of this program so far. If you decide to participate, the interview may last an hour.

Participation is voluntary: Your participation in the interview is voluntary. You can withdraw from the interview after it has begun, for any reason, with no penalty.

Risks and benefits: This evaluation is designed to help improve future WFP programming in Cambodia by learning from the perspectives of everyone involved. None of your feedback will bear any negative consequences for future support from WFP, for your district, your community or yourself.

Confidentiality: The reports from this and the other meetings will collect and summarize the views and opinions of participants without connecting them to specific individuals and without using names at any time. Any report of this research will be presented in a way that makes it as difficult as possible for anyone to determine the identity of individuals participating in the evaluation.

If you have any questions, now or at any time in the future, you may call <insert agreed upon phone number of complaints mechanism>

Are you willing to be part of this interview? (verbal response only requested)

A sample introduction for interviews at subnational level is provided below:

My name is _____. I am a researcher contracted to support a company – KonTerra – that is carrying out an endline evaluation of the work that WFP has done supporting the Royal Government of Cambodia in its School Meals Programme. We are talking with a number of people from different levels who are connected to the SMP to understand how the SMP is implemented. We will then analyse the information provided by all respondents.

We would like to collect your thoughts on this work which has supported <your school/the schools in your District/Province>. Your experience is very valuable, and your feedback will help WFP and the Royal Government of Cambodia – especially the MoEYS - improve their support to Schools in the future. WFP very much welcomes negative feedback as it will help the organization improve its support. And none of your feedback will bear any negative consequences for future support from WFP, for your district, your community or yourself.

If you agree to participate, at any moment you can stop participating without any penalty. The interview will last about 1-2 hours. Your participation is voluntary, you can refuse to join, or you can withdraw after it has begun with no penalty. Your participation in this discussion or not will not affect the benefits to the school, District, Province or elsewhere from the MOEYS or from WFP.

We will keep your inputs anonymous. Your inputs will be kept absolutely confidential.

This evaluation is designed to help improve the School Meals Programme programming by gathering opinions from everyone involved. You or your <school/community/District/Province> may not necessarily benefit personally from being in this discussion. If there are any problems with the way the facilitator has conducted the discussion, any problems should be reported to

If you have any questions, now or at any time in the future, you may call <insert agreed upon phone number of complaints mechanism>

Are you willing to be part of this interview? (verbal response only requested)

Interviewers should take care to note the date, time, location/institution, name, gender and position of the respondent, their contact information, and the identification of the interviewer for each interview.

National Stakeholders (WFP, Government, UN, Donors)

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SMP? What is your role? How long have you been involved?
GENERAL EFFECTS
1. Results: Thinking back to 2020 (or when you first became involved in this role) when this McGovern-Dole project with WFP began, what do you see have been the major changes as a result of the McGovern-Dole project activities? (Focus on any or all that are applicable to the stakeholder interviewed) a. Can you give an example of specific achievements?
2. Successes: What, if anything, do you see as having been the most successful actions? Which have been the main shifts or outcomes in the McGovern-Dole from WFP support? (Focus on any or all that are applicable to the stakeholder interviewed)
3. Challenges: What, if anything, have been some of the biggest challenges facing the McGovern-Dole project towards successful implementation, empowerment of women, and successful handover to Government? a. How were these overcome? b. Which challenges still remain?
4. Capacity Strengthening: What are your perceptions regarding how the capacity strengthening efforts at the national level and sub-national levels have gone? How effective , have the WFP McGovern-Dole activities been in creating national and sub-national capacity among the government stakeholders? What are some barriers to capacity strengthening? (Focus on the dimensions that are applicable to the stakeholder interviewed)
5. In your experience, how has the McGovern-Dole been able to adapt to changing contexts and emergent needs? What have been some of the bottlenecks for adaptation and flexibility?
6. How have you seen gender considerations mainstreamed into the SMP?
7. In your opinion, what is the quality of the partnerships of WFP with implementing partners regarding the SMP activities? Partnership with the Government? (ask for examples, evidence of meetings, agreements etc)?
8. In your experience, what have been some of the unintended effects of the McGovern-Dole programming approach during this cycle? (positive and negative)
9. In your experience, how do you see the funding situation? Is the entire project funded? Are there gaps?
10. In your experience, what efforts have been made towards the handover process with the government? Were these in line with the agreed plan ? What were the bottlenecks for handover, if any?
11. In your experience, what do you foresee as being some of the challenges to sustainability of the SMP moving forward?
RELEVANCE
12. In your opinion, to what extent is the SFP appropriate for the needs of men/women/boys/girls? Are there any differences in relation to these groups?
13. To what extent have the capacity strengthening activities that were implemented met the needs and priorities of the government?
COHERENCE
14. In your opinion, to what extent is SFP aligned with USDA/Government/UN/WFP policies and strategies?
15. To what extent has the SFP sought complementarities , collaborations with other programs? Can you give some examples?
EFFECTIVENESS (ask only if not already covered in general questions)
16. In your opinion, to what extent have results been achieved ?
17. WFP ONLY: What are major internal factors within WFP that have influenced the progress of the SMP?
EFFICIENCY
18. WFP ONLY: To what extent are the costs (transfer, cost per beneficiary) and operations (logistics, program deliveries and M&E arrangements) aligned with program design?
19. WFP, USDA, RBB: Were the activities undertaken as part of SFP cost-efficient? How did this compare to other McGovern-Dole programs?
20. WFP ONLY: What factors impacted the cost efficiency of the program implementation?
21. To what extent have monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for SFP corrective measures as well as for WFP's learning agenda?
IMPACT
22. WFP ONLY : What were the internal factors leading to the impact? (the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.)?
23. What were the external factors leading to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc?
SUSTAINABILITY
1. In what way have the project interventions contributed to ensure the sustainability of the SMP? What is missing yet? a. Alignment with Government priorities

<ul style="list-style-type: none"> b. Resource availability (national budget) c. Technical capacity development (individual, institutional, enabling environment) d. Policy environment e. Political will and ownership (Government) f. Others
<p>2. Cascade: In what way have the project interventions contributed to ensure the sustainability of the SMP at the sub-national levels (engagement)? What is missing yet?</p> <ul style="list-style-type: none"> a. District authorities and directorates b. Commune level stakeholders c. School stakeholders (Parents, PTAs, teachers, directors)
<p>3. To what extent was the SFP implementation in line with the handover plan that was endorsed by the Government (including handover to the Government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc)?)</p>
<p>4. To your knowledge, to what extent have the technical assistance activities of this project been institutionalized into the Government's policies, strategies and systems (including policy work, support to systems, institutional capacity etc)?</p>
<p>5. What were the main factors that have both positively and negatively influenced the transition process?</p>
<p>6. To what extent has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?</p>
<p>7. According to you, to what extent are the benefits of the program likely to continue beyond WFP's intervention?</p>
<p>RECOMMENDATIONS AND LESSONS LEARNED</p>
<p>1. In your opinion, what would you suggest for corrections to improve the SMP for the next cycle?</p> <ul style="list-style-type: none"> a. Sustainability and transition factors and gaps b. Key bottlenecks for transition and handover c. Other

Sub-National Government Stakeholders (Provincial, District, and Commune Levels)

Prior to the school visits, in each province it will be necessary to request one meeting with the Province Education administration, as well as with the District Education Office(s) relevant to the schools to visit. The meetings can provide opportunities to explore: the role of the Province and District administrations within the SMP, partnerships, achievements of project results, recommendations and lessons learned.

Interviews should focus on the interview guide sections related to general effects and sustainability/transitions and wrap up with recommendations. If time permits, other details can be integrated as well.

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SMP? What is your role? How long have you been involved? Can you tell us more about the role of the Provincial/District Education Office in the McGovern-Dole SMP? Are other government institutions involved as well?
GENERAL EFFECTS
1. Results: Thinking back to 2020 (or when you first became involved in this role) when this McGovern-Dole with WFP began, what do you see have been the major changes as a result of the McGovern-Dole project activities? (Focus on any or all that are applicable to the stakeholder interviewed) a. Can you give an example of specific achievements?
2. Successes: What, if anything, do you see as having been the most successful actions? Which have been the main shifts or outcomes in the McGovern-Dole from WFP support? (Focus on any or all that are applicable to the stakeholder interviewed)
3. Challenges: What, if anything, have been some of the biggest challenges facing the McGovern-Dole project towards successful implementation, empowerment of women, and successful handover to Government? a. How were these overcome? b. Which challenges still remain?
4. Capacity Strengthening: What are your perceptions regarding how the capacity strengthening efforts at the national level and sub-national levels have gone? How effective , has the WFP McGovern-Dole activities been in creating capacity among the government stakeholders? What are some barriers to capacity strengthening? (Focus on the dimensions that are applicable to the stakeholder interviewed)
5. In your experience, how has the McGovern-Dole SFP been able to adapt to changing contexts and emergent needs? What have been some of the bottlenecks for adaptation and flexibility? a. How have you seen gender considerations mainstreamed into the SMP?
6. In your opinion, what is the quality of the partnerships of WFP with implementing partners regarding the SMP activities? Partnership with the Government? (ask for examples, evidence of meetings, agreements etc)?
7. In your experience, what have been some of the unintended effects (positive/negative) of the McGovern-Dole programming approach during this cycle?
8. In your experience, how do you see the funding situation? Is the entire programme funded? Are there gaps?
9. In your experience, what efforts have been made towards the handover process with the government? Where do you see bottlenecks for handover?
10. In your experience, what do you foresee as being some of the challenges to sustainability of the SMP moving forward? (funding, regulations, human resources, technical capacity etc)
RELEVANCE
11. In your opinion, to what extent does the SFP meet the needs of beneficiaries (men/women/boys/girls) in the communities and schools? Are there any differences in relation to these groups (are the needs of some better met than those of others)?
12. To what extent have the capacity strengthening activities that were implemented met the needs and priorities of the government?
EFFECTIVENESS (District stakeholders only)
13. How many primary schools are in the District? How many are involved in the SMP? When did the SMP first come to the District?
14. According to you, how well as the handover of schools to the government gone? Have all schools been handed over according to the handover plan? If not, why was that?
15.
MONITORING AND REPORTING
16. Did you receive an SMP training? When and what was covered?
17. If you are involved in the reporting on SMP, what types of reporting do you do for SMP? (topics, frequency, who it is sent to, etc)
18. What are the main challenges or gaps you experience for monitoring and reporting on SMP?
19. How has the monitoring and complaints mechanism information been used, if at all, to address project implementation bottlenecks or improve performance of delivery of activities? What might be improved?
SUSTAINABILITY

20. In your opinion, is the Government ready to implement the school feeding program without support from WFP? If not, what is missing?

- a. Alignment with Government priorities
- b. Resource availability (national budget)
- c. Technical capacity development (individual, institutional, enabling environment)
- d. Policy environment
- e. Others

RECOMMENDATIONS AND LESSONS LEARNED

21. In your opinion, what would you suggest for corrections to improve the SMP for the next cycle?

- a. Sustainability and transition factors and gaps
- b. Key bottlenecks for transition and handover
- c. Other

(Group) Interviews Guides at the schools

Group Interviews to be conducted with parents who are actively involved in the SMP.

Interviews with Parent members of SSC and LSFC, and Cooks (separate)

The guide below presents a set of questions that could be asked at school level during focus group discussions or group interviews with representatives of the parents. Based on the Systems Approach for Better Education Results (SABER) and although covering a broader scope, these questions will serve the main purpose of assessing the community participation and ownership in schools where the McGovern-Dole SMP is implemented.

To prevent possible bias, it will be made clear since the beginning that the principal 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.

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SMP? What is your role? How long have you been involved? When did SMP activities start in the school?
RELEVANCE
1. In your own words, why would you say there is school feeding in this school? What do you think about the school feeding?
2. According to you, what do you see as the main benefits of the SMP? (for children, families, teachers, etc)
3. Is there a need for improvement? What would you suggest?
GENERAL EFFECTS
4. To what extent have you been involved in deciding which commodities are provided?
5. Is there a LSFC in the school? a. Number of men, number of women b. Respective roles of men and women?
6. What kinds of activities do LSFC members do each day for the school feeding? Please describe a typical day (separate for men and women members)
7. Food delivery and Storage: When and by whom is food delivered to the school? What challenges are there with the deliveries?
8. How does the transporter know the quantity of food he should deliver to the school?
9. What is the process for unloading the truck? Who (position, gender) are involved and what are their roles?
10. Who (position, gender) controls the quantity of food delivered and signs the waybill?
11. Where is the food stored and who is responsible for it?
12. Is there a book to keep records of food storage and distributions? Who (position, gender) is responsible for it?
13. Can you tell us about parental contribution ? Are there any in kind or cash contributions? How often and how much? Are there any challenges?
MONITORING AND REPORTING
14. Did you receive an SMP training? When and what was covered?
15. If you are involved in the reporting on SMP, what types of reporting do you do for SMP? (topics, frequency, who it is sent to, etc)
16. What are the main challenges or gaps you experience for monitoring and reporting on SMP?
17. How has the monitoring and complaints mechanism information been used, if at all, to address project implementation bottlenecks or improve performance of delivery of activities? What might be improved?
SUSTAINABILITY
18. If there is no longer support from WFP/NGOs, to what extent would the program be able to continue? What would be needed for the program to continue?
RECOMMENDATIONS AND LESSONS LEARNED
19. In your opinion, what would you suggest for corrections to improve the SMP for the next cycle?

Teachers

The guide below presents a set of questions that could be asked at school level during focus group discussions or group interviews with representatives of the teachers. Based on the SABER approach and although covering a broader scope, these questions will serve the main purpose of assessing the community participation and ownership in schools where the McGovern-Dole SMP is implemented.

To prevent possible bias, it will be made clear since the beginning that the evaluation team is independent and will not share their information with District stakeholders, or 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.

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SMP? What is your role? How long have you been involved? When did SMP activities start in the school?
RELEVANCE
1. In your own words, why would you say there is school feeding in this school? What do you think about the school feeding?
2. According to you, what do you see as the main benefits of the SMP? (for children, families, teachers, etc) What are the benefits for the learning of the children?
3. Is there a need for improvement? What would you suggest?
GENERAL EFFECTS
1. To what extent have you been involved in deciding which commodities are provided?
2. Is there a LSFC in the school? a. Number of men, number of women b. Respective roles of men and women?
3. What kinds of activities do LSFC members do each day? Please describe a typical day (separate for men and women members)
4. Food delivery and Storage: When and by whom is food delivered to the school? What challenges are there with the deliveries?
5. How does the transporter know the quantity of food he should deliver to the school?
6. What is the process for unloading the truck? Who (position, gender) are involved and their roles?
7. Who (position, gender) controls the quantity of food delivered and signs the waybill?
8. Where is the food stored and who is responsible for it?
9. Is there a book to keep records of food storage and distributions? Who (position, gender) is responsible for it?
10. Can you tell us about parental contribution ? Are there any in kind or cash contributions? How often and how much? Are there any challenges?
LITERACY
11. Did you receive additional training on literacy teaching? When and what was covered?
12. Did the school receive materials for literacy teaching? Did you receive an SMP training?
13. What are the main challenges or gaps you experience for literacy teaching? How often have you received refresher training?
MONITORING AND REPORTING
14. What is your role or duties with the SMP activity in the school? What types of things do you do every day for example?
15. Did you receive an SMP training? When and what was covered?
16. Have you been provided with SMP monitoring tools? By whom? How were they used? (what is monitored, how often, what do you do with the results?)
17. If you are involved in the reporting on SMP, what types of reporting do you do for SMP? (topics, rates of submission, who it is sent to, etc)
18. What are the main challenges or gaps you experience for monitoring and reporting on SMP? How often have you received refresher training?
19. How has the monitoring and complaints mechanism information been used , if at all, to address project implementation bottlenecks or improve performance of delivery of activities? What might be improved?

Qualitative Data Analysis for Key Informant Interviews

Research texts typically make a distinction between data collection and analysis. For data collection based on surveys, standardized tests, and experimental designs, the lines are clear. However, the fluid and emergent nature of naturalistic inquiry makes the distinction between data gathering and analysis less absolute. In the course of fieldwork, ideas concerning directions for analysis will emerge. Patterns take shape, and additional possible themes are identified for further exploration. In general, the earlier stages of fieldwork tend to be generative and emergent while later stages move towards confirmatory data collection – deepening insights into patterns and confirming or disconfirming trends. The data analysis depends on thick description and drawing out multiple voices among the stakeholders.

Raw field notes and transcripts constitute the raw material for developing context analysis. For qualitative analysis, the mechanical work of analysis involves coding the data into discrete thought units and identifying themes and patterns emerging from the collection of thought units. The ET will review their notes and code their notes into discrete units of thoughts.

Individual units of thoughts are then collected into clusters by looking for recurring regularities in the data. These regularities reveal patterns that are labelled as themes. The themes are then examined to develop categories. This process for classifying and coding qualitative data produces a framework for organizing and describing what was collected during the field phase. This descriptive analysis builds a foundation for the interpretive phase when meanings are extracted from the data and comparisons are made with conclusions drawn.

Validity and reliability are addressed through considerations of substantive significance of the conclusions and categories:

- How solid, coherent, and consistent is the evidence in support of this category of findings?
- To what extent or in what ways do the findings in this category increase or deepen understanding of this aspect of the project?
- To what extent are the findings consistent with other sources of data?
- To what extent are the findings useful?

The evaluation team will work together to ensure consensual validation of the thought units, themes, patterns, categories, and conclusions generated to mitigate against subjectivity bias.

Document Review

The Document Review process is similar to the KII analysis, except that the raw data are the document narratives rather than raw notes or transcripts from interviews. The same processes of identifying discrete thought units, clustering to identify emergent themes, identifying patterns, and building categories for conclusions are followed. In both cases, the conclusions are generated against a review based on the evaluation matrix.

Annex 11: List of People Interviewed

Table 31: Stakeholders Interviewed by Category

Stakeholder	Men	Women	Total
WFP staff	12	16	28
National government officials	19	10	29
Subnational authority officials	32	14	46
United Nations Agencies and Donors staff	4	4	8
NGO staff	9	1	10
School Stakeholders	21	33	54
Parents or Grandparents (caregivers)	3	54	57
Total	114	118 (51%)	232

Table 32: Full List of People Interviewed

No.	Organization	Position	
World Food Programme			
1	World Food Programme,	Country Director	
2		Head of M&E	
3		Head of Programme	
4		3 x PPO Education Unit	
7		Head of RAM	
8		Evaluation Manager	
9		Finance Officer	
10		Senior Programme Associate	
11		PPO Nutrition Unit	
12		Logistic Officer	
13		M&E	
14		Procurement Officer	
15		M&E	
16		Programme Associate, Education unit	
17		Deputy Country Director	
18		Programme Associate, Nutrition	
19		PPO School feeding unit, focus on gender	
20		Area Office, WFP	Head of AO
21			Programme Policy Officer
22	Programme Monitoring Assistant		
23	Regional Bureau, WFP	Programme Monitoring Assistant	
24		Consultant - Programme Policy (SF and CCS)	
25		Gender focal point	
26		Regional Evaluation Officer	
27		Regional Monitoring Officer	
28	Head Quarter, WFP	HGSF Expert	
Cooperating partners			
29	World Education	Director	
30		M&E officer	
31	World Vision, Country Office	Senior Programme Manager	
32	World Vision, provincial level	Project Manager	
33		M&E officer	
34		2 x Project Coordinator	
36	PLAN International	Senior Program Manager in charge of SF	
37		Deputy Head of Agency	
Other UN Agencies / NGO			
38	USDA	Agriculture expert	
39	Embassy of Japan	Second Secretary	
40	KOICA	Deputy Country Director	
41		Program Officer	
42	USAID	Project Management Specialist (Education)	

43	World Bank	Senior Program Officer
44	UNESCO	Programme Officer
45	UNICEF	Education Officer
46	GIZ	WASH Program Officer
National level Government representatives		
47	Ministry of Education, Youth and Sport (MoEYS)	Secretary of State
48		Director of Department General of Education
49		Director and Deputy Director of Primary Education Department
51		Director of Early Child Education Department
52		Deputy Director of Department of Planning
53		Deputy Chief Technical Officer, School Health Department
54		2 x Officers, School Health Department
56		Deputy Director School Health Department
57		Director of Teacher Training Department
58		MOEYS Policy Department
59	MOEYS Policy Department	2 x Dept Head of Office
61	MoEYS	Deputy Director Curriculum Department
62	Ministry of Economy and Finance (MEF)	Director NSPC
63		Deputy Director NSPC
64		Officer NSPC
65	Council for Agricultural and Rural Development (CARD)	Secretary General
66		Deputy Secretary General
67		Deputy Director Rural Development Department
68		Assistant to HE
69	Ministry of Health (MoH)	Director of National Nutrition Programme of National Maternal and Child Health
70	Ministry of Social Affairs, Veterans and Youth (MoSAVY)	Secretary of State
71		Director of Policy Department
72		Deputy Director of Policy Department
73		Officer
74		Advisor
75		Intern
Sub-national level Government representatives		
76	Provincial Governor office, KTM	Management of Administration Office
77		Management of Multi-Sector Office
78	POE (provincial office of education, youth and sport) in a surveyed province	Deputy Director
79		Deputy Chief of Primary Education Office in charge of SF
80	DOE (district office of education, youth, and sport) in a surveyed district of KTM	Deputy Director
81		Officer and member of District Committee for School Feeding
82	DOE in a surveyed district of KTM	Director and vice chair of District Committee for School Feeding
83		2 x Officer and member of District Committee for School Feeding
85	POE in one of surveyed provinces	Deputy Director
86		Chief of Primary Education Office
87		Officer of Primary Education Office
88	DOE in a surveyed district of KCG	Director
89		Focal point School meals
90	POE in a surveyed province	Director
91		Officer of Primary Education Office in charge of SF
92		Deputy Director
93	DOE in a surveyed district of SRP	Deputy Chief of Primary Education Office in charge of SF
94		2 x District Education Officers
96	Governor office of a surveyed districts of SRP	Deputy Governor
97	DoE of a surveyed districts of SRP	Chief of office of DoEYS
98		2 x Education Officer
100	A surveyed primary school of KTM	Village chief/School Committee
101	A surveyed primary school of KTM	Commune Council
102		Village Chief
103		Commune Council
104		Village Chief
105	A surveyed primary school of KCG	Chair of District Council

106		3 x Village leaders
109	A surveyed primary school of KCG	Commune Council
110		Village Chief
111	Committee of a surveyed communes, Sotr Nikum district, SRP	Three Member
114	Committee of a surveyed village of Popel commune, SRP	A member
115	Committee of a surveyed communes, Sotr Nikum District, SRP	A member
116	Authority of a surveyed village of SRP	Village Chief
117	Committee of a surveyed villages of Spean Thnoat Commune, SRP	Village Vice Chief & School Committee Member
118	Committee of a surveyed villages of Spean Thnoat Commune, SRP	Village Vice Chief & School Committee Member
119		Commune Council & School Committee member
120		Village Committee & School Committee Member
121	Committee of a surveyed primary school of KTM	Village council
School level stakeholders		
122	Committee of a surveyed primary school of KTM	Cook/School
123		School Director
124		Teacher/Storekeeper
125		2 x Teacher
127	Committee of a surveyed primary school of KTM	Cook
128		School Director
129		Librarian & System user
130		2 x Teacher
132		Storekeeper
133	Committee of a surveyed primary school of KCG	2 x Cook
135		Deputy Director
136		Teacher Grade 1 & 6
137		Teacher/Storekeeper
138		Teacher
139	Committee of a surveyed primary school of KCG	2 x School Committee
141		2 x Cook
143		Teacher
144		School Director
145	Committee of a surveyed village of SRP	Parent
146		3 x Cook
149		Teacher
150		Kindergarten Teacher
151		School Director
152		2 x Teacher (grade 3 and grade 4)
154		Committee of a surveyed primary school of SRP
155	Committee of a surveyed village of SRP	2 x School Committee member
157	Committee of a surveyed primary school of SRP	School Director & Teacher grades 4 & 6
158		School Teacher for grades 3 & 5
159	Committee of a surveyed village of Spean Thnoat Commune, SRP	Cook
160		2 x School Committee member
162		School Director
163		2 x Kindergarten Teacher
165		5 x Teacher
170	Committee of a surveyed primary school of KTM	5 x Teacher
(Grand)parents / Caregivers		
175	Banteay Chas Primary school, KTM	Eight Parents/Grandparents
183	Takeo Primary school, KCG	Four Parents/Grandparents
187	Meanok Primary school, KCG	Five Parents/Grandparents
192	Trapaing Trom Village, SRP	Three Parents/Grandparents
195	Teach Por village, SRP	Parent/Grandparent
196	Prey Lien Vilage, SRP	Parent/Grandparent
197	Teach Por village, SRP	Parent/Grandparent
198	Popel Kandal Village, SRP	Parent/Grandparent
199	Trapaing Trom Village, SRP	Parent/Grandparent
200	Chey Sbai Primary school, KTM	Five Parents/Grandparents
205	Thnal Dach Khang Keut, SRP	11 Parents/Grandparents
216	Thnal Keng Village, Spean Thnoat Commune, SRP	10 Parents/Grandparents

226	Serei Sophorn primary school, KTM	Six Parents/Grandparents
232	Trapaing Trom Village, SRP	Parent representative in School Committee

Table 33: Geographic breakdown of sampled schools and households for the quantitative survey

School Sample	School Directors	Teachers	Households	TOTAL
Treatment				
Siem Reap	43	129	258	430
Kampong Thom	21	62	124	207
Kampong Chhnang	6	18	36	60
Sub-Total	70	209	418	697
Control				
Battambang	19	57	114	190
Kratié	9	27	54	90
Kampong Cham	34	100	200	334
Preah Vihear	8	24	48	80
Sub-Total	70	208	416	694
TOTAL	140	417	834	1,391

Source: IRL Survey report 2023.

Annex 12: List of Survey Schools and interventions since baseline

The following table shows the supported schools in the survey and the interventions they received by school year.

SN	Province	District	Commune	Village	School ID	School name	2019/20	2020/21	2021/22	2022/23	Category
1	KCG	Sameakki Mean Chey	Tbaeng Khpos	Tbaeng Khpos	4070805020	Tbeng Khpuos	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Full (Gov't)	Hybrid to HO
2	KCG		Svay Chuk	Chrak Sangkae	4070710024	Chrak Sangker	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Full (Gov't)	Hybrid to HO
3	KCG		Tbaeng Khpos	Meanok Kaeut	4070808021	Mea Nork	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Full (Gov't)	Hybrid to HO
4	KCG		Krang Lvea	Krang Lvea	4070302005	Kraing Lovea	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Full (Gov't)	Hybrid to HO
5	KCG		Chhean Laeung	Royeas	4070103026	Andaung Preng	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Full (Gov't)	Hybrid to HO
6	KCG		Peam	Srae Andoung	4070404008	Takeo	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Full (Gov't)	Hybrid to HO
7	KTM	Baray	Tnaot Chum	Pnov	6011705063	Serei Sophoan	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
8	KTM		Chaeung Daeung	Prey Dom	6010505077	Prey Dom	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
9	KTM		Tnaot Chum	Kang Meas	6011709062	Kang Meas	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
10	KTM		Tnaot Chum	Banteay Chas	6011707061	Banteay Chas	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
11	KTM		Chong Doung	Ku	6010804033	Kou	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
12	KTM		Chong Doung	Samraong	6010802035	Samrong	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
13	KTM	Chong Doung	Khsach L'et	6010803031	Khsach La-et	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid	
14	KTM	Santuk	Kraya	Tok	6070502023	Tuok	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	Hybrid to Hybrid
15	KTM		Kakaoh	Cheay Sbai	6070404014	Cheay Sbai	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	Hybrid to Hybrid
16	KTM		Kraya	Ta Menh	6070505021	Ta Menh	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	Hybrid to Hybrid

17	KTM		Ti Pou	Ta Preach	6070904040	Ta Preach	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	Hybrid to Hybrid
18	KTM	Sandan	Mean Chey	Phtoul	6060510022	Phtorl Rumpos	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	Hybrid to Hybrid
19	KTM		Mean Ritth	Boeng	6060402016	Boeung	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+KOICA)	Hybrid to Hybrid
20	KTM		Ngan	Krang Daeum	6060603028	Kraing Deum	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
21	KTM		Sandan	Krasang	6060703034	Krasaing	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
22	KTM		Kampong Svay	Kampong Svay	Enteak Komar	6020404014	In Komar	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)
23	KTM	Tbaeng		Ou Ambaeng	6020813038	O Ambeng	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
24	KTM	Tbaeng		Srangae	6020812056	Sranger	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
25	KTM	Tbaeng		Boeng Andaeng	6020806036	Boeung Andeng	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
26	KTM	Tbaeng		Chheu Teal	6020815037	Chheu Teal	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
27	KTM	Tbaeng		Ba Kong	6020810035	Ba Korng	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+KOICA)	SMP to Hybrid
28	SRP	Soutr Nikom	Popel	Trapeang Prei	17110814059	Wat Preah Baht 4 Than	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
29	SRP		Popel	Koul Thmei	17110813065	Kaul Thmey	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
30	SRP		Chan Sar	Chub	17110105055	Chup	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
31	SRP		Samraong	Bat Dangkao	17110906037	Bot Dangkor	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
32	SRP		Popel	Popel Kandal	17110807052	Popel Kandal	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
33	SRP		Popel	Trapeang Trom	17110805034	Trapaing Trom	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
34	SRP		Kien Sangkae	Thnal Dach Kaeut	17110510022	Thnal Dach	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
35	SRP		Popel	Damrei Koun	17110810046	Damrei Kaun	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
36	SRP		Ta Yaek	Phka Rumchek	17111004041	Phka Rumchek	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
37	SRP		Ta Yaek	Dak Phka	17111002040	Dak Phka	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid

38	SRP		Khnar Pou	Bos Thum	17110703053	Bos Thom	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
39	SRP		Khnar Pou	Chhuk	17110701029	Chhouk	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
40	SRP	Kralanh	Sambuor	Sambuor	17060604014	Hun Sen Sambour	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
41	SRP	Srei Snam	Slaeng Spean	Slaeng Spean	17120611022	Dangkor	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
42	SRP		Slaeng Spean	Chamkar Chek	17120605017	Chamkar Chek	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
43	SRP		Slaeng Spean	Thlok	17120613026	Romeat	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
44	SRP		Slaeng Spean	Chranieng	17120602013	Chraneang	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+LRP)	SMP to Hybrid
45	SRP		Klang Hay	Klang Hay	17120206005	Khlaing Hay	SMP (USDA+Other)	SMP (USDA+Other)	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
46	SRP		Moung	Lvea	17120405018	Lovea	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
47	SRP		Moung	Moung Khang Tboung	17120401007	Maung	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
48	SRP		Chrouy Neang Nguon	Ampov Dieb	17120106002	Ampeuv Deap	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
49	SRP		Chrouy Neang Nguon	Trom Khang Tboung	17120103001	Trom	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
50	SRP		Tram Sasar	Thlok	17120303015	Thlork	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
51	SRP	Banteay Srei	Run Ta Aek	Ta Ni	17030503021	Ta Ny	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
52	SRP		Khun Ream	Khnar Rongveas	17030201025	Tuol Kruos	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
53	SRP		Rumchek	Sala Kravan	17030402008	Thlork	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
54	SRP		Khnar Sanday	Sanday	17030106015	Kandeung	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
55	SRP	Chi Kraeng	Kouk Thlok Kraom	Kouk Romeas	17040516020	Kilometer Ta Chhim	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
56	SRP		Kouk Thlok Kraom	Toap Siem	17040518054	Toap Siem	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
57	SRP		Kouk Thlok Kraom	Ta Tor	17040509066	Rasmey Samaki Ta Tor Daun Sok	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid

58	SRP	Chi Kraeng	Spean Tnaot	Thnal Kaeng	17041204050	Thnal Keng	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
59	SRP		Kouk Thlok Leu	Khla khmum	17040601021	Khla Khmum	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
60	SRP		Ruessei Lok	Trapeang Run	17041008075	Trapaing Run	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
61	SRP		Ruessei Lok	Ruessei Lok	17041005042	Russey Lork	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
62	SRP		Spean Tnaot	Kngan Pong	17041006083	Leang Pung	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
63	SRP		Sangvaeuy	Ta Prum	17041104074	Trapaing Krabao	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
64	SRP		Lveaeng Ruessei	Ta Ong	17040701026	Ta Ong	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
65	SRP		Lveaeng Ruessei	Kouk Ampil	17040702027	Wat Preahout	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
66	SRP		Lveaeng Ruessei	Thnal	17040704028	Kdei Beng	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	Hybrid to Hybrid
67	SRP		Banteay Srei	Rumchek	Rovieng	17030403023	Ta Tum	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+LRP)
68	SRP	Tbaeng		Srah Khvav	17030604012	Sras Khvav	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
69	SRP	Tbaeng		Tbaeng Lech	17030607017	Skun	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid
70	SRP	Tbaeng		Tbaeng Kaeut	17030601011	Tbeng	SMP (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	HGSF-Hybrid (USDA+Other)	SMP to Hybrid

Annex 13: Recommendations from Baseline evaluation

#	Recommendation	
1	WFP CO should develop a Theory of Change and joint workplan for the programme, in close collaboration with MoEYS and other relevant ministries (MoH, MoI, MoSAVY and MEF), as well as other implementing partners.	Done
2	The WFP CO should put more focus on government capacity strengthening and strengthening.	Done
3	WFP CO, the MoEYS and other ministries should consider incorporating specific indicators measuring the progress of the transition in the monitoring plan.	Done
4	WFP CO, together with USDA, and in consultation with the Ministry of Women's Affairs, should give greater emphasis on gender analysis to strengthen gender considerations in both design and implementation, by developing specific gender indicators to be integrated as part of the programme design (RFs).	??
5	The WFP CO should assess whether the targeting of the schools should be adjusted and harmonize/balance the support given (including the community contributions), based on a clear needs assessment.	??

Source: 2020 Baseline study, McGovern-Dole School Feeding Programme.

The Recommendations from the 2022 Midterm Evaluation were included in the main report (see Table 4 on page 9).

Annex 14: Summary Table of *Komar Rien Komar Cheh* package (KRKC; “Students Learn, Students Know) in McGovern-Dole target provinces

Province	District	EGL Package - USDA	EGL Package - other	Mentoring - USDA	Mentoring - other	Coaching - USDA	Coaching - other
KCG	Kampong Leaeng	G1 EGL package was implemented in SY 2020-21 and G2 EGL package was implemented in SY 2021-22 in Kampong Leaeng, Rolea B'ier, and Sameakki Mean Chey districts .	USAID support/assistance (IPEA project): G3 EGL package is being implemented in Kampong Leaeng, Rolea B'ier, and Sameakki Mean Chey districts for SY 2022-23.	The project staff supported SBEGs and MMs to make school visit to support thier assigned G1 teachers in Kampong Leaneng, Rolear B'ier and Sameakki Mean Chey districts for SY 2021-22. USDA fund was used for supporting Quarterly Mentor Meeting with the POE		G1 teachers in Kampong Leaeng, Rolea B'ier, Sameakki Mean Chey districts of Kampong Chhnang received coaching from Literacy Coaches SY2020-21, and Grade 2 teachers from above same districts received	
	Rolea B'ier						

	Sameakki Mean Chey			and DOE, supporting reflection meetings and quarterly planning with MMs and SMMs.		coaching from Literacy Coaches for SY 2021-22.	
	Tuek Phos		USAID (IPEA project): G1 EGL package implemented in SY 2021-22; and G2 EGL package in Teuk Phos, Chul Kiri, Kampong Tralach, Boribour, and Krong Kampong Chhnang districts for SY 2022-23.		USAID (IPEA Project): Mentoring for Grade 1 in all districts for SY 2021-22; for Grade 2 in all districts or SY 2022-23; for Grade 3 in Kampong Leaeng, Rolea Bier, and Sameakki Mean Chey districts for SY 2022-23		

KTM	Baray	USDA supported G1 and G2 EGL package refreshers implemented in SY 2020-21 in Baray, Kampong Svay, Sandan, and Santuk districts of Kampong Thom, complementing	USAID (ACR-C/ACL project): G1 EGL package implemented in SY 2018-19, and 2019-20; G2 EGL package implemented in SY 2019-20 in all districts. For SY 2020-21, G1 and G2 EGL package refreshers were	USDA fund was used for supporting Quarterly Mentor Meeting with the POE and DOE, supporting reflection meetings and quarterly planning with MMs and SMMs, and support MMs and SBEGs when they made	USAID (ACR-C/ACL project): G1 teachers in Prasath Ballangk and Prasath Sambour districts of Kampong Thom received mentoring support from District Office of Education (DOE) officials for SY 2018-19, SY 2019-20, and SY 2020-21, and G2 teachers in Prasath Ballangk and	For SY 2020-21, USDA fund was used to support Literacy Coaches to conduct school visit and observe G1 and G2 teachers in Sandan, Kampong	USAID (ACR-C/ACL project): - G1 teachers in Baray, Kampong Svay, Sandan, Santuk, Stoung, Stueng Sen, and Tang Kauk districts received coaching from Literacy Coaches for SY 2018-19 and 2019-20. - G2 teachers from same districts received coaching
	Kampong Svay						
	Prasat Ballangk						

	Prasat Sambour	USAID support. USDA support covered FFE trainers and facilitators, while USAID supported the per diem for teacher's participation and other training costs.	implemented in all Kampong Thom districts.	school visit and observed teachers in MGD target districts of Kampong Thom only for SY 2021-22.	Prasath Sambour districts received mentoring support from District Office of Education (DOE) officials for SY 2019-200, and SY 2020-21.	Svay, and Santuk districts.	from Literacy Coaches for SY 2019-20. For SY 2020-21, Grade 1 and Grade 2 teachers from Baray, Stoung, Stueng Sen, and Tang Kauk districts received coaching from Literacy Coaches.
	Sandan						
	Santuk						
SRP	Angkor Chum			USDA fund was used to support Quarterly Mentor Meeting with the POE and DOE, reflection meetings and quarterly planning with MMs and SMs, and support MMs and SBEGs when they made school visit and observed teachers in MGD target districts of Siem Reap for SY 2021-22.	GPE (STEPCam Project): Mentoring for Grade 1 and Grade 2 implemented in SY21-22 in all districts. GPE fund support SBEGs and MMs to make school visit and support teacher through providing incentives for visits.		
	Banteay Srei						
	Chi Kraeng						
	Kralanh						
	Sutr Nikum						
	Srei Snam						
	Svay Leu						
	Varin						

Source: World Education Literacy Endline Report, USDA-McGovern-Dole Food for Education (FFE) Project in Cambodia 2019-2023. (June 2023 revised)

Annex 15: Findings, Conclusions and Recommendations Mapping

Recommendation	Conclusions ¹⁷⁴	Findings
<p>Recommendation 1: WFP CO, together with MoEYS and other relevant government stakeholders, should conduct an assessment of technical assistance needs at different levels. Based on this needs assessment, the specific skills required to provide this assistance should be identified and a plan of action should be developed and implemented. This will enable targeted and focused technical support that relevant and effective. Part of this exercise should be an evaluation to track the progress of programme implementation after handover, which would help to ensure that the programme is meeting its goals and that it is sustainable over the long term.</p>	<p>Conclusion 4: Government stakeholders appreciate the technical assistance provided by the WFP CO, as it is aligned with their needs. The policy support, nutrition basket assessments, capacity strengthening on implementation and management of SFP are particularly appreciated. However, to enable the CO to provide sustained technical assistance, the CO needs to ensure it has (access to) strong technical expertise as well as capacity strengthening skills.</p>	88-91, 100-102, 114-116, 134-139, 182, 198-199
	<p>Conclusion 8: There are policies and structures in place, including budget allocations at the relevant government institutions. and the increased understanding of government stakeholders support the rollout of the NHGSFP. There is widely recognized affirmation across different levels of national and sub-national government regarding the benefits and achievements of the programme. Interest in school meals at the community level is high. However, concerns remain about the capacity of the Government to independently implement and manage the NHGSFP. The functionality of the system is still dependent on personal motivation at different levels and the need for ongoing focused capacity strengthening remains high to further strengthen the system. The governmental decentralization process provides an additional challenge at the sub-national level.</p>	75, 85-87, 114-116, 159, 181, 192, 201, 209-217, 219, 221-224
	<p>Conclusion 13: A clear need for continued capacity strengthening remains. National and subnational government staff need strengthening of management skills including budgeting, planning and M&E, while school staff need support in implementation and reporting. Other gaps include integration of reporting in existing systems, a dedicated team in the MoEYS to manage the school feeding programme (which could be combined with the current Scholarship Department to form a Social Assistance Department), coordination between Departments within the MoEYS, as well as between ministries (not all line ministries convene under the umbrella of social assistance), and financing.</p>	75, 93-95, 100, 111, 122, 159, 169, 172-173, 181, 192, 201, 212-213, 215-216, 219, 221-225
	<p>Conclusion 14: Gradual adjustments will be required as D&D expands nationwide. There is still a lack of clarity among the majority of stakeholders regarding the consequences of D&D for the NHGSFP. Increased contributions from parents and the commune will not only support the financial sustainability of the programme, but also increase sense of ownership of the programme.</p>	100, 111, 169, 180, 194, 212, 213, 217, 225
<p>Recommendation 2: WFP should play a role in convening stakeholders and facilitating optimal coordination between government entities (ministries, and departments within ministries) as well as at the community level. This will strengthen the position of the CO as a strategic partner, ensure that</p>	<p>Conclusion 13: A clear need for continued capacity strengthening remains. National and subnational government staff need strengthening of management skills including budgeting, planning and M&E, while school staff need support in implementation and reporting. Other gaps include integration of reporting in existing systems, a dedicated team in the MoEYS to manage the school feeding programme (which could be combined with the current Scholarship Department to form a Social Assistance Department), coordination between Departments within the MoEYS, as well as between ministries (not all line ministries convene under the umbrella of social assistance), and financing.</p>	75, 93-95, 100, 122, 169, 172-173, 212

¹⁷⁴ Conclusions may be relevant to more than one recommendation. When this occurs, conclusion is cited twice.

<p>all relevant stakeholders are involved, and provide opportunity for advocacy and awareness raising, including related to community (cash) contributions.</p>	<p>Conclusion 14: Gradual adjustments will be required as D&D expands nationwide. There is still a lack of clarity among the majority of stakeholders regarding the consequences of D&D for the NHGSFP. Increased contributions from parents and the commune will not only support the financial sustainability of the programme, but also increase sense of ownership of the programme.</p>	<p>100, 111, 169, 180, 194, 212, 213, 217</p>
<p>Recommendation</p>	<p>Conclusions</p>	<p>Findings</p>
<p>Recommendation 3: WFP should focus on supporting the schools that were handed over without being fully ready. According to the JTS, all schools in a district are transitioned to the NHGSFP if 80 percent fulfills the criteria of readiness, leaving up to 20 percent with gaps in infrastructure or capacity. The support of WFP, especially on ensuring infrastructure is in place and school stakeholders are able to implement the programme procedures, will contribute to sustainability.</p>	<p>Conclusion 8: There are policies and structures in place, including budget allocations at the relevant government institutions. and the increased understanding of government stakeholders support the rollout of the NHGSFP. There is widely recognized affirmation across different levels of national and sub-national government regarding the benefits and achievements of the programme. Interest in school meals at the community level is high. However, concerns remain about the capacity of the Government to independently implement and manage the NHGSFP. The functionality of the system is still dependent on personal motivation at different levels and the need for ongoing focused capacity strengthening remains high to further strengthen the system. The governmental decentralization process provides an additional challenge at the sub-national level.</p>	<p>87, 95, 149-151, 155, 159, 164, 169, 205-207, 221, 224</p>
<p>Recommendation 4: WFP CO should continue its efforts, with the MoWA, to seek to integrate increased gender sensitivity into school meals processes. This would include the identification of gender indicators that not only measure gender participation but also gender transformative change.</p>	<p>Conclusion 3: The project clearly benefits girls and women, as well as boys and men, despite the lack of gender sensitive indicators in the RF. Especially mothers' burdens are lightened by the provision of the school meals, increasing attention is given to cooks' incentives and the participation of women in school management and committees has increased since baseline, in part because of WFP advocacy efforts in these areas.</p>	<p>85, 87, 110-112, 183, 195</p>
<p>Recommendation 5: WFP CO should continue to improve their staffing profile to ensure sufficient in-house capacity to provide technical assistance. Assessments of any gaps in current internal capacity and identifying the most suitable individuals to provide the necessary technical assistance to the Government will facilitate the implementation of the next cycle of the McGovern-Dole project, as well as other aspects of the CSP, and ensure WFP remains relevant as a development partner in Cambodia. The presence of preferably national staff who have a thorough understanding of the workings of government – in addition to staff with strong technical expertise - is essential.</p>	<p>Conclusion 8: There are policies and structures in place, including budget allocations at the relevant government institutions. and the increased understanding of government stakeholders support the rollout of the NHGSFP. There is widely recognized affirmation across different levels of national and sub-national government regarding the benefits and achievements of the programme. Interest in school meals at the community level is high. However, concerns remain about the capacity of the Government to independently implement and manage the NHGSFP. The functionality of the system is still dependent on personal motivation at different levels and the need for ongoing focused capacity strengthening remains high to further strengthen the system. The governmental decentralization process provides an additional challenge at the sub-national level.</p>	<p>75, 85-87, 114-116, 159, 181, 192, 201, 209-217, 219, 221-224</p>
	<p>Conclusion 11: The internal adjustments in terms of staff capacity, and support from RBB and WFP HQ, had positive impacts on the project achievements. However, there are still gaps in the CO's combined skills set and the reliance on external consultants threatens the CO's position as important development partner. In addition, information management within the CO remains a challenge, which was evident during the evaluation from the difficulty to provide timely, accurate, valid and consistent data, and it negatively impacts the CO's ability to adequately monitor the project.</p>	<p>79, 91, 182, 198, 199, 200</p>

<p>Recommendation 6: WFP CO should improve their M&E systems to be able to easily monitor their project(s). Managing multiple school feeding projects complicates documenting and reporting. Having streamlined systems in place will enable programme staff to access updated and valid data on their projects, and will facilitate identifying issues, (donor) reporting and project monitoring. The CO should review the bottlenecks in information management and quality assurance of monitoring data and reporting, and make amendments based on the results</p>	<p>Conclusion 11: The internal adjustments in terms of staff capacity, and support from RBB and WFP HQ, had positive impacts on the project achievements. However, there are still gaps in the CO's combined skills set and the reliance on external consultants threatens the CO's position as important development partner. In addition, information management within the CO remains a challenge, which was evident during the evaluation from the difficulty to provide timely, accurate, valid and consistent data, and it negatively impacts the CO's ability to adequately monitor the project.</p>	<p>79, 91, 182, 198, 199, 200</p>

Annex 16: Key Survey Results

This annex provides detailed results from the quantitative surveys at both baseline and endline, disaggregated by province, by gender where appropriate, and by intervention modality when relevant. All data drawn from the quantitative surveys.

Abbreviations used in the tables: KCG: Kampong Chhnang; KTM: Kampong Thom; SRP: Siem Reap

Table 34: Surveyed schools

Province	Baseline						Endline					
	Comparison schools		USDA schools		Total		Comparison schools		USDA schools		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Kampong Chhnang	0	0.0	6	8.6	6	4.3	0	0.0	6	8.6	6	4.3
Kampong Thom	0	0.0	21	30.0	21	15.0	0	0.0	21	30.0	21	15.0
Siem Reap	0	0.0	43	61.4	43	30.7	0	0.0	43	61.4	43	30.7
Battambang	19	27.1	0	0.0	19	13.6	19	27.1	0	0.0	19	13.6
Kratié	9	12.9	0	0.0	9	6.4	9	12.9	0	0.0	9	6.4
Preah Vihear	8	11.4	0	0.0	8	5.7	8	11.4	0	0.0	8	5.7
Total	70	100.0	70	100.0	140	100.0	70	100.0	70	100.0	140	100.0

Table 35: Gender of full-time teachers (Grades 1-6) and teacher attendance (SY 2021/22)

	Baseline			Endline		
	KCG	KTM	SRP	KCG	KTM	SRP
Percentage of male teachers (%)	55%	47%	40%	56%	36%	39%
Percentage of female teachers (%)	45%	53%	60%	44%	64%	61%
Number of school days in a year (mean)	100.8	101.6	106.2	223.0	227.3	233.0
Number of days a teacher being absent (mean)	1.7	1.7	2.2	4.6	4.5	3.3
Percentage teacher attendance during official SY 2021/22	98.4%	98.3%	97.9%	98.0%	98.0%	98.6%

Table 36: Promotion, repetition and drop-out rates (SY 2021/22)

	Baseline						Endline					
	Promotion rate (%)		Repetition rate (%)		Drop-out rate (%)		Promotion rate (%)		Repetition rate (%)		Drop-out rate (%)	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
KCG	91%	95%	8%	5%	0.5%	0.5%	88.5%	92.9%	8.9%	5.5%	2.6%	1.6%
KTM	86%	89%	12%	9%	2.3%	1.8%	85.7%	88.7%	12.1%	9.6%	2.2%	1.8%
SRP	85%	90%	11%	8%	4%	3%	86.0%	89.5%	11.6%	8.7%	2.4%	1.8%

Table 37: Teachers' use of improved literacy tools

	Baseline		Endline	
	Total	Female	Total	Female
KCG	100%	100%	0%	0%
KTM	71%	75%	21%	21%
SRP	75%	72%	63%	63%
Total	76%	75%	43%	44%

Table 38: Number and percentage of schools receiving learning and stationery packages (SY 2021/22)

	Baseline						Endline					
	# of schools received learning package			# of schools received stationery materials			# of schools received learning package			# of schools received stationery materials		
	% Yes	Yes	No	% Yes	Yes	No	% Yes	Yes	No	% Yes	Yes	No
KCG	100%	6	0	83%	5	1	83%	5	1	17%	1	5
KTM	38%	8	13	52%	11	10	62%	13	8	71%	15	6
SRP	93%	40	3	63%	27	16	93%	40	3	98%	42	1

Table 39: Percentage of students indicating they are hungry or very hungry during the school day (reported by teachers; SY 2021/2022)

Percentage of students who are hungry in class	Baseline				Endline			
	KCG	KTM	SRP	Total	KCG	KTM	SRP	Total
Students reported to be hungry in class daily	7.8%	4.5%	1.7%	3.1%	19.0%	0.9%	9.3%	7.7%
Female students reported to be hungry in class daily	14.8%	9.6%	8.2%	9.2%	31.8%	6.5%	20.9%	17.5%
Male students reported to be hungry in class daily	13.6%	13.2%	12.5%	12.8%	30.1%	5.3%	22.9%	18.3%
Students reported to be hungry in class sometimes	6.4%	6.8%	8.2%	7.6%	11.0%	5.0%	12.1%	9.9%
Total hungry children (daily + sometimes)	14.2	11.4	9.8	10.7	30.0%	5.9%	21.5%	17.6%

Table 40: Reported inattentiveness of students (reported by teachers; SY 2021/2022)

Percentage of students who are inattentive (sleepy, inactive) during class	Baseline				Endline			
	KCG	KTM	SRP	Total	KCG	KTM	SRP	Total
Students who are inattentive in class daily	3.4%	8.4%	2.7%	4.5%	7.2%	1.9%	2.6%	2.8%
Students who are inattentive in class sometime	9.9%	8.2%	8.6%	8.6%	6.2%	6.2%	7.4%	6.9%
Students who are inattentive in class	13.3%	16.7%	12.0%	13.5%	13.4%	8.1%	10.0%	9.7%
Female students who are inattentive in class	8.5%	13.1%	8.7%	10.0%	8.3%	4.0%	5.4%	5.3%

Note: There was an error in the baseline data; corrected in this table

Table 41: Number of classrooms in surveyed schools and available teaching materials

	Baseline				Endline			
	# of Grade 1-6 classrooms	# of classrooms with sufficient material	# of classrooms per school	% of classrooms with sufficient material	# of Grade 1-6 classrooms	# of classrooms with sufficient material	# of classrooms per school	% of classrooms with sufficient material
KCG	44	42	7.3	95.5%	40	40	6.6	100.0%
KTM	117	88	5.6	75.2%	103	32	4.9	31.1%
SRP	233	207	5.4	88.8%	101	97	5.3	91.9%
Total	394	337	5.6	85.5%	391	300	5.6	76.7%

Table 42: Schools with kitchens

	Baseline		Endline	
	# schools	# schools with kitchen	# schools	# schools with kitchen
KCG	6	6	6	6
KTM	21	21	21	21
SRP	43	43	43	42
Total	70	70	70	69

Table 43: Condition of kitchens in USDA supported schools

	Baseline			Endline		
	KCG (%)	KTM (%)	SRP (%)	KCG (%)	KTM (%)	SRP (%)
Good condition	66.7%	57.1%	39.5%	83.3%	95.2%	85.7%
Lacking kitchen utensils	66.7%	38.1%	82.5%	100.0%	4.8%	28.6%
Clean cooking and eating equipment	50.0%	47.6%	25.0%	100.0%	52.4%	61.9%
Leaking roofs	50.0%	23.8%	47.5%	16.7%	9.5%	28.6%
Flooded during rainy season	16.7%	9.5%	12.5%	0.0%	0.0%	19.0%
Using rocks as stove	0.0%	9.5%	7.5%	0.0%	0.0%	9.5%
No wall	0.0%	14.3%	2.5%	0.0%	0.0%	0.0%
Too narrow	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%
The stove is old	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%
The pot is old	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%
No hygiene	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%

Table 44: Use and condition of energy-efficient (E-E) stoves in USDA supported schools

	Baseline				Endline			
	# schools with kitchen	# using E-E stove	Good condition and functioning well	Poor condition; still working	# schools with kitchen	# using E-E stove	Good condition and functioning well	Poor condition; still working
KCG	6	0	0	0	6	1	1	0
KTM	21	10	10	0	21	20	14	6
SRP	43	22	11	11	42	39	38	1
Total	70	32	21	11	69	60	53	7

Table 45: Schools with food storerooms

	Baseline				Endline			
	# schools	# with storeroom	Food stored off the floor (#)	Food stored off the floor (% of schools with storerooms)	# schools	# with storeroom	Food stored off the floor (#)	Food stored off the floor (% of schools with storerooms)
KCG	6	5	0	0.0%	6	6	0	0.0%
KTM	21	7	0	0.0%	21	14	2	14.3%
SRP	43	34	7	20.6%	43	40	2	5.0%
Total	70	46	7	15.2%	70	60	4	6.7%

Table 46: Condition of storerooms in USDA supported schools (n=46)

	Baseline				Endline			
	KCG	KTM	SRP	Total	KCG	KTM	SRP	Total
Well cleaned	60.0%	100.0%	70.6%	73.9%	83.3%	100.0%	82.5%	86.7%
Floor is dry	100.0%	85.7%	85.3%	87.0%	100.0%	100.0%	90.0%	93.3%
Pallets for food storage	60.0%	28.6%	76.5%	67.4%	100.0%	100.0%	70.0%	80.0%
Door is locked well	100.0%	100.0%	85.3%	89.1%	100.0%	92.9%	92.5%	93.3%
Security guard at night time/ during school vacation	40.0%	14.3%	5.9%	10.9%	0.0%	50.0%	17.5%	23.3%
Foods are stored in order	100.0%	0.0%	50.0%	47.8%	66.7%	78.6%	80.0%	78.3%
Leaking roofs	0.0%	0.0%	8.8%	6.5%	0.0%	0.0%	5.0%	3.3%
Broken windows/door	0.0%	0.0%	5.9%	4.3%	0.0%	0.0%	2.5%	1.7%
Food was stored off ground	0.0%	0.0%	20.6%	15.2%	0.0%	14.3%	5.0%	6.7%
Storeroom had window	100.0%	0.0%	44.1%	43.5%	0.0%	50.0%	27.5%	30.0%
No hygiene	0.0%	0.0%	2.9%	2.2%	0.0%	0.0%	0.0%	0.0%

Table 47: Functioning drilled wells / water catchments in schools

	Baseline				Endline			
	# schools	# of schools with drilled wells	Total drilled wells	Total water catchments	# schools	# of schools with drilled wells	Total drilled wells	Total water catchments
			#	% functioning			#	% functioning
KCG	6	6	17	60%	6	6	17	84%
KTM	21	21	23	89%	21	19	31	95%
SRP	43	42	81	63%	43	42	72	95%
Total	70	69	121	71%	70	67	120	93%

Table 48: Condition of well-functioning drilled wells and rain water catchments (n=67)

	Baseline				Endline			
	KCG	KTM	SRP	Total	KCG	KTM	SRP	Total
Functioning well year-round	100.0%	100.0%	71.4%	82.6%	100.0%	100.0%	73.8%	83.6%
Water is used for human consumption	100.0%	61.9%	61.9%	65.2%	83.3%	31.6%	66.7%	58.2%
Platform is clean	83.3%	28.6%	59.5%	52.2%	100.0%	63.2%	64.3%	67.2%
System to clean the wells	0.0%	4.8%	19.0%	13.0%	0.0%	15.8%	16.7%	14.9%
No water out when pumping	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dilapidated	0.0%	0.0%	7.1%	4.3%	0.0%	0.0%	0.0%	0.0%
Red water	0.0%	0.0%	2.4%	1.4%	0.0%	0.0%	0.0%	0.0%
With well-functioning drilled well	6	21	42	69	6	19	42	67

Table 49: Percentages of schools with year-round clean water

	Baseline				Endline			
	# schools	Yes (whole school year)	No (some months not available)	No (no water)	# schools	Yes (whole school year)	No (some months not available)	No (no water)
KCG	6	6 (100%)	0 (0%)	0 (0%)	6	4 (67%)	0 (0%)	2 (33%)
KTM	21	21 (100%)	0 (0%)	0 (0%)	21	19 (90%)	1 (5%)	1 (5%)
SRP	43	30 (70%)	11 (26%)	2 (5%)	43	27 (63%)	10 (23%)	6 (14%)
Total	70	57 (81%)	11 (16%)	2 (3%)	70	50 (71%)	11 (16%)	9 (13%)

Table 50: Percentage of schools with soap present at handwashing stations

Province	Baseline		Endline	
	#	%	#	%
KCG	6	100.0%	6	100.0%
KTM	20	95.2%	21	100.0%
SRP	43	100.0%	43	100.0%

Total	69	98.6%	70	100.0%
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Table 51: Student handwashing practices – frequency of handwashing with soap and water

Province	Baseline				Endline			
	Schools with soap all year round (n=69)				Schools with soap all year round (n=70)			
	Didn't use	Yes, always	Yes, often	Yes, sometimes	Didn't use	Yes, always	Yes, often	Yes, sometimes
KCG	0.0%	83.3%	16.7%	0.0%	0.0%	100.0%	0.0%	0.0%
KTM	5.0%	95.0%	0.0%	0.0%	0.0%	85.7%	14.3%	0.0%
SRP	0.0%	62.8%	20.9%	16.3%	2.3%	72.1%	16.3%	9.3%
Total	1.4%	73.9%	14.5%	10.1%	1.4%	78.6%	14.3%	5.7%

Table 52: Functional and non-functional latrines in surveyed schools (n=70)

	Baseline					Endline				
	schools	Functional latrines per school		Non-functional latrines per school		schools	Functional latrines per school		Non-functional latrines per school	
	#	#	%	#	%	#	#	%	#	%
KCG	6	5.7	85.0%	1.0	15.0%	6	9.0	64.3%	5.0	35.7%
KTM	21	5.6	80.7%	1.3	19.3%	21	5.6	67.4%	2.7	32.6%
SRP	43	5.2	86.4%	0.8	13.6%	43	5.7	83.7%	1.1	16.3%
Total	70	5.3	84.4%	1.0	15.6%	70	6.0	75.6%	1.9	24.4%

Table 53: Presence of functioning latrines for teachers (for schools with functional or non-functioning latrines only)

	Baseline				Endline			
	# schools with separate functioning latrine for teachers	# of functioning latrines for teachers	% of functional latrines for teachers	# of teachers per functional staff latrine*	# schools with separate functioning latrine for teachers	# of functioning latrines for teachers	% of functional latrines for teachers	# of teachers per functional staff latrine
KCG	3	7	32%	6.6	1	4	44.4%	16
KTM	13	16	23%	5.4	13	20	27.5%	7
SRP	29	45	31%	4.5	19	32	29.5%	9
Total	45	68	29%	5.0	33	56	28.3%	9

*In order to estimate this average value, when no functional latrines were in the school, the maximum ratio in sample (8) has been assumed.

Table 54: Presence of functioning latrines separated for male and female students

	Baseline				Endline			
	# Schools with separate functioning latrines for boys and girls (n=70)	% of non-separate functioning latrines for students (n=70)	# of boys per separate latrine for boys (n=52)	# of girls per separate latrine for girls (n=52)	# Schools with separate functioning latrines for boys and girls (n=70)	% of non-separate functioning latrines for students (n=70)	# of boys per separate latrine for boys (n=59)	# of girls per separate latrine for girls (n=59)
KCG	5	7.4%	13	12	6	2.0%	24	25
KTM	14	33.7%	30	37	17	16.3%	39	43
SRP	33	24.3%	63	65	36	23.3%	81	84
Total	52	25.9%	106	114	59	18.5%	144	152

Note: There was an error in the baseline data; corrected in this table

Table 55: Presence of functioning latrines for disabled students

	Baseline				Endline			
	# of schools with latrine for disabled students (n=70)	# latrines for disabled students (n=45)	% latrines for disabled students (n=70)	# disabled students per latrine for disabled students (n=45)	# of schools with latrine for disabled students (n=70)	# latrines for disabled students (n=51)	% latrines for disabled students (n=70)	# disabled students per latrine for disabled students (n=51)
KCG	2	7	18.5%	2.6	6	19	38.0%	NA
KTM	16	17	19.6%	0.9	13	18	18.4%	NA
SRP	27	32	21.1%	0.7	32	54	25.1%	NA
Total	45	56	20.0%	0.88	51	91	25.1%	NA

Note: There was an error in the baseline data; corrected in this table; endline did not collect number of disabled students

Table 56: Condition of functioning latrines

	Baseline				Endline			
	KCG	KTM	SRP	Total	KCG	KTM	SRP	Total
Clean and well maintained	100%	95%	77%	84%	83%	86%	77%	80%
Dirty, not well maintained	0%	5%	19%	13%	50%	14%	28%	26%
Broken but still usable	0%	5%	9%	7%	17%	5%	12%	10%
Unusable	0%	0%	2%	1%	0%	0%	0%	0%
The latrine is old	0%	0%	5%	3%	0%	0%	0%	0%

Table 57: Condition of non-functioning latrines

	Baseline				Endline			
	KCG	KTM	SRP	Total	KCG	KTM	SRP	Total
Door is broken	17%	24%	21%	21%	33%	38%	23%	29%
Commode is broken	33%	24%	16%	20%	50%	19%	16%	20%
Pit latrine is broken or full	17%	24%	28%	26%	17%	38%	16%	23%
Washbasins are broken	0%	14%	9%	10%	0%	14%	19%	16%
Just built a new one	0%	0%	0%	0%	33%	5%	0%	4%
The room is locked	0%	0%	2%	1%	0%	0%	0%	0%
The well is broken so there is not enough water to use	0%	0%	0%	0%	0%	5%	0%	1%
Scare of unusable	0%	0%	0%	0%	0%	5%	2%	3%
Far from the well	0%	5%	0%	1%	0%	0%	0%	0%
Water storage leakage	0%	0%	0%	0%	0%	0%	5%	3%
Full toilet	0%	0%	0%	0%	0%	0%	5%	3%
Flooding, cannot use	0%	0%	0%	0%	0%	5%	0%	1%

Table 58: Schools with vegetable gardens

	Baseline		Endline	
	# of schools with garden	% of schools with garden	# of schools with garden	% of schools with garden
KCG (n=6)	3	50%	2	33%
KTM (n=21)	14	67%	15	71%
SRP (n=43)	37	86%	38	88%
Total (70 schools)	54	77%	55	79%

Table 59: Percentage of schools participating in community awareness raising events on the importance of education (n=70)

	Baseline		Endline	
	Percentage of schools conducting training for LSFC on the importance of education	Schools participating in community awareness raising events	Percentage of schools conducting training for LSFC on the importance of education	Schools participating in community awareness raising events
KCG (n=6)	67%	100%	33%	83%
KTM (n=21)	91%	86%	95%	95%
SRP (n=43)	84%	91%	79%	81%
Total (70 schools)	84%	90%	80%	86%

Table 60: Knowledge of parents of benefits of primary education

	Baseline				Endline			
	Target	KCG	KTM	SRP	Target	KCG	KTM	SRP
Percent of parents in target communities who can name at least three benefits of primary education	85%	100%	96.8%	89.9%	85%	72.2%	77.4%	82.2%

Table 61: Schools with existing Local School Feeding Committees

	Baseline			Endline		
	% of functioning committees	% Female members	% Male members	% of functioning committees	% Female members	% Male members
KCG (n=6)	100%	26.4%	73.5%	83%	54.5%	45.5%
KTM (n=21)	100%	32.1%	67.9%	95%	50.6%	49.4%
SRP (n=43)	100%	26.2%	73.7%	100%	33.9%	63.9%
Total (70 schools)	100%	27.6%	72.3%	97%	45.2%	54.0%

Table 62: Availability of school management tools

	Baseline			Endline		
	School development plan	Safe school environment (school gate, fence, etc)	Recording and reporting system	School development plan	Safe school environment (school gate, fence, etc)	Recording and reporting system
KCG (n=6)	100%	66.7%	83.3%	100.0%	100.0%	100.0%
KTM (n=21)	100%	90.5%	14.3%	81.0%	61.9	95.2%
SRP (n=43)	97.7%	81.4%	83.7%	93.0%	97.7%	88.4%
Total (70 schools)	98.6%	82.9%	62.9%	90.0%	87.1%	91.4%

Table 63: Average amount of community contributions to each school

	Baseline		Endline	
	In cash (US\$)	In kind (US\$ equivalent)	In cash (US\$)	In kind (US\$ equivalent)
KCG (n=6)	308.75	248.75	98.33	603.33
KTM (n=21)	262.85	337.50	672.90	233.52
SRP (n=43)	297.59	270.48	283.60	107.60
Total (70 schools)	288.13	270.96	384.50	187.92

Table 64: Household Food Consumption Score (n=418)

	Baseline					Endline				
	#	KCG	KTM	SRP	Total	#	KCG	KTM	SRP	Total
Average Household Food Consumption Score	418	61.7	56.7	56.7	56.8	418	55.0	54.4	53.3	53.8

Note: There was an error in the baseline data; corrected in this table

Table 65: Percentage of children who received a school meal and took some home (n=418 households)

	Baseline		Endline	
	Children who received a school meal every day	Children who brought school meal home at least once a week	Children who received a school meal every day	Children who brought school meal home at least once a week
KCG	96%	9.3%	75.0%	2.8%
KTM	95%	3.2%	87.1%	13.7%
SRP	100%	2.8%	94.6%	6.6%
Total	96%	6.9%	90.7%	8.4%

Table 66: Demographic information of surveyed households

	Baseline						Endline					
	Household Size	Dependency ratio	Household head marital status				Household Size	Dependency ratio	Household head marital status			
			Single*	Married	Widowed	Separated or divorced			Single*	Married	Widowed	Separated or divorced
USDA supported schools (n=70)	5.4	1.1	1.2%	84.4%	13.2%	1.2%	4.8	1.2	0.2%	86.0%	11.8%	1.9%
Comparison schools (n=70)	5.4	1.2	1.5%	84.6%	13.2%	0.7%	5.1	1.2	0.5%	89.2%	8.6%	1.7%

* Deserted individuals are categorised as singles.

Table 67: Sex of head of household of surveyed households

	Baseline				Endline			
	USDA supported schools		Comparison schools		USDA supported schools		Comparison schools	
	Male	Female	Male	Female	Male	Female	Male	Female
Battambang (n=114)	0%	0%	85.1%	14.9%	0%	0%	82.3%	17.7%
Kampong Cham (n=200)	0%	0%	74.0%	26.0%	0%	0%	70.6%	29.4%
Kampong Chhnang (n=36)	100%	0%	0%	0%	58.8%	41.2%	0%	0%
Kampong Thom (n=124)	58.1%	41.9%	0%	0%	58.5%	41.5%	0%	0%
Siem Reap (n=258)	78.3%	21.7%	0%	0%	65.1%	34.9%	0%	0%
Kratié (n=54)	0%	0%	81.5%	18.5%	0%	0%	81.5%	18.5%
Preah Vihear (n=48)	0%	0%	54.2%	45.8%	0%	0%	70.2%	29.8%
Average	74.2%	25.8%	75.7%	24.3%	62.7%	37.3%	75.2%	24.8%
n	310	108	315	101	260	155	307	101
Total	N=418		N=416		N=415*		N=408*	

*Data missing for some households (three USDA supported schools and eight comparison schools)

Table 68: Education and literacy information of heads of household of surveyed households

	Baseline								Endline							
	Highest class completed				Literacy				Highest class completed				Literacy			
	None	Primary	Secondary	High school or above	Can read and write	Can sign only	Can read only	Cannot read or write	None	Primary	Secondary	High school or above	Can read and write	Can sign only	Can read only	Cannot read or write
USDA supported schools	34.0%	48.8%	11.2%	6.0%	54.8%	7.9%	4.1%	33.3%	24.3%	57.1%	12.3%	5.5%	55.7%	15.7%	7.0%	21.7%
Comparison schools	19.0%	52.4%	18.8%	9.9%	67.5%	7.9%	3.6%	20.9%	12.7%	53.2%	23.0%	8.3%	64.7%	9.3%	7.8%	18.1%

Table 69: Number of school-aged children (age 6-11 year) per household, and their starting age

	Baseline		Endline	
	Number of school aged children in household	Average age of starting school	Number of school aged children in household	Average age of starting school
USDA supported schools	1.1	6.1	2.1	5.6
Comparison schools	1.2	6.1	2.2	5.7

Table 70: Factors considered when parents made a decision about their child's schooling

Reasons for attending school	Baseline		Endline	
	USDA supported schools	Comparison schools	USDA supported schools	Comparison schools
The school is located near to my house	99.3%	99.3%	99.5%	97.8%
Good quality of education at the school	99.3%	99.5%	100.0%	99.5%
Hot breakfast at school (school feeding programme)	99.0%	97.6%	99.8%	95.9%
Scholarships received for continuing school	98.6%	99.3%	99.5%	97.4%
Good quality of infrastructure at the school (e.g. classroom, toilets, drinking water)	98.1%	100.0%	99.8%	98.1%
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)	97.1%	95.7%	82.5%	96.6%
Long term illness/disability of the child	93.1%	95.7%	87.1%	94.2%

Costs of schooling (e.g. fees, uniforms and books)	92.6%	97.6%	93,1%	95,4%
My child needs to do household chores rather than going to school (e.g. taking care of siblings/elderly at home)	30.9%	29.3%	18.7%	11.8%
Good future career/livelihood prospect of the child if s/he finishes the school			99.8%	98.6%

Table 71: Household's main source of livelihood from household head

Source of livelihood	Baseline		Endline	
	USDA supported schools	Comparison schools	USDA supported schools	Comparison schools
Farming (farming, pastoral, fishing, food processing)	59.8%	45.7%	50.1%	50.5%
Non-agricultural labour (daily wage) + tailor, potters and others	10.8%	12.0%	13.5%	15.9%
No occupation (including student, housewife)	9.1%	13.7%	11.0%	9.0%
Professionals (government officer, doctor, engineer, teacher, contractor etc.)	5.5%	5.3%	1.9%	5.4%
Agricultural labour (daily wage)	5.0%	6.7%	11.8%	7.1%
Petty trader / vendor	4.3%	4.8%	8.2%	8.1%
Business plus (handicrafts, brewing, business, trader)	2.9%	1.9%	1.9%	3.2%
Private sector employee/worker	2.6%	5.3%	1.2%	1.2%

Table 72: Sources of drinking water of surveyed households

Source of drinking water	Baseline		Endline	
	USDA supported schools	Comparison schools	USDA supported schools	Comparison schools
Improved	56%	48%	77.3%	87.3%
Unimproved	44%	52%	22.7%	12.7%

Table 73: Consumption coping strategies in the past week

Coping strategies	Baseline		Endline	
	USDA supported schools	Comparison schools	USDA supported schools	Comparison schools
Relied on less preferred, less expensive food	58%	58%	48.8%	57.7%
Reduced the quantities consumed by adults	40%	39%	37.6%	46.2%
Reduced the number of meals eaten per day	40%	37%	32.8%	30.5%
Reduced portion size of meals	36%	35%	33.3%	34.9%
Borrowed food or relied on help from friends or relatives	25%	22%	19.1%	17.3%

Table 74: Children's dietary pattern (24-hour recall)

Foods consumed	Baseline		Endline	
	USDA supported schools	Comparison Schools	USDA supported schools	Comparison Schools
Cereals	96.2%	95.2%	98.8%	99.8%
Condiments/seasonings	84.0%	91.6%	93.3%	95.0%
Fish and other aquatic animals	70.8%	58.9%	78.5%	73.1%
Meat and poultry	58.6%	69.5%	64.4%	71.2%
Sweets	49.5%	45.9%	52.2%	53.1%
Eggs	44.5%	42.1%	46.4%	43.5%
Oil and fats	43.3%	67.1%	65.1%	67.1%
Dark green leafy vegetables	39.5%	41.8%	59.6%	50.5%
Other vegetables	38.0%	37.3%	34.9%	37.5%
Other fruits	37.6%	41.6%	35.6%	40.6%
Prahok (fermented fish paste)	31.3%	23.6%	40.2%	31,0%
Orange (Vitamin A) vegetables	26.1%	20.2%	38.5%	27,4%
Milk and milk products	16.5%	16.8%	21.1%	27.4%
Legumes, nuts and seeds	16.5%	11.8%	20.8%	17.5%
Organ meat	12.4%	16.6%	15.6%	13.2%
Orange (Vitamin A) fruits	11.7%	9.6%	33.7%	34.1%
Roots and tubers	9.3%	8.7%	18.4%	13.7%
Insects	3.3%	4.6%	20.6%	12.3%

Table 75: Children's dietary pattern (24-hour recall, nine food groups) (n = 418 intervention, 416 control)

Food Groups	Baseline				Endline			
	Intervention		Control		Intervention		Control	
	#	%	#	%	#	%	#	%
Staple foods	403	96.4%	398	95.7%	414	99.0%	415	99.8%
Pulses, legumes, nuts	69	16.5%	49	11.8%	87	20.8%	73	17.5%
Vegetables & leaves	280	67.0%	267	64.2%	317	75.8%	300	72.1%
Fruits	177	42.3%	187	45.0%	211	50.5%	234	56.3%
Meat, fish, eggs	395	94.5%	398	95.7%	408	97.6%	407	97.8%
Milk & dairy products	72	17.2%	73	17.5%	88	21.1%	114	27.4%
Oils and fats	181	43.3%	279	67.1%	272	65.1%	279	67.1%
Sugar, sweets	207	49.5%	193	46.4%	218	52.2%	221	53.1%
Condiments, spices	364	87.1%	389	93.5%	401	95.9%	402	96.6%

Table 76: Average number of food groups consumed by the students the day prior to the survey

	Baseline		Endline	
	USDA supported schools	Comparison Schools	USDA supported schools	Comparison Schools
Average number of food groups consumed yesterday in school and home	5.1	5.4	5.8	5.9

Note: Not statistically significant, performed with DiD analyses.

Annex 17:

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Annex 18: List of Analytical Works

The following documents were used in the design of the project (e.g. needs assessments, research, past evaluations/reviews etc.).

Title
Cambodia Country Portfolio Evaluation Reports, 2011-2017
Baseline, Midterm, and Endline evaluation reports of the USDA McGovern-Dole FFE Project, 2017-2019, including survey tools.
School Assessment Study Report, 2015-2016. (NB: Assessment in 2019-20 in drafting process at Baseline)
School Feeding Roadmap between WFP and MoEYS (signed in May 2015)
Midterm Strategic review of the NSFSN, 2014-2018 (Progress inventory 2016, situation update 2017, & strategic directions towards 2030).
Guideline on Food Safety in Schools-May 2019_Khmer version
HGSF supplier's consultation findings, 2018-19
Successes and Challenges of Implementing USDA McGovern-Dole Funded Food for Education Projects in the Asia/Pacific Region (A review of key findings from WFP programme evaluations in Bangladesh, Cambodia, Lao PDR, and Nepal during 2013-2018)
Take-home rations (THR) Lessons Learnt Report (during COVID-19)
Cambodian Rice Landscape Analysis_Generic-20190618
Fill Nutrition Gap Cambodia
Micronutrient challenges and solutions 20190722
Anthropological WFP Cambodia summary report FINAL
Case Study _ HGSF and benefit pathways;_Oct 17-V3
HGSF supplier assessment report 220620 final 1
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Baseline_FFE_Kampong Chhnang Feb 6, 2020
UN Cambodia framework for the immediate socio-economic response to COVID-19 AUGUST 2020
Cambodia school feeding evaluation findings 2010-2020
LRP Evaluations: Kenya, Rwanda, Benin, Laos (reference samples)

Annex 19: Acronyms

ACR	Annual country report
AO	Area Office
CARD	Council for Agricultural and Rural Development
CIP	Commune Investment Plans
COVID-19	Coronavirus disease
CO	Country office
CSP	Country Strategic Plan
D&D	Decentralization and deconcentration
DEQAS	Decentralized evaluation quality assurance system
DHS	Demographic Health Survey
DID	Difference in difference
DOE	District office of education
EGR(A)	Early grade reading (assessment)
EMIS	Education Management Information System
EoC	End of cycle
ER	Evaluation report
ERG	Evaluation reference group
ESP	Education strategic plan
ET	Evaluation team
FAO	Food and Agricultural Organization of the United Nations
FAS	Foreign Agricultural Service
FFE	Food for education
FY	Fiscal year
FGD	Focus group discussion
GDI	Gender development index
GDP	Gross domestic product
GEWE	Gender equality and women's empowerment
GII	Gender inequality index
HDI	Human Development Index
HGSF	Home-grown school feeding
HQ	Headquarters
IR	Inception Report
IRL	Indochina Research Limited
JTS	Joint Transition Strategy
KAP	Knowledge, attitudes and practices
KCG	Kampong Chhnang province
kg	kilogramme
KHR	Cambodian riel (currency)
KII	Key informant interviews
KOICA	Korea International Cooperation Agency
KRKC	<i>Komar Rien Komar Cheh</i> ("Students Learn, Students Know)
KTM	Kampong Thom province
LoP	Life of project
LRP	Local and Regional Food Aid Procurement
LSFC	Local school feeding committee
M&E	Monitoring and evaluation

MAFF	Ministry of Agriculture, Forestry and Fisheries
MDG(s)	Millennium Development Goals
MEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
Mol	Ministry of Interior
MoP	Ministry of Planning
MoSAVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
MoWA	Ministry of Women's Affairs
mt	metric tonne
NCE	No cost extension
NGO	Non-governmental organization
NHGSFP	National home-grown school feeding programme
NSFSN	The National Strategy for Food Security and Nutrition
NSPC	National Social Protection Council
NSPPF	National Social Protection Policy Framework
OECD DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
OEV	Office of Evaluation (WFP)
PMP	Performance monitoring plan
POE	Provincial Office of Education
PSM	Propensity score matching
PTA	Parent-Teacher Association
QA	Quality assurance
RBB	Regional Bureau Bangkok (WFP)
RF	Results framework
SABER-SF	Systems Approach for Better Education Results - School Feeding
SAPR	Semi-annual performance report
SBCC	Social behaviour change communication
SDG(s)	Sustainable development goal(s)
SF(P)	School feeding (programme)
SFIS	School Feeding Information System
SFTF	School feeding task force
SMP	School meals programme
SO	Strategic objective
SRP	Siem Reap province
SY	School year
THR	Take home ration
TLM	Teaching and learning materials
ToC	Theory of change
ToR	Terms of reference
UNDAF	United Nations Development Assistance Framework
UNDP	The United Nations Development Programme
UNEG	The United Nations Evaluation Group
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund
USDA	United States Department of Agriculture
US\$	United States Dollar (currency)
VAM	Vulnerability Assessment Mapping
WASH	Water, sanitation, and hygiene
WFP	World Food Programme
WHO	World Health Organization

WFP Cambodia Country Office

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

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