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Endline Evaluation of USDA Local and Regional Food Aid Procurement Grant (LRP-442-2019-011-00) for WFP School Feeding in Cambodia

01 November 2019 to 30 September 2024

Decentralized Evaluation – Final Report



WFP Cambodia

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Endline Evaluation Report of USDA Local and Regional Food Aid Procurement Grant (LRP-442-2019-011-00) for WFP School Feeding in Cambodia

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Disclaimer

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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) Local and Regional Food Aid Procurement (LRP) programme for World Food Programme (WFP) School Feeding activities in Cambodia, covering the period 01 November 2019 to 30 September 2023 (with a no-cost extension agreed through September 2024). 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 (2019). The evaluation included both accountability and learning components with a prioritization of learning, and covered five evaluation criteria: relevance, effectiveness, efficiency, impact, and sustainability. The latter focused on the handover and transition process to the national home-grown school feeding programme (NHGSFP). The expected users of this report include USDA, the WFP Country Office (CO) and Regional Bureau in Bangkok (RBB), and the main partners of WFP in the Royal Government of Cambodia, the Ministry of Education, Youth and Sport (MoEYS) and Ministry of Agriculture, Fisheries and Forestry (MAFF).

Context and Subject of the Evaluation

2. In Cambodia, short-term hunger is a key factor affecting educational results, such as literacy, attendance, and concentration in schools. School Meals Programming has the potential to provide nutritious meals to children and contribute to education outcomes. The WFP School Feeding Programme started in Cambodia in 1999; in 2014, the MoEYS, in collaboration with WFP, piloted a Home-Grown School Feeding (HGSP) model. The Government's NHGSFP has been subsequently developed with the expectation that WFP-supported schools will be taken over by and managed by the Government according to a developed timetable of transition.

3. The LRP was a pilot project to support strengthening national and local systems for local procurement of food commodities for schools within the larger HGSP framework. The LRP focused on enhancing local procurement processes for school feeding programmes by transitioning from imported in-kind food assistance to locally-purchased commodities. The project aimed to build local procurement capacities within schools and at sub-national levels, promote women's participation in procurement processes, and strengthen linkages between procurement and local agricultural production, particularly involving smallholder farmers. The project also addressed challenges related to market aggregation for suppliers, the integration of local procurement with agricultural development, and the sustainability of procurement systems after schools had transitioned from WFP support.

Methodology

4. A mixed methods approach was used, combining document review, quantitative surveys to schools, suppliers and farmers associated with LRP and non-LRP schools, analysis of secondary quantitative data, interviews with a broad range of stakeholders, focus group discussions and field site observations. There were no major limitations to the study beyond intrinsic limitations in the results framework for tracking long-term development outcomes, which was partially mitigated through complementary quantitative and qualitative data collection methods. Data collection was conducted in March 2024. For the qualitative data collection, the evaluation team (ET) visited 10 schools across the three provinces – Kampong Thom, Siem Reap, and Kampong Chhnang – including two schools that had been handed over two years earlier to track progress over time. In total, for the qualitative data collection, 286 persons were interviewed (54 percent women). These were selected to represent the characteristics of the relevant stakeholder categories. The evaluation included engagement with beneficiaries as key stakeholders and was committed to gender equality and women's empowerment (GEWE); and to the Humanitarian Principles of independence and impartiality. The quantitative survey covered 29 project-supported schools and 21 comparison (non-project) schools.

Findings

5. **Relevance.** The LRP is strategically relevant to the needs of Government and local stakeholders and provided an opportunity to support the transition of schools from an imported in-kind school meal programming modality to the government supported and managed NHGSF modality relying on locally purchased commodities. The schools managed by WFP are able to go through a phased transition to build sub-national and local capacities for procurement prior to their handover to the government management. This

has allowed the transition process to proceed relatively smoothly as the LRP mechanism mimics the procurement modality under the NHGSF. Because the LRP approach includes multiple stakeholders, WFP faced challenges for prioritization of the respective interests and objectives. For example, the objectives of increased local smallholder production are relevant, but different from maximizing procurement efficiencies for schools, which is yet again different from providing a form of social protection through the provision of school meals. These disparate objectives, while all relevant, can be seen expressed among both national level and sub-national level stakeholders. WFP was successful in navigating the challenges presented by these competing stakeholder priorities throughout the LRP implementation.

6. **Effectiveness.** Achievement rates are on track to meet project targets. Although implementation was delayed at the outset due to the pandemic, there has been a significant increase in implementation activities since the midterm evaluation, particularly in the activities focused on the institutionalization of the LRP processes. There have also been substantial improvements in the achievement rates of the activity performance indicators. Achievement rates are highest for those indicators targeting local school capacities for procurement processes. The overall coverage and quality of the cash transfer process has been successful with the schools and procurement related indicators having met or exceeded targets. The components related to technical assistance to smallholders has started but is less advanced and less well integrated with school procurement opportunities. Gender considerations are most relevant for examining the involvement of suppliers and farmers in the procurement, and the LRP was intentional on the inclusion of women suppliers and farmers in these processes. More than 60 percent of the suppliers and farmers were women; and women experienced larger gains than men according to the farmer and supplier surveys. However, these gains are not visible within the existing results framework which does not require disaggregated reporting on gender. The institutional capacity strengthening progress is most evident at the sub-national levels with schools and commune committees and processes. The national level capacity strengthening has been successful but is not yet achieving the implementation targets set out in the original design. The primary factors contributing to delayed implementation resulted from the extended school closures during the pandemic and delays in reaching agreements with FAO to support farmer trainings.

7. **Efficiency.** Overall cost efficiency for project implementation is in alignment with the project plan and indicates relatively low overhead costs due to the emphasis on capacity strengthening within the LRP. The budget lines in final reporting were in alignment with the expected investments at project design and expenditure rates are on track to be finalized by the end of the cycle. After initial delays, expenditure rates increased in the period after the pandemic with the growing project implementation rates. On the procurement side, the amount of the cash transfers, calculated on a per child basis, is in alignment with the national HGSF rates (which are considered adequate for the provision of a nutritious school meal).

8. **Impact.** The national level commitments and mechanisms are in place to support schools in local procurement after handover of schools. The school-based side of the LRP procurement have been effectively established. There are positive examples of women's empowerment gains from participation in the LRP as suppliers and farmers (or school cooks), even though these are not systematically tracked in the existing LRP results frameworks. There is a high degree of confidence from both the school stakeholders and suppliers on being able to manage the procurement processes at a local level after transition, although, due to the process of handover based on a district-by-district approach, has meant that a small percentage of schools were handed over to the NHGSFP even though they were not yet ready. Suppliers are satisfied with the local procedures and procurement, and there has been an increase in the quality of food commodities delivered since the baseline. There has been less impact in linking smallholder producers to the school procurement - suppliers will purchase from smallholders, but this is not systematic. An additional constraint is that for the suppliers, the schools do not, by themselves, represent a sufficient market for suppliers to maintain themselves. Suppliers require aggregating school contracts to maintain profitability, and the demand for certain products (the vegetables) is low outside of the specific school market, meaning that suppliers are unlikely to invest in aggregating these products without assurance of longer-term contracts. The agricultural cooperatives may be a potential mitigation measure for this aggregation challenge, but the inclusion of cooperatives in the local procurement has only recently begun. There was a missed opportunity to test alternate models within the project period that might maximize impact.

9. **Sustainability** assesses whether the gains sustained by project participants will continue after a project has ended - in this case, whether the participating schools, suppliers and farmers will continue in the NHGSFP after the LRP project ends. The handover and transition process has progressed well since the midterm evaluation, and stakeholders expressed confidence that school-based local procurement processes

will continue, even if the NHGSFP connection to local agricultural development is less strong than originally envisioned in the project. The ending of the project cycle at this time has presented unfortunate consequences for ongoing processes that have been established, but which require further fine-tuning and adjustments to be sustained including: the formalization of the agricultural stakeholders in the technical assistance; modeling alternative approaches to contracting, aggregation, and profitability; the procedures and flexibility of setting the target prices for commodities; the linkages with agricultural cooperatives for the procurement; and further strengthening food sourcing and safety considerations. While the local level capacities are sufficient for local procurement, there are still potential bottlenecks for national level scale up and management, including assessing the true costs of managing the LRP, information management systems, and staffing levels at the national level. One additional challenge is that the procurement and bidding systems are currently developed as a “one size fits all” which is most relevant for large schools close to markets but presents challenges for smaller and more remote schools.

Conclusions and Lessons Learned

10. The LRP project has demonstrated strategic relevance, effectively aligning with government objectives, and facilitating a smooth transition towards the locally managed school meal programme. Challenges in prioritization and coordination among stakeholders with differing objectives have been managed. Despite these challenges, there has been significant progress in implementation effectiveness, particularly in institutionalizing LRP processes, especially for local school procurement capacities.

11. While the transition process for handing over schools to the NHGSFP appears well-managed, there are concerns about the strength of connections to local agricultural development and the need for further adjustments post-project cycle. Bottlenecks for national-level scale-up and management and challenges in adapting procurement systems for smaller, more remote schools are potential barriers. Given these considerations, the benefits of the LRP project are likely to continue beyond WFP support, supported by effective institutionalization, and positive impacts on local procurement capacities. However, sustaining these benefits requires addressing challenges in strengthened agricultural linkages, supplier sustainability, and national-level scaling. Further adjustments and fine-tuning are needed to ensure the long-term success and sustainability of the project beyond the end of WFP's support.

12. The experience and learning from implementation of the LRP has highlighted four key considerations for lessons learned and future directions:

- The LRP, as an intermediary mechanism to support the transition from WFP managed schools to government management, has had a significant positive impact in terms of the readiness of schools for this transition. The LRP has helped broaden the view of what a school feeding programme can achieve. This type of model is important to integrate into future school meals programming, which is especially true as the current USDA-supported configurations (such as the McGovern-Dole FY22) do not have a cash facility to provide this type of transition support for schools as they prepare for handover.
- The amount of time of the project being underway has been insufficient for maximizing sustainability after transition and for ensuring smooth coordination and collaboration of inter-ministerial engagement.
- There are ongoing opportunities for WFP technical assistance post-transition in systems and processes including: i) true costing of staffing for scale up; ii) refining the bidding guidelines and communication; iii) information management technical support; iv) refining the processes and parameters for commodity target pricing; v) increased linkages to agricultural stakeholders (including cooperatives); vi) making more visible gender considerations in the overall results framework (for suppliers and farmers participating in the programme); and vii) strengthening government monitoring capacity for food quality and safety – including sourcing considerations.
- The LRP focused on implementing a specific model in alignment with government policy. There was a missed opportunity to take advantage of the space to pilot multiple approaches to determine potential contextual fits, including for both how meals might be delivered to children and for procuring commodities and contracting arrangements.

Recommendations

Recommendation 1: Ongoing Technical Assistance. WFP, in collaboration with the MoEYS and NSPC, should conduct a systematic review to determine the areas for ongoing technical assistance that WFP can provide to the Government in the post-transition phase.

Recommendation 2: Smallholder Agricultural Production. WFP, in collaboration with the MoEYS, NSPC, and MAFF, should continue to support the development of strengthened linkages between the NHGSFP and strengthening local agricultural production.

Recommendation 3: Schools Fit for the Standard NHGSFP Model. WFP, together with MoEYS and the NSPC, should conduct an assessment and mapping of the types of schools (size, distance from market, existing infrastructure, vulnerability population) best suited for the application of the standard approach to NHGSFP procurement and school meals provision.

Recommendation 4: Piloting Adaptations for Delivery. WFP, in collaboration with MoEYS, should support the development of an array of pilots to assess the feasibility of multiple food delivery models within the NHGSFP that might better fit the contexts of different types of schools.

Recommendation 5: Piloting Adaptations for Procurement. WFP, in collaboration with MoEYS, and NSPC and MAFF, should support the development of an array of pilots to assess the feasibility of multiple procurement and contracting models within the NHGSFP that might better fit the contexts of different types of schools.

Recommendation 6: Unready Transitioned Schools. WFP, in collaboration with the MoEYS, should consider a mechanism to systematically identify, assess and provide technical assistance to those few schools that were transitioned within designated districts without being fully ready.

Recommendation 7: Visibilizing LRP gender contributions. WFP, together with USDA and in consultation with MAFF, MoEYS and the Ministry of Women's Affairs, should seek to integrate and visibilize the LRP contributions to gender equality, by improving gender sensitivity in the results frameworks for the next programme cycle of school feeding (even if it does not include an LRP project itself).

1. Introduction

1. This report presents the findings from the endline evaluation of the United States Department of Agriculture (USDA) Local and Regional Food Aid Procurement (LRP)¹ project for World Food Programme (WFP) School Feeding activities in Cambodia, covering the period 01 November 2019 to 30 September 2023.²
2. This evaluation is the last of a series of three linked pieces of work³ considering the USDA support to the LRP project supporting the WFP school feeding programme in the country. The series was commissioned by the WFP Cambodia Country Office (CO), based on the Terms of Reference (TOR) developed in 2019 ([Annex 1](#)).
3. The earlier rounds of LRP evaluations were conducted concurrently with an evaluation of the USDA-supported McGovern-Dole school feeding programme,⁴ which produced a complementary set of reports. This final LRP evaluation was planned for 2023, but due to a no-cost extension, the exercise was moved to 2024 with data collection in March 2024 and with the report due to be finalised by October 2024. The overall evaluation series timeline is found in [Annex 2](#) with a full description of the evaluation methodology in [Annex 3](#) including a list of recommendations from the baseline and midterm evaluations of the LRP ([Annex 4](#)).

1.1. EVALUATION FEATURES

4. As per the original TOR, this endline evaluation provides an evidence-based, independent assessment of project activities to evaluate the success of the intervention, ensure accountability, and generate lessons learned. Consequently, within this purview, the evaluation series had two mutually reinforcing objectives of accountability and learning. While both components are of importance, the endline evaluation emphasized the learning component as the LRP cycle is not continuing, but lessons learned are crucial for any future programming for WFP in a similar sector both within and beyond Cambodia:
 - **Learning:** The evaluation processes determined the reasons why certain results occurred or not, and drew lessons, derived good practices and pointers for learning, including what has worked well, or less well, and to fully include gender equality considerations. They provided evidence-based findings to inform operational and strategic decision making. Findings are intended to be actively disseminated, and lessons incorporated into relevant lesson-sharing systems. Learning evaluation components aimed to review and take stock of participants' implementation experience and identify lessons to support both enhancing the process of transferring WFP supported schools to government management and enhancing the implementation of the government-owned Home-Grown School Feeding Programme (NHGSFP) through capacity strengthening actions.
 - **Accountability:** The evaluation processes assessed and reported on the performance and results of the USDA LRP funded activities during the funding period by assessing whether targeted beneficiaries have received expected services, and whether the project would be likely to meet its stated goals and objectives, including accountability to gender equality, aligned with the results frameworks and assumptions.
5. The purpose of this ER is to provide an independent assessment of the programme to enable WFP Cambodia, 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).
6. To be able to critically and objectively review whether the project met its stated goals and objectives, this evaluation assessed: i) the progress made to achieve the objectives as outlined by USDA and WFP; ii) the issues or factors that affected results; and iii) progress towards handover preparedness and sustainability after USDA assistance has ended. In addition, progress against baseline and midterm recommendations were assessed, in particular with regards to the inclusion of gender-disaggregated indicators for the project.

¹ USDA Local and Regional Procurement (LRP-441-2019-011-00)

² The project originally covered the period 01 November 2019 to 30 September 2023 but received a no-cost extension revising the final end date to September 2024. Actual LRP activities are slated to end in March 2024, with the remaining period to include this endline evaluation exercise.

³ The evaluation series consists of a baseline (2020), midterm (originally planned for 2021) and endline assessment (2023).

⁴ USDA McGovern-Dole school feeding project FFE-442-2019-013-00

7. 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 Sports (MoEYS), the Ministry of Agriculture, Forestry and Fisheries (MAFF), and the departments and agencies engaged with and supported by the LRP programme implementation at central and decentralized levels. Other stakeholders include the cooperating partners, donors, and other United Nations agencies.

8. The beneficiaries of the school feeding activities are key stakeholders of this evaluation and of future WFP actions in the country.

9. The main users for this evaluation report (ER) are expected to be the WFP CO, counterparts in the MoEYS and the MAFF, cooperating partners, other United Nations agencies and donors (mainly USDA).

10. The evaluation adhered to the WFP commitment of accountability to affected populations (AAP) to include beneficiaries as key stakeholders in their work, and to gender equality and women's empowerment (GEWE). The ET was committed to GEWE in the evaluation process, through the participation and consultation in the evaluation by women and men from diverse groups. The work also adhered to the Humanitarian Principles of Humanity, Neutrality, Impartiality, and Independence throughout. How these were operationalized is described in more detail in [Annex 3](#).

11. The evaluation findings were presented in draft format for discussion with the WFP Country Team at the end of the fieldwork and were later delivered via an initial Draft Report which was reviewed and commented on by the members of the Evaluation Reference Group (ERG). The final version of the Report was circulated to all stakeholders, and WFP and the Government will identify and explore the opportunities to communicate the findings and recommendations of the evaluation exercises to communities and key stakeholders as part of their Accountability to Communities.

1.2. CONTEXT

12. **General Overview.** Cambodia is a country of 16.9 million persons (51 percent female)⁵ located in southeast Asia, bordered by Thailand, Laos, and Vietnam, with a total area of approximately 181,035 square kilometres. The main geographic features are a low-lying central plains region surrounded by uplands and low mountains ranges to the north, east and south, and a coastal region to the east. The Tonle Sap (Great Lake) and the upper reaches of the Mekong River delta are noteworthy features. The three provinces targeted⁶ by the LRP – Kampong Thom, Siem Reap and Kampong Chhnang - fall into the central plains region (see maps in [Annex 5](#)).

13. 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 2024 this is expected to reach US\$2,040.⁷ 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, growth fell to minus 3.1 percent in 2020, with a slight recovery in 2022 (3.0 percent), with the World Bank projecting the rate to pick up to 5.8 percent in 2024.⁸

14. In 2021, Cambodia ranked 146 out 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 the education index are also on positive trends, but health and education indicators both remain lower compared with neighbouring countries. Government targets on improved nutrition, ending stunting and increasing income (by 20 percent for the poorest) have not yet been achieved. The long-term government development vision, the Pentagonal Strategy – Phase I (2023)⁹ is

⁵ <https://www.worldometers.info/world-population/cambodia-population/>

⁶ Rationale for the province selection in the LRP is covered in the Subject of the Evaluation section below.

⁷ <https://www.imf.org/external/datamapper/profile/KHM>

⁸ <https://www.worldbank.org/en/news/video/2023/11/22/cambodia-economic-update-from-recovery-to-reform>

⁹ Source: <https://www.fao.org/faolex/results/details/fr/c/LEX-FAOC222534/>. Pentagonal Strategy - Phase I for Growth, Employment, Equity, Efficiency, and Sustainability: Building the Foundation towards Realizing the Cambodia Vision 2050 is a multi-sectoral policy document at the

the successor of the previous four-phase Rectangular Strategy of the Royal Government of Cambodia, and contains five priority areas: Growth, Employment, Equity, Efficiency, and Sustainability. Within this, a strong commitment to education and children’s nutrition is viewed as a priority for sustainable human resource development, economic growth, and social development.

15. **Demographics and Poverty.** Rapid economic growth in Cambodia has been accompanied by a significant reduction in poverty.¹⁰ According to recent national statistics, the country has an estimated population of over 16.8 million (2022¹¹) that is predominantly young with a median age of 25 years. The poverty indicators declined steadily by 1.6 percentage points per year between 2009 and 2022.^{12,13} The national poverty line in Cambodia was adjusted in the 2021 national Socio-Economic Survey (for 2019/20), based on the cost of basic needs and a common basket approach, to be Cambodian Riel (KHR) 10,951 or approximately US\$2.7 per person per day.¹⁴ Based on this definition, about 18 percent of the population is identified as poor. Poverty rates vary considerably from 4.2 percent in Phnom Penh to 22.8 percent in rural areas.¹⁵ The economic situation caused by COVID-19 threatened a large number of poor households with a return to poverty, as well as negatively impacting many thousands of workers from factories and tourism facilities who were laid off and unpaid.

16. Nearly three-quarters of the population resides in rural areas where approximately 90 percent of the country’s poor live.¹⁶ These households mostly live on a small margin of poverty and are vulnerable to natural hazards, environmental or individual shocks. There remains a very limited social safety net system in the country. However, the National Social Protection Policy Framework (NSPPF) 2016-2025 places a strong emphasis on human capital development, and the collaboration with WFP on school feeding through the MoEYS and planned nationwide rollout is an integral part of the efforts of the Government.¹⁷ The following Table 1 provides summarized disaggregated values for the three target provinces of the LRP project.

Table 1: Selected Provincial Development Indicators¹⁸

Indicator	Siem Reap	Kampong Thom	Kampong Chhnang
Life expectancy at birth (years)	69.1	67.3	65.0
Illiteracy ¹⁹ (percentage of population)	28.8 (Male: 23.1, Female: 34.1)	30.1 (Male: 24.4, Female: 35.5)	23.4 (Male: 17.6, Female 28.7).
Poverty ²⁰ (percentage of population)	31.1	32.5	30.4
Stunting ²¹ (percentage, children under 5 years)	26.0	27.0	23.0
Wasting ²² (percentage, children under 5 years)	10.6	13.0	11.2
Underweight women (of reproductive age) ²³ (percentage)	11.9	12.5	18.0

17. **Gender.** Gender inequality persists in Cambodia, ranked 116 out of the 160 countries in the Gender Inequality Index (GII = 0.475²⁴)²⁵ and ranked 98 out of 146 countries in the Global Gender Gap Index (GGI) 2022.²⁶ Cambodia’s relative position in the index has been declining in recent years (from 89th place of 153 in 2020²⁷), indicating its progress towards gender equality falls behind that of many other countries. The United Nations Office of the High Commissioner of Human Rights in Cambodia reported (2015) that there was still

national level. The Strategy continues to focus on ensuring performance efficiency through the implementation of the analogical approach related to good governance. The Pentagonal Strategy - Phase I adopts five key priorities, namely People, Roads, Water, Electricity, and Technology.

¹⁰ Retrieved from https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

¹¹ <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=KH>

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

¹³ https://www.nis.gov.kh/nis/CSES/Final%20Report%20of%20Cambodia%20Socio-Economic%20Survey%202021_EN.pdf

¹⁴ Exchange rate of KHR 4,000 = US\$1.00

¹⁵ <https://www.worldbank.org/en/country/cambodia/overview#1> Last Updated: Mar 29, 2022

¹⁶ <https://www.worldbank.org/en/country/cambodia/overview>

¹⁷ <http://inndec.com/library/docs/SPPF%20English%20-%20Final%20Ver.pdf>

¹⁸ Only those indicators with provincial disaggregation are included in this table. Gender disaggregation to the provincial level is only available for levels of illiteracy (as shown within parentheses).

¹⁹ https://www.nis.gov.kh/nis/CSES/Final%20Report%20of%20Cambodia%20Socio-Economic%20Survey%202021_EN.pdf

²⁰ Asian Development Bank. Basic Statistics 2022 (April 2022) - <https://www.adb.org/countries/cambodia/poverty>

²¹ <https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf>

²² *ibid*

²³ *ibid*

²⁴ <https://hdr.undp.org/en/countries/profiles/KHM>

²⁵ GII: 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.

²⁶ Human Development Report, 2022, UNDP

²⁷ https://www3.weforum.org/docs/WEF_GGGR_2020.pdf

significant gender discrimination, with 70 percent of women in employment with lower titles and ranks and receiving less pay than men in similar employment,²⁸ estimating that on average, women were paid 30 percent less for commensurate work.²⁹ Women are also underrepresented in the public sector where 77 percent of employees and 85 percent of decision-making positions are occupied by men.³⁰ Nationally, 25 percent of women are illiterate compared to 13.5 percent of men (2015).³¹ The current 7th National Assembly is heavily male dominated - in the August 2023 elections, only 16 women (12.8 percent) won seats in the 125-seat parliament. In contrast, in 2019, women owned 61 percent of businesses in the country, significantly higher than in many ASEAN countries.³² Although most micro-enterprises in Cambodia are run by women, they are largely concentrated in the informal sector, particularly in the clothing sector,³³ and female entrepreneurs face additional challenges due to lack of financial knowledge and double responsibilities related to income-generation and caring for their families.

18. To address gender inequality, the Royal Government of Cambodia endorsed two strategic plans: the National Action Plan to prevent Violence against Women, 2019-2023; and the Neary Rattanak Strategic Plan, 2019-2023,³⁴ which together aimed to: i) promote the role of women in society by enhancing their capacity; ii) streamline gender in development policies and plans at all levels, promoting women's entrepreneurship through expanded education, technical and vocational training for women, and assisting social mobility; and, iii) increase the proportion of women in leadership positions. Cambodia's Gender Development Index (GDI) results show progress has been made in recent years,³⁵ having moved up from the lowest category to Group 4 (GDI 0.922 in 2019)^{36,37} Increasingly, more women are creating independent sources of income within the private sector through urban migration for work or by starting small businesses, particularly in the clothing sector.³⁸ The SDG targets on gender equality on education and literacy (Goal 5) have been achieved at the primary school level.³⁹ Gender disparity is higher for secondary education as only 40 percent of girls complete secondary schooling. Due to poverty, girls in rural areas are at higher risk of dropout than boys, to care for younger siblings, to help their parents or to move to urban areas to work.⁴⁰

19. **Education.** Cambodia has made positive strides in improving primary education and reducing gender disparity in schools, particularly in rural areas.⁴¹ The Education Strategic Plan (ESP) (2019-2023) and other national strategies indicate a strong commitment to improving educational standards. The Education Congress Report⁴² shows that the net enrolment rate at primary schools was 95.8 percent in 2022-23, indicating an 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. Transition rates from lower to higher secondary also increased from 74 percent to 83.7 percent in the same 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 2019,⁴³ (slightly more girls than boys). However, inequality remains a concern as primary school enrolment and completion and secondary enrolment lag significantly behind in

²⁸ <https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>

²⁹ <https://cambodia.unfpa.org/en/node/15236>

³⁰ <https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>

³¹ <https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html>

³² Exploring the Opportunities for Women-owned SMEs in Cambodia, 2019. https://www.ifc.org/wps/wcm/connect/9e469291-d3f5-43a5-bea2-2558313995ab/Market+Research+Report+on+Women_owned+SMEs+in+Cambodia.pdf?MOD=AJPERES&CVID=mOU6fpx

³³ Commune Database 2013, Ministry of Planning

³⁴ Five Year National Strategic Plan for Gender Equality and Women's Empowerment (2014-2018)

https://www.kh.undp.org/content/cambodia/en/home/library/democratic_governance/cambodian-gender-strategic-plan---neary-rattanak-4.html (NB: still valid, not updated)

³⁵ http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/KHM.pdf

³⁶ <https://hdr.undp.org/en/countries/profiles/KHM>

³⁷ 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 percent).

³⁸ Commune Database 2013, Ministry of Planning

³⁹ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

⁴⁰ UNESCO/UNICEF (2012) Asia Pacific: End of Decade Notes on Education for All - EFA Goal #5 Gender Equity. Bangkok: UNESCO and UNICEF.

⁴¹ Education Strategic Plan 2019-2023, MoEYS, May 2019

⁴² http://moeys.gov.kh/wp-content/uploads/2023/05/CRC_01_Final_Draft_EC_Report_2023_in_English_04042023-1.pdf

⁴³ <https://tradingeconomics.com/cambodia/ratio-of-female-to-male-primary-enrollment-percent-wb-data.html>

rural areas,⁴⁴ as well as for ethnic minorities (non-Khmer speakers), remote and poor households, and for children with disabilities.⁴⁵

20. Increasing the quality of education is the central challenge. A 2019 regional assessment found that 24 percent of Cambodian grade 5 students scored at 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 4.1.1.b); in writing, the share of students in the lowest proficiency level was 50 percent.⁴⁶ Girls performed significantly better than boys in all three test subjects in the Southeast Asia Primary Learning Metrics⁴⁷ assessment, but very large learning gaps were identified by location (rural/urban), socio-economic quintile and language in the home.⁴⁸ 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 when schools were closed for almost two years. 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.⁴⁹

21. **Agriculture.** Cambodia's agriculture sector is responsible for the generation of 22 percent of its GDP and employs around 30 percent of the population, with about 70 per cent of Cambodians living in rural areas reliant on smallholder farming. A large part of the national economy is dependent on fisheries and agricultural food processing.⁵⁰ Rural household incomes are mostly dependent on a single harvest, particularly of the staple food (rice) due to limited agricultural infrastructure such as available water resources and marketing systems. Agricultural sector documentation refers to three broad geographical production areas in the country: coastal (fisheries); upland (cash crops) and central plains (smallholder food crops).⁵¹

22. Despite overall growth, the agricultural sector shows limited crop variety, with any diversification over recent years indicating more maize and cassava being cultivated rather than vegetables or nutrient-dense crops.^{52,53} According to a 2019 estimate, there were 58,000 hectares planted with vegetables producing 68 percent of local market demand.⁵⁴ The Royal Government of Cambodia has encouraged the local production of vegetables to curb imports, and it is estimated that the planted vegetable area would increase to 63,000 hectares and would meet 76 percent of local market demand by 2023.⁵⁵ The potential for vegetables, among other crops, to generate greater profits for smallholder farmers is often not realized despite rising demand from local and international buyers;⁵⁶ and access to land and irrigation for these farmers is often limited. Constraints further along the value chain include several elements: quality of seeds and other inputs; trust between value chain actors; extension services; consistent supply of produce throughout the year; smallholder skills and resources; access to finance; adoption of good agricultural practices; natural resource degradation; horizontal and vertical linkages; and post-harvest handling practices. Lack of proper market systems, and high transportation and logistics costs, are also limiting factors.

23. The fisheries sector contributes about 12 percent to GDP. Aquaculture is becoming economically more important as a way of increasing local fish production for food security. Aquaculture production is still very small compared to capture fisheries but has succeeded in producing high-value species for the domestic and export markets. The aquaculture industry generates many other related businesses, including fish feed producers, chemical suppliers, storage, processing, and marketing. Logistics are also important to ensure

⁴⁴ 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

⁴⁵ UNESCO/UNICEF (2012) Asia Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO & UNICEF

⁴⁶ 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.

⁴⁷ <https://www.seaplum.org/index.php?lang=en>

⁴⁸ 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.

⁴⁹ 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.

⁵⁰ https://www.theglobaleconomy.com/Cambodia/share_of_agriculture/

⁵¹ MoP, 2013; Agricultural census (MAFF, 2019); Agricultural Sector Development Plan (2019-2023)

⁵² Cambodian agriculture in transition: opportunities and risks (worldbank.org)

⁵³ WFP 2017 Fill the Nutrient Gap Full Report, also see World Bank report: <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/805091467993504209/cambodian-agriculture-in-transition-opportunities-and-risks>

⁵⁴ <https://www.hortidaily.com/article/9176756/cambodia-boosting-domestic-vegetable-production-to-curb-imports/>

⁵⁵ *ibid*

⁵⁶ Commodity Value Chain Study - A Key to Accelerate Inclusive Markets for Smallholder Producers in Cambodia (FAO, 2019)

product freshness and timely distribution. Together, these ancillary services generate substantial indirect employment.⁵⁷

24. **Food Security and Nutrition.** Undernutrition remains an important public health concern in Cambodia,⁵⁸ and is most prevalent in rural areas. The Government has had policies and programmes developed for enhanced food security and nutrition, including: i) the National Fast Track Roadmap for Improving Nutrition (2014-2020);⁵⁹ ii) The National Strategy for Food Security and Nutrition (NSFSN, 2019-2023); and iii) the National Action Plan for Zero Hunger Challenge in Cambodia (2016-2025).⁶⁰ The situation for nutrition and food security is still challenging with 14 percent of households consuming less than the minimum dietary energy requirement and 11.6 percent with inadequate dietary diversity.^{61,62} The National Voluntary Review by the Royal Government of Cambodia in 2019⁶³ noted that although there have been improvements in nutrition indicators since 2010, Cambodia's national objectives set for the Millennium Development Goals were not met⁶⁴ and the figures for malnutrition remain higher than most countries in the region.⁶⁵ Challenges cited in the review included: i) the rapid context changes including population growth, urbanization, and migration; ii) dietary quality intake of pregnant women and children under five; iii) public budget deficits for sustainability; and iv) the need for more diversified agricultural production and the protection of natural resources.

25. Health and malnutrition data reveal an equity disparity in Cambodia, with stunting more common in rural areas (24 percent) than urban areas (19 percent), and least common among the children of more educated mothers and wealthier families.⁶⁶ Overweight in children under 5 years of age has become a burgeoning issue among developing countries, including Cambodia. The percentage of overweight children has climbed from two percent in 2014 to 16 percent in 2022 with relatively equal distributions among urban and rural households.⁶⁷ A primary cause of malnutrition in Cambodia is limited consumption of nutritious foods and poor sanitation in households and the community (such as at primary school). The Council for Agricultural and Rural Development (CARD), WFP and the United Nations Children's Fund (UNICEF) estimated that malnutrition costs Cambodia up to US\$400 million annually, or 2.5 percent of its GDP. Cambodia, with CARD coordination, continues to strengthen its multisectoral approach by integrating national policies and programmes that improve food security, health, and nutrition support.⁶⁸

26. **Social Protection.** Social protection and safety net programmes are an increasingly important and recognized means of supporting food security and nutrition improvements by the Royal Government of Cambodia. The 2016-2025 National Social Protection Policy Framework (NSPPF) provided the policy context necessary to coordinate and build an effective system, which serves as a policy tool to reduce and prevent poverty, vulnerability, and inequality. The NSPPF aims at harmonizing, integrating, and strengthening existing schemes and expanding the social protection floor to respond to all contingencies across the country. These reforms represented an opportunity to expand the Cambodian national social protection programme, a Home-Grown School Feeding concept, and the MoEYS school scholarships programme, which form important parts of the NSPPF social assistance pillar.

27. **School Meals.** School feeding is a major component of the WFP Cambodia Country Strategic Plan (CSP) and is a key part of the NSPPF 2016-2025. In Cambodia, short-term food insecurity is a key factor affecting educational results,⁶⁹ and the school meals programme started in the country in 1999. In 2014, the MoEYS in collaboration with WFP piloted a 'Home-Grown School Feeding' (HGSF) model and both parties signed a 'school feeding roadmap' in May 2015. The National Home-Grown School Feeding Programme has subsequently been developed by the Government, with the expectation that WFP-supported schools will be transferred to the national programme. The LRP project is designed to support the development of local and regional procurement systems and practices within the HGSF and to link suppliers and farmers to the school

⁵⁷ http://www.fao.org/fishery/countrysector/naso_cambodia/en

⁵⁸ https://docs.wfp.org/api/documents/WFP-0000112436/download/?_ga=2.113129794.71101732.1589421801-1848541966.1586381573

⁵⁹ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

⁶⁰ http://ocm.gov.kh/ocmwinwin20/wp-content/uploads/2018/12/6-National_Action_Plan_for_the_Zero.pdf

⁶¹ Cambodia Socioeconomic Survey, 2014, National Institute of Statistics; Available at: <https://www.unicef.org/cambodia/6.Maternal.pdf>

⁶² CSDG_Framework_2016-2030_English_LAST_FINAL.pdf (mosvy.gov.kh)

⁶³ Cambodia's National Voluntary Review 2019 of the implementation of the 2030 Agenda; Kingdom of Cambodia; June 2019.

⁶⁴ Cambodia had an objective of reducing the prevalence of undernourished people to <10%. Other targets such as for wasting, stunting and anaemia were also not achieved.

⁶⁵ <https://opendevdevelopmentcambodia.net/topics/sdg-2-zero-hunger//>

⁶⁶ Cambodia Demographic Health Survey (CDHS): <https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf>

⁶⁷ *ibid*

⁶⁸ www.wvi.org/sites/default/files/Cambodia%20Policy%20Brief%20on%20Nutrition%202018%20by%20World%20Vision%20International%20-%20Cambodia.pdf

⁶⁹ <https://www.worldnomads.com/responsible-travel/footprints/projects/103/school-feeding-program-siem-reap-cambodia>

meals programming. Consequently, there are three categories of schools providing schools meals in Cambodia:

- **Traditional in-kind Model:** where food commodities used are in-kind donor contributions, usually via imports.⁷⁰
- **Hybrid Model:** where a percentage of food commodities are in-kind from donors, with additional commodities purchased by the school (the LRP project is implemented in these hybrid model schools).
- **Full HGSP Model:** where all commodities are purchased locally by schools under national systems.

28. In March 2022, the MoEYS and WFP elaborated a joint School Feeding Transition Strategy that outlines the handover of further schools and the remaining capacity strengthening to be done. School handover is projected to be completed by 2028. The transition to a nationally-owned school feeding programme is coherent with the 2019-2023 Education Strategic Plan and the 2016-2025 NSPPF, and this process has been a key focus of the previous evaluation rounds of the LRP, especially related to food procurement and supplies.

29. **Partnerships.** Government statistics indicate that Official Development Assistance (ODA) rose from US\$1.7 billion in 2019 to US\$2.1 billion in 2020, then reduced slightly to US\$2.06 billion in 2023.⁷¹ 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 (SDGs 2 and 17) and their partnership is implemented mainly through the education and social protection sectors.

30. The USDA is the largest contributor to WFP school feeding activities in Cambodia, (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 school feeding budget. 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). WFP works in partnership the Ministry of Education, Youth and Sports (MoEYS) and Ministry of Agriculture, Forestry and Fisheries (MAFF) for LRP implementation and collaborates with several non-governmental organizations (NGOs), especially World Vision and Plan International, on overall school feeding programming.

31. The WFP partnerships are in alignment with commitments to the SDGs (Goal 17, in particular).⁷² The Development Cooperation and Partnership Strategy (DCPS, 2019-2023)⁷³ provides a comprehensive framework for promoting development partnerships in Cambodia while the Joint Transition Strategy stipulated the SFP-specific partnerships.⁷⁴

32. **COVID-19 Effects.** The response to the pandemic led to the closure of all schools in Cambodia, and therefore the temporary discontinuation of the school meals programme, between March 2020 and November 2021,⁷⁵ directly leading to learning loss for schoolchildren, with potential long-term socio-economic consequences. An estimated 223,954 children (50 percent girls) under the SFP missed school meals during the closures. However, support from WFP continued as take-home rations (THR) distributed to many of the most vulnerable households, in conjunction with the official *IDPoor* social protection programme.⁷⁶

33. The pandemic had widespread impacts on multiple socio-economic indicators, especially among poor households.⁷⁷ The scale-up of social assistance to poor and vulnerable households, launched in June 2020, moderated income losses due to the pandemic, which helped limit the increase in the poverty rate to 2.8 percentage points.⁷⁸ A socio-economic impact assessment sponsored by United Nations agencies found that

⁷⁰ This approach is being phased out of WFP programming and, from 2024, is no longer in operation in Cambodia.

⁷¹ http://odacambodia.com/Reports/reports_by_updated.asp?status=0

⁷² <https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-17-partnerships-for-the-goals.html>

⁷³ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

⁷⁴ MoEYS, National Social Protection Council, Ministry of Economic and Finance (MEF), Ministry of Interior, MAFF, Ministry of Health, Ministry of Women Affairs, Ministry of Planning and CARD

⁷⁵ Some schools only reopened in January 2022

⁷⁶ THR Round 1 (April 2020): WFP reached 80,767 IDPoor households with children and the Government programme reached 11,506. The same was repeated in Round 2 (August 2020).

⁷⁷ WFP-UNFPA-UN Women-UNAIDS-UNICEF. COVID-19 Socio-economic impact assessment. July 2021

⁷⁸ <https://www.worldbank.org/en/country/cambodia/overview#1> Last Updated: Mar 29, 2022

more than half of respondents experienced loss of income, and 90 percent of these lost at least 50 percent of their income.⁷⁹

34. The pandemic (in conjunction with a number of other factors) deeply impacted the agriculture sector, resulting in a reversal of the positive developments made (related to SDG 8) of decent working conditions and economic growth with respect to its farming community, especially along the Mekong basin.⁸⁰ The MAFF reported that the impact of COVID-19 was less on production than on marketing of agricultural produce, due to restrictions on transportation, imports, and exports. Availability of rice was not a concern, but supply did not meet demand for other foods. For example, high price increases were recorded for vegetables (up to 60 percent) and eggs (up to 14 percent).⁸¹ The initial official response to the crisis was to ban exports of selected food items (rice and fish) to protect local food security.⁸² Between March and April 2020, rice prices increased by 33 percent in Siem Reap⁸³ and disruptions occurred in supply chains and due to labour scarcity. During the crisis, the Cambodian Farmers' Federation Association of Agriculture Producers reported that sales of farm produce had reduced for farmers, as traders faced transportation challenges and reduced market activity.⁸⁴ The Food and Agriculture Organization of the United Nations (FAO) reported that the supply of agricultural inputs (such as seeds, fish fingerlings and breeding chickens) was negatively affected by COVID-19.⁸⁵

1.3. SUBJECT TO BE EVALUATED

35. The subject of this evaluation is the USDA Local and Regional Procurement (LRP) project, signed on 27 September 2019 and amended on 18 December 2019 and again on 24 April 2022 to include THRs.⁸⁶ The start date was 01 November 2019, with an original end date of 30 September 2023, later amended through a no-cost-extension to September 2024 to allow for the completion of planned project activities. This project supports the implementation of the USDA McGovern-Dole SFP implemented by WFP in three provinces: Kampong Chhnang, Siem Reap and Kampong Thom (see maps in [Annex 5](#)). All three provinces are in the central plains, characterized by a high poverty rate and a high proportion of smallholder farmers.

36. The genesis of the LRP project emerged from recommendations in the McGovern-Dole SFP endline evaluation of the 2013-2016 Cambodia programme, which reported on the limited capacity of the Royal Government of Cambodia to sustain the SFP after USDA assistance ceased. WFP supported government efforts to integrate school meal activities into national policies: for example, the Education Strategic Plan (2019-2023), the National Strategy for Food Security and Nutrition (2019-2023) and the National School Health policy. The 2016 evaluation of the McGovern-Dole programme recommended extending the timeframe from 2019 to 2023 for a stronger and more sustainable process; this McGovern-Dole support has subsequently been extended again until 2028. After the Government joined the global School Meals Coalition, WFP supported the formulation of the national commitments for school meals.

37. Within this framework, the LRP is part of a wider portfolio of school feeding activities under WFP Cambodia, all of which are either fully funded by USDA or co-funded by other donors. One of the particularities of the McGovern-Dole project has been that assistance to schools is via in-kind contributions. The LRP, in addition to its capacity strengthening and systems strengthening components, allowed for the CO to provide USDA cash transfers to participating LRP schools operating under the hybrid model to be used by the local commune school feeding committees to procure food locally. School Meal Programming in Cambodia outside of the LRP (and USDA support) include contributions from the Korea International Cooperation Agency (KOICA; US\$10 million over five years), the Japanese Government (in-kind contribution of canned fish) and various private sector entities (US\$1 million per year).

38. Under the HGSP model, of which the LRP is one component, the WFP focus changed to a technical assistance role providing institutional and systemic capacity strengthening to the Government (policy, financial) and other stakeholders (implementation, coordination). The aim of the LRP has been to link the provision of

⁷⁹ WFP-UNFPA-UN Women-UNAIDS-UNICEF. COVID-19 Socio-economic impact assessment. July 2021

⁸⁰ <https://www.oneworld.net/updates/news/cambodias-food-insecurity-rises-due-covid-19>

⁸¹ WFP Food Security and Markets Update (April 2020)

⁸² <https://www.straitstimes.com/asia/se-asia/cambodia-to-ban-some-rice-exports-april-5-due-to-coronavirus>

⁸³ <https://foreignpolicy.com/2020/04/28/in-the-mekong-a-confluence-of-calamities/>

⁸⁴ COVID-19 Pandemic outbreak: Overview of the impact on the agriculture sector. 2020. https://www.wfo-oma.org/wp-content/uploads/2020/05/COVID19-WFO-technical-assessment_005082020.pdf

⁸⁵ SciDevNet. June 22, 2020.

⁸⁶ Project Number: LRP-441-2019-011-00

school meal commodities to local and regional production (especially from Smallholder Farmers (SHFs)) and markets in preparation for eventual handover to the Government.

39. **Intervention Logic, Strategic Objectives and Results Framework.** The project logic of intervention and theory of change are described in detail in [Annex 6](#). Embedded in the project theory of change are the assumptions that: IF schools have the capacity to manage local procurement; and IF suppliers have the capacity to provide quality foodstuffs to schools; and IF farmers have the capacities to grow nutritious foods, THEN the school meals programme can provide a strengthened local market for nutritious foods and for the schools, this will lead to: i) improved cost-effectiveness of food for school meals; improved timeliness of food deliveries; and improved utilization of nutritious foods in local markets.

40. To achieve the objective, the LRP aimed to strengthen the capacity of schools, suppliers, farmers, and Government authorities to implement procurement of regional and local food commodities through direct purchases led by the schools. The project prioritized women's participation in the procurement processes and sought to give opportunities to women suppliers and women farmers within the framework.

41. Within the project results framework, the USDA LRP has one strategic objective: "Improved Effectiveness of Food Assistance Through Local and Regional Procurement."^{87, 88} Four Activities are within the LRP framework:

- Activity 1: Cash transfers to schools for local procurement;
- Activity 2: Strengthen local procurement mechanisms;
- Activity 3: Technical assistance to enhance production capacity;
- Activity 4: Strengthen national institutional capacities and systems.

42. The full results framework and project logics are described in [Annex 6](#).

43. **Analytical Works:** The CO conducted analytical work prior to and during the elaboration of the current LRP project to inform its design, which included WFP evaluations in Cambodia and elsewhere as well as the endline evaluations of the previous McGovern-Dole cycle. The CO also carried out school assessments and consultations with suppliers and farmers.⁸⁹

44. **Project Implementation:** The LRP project supports schools⁹⁰ to procure foods through competitive bidding processes, principally from farmers in the communities local to the schools and other suppliers (local traders, millers, wholesalers) who may aggregate farmers' produce. The LRP-supported schools are part of the hybrid model (described in section 1.2) which combines local procurement with centralized distributions. The national HGSP programme is fully home-grown, which means that the rice and oil are also procured locally.

45. The technical assistance activities aimed to strengthen market linkages through capacity strengthening of value chain actors (suppliers and farmers) along the commodity chains⁹¹ to meet the demand from HGSP schools (such as local meat, fish, and vegetables). WFP did not do direct purchase, but rather provided quarterly cash transfers to the relevant Provincial Offices of Education (POE), which then transferred the agreed budget to individual school accounts. Transfer amounts were calculated based on planned feeding days, student numbers and previous balances in schools.

46. As part of the LRP process, the Local School Feeding Committees (LSFCs) conduct rapid local market assessments and hold meetings with existing suppliers to determine required commodities not already included in the existing annual procurement contracts (such as rice and canned fish).⁹² Other stakeholders who engage in capacity-strengthening activities include commune and school administrators who participate in, and support, activities as part of the LSFC. They are responsible for managing the bidding process, awarding contracts to selected supplier(s), supporting food procurement and handling commodities delivered to schools.

47. The LRP interventions also include activities to strengthen the national HGSP, supporting institutions and the policy environment to facilitate the provision of locally fortified rice in the future. The LRP Baseline

⁸⁷ At the WFP corporate level, the LRP falls under WFP's Country Strategic Plan for Cambodia Strategic Objective 1 (SDG Goal 2).

⁸⁸ LRP Project Agreement Document (LRP-441-2019-011-00)

⁸⁹ In addition to the analytical studies included in the bibliography ([Annex 13](#)), a series of earlier works was also developed to inform the LRP design ([Annex 14](#)).

⁹⁰ Through the provincial departments of the MoEYS.

⁹¹ Procure, market, deliver and store local, culturally preferred, safe, and nutritious foods in a timely and cost-effective manner through cash transfers, technical assistance, and capacity building

⁹² Suppliers must tender for the contracts annually.

Report noted that the availability of locally blended fortified rice has the potential to replace in-kind contributions. However, introducing local processes is not straightforward, and local blending and/or fortification of rice is still being explored. The midterm noted that locally blended fortified rice (contributed by the Royal Government of Cambodia and private sector) is being considered in non-USDA-supported areas to pilot a centralized procurement model for HGFSF.

48. The National HGFSF Implementation Framework (2019) set out a phased approach to transition schools from receiving in-kind donor contributions to having the capacities for local and national purchase and provision of school meals which has now been revived in the Joint Transition Strategy (2022). The expectation is that the LRP activities will continue with those transitioned schools to allow for local procurement when they are under government management in the HGFSF model.

49. **Geographic Scope.** The USDA LRP project has been implemented in targeted districts – the same as the McGovern-Dole programme - across the three central provinces of (Siem Reap (SRP), Kampong Thom (KTM), and Kampong Chhnang (KCG)). The LRP supported schools remaining in Kampong Chhnang were transitioned to government management in early 2023 and all schools in Sout Nikum district (Siem Reap province) were handed over in January 2024, but all were part of the LRP project prior to their transition.

50. **Resourcing requirements and funding situation.** The donor for the LRP is the United States Department of Agriculture (USDA) through the Foreign Agricultural Service (FAS). The finalized budget for the LRP project totals US\$ 4.7 million. Table 2 summarizes the overall LRP resourcing per the initial project budget agreement.⁹³

Table 2: LRP Budget Overview

Activity	Activity Name	Allocations (USD) Dec. 2023
1	Cash transfers to schools to support the Home-Grown School Feeding Programme (HGFSF)	2,308,881 ⁹⁴
2	Strengthen the capacity of HGFSF stakeholders on procurement mechanisms.	213,024
3	Technical assistance to producers and suppliers on enhancing production capacity to engage with the HGFSF market.	557,218
4	Strengthen national institutional capacities and systems.	407,034
Studies and Evaluation		480,000
Activity Costs Subtotal:		3,966,157
Adjusted Direct Support Costs		446,988
Indirect Support Costs		286,854
Grand Total		4,700,000

Source: WFP CO, Cambodia, Budget Unit, 2021.

51. **Partners.** The LRP was implemented in partnership with local commune councils (and the LSFCs within the councils) that engage the farmers, suppliers and entrepreneurs as well as manage the competitive bidding process for supplying commodities to schools. Other key partners for WFP in the implementation of the LRP project are several ministries of the Royal Government of Cambodia including the MoEYS, along with the Provincial and District Offices of Education (POEs/DOEs), the MAFF, Ministry of Economy, and Finance (MEF), the National Social Protection Council (NSPC), and the Ministry of Commerce (MoC). The Council for Agricultural and Rural Development (CARD), the Ministry of Interior, and the Cambodian Rice Federation are also key national partners.

52. The Food and Agriculture Organization of the United Nations (FAO) is a key implementing partner on capacity strengthening of value chain actors on the production and supply side, and they jointly implement activities working with farmers and suppliers and the MAFF, and with the related provincial and district-level offices.⁹⁵

53. **Pandemic adjustments.** The emergence of the COVID-19 pandemic in 2020/2021 forced the closure of all schools in Cambodia for nearly two years.⁹⁶ During that period LRP activities could not be implemented, and funds were reallocated to support the provision of take-home rations (THRs) to vulnerable families. The

⁹³ Per project documents other implementation expenses, such as staff costs, are borne by the WFP CO.

⁹⁴ Incorporating US\$1,769,375 allocated for food commodity purchases.

⁹⁵ Several other United Nations agencies (including UNICEF, UNESCO, the World Bank and World Health Organization) will provide support in their own technical areas – education, agriculture (schools gardens), transition to Government ownership, and health and nutrition.

⁹⁶ Some schools were allowed limited opening in November 2021 while others did not reopen until January 2022.

effects of the school closures, fund reallocation, and delayed start to LRP activities and their success were explored during this endline evaluation exercise.

54. **Outputs and Planned Beneficiaries.** Table 3 summarizes the number of LRP activity performance indicators. The full Results Framework and targets, including gender disaggregation, are found in [Annex 6.6](#).

Table 3: LRP Performance Indicators and Targets per Semi-Annual Reports (FY2020-2023)⁹⁷

Activity	Indicator	Targets per Financial Year				Achievement percentage March 2021	Achievement percentage Sept. 2023 ⁹⁸
		2020	2021	2022	2023		
Activity: Cash transfers to schools to support the HGSP programme	Number of schools reached as a result of USDA assistance	157	132	111	189	54%	100%
	Number of individuals participating in USDA food security programmes	40,558	35,557	31,569	53,870	34%	101%
	Number of USDA social assistance beneficiaries participating in productive safety nets	39,977	34,906	30,677	52,473	35%	102%
	Percent of HGSP supplier contracts signed before the start of the school year	60	65	70	75%	100%	133%
Activity: Capacity building [sic] of HGSP stakeholders on procurement mechanisms	Number of individuals trained in HGSP implementation, including procurement processes and procedures	431	351	292	497	42%	80%
	Number of local suppliers for HGSP contracted	78	66	55	71	90%	97%
	Number of toolkits distributed	2,512	2,112	1,776	1,136	0%	67%
Activity: Technical assistance to farmers and suppliers to strengthen HGSP market engagement	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	100	200	400	220	Suspended at that time	82%
	Number of individuals who have received short-term agricultural sector productive or security trainings.	150	300	600	440	Suspended at that time	98%
Activity: Strengthen national institutional capacities and systems	Number of policies, regulations, and administrative procedures	1	1	0	1	0%	100%

Source: Cambodia LRP Semi-Annual Report - Indicator Spreadsheet Apr 23-Sep 23

⁹⁷ Because these indicators are tracking WFP performance, all baseline values are zero at the start of the project.

⁹⁸ This is the most recently available semi-annual indicator spreadsheet as of the time of the evaluation.

55. **Previous Evaluations.** The LRP baseline report (2020) and midterm report (2022) provided a series of observations and recommendations to inform project focus ([Annex 4](#)). Both reports highlighted the importance of promoting intra-governmental coordination and ensuring the LRP was well aligned with existing government policies. The LRP baseline report noted the need for systematic tracing of the food commodities delivered to HGFSF to accurately determine if suppliers/schools were meeting the 70 percent requirement from local sources.⁹⁹ It also noted that there was a need for: i) training around food safety and quality control; and for ii) improvement of storage facilities and for schools to accept responsibility for storing food properly. The midterm report recommendations emphasized post-project sustainability considerations including a review of the school feeding and LRP processes for enhanced integration into existing governmental procurement and policy systems. Relatedly, because of the pandemic disruptions, the report also recommended pursuing a no-cost extension to allow for the completion of planned project activities.

56. **LRP Gender and Inclusion Considerations.** WFP Cambodia is committed to gender equality and women's empowerment (GEWE). The WFP Cambodia CSP (2019-2023) describes engagement with GEWE throughout, as a precondition for effective and sustainable development, including 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."¹⁰⁰ Over the last decade, the CO has also undertaken several initiatives to better understand the gender context in the country,¹⁰¹ and has carried out several studies recently to assess the barriers to participation and empowerment of women in the HGFSF value chain.¹⁰²

1.4. EVALUATION METHODOLOGY, LIMITATIONS & ETHICAL CONSIDERATIONS

57. **Evaluation Scope and Approach.** Per the original TOR ([Annex 1](#)), the scope of the evaluation covered the temporal period of four school feeding years (2020 to 2023) in the provinces of Siem Reap, Kampong Chhnang and Kampong Thom. The overall evaluation approach replicated the same methodologies applied in the baseline and midterm evaluations. The suppliers, farmers, and school personnel are the effective beneficiaries of the project interventions although ultimately these interventions are intended to cascade down to affect the quality of the meals eaten by school children and contribute to associated health and education outcomes for children. The evaluation methods addressed the diversity of these stakeholders and included all voices in the exercise.

58. The evaluation included all activities and processes related to the LRP design, implementation, monitoring, as well as resourcing and reporting relevant to answer the evaluation questions. The temporal scope of the activities was extended to March 2024 as part of the NCE, and data collection for the evaluation was conducted in March 2024 in the three mentioned provinces. The evaluation work applied the OECD-DAC¹⁰³ evaluation criteria of relevance, efficiency, effectiveness, impact, and sustainability. The evaluation reflected on both learning and accountability considerations, but with the emphasis on learning. Given the importance of the learning component and future orientation, impact and sustainability considerations received significant attention. The evaluation developed a set of lessons learned which were integrated into a set of recommendations to assist the CO in their application and dissemination. For this endline, the full set of evaluation questions (EQs) originally described in the TOR frame the overall approach (Table 4 below). The ToR questions do contain overlap and duplication because of poor construction at the outset, but all questions were retained (as explained in the inception report and repeated in [Annex 3](#) and [Annex 7](#)). The ET developed mitigation measures to minimize the degree of duplication and conceptual overlap embedded within the questions but made no changes to the questions themselves. Based on these considerations (and as also described more fully in the inception report), the evaluation approach employed a theory-based, mixed methods framework to inform the overall methodology. The evaluation employed an approach suitable for evaluating GEWE considerations (full methodological details are available in [Annex 3](#)).

⁹⁹ Through the provincial departments of the MoEYS

¹⁰⁰ WFP Cambodia Strategic Plan 2019-2023 (pp. 9-10).

¹⁰¹ Including joining the programme partnership on gender mainstreaming with the Institute of Development Studies (IDS, 2015), engaging in a participatory action learning process with IDS (2016), conducting a review of gender in Cambodia's food security and nutrition policies, and an evaluation into gender in household decision-making.

¹⁰² Such as a Gender Action Research (December 2021); a vegetable business model pilot project for female suppliers to six schools (March 2022) and a study of the Gendered Nature of Intra-Household Decision Making in Cambodia (undated).

¹⁰³ The Organisation for Economic Cooperation and Development – Development Assistance Committee. For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Table 4: Endline Evaluation Questions

Evaluation Criteria	Endline Evaluation Questions
General	<ol style="list-style-type: none"> 1. To what extent are the benefits of the LRP project likely to continue beyond the termination of WFP interventions for the targeted beneficiaries? 2. What improvements should be made to the LRP project in the future?
Relevance	<ol style="list-style-type: none"> 3. To what extent is the LRP project appropriate to the needs of the targeted beneficiaries on men, women, boys, and girls? 4. To what extent has the design of LRP capacity-strengthening activities met the needs of the government? 5. To what extent is the LRP project aligned with overall USDA objectives as well as strategies, policies, and normative guidance; and the relevant national government policies, including sector policies? 6. To what extent is the LRP project aligned with the frameworks of the United Nations agencies and relevant development partners? To what extent is the LRP aligned with the overall strategy and related guidance of WFP? 7. To what extent has the LRP project sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?
Effectiveness	<ol style="list-style-type: none"> 8. To what extent were the objectives and results of the LRP project achieved for various beneficiary groups (by gender where applicable) and by type of activity? To what extent have the intended results and overarching project objectives been achieved? 9. What were the particular features of the LRP project and context that made a difference? 10. What was the influence of other factors? 11. To what extent have the findings of the baseline and midterm review been addressed?
Efficiency	<ol style="list-style-type: none"> 12. To what extent are the transfer cost, costs per beneficiary, logistics, project deliveries and M&E arrangement aligned with the project design? 13. Were the activities undertaken as part of the LRP project cost-efficient? 14. What factors impacted the cost efficiency of the LRP project implementation? 15. To what extent have monitoring and beneficiary complaint and feedback mechanisms been utilized for LRP project corrective measures as well as for supporting the WFP learning agenda?
Impact	<ol style="list-style-type: none"> 16. What intended and unintended impact has the LRP project made on men, women, boy and girl beneficiaries and stakeholders (including Government, authorities, and communities)? 17. What were the internal factors leading to the impact (factors within the control of WFP): the processes, systems, and tools in place to support the operational design, implementation, monitoring, and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity, and technical backstopping from RBB/HQ); internal partnership and coordination approaches and arrangements, etc. 18. What were the external factors leading to the impact (factors outside of the control of WFP): the external operating environment, the funding climate; external incentives and pressures, etc.
Sustainability	<ol style="list-style-type: none"> 19. To what extent was the LRP project 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)? Have adjustments to the handover plan/strategy identified during midterm review and throughout the project been factored into the LRP implementation and impacted success of the handover process? 20. Has the overall handover process been conducted as per the LRP plan and handover plan/strategy agreed with and endorsed by the Government? 21. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized within government policies, strategies and systems and is likely to support the sustainability of the intervention? What progress has been made since the design stage in supporting financial sustainability of the LRP project beyond the cessation of WFP interventions? 22. How effective has the handover process been? 23. To what extent has the LRP project been successful in engaging Government and local communities towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized? 24. Based on the available evidence, to what extent are the benefits of the project likely to continue beyond the cessation of the interventions for the targeted beneficiaries?

Source: LRP FY19 Terms of Reference, Final Draft, 2019

59. **Evaluability.** Evaluability is the extent to which an activity or a project can be evaluated reliably and credibly through the existence of available data and the presence of a results framework with an implied theory of change. The full evaluability assessment was carried out during the inception phase (and described in the inception report) and is summarized in [Annex 3](#), including mitigation measures. Although potential

constraints existed for evaluability, the ET nevertheless believed that the LRP could be reliably evaluated at endline taking into consideration the effects of the delays and adjustments caused by the pandemic.

60. The project documentation contains clear statements of intended results, defined and appropriate indicators, as well as the other documentation and data already compiled. The breadth of engagements presented some difficulties in generalizability from the sampled field site visits but triangulation with the quantitative surveys and qualitative information from KIIs at different levels helped provide reliable evidence for addressing the relevant TOR questions, as part of this endline evaluation.

61. The LRP documentation shared with evaluation team (ET) for the endline evaluation included the project design documents and RFs, evaluations (including the LRP and the McGovern-Dole baseline and midterm evaluation reports, and the McGovern-Dole FY19 endline report), reviews of ongoing or past operations, monitoring, assessment, and partner reports. WFP strategies - at both country and corporate levels - as well as policies and normative guidance are also available. Stakeholder institutional planning documents were provided as supplementary information.

62. All relevant results framework indicators include gender disaggregation. Monitoring reports, as well as the annual standard project reports to USDA, indicate achievements of outputs and outcomes for activities that have been operational, thus making the project achievements evaluable against the stated objectives. Monitoring reports also include gender disaggregated descriptions of beneficiaries reached through LRP activities. All outcome level indicators were reported on for the baseline evaluation (2020) which took place before the LRP began and were reported against during the midterm evaluation in 2022 and include gender disaggregation. At this stage for the endline evaluation, the reliability of available monitoring data/information is robust. Comparisons can be made against the original baseline quantitative data, and the results framework data described in the WFP annual country reports.

Evaluation Process

63. **Inception Phase.** The inception phase was conducted remotely and was predicated on an in-depth review of documents and consultations with evaluation focal points for finalizing adjustments to the approach. An evaluation matrix was prepared ([Annex 7](#)) around the EQs including the respective sub-questions, indicators, data sources, and data collection techniques. Considerations around GEWE were mainstreamed into the evaluation criteria through the inclusion of sub-questions and indicators. A set of interview guides was developed to address the lines of inquiry drawing on multiple approaches ([Annex 8](#)). The results of the quantitative surveys are presented in [Annex 9](#). Based on the methodology, a Field Mission Schedule was developed ([Annex 10](#)) and a total of 286 persons were subsequently interviewed ([Annex 11](#)). A detailed mapping exercise linking the findings, conclusions and recommendations is given in [Annex 12](#). A detailed set of acronyms used is found in [Annex 15](#).

64. **Document Review.** Documentary and report review work was a primary aspect of the methodology. Documentation, including previous evaluations and reviews, was shared with the ET ([Annex 13](#)). Data from existing documentation was mapped against the evaluation questions according to the structure described in the evaluation matrix ([Annex 7](#)). Further details are described in the Methodology description ([Annex 3](#)).

65. **Qualitative Data Collection.** The data collection phase included an in-country field mission over a three-week period in March 2024 (timeline described in the field mission schedule in [Annex 10](#)) and included key informant interviews (KIIs) and focus group discussions (FGDs) with a number of WFP country, regional and HQ staff, as well as external stakeholders at national and sub-national levels, including farmers and suppliers, as shown in detail in Table 5. Fifty-four percent of the interviewees were women.¹⁰⁴

¹⁰⁴ Most vulnerable populations were included in the FGDs as representatives of parents whose children were receiving food rations.

Table 5: Stakeholders Interviewed by Type

Stakeholder	Total	Percent Women
WFP	30	57%
National Government	13	23%
United Nations Agencies and Donors	4	25%
NGOs	8	13%
Sub-National Authorities	39	15%
School Stakeholders	30	70%
Parents	45	96%
School Committees	29	21%
Suppliers and Farmers	27	70%
Students ¹⁰⁵	61	64%
Total	286	54%

66. **Field Site Visits.** The ET visited the same three target provinces that had been visited during the baseline and midterm evaluations, including visits to the same ten schools as on previous rounds, to better understand their evolution over time from WFP-managed school meals programming to government-managed National Home-Grown School Feeding. Meetings were also held with relevant provincial and district level officials.

67. Table 6 indicates the districts and schools visited, as well as the midterm and current school feeding modality in place in the schools.

Table 6: Sample Schools for Site Visits (Qualitative Interviews)

Province	District	School	Modality at Midterm	Modality at Endline	Persons interviewed
Kampong Chhnang	Baribour	Chambak Raingsei	NHGSF	NHGSF	School director, school committee representatives, cooks.
	Samaki Meanchey	Takeo	Traditional + Hybrid	NHGSF	
	Samaki Meanchey	Meanok	Traditional + Hybrid	NHGSF	
Kampong Thom	Santuk	Cheay Sbai	Traditional In-Kind	HGSF Hybrid	Suppliers and farmers associated with respective schools.
	Baray	Banteay Chas	Traditional + Hybrid	HGSF Hybrid	
	Baray	Serei Sophoan	Traditional + Hybrid	HGSF Hybrid	
Siem Reap	Soutnikom	Thnal Dach	Traditional + Hybrid	NHGSF	Suppliers and farmers associated with respective schools.
	Soutnikom	Trapeang Trom	Traditional + Hybrid	NHGSF	
	Chikraeng	Thnal Kaeng	Traditional In-Kind	HGSF Hybrid	
	Angkor Thom	Svay Chek	NHGSF	NHGSF	

Source: WFP Cambodia LRP Baseline Report, 2020, WFP Cambodia LRP Midterm Report, 2022.

68. After the data collection phase, an initial exit briefing was conducted presenting a summary of the LRP project findings with WFP CO stakeholders internally.

69. **Quantitative Data Collection.** The quantitative data collection in all evaluation rounds has been carried out by Indochina Research Limited (IRL), (a third-party company and KonTerra's local partner), who contracted the data enumerators, organized the logistics, and presented the raw datasets to the evaluation team for analysis. The primary quantitative data collection replicated the baseline survey exercise which surveyed schools, suppliers, and farmers in 2019 (and replicated in 2022 by WFP). The endline survey took place in parallel with the qualitative data collection between 04 and 17 March 2024.

70. During the baseline exercise in 2019, the ET developed a sampling process to track the contributions of the USDA-supported project over the entire cycle. At baseline, a total of 56 schools were selected in a case-comparison model; 35 LRP schools and 21 comparison schools. The endline quantitative exercise replicated the surveys in the same schools as the baseline. However, due to handover of a number of project schools in the interim (notably those in Kampong Chhnang and one district in Siem Reap), the ET and WFP agreed to adjust the number of schools at endline and included the remaining 29 case schools and the 21 comparison schools. The comparison schools are those that either never received LRP project support or which have been

¹⁰⁵ Students participated in FGDs with their parents at schools, with testimonies to be included as part of McGovern-Dole project success stories.

handed over to government management and are no longer receiving LRP support. The comparison schools allow for the evaluation to assess to what degree processes have been maintained since handover. The exercise surveyed 43 suppliers (intended to be one per school, although some suppliers work with more than one school) and 86 farmers (two per supplier) using the same structured survey ([Annex 8](#)).¹⁰⁶ Table 7 describes the distribution of the case and comparison schools.

Table 7: Case and Comparison Schools by Province

Province	Case schools	Comparison schools	Total
Kampong Thom	7	8	15
Siem Reap	22	13	35
Total	29	21	50

71. Surveys were again administered by IRL staff using the same structured survey ([Annex 8](#)). To support quality assurance, spot-check monitoring visits by an independent assessor were conducted during the supplier and farmer data collection to ensure the process was appropriately conducted. [Annex 9](#) includes the frequency descriptions for the primary survey questions and comparisons with the baseline values.

72. **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 8](#)). 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 results in no harm to participants or their communities. No children were interviewed alone as part of this evaluation for ethical reasons, and to ensure a more relaxed environment for them to provide input.

73. 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. In accordance with USDA policy, no personally identifiable information is included in this report.

74. **Assessing Country Capacity Strengthening contributions.** WFP has developed a corporate framework for articulating its work towards strengthening Government capacity for handover and transition. For school feeding programmes the corporate tool is the Systems Approach for Better Education Results School Feeding (SABER SF). The SABER framework describes five dimensions for strengthening national systems. These include i) policy framework, ii) financial capacity, iii) institutional capacity and coordination, iv) project design and implementation, and v) the roles of non-state actors. The framework can provide a useful guidance for mapping the LRP capacity strengthening activities and to assess potential Government capacity for sustaining handover and transition, including the continuation of school feeding and local procurement under Government management.

75. **Limitations to the Evaluation.** The data collected is sufficient to assess the programme progress and performance, despite some limitations. The CO complies with programme requirements on data availability including the reporting of outcome, output and cross-cutting indicators as described in the respective Results Framework. 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, and for providing an assessment of collective progress beyond annual disaggregation, especially of gender disaggregated indicators. Mitigation measures included the collection of primary quantitative data to complement the existing monitoring data. Disaggregated indicator data is reported in [Annex 6.6](#) per each semi-annual reporting period but is not assessed against cumulative achievements therefore WFP does not have unique data for the disaggregation. While the semi-annual

¹⁰⁶ Although the data tools used are the same as those used by WFP for recording their USDA LRP indicators in the RF, the datasets collected by the evaluation team should not be considered the official USDA LRP indicator values for two main reasons. First, the survey is a sample of suppliers in case and comparison schools while the WFP RF indicator data should be only from case schools and be a census, not a sample. Second, the RF indicator values supplied by WFP monitoring processes have additional validation exercises and are supplemented by SFIS information.

reporting periods report disaggregated indicator data for each individual period, the semi-annual reports duplicate data across the semesters. Therefore, it is not possible to generate unique numbers on cumulative achievements for the disaggregated data indicators. Additional details on limitations, including for gender considerations, are found in [Annex 4](#).

2. Evaluation Findings

76. This section presents evidence guided by the evaluation questions given in the original ToR and has been reviewed in conjunction with the LRP's Performance Monitoring Plan and the Results Framework ([Annex 6](#)), as outlined above. In the sub-headings below the questions have been summarized; the full questions are given in the corresponding footnotes. The findings have been derived from analysis of the primary qualitative data collected during the in-country field visits, WFP monitoring data and reports, IRL survey data from suppliers and farmers, plus secondary documents, and interview responses from stakeholders.

77. Because of the excessive number of sub-questions under each evaluation criteria in the original TOR, with overlap and duplications among the sub-questions, the presentation of the findings in following sections focuses on providing a synthesis of key patterns rather than treating each sub-question as a separate section.

2.1 RELEVANCE¹⁰⁷

EQ2.1.1 Appropriate to Needs of Stakeholders¹⁰⁸

78. **The LRP is strategically relevant to the needs of Government and Local stakeholders.** The LRP is aligned with national policies including the Pentagonal Strategy - Phase I and the national draft school feeding policy. For instance, the National Social Protection Policy Framework (NSPPF, 2016-2025) makes a specific reference to school feeding as a social assistance instrument, which means that any programme contributing to the sustainability of school feeding programming in Cambodia would be highly relevant to the Government's agenda and aligned with the NSPC. The design of the LRP is also aligned with the MAFF strategies for local market development for smallholder farmers and agricultural cooperatives. Furthermore, the LRP is aligned with USDA, WFP, and United Nations frameworks for supporting local development processes and school feeding programming. The project design is aligned with the decentralization and deconcentration reforms of the Royal Government of Cambodia which have placed greater responsibility on sub-national authorities for planning and delivery of basic services, including education, and with local community needs for enhanced children's nutrition and local market development.

79. **The LRP provided a strategic opportunity to support the transition of schools from an imported in-kind school meal programming modality to the government supported and managed NHGSF modality relying on locally purchased commodities.** To achieve the project objective, the LRP aimed to strengthen the capacity of schools, suppliers, farmers, and government authorities to implement procurement of regional and local food commodities through direct purchases led by schools. The schools managed by WFP are able to go through a phased transition from the in-kind modality through a hybrid approach prior to subsequent transition to the NHGSF, to build sub-national and local capacities for procurement prior to handover of schools to government management. This has allowed the transition process to proceed relatively smoothly as the LRP mechanism mimics the procurement modality under the NHGSF. The Government has contributed to supporting this transition process through the endorsement of Sub-Decree 65¹⁰⁹ and the drafting of the school feeding policy outlining multiple sector support for national school meals programming.

80. **The design of the LRP procurement approach is relevant to the needs of multiple stakeholders.** In its design, the procurement approach of the LRP is considered highly appropriate since it uses the Government's own procurement regulations and decentralized structures which the commune authorities

¹⁰⁷ To determine if the LRP objectives and design responded to the needs of stakeholders and institutions: i) relevance to the needs of targeted beneficiaries; ii) relevant to the needs of Government; Alignment with USDA, WFP, and UN frameworks and complementary with other initiatives.

¹⁰⁸ Combines four evaluation TOR sub-questions (EQs 3, 4, 5, 6), pertaining to appropriateness to needs and alignment with government, United Nations, and USDA policies to avoid duplication and overlap.

¹⁰⁹ Sub-Decree 65 outlines the inter-ministerial support and responsibilities for the implementation of the National Home-Grown School Feeding Programme. The implications of the Sub-Decree are further covered in more detailed in Section 2.5 Sustainability.

already have experience of. The LRP/HGSF procurement procedures are based on guidelines developed by the Ministry of Interior (MOI) for Commune Councils, and it is the same system used for bidding processes within the Government rural development programmes (for instance, infrastructure). Ultimately, this contributes towards an easier handover of schools (and future transition of the SFP).

81. The LRP approach to include technical assistance for improved production is well aligned with the extension system adopted by the MAFF. It is also coherent on procurement and market engagement, which support the overarching SFP strategic objectives related to nutrition and transition to national ownership (such as fertilizer usage¹¹⁰ on production and a vibrant local supply chain on procurement). The partnership between WFP and FAO to support the local agricultural sector components¹¹¹ is therefore relevant because of FAO's expertise and long working relationship with the MAFF. The approach is well aligned, but as noted in further details in Section 2.2 on Effectiveness, there are implementation considerations that could be further enhanced. While the design itself is not explicit concerning women's needs and how they would be addressed, these considerations did shape implementation choices.

82. At the subnational level, for the cash transfers to schools to aid local procurement, the LRP, through its support role for the McGovern-Dole programme, generally prioritizes schools located in geographic locations with high poverty rates and low education outcomes, and that are reliant on smallholder agricultural production. This makes the use of cash for local commodity procurement highly appropriate as it offers opportunities to support rural livelihoods and incomes in the areas around the targeted schools. This modality is aligned with the national programme (NHGSFP) which also uses a cash transfer component (from the Government) to support local procurement.

83. This component on procurement is appropriate for all stakeholders involved in the tendering process - the suppliers, school authorities, LSFC members and sub-national representatives. For the local schools and suppliers, the elaboration and orientation of the LRP bidding process and process for contracting suppliers is relevant to meet the needs of the schools for school meal programming. The LRP design promotes that 70 percent of HGSF purchases should come from local farmers, which is relevant to the interests of local production.¹¹² The support provided for capacity strengthening with the LRP design was relevant to school needs to support local procurement capabilities of schools, and relevant to smallholder suppliers in providing an opportunity to potentially market their produce to the NHGSFP. The degree to which the small-scale supplier model in the LRP as designed is relevant to the needs of school procurement efficiency is explored in greater detail in the Impact section.

EQ2.1.2 Complementarities and Coordination¹¹³

84. **The multiplicity of stakeholders within the LRP presents challenges for coordination and complementarity.** Complementarity between technical assistance on procurement and production is weak and inter-ministerial coordination could be strengthened. At the national level, the LRP comprises a wide range of relevant ministerial actors including the MoEYS, NSPC, and MAFF, among others.¹¹⁴ While all of these actors confirm the relevance of the LRP to their interests, their particular interests differ. For example, during the evaluation interviews, national level stakeholders described the overarching objective of the LRP differently. The MoEYS stakeholders tended to emphasize education outcomes through the provision of the meals. NSPC stakeholders highlighted the importance of social protection of vulnerable households. CARD stakeholders identified the LRP as important for contributing to overall economic development, while MAFF stakeholders highlighted the importance of the LRP to support local smallholder production. All of these objectives are relevant to the LRP, but their order or priority was interpreted differently among both the national level and the sub-national level stakeholders from different sectors. This had consequences for relative impact of the project for different stakeholders (described in further detail in the impact and sustainability sections).

85. Operational management of the LRP reflected similar patterns among the respective ministries. The management of the LRP and school meals is primarily placed with the MoEYS and intended to be supported by

¹¹⁰The use of fertilizer inputs is reported by FAO to be widespread in Cambodia which raises potential health hazards and reducing the use of such pesticides on vegetables is, therefore, relevant to the HGSF school children

¹¹¹ Related to improved agricultural production and post-harvest handling

¹¹² The evaluation finds that the degree of locally sourced procurement cannot be confirmed. Almost all the LRP schools were new to local procurement and the support provided and linkages between the capacity strengthening of specific smallholder farmers and the linkages to HGSF school procurement remains limited (covered in more detail in Section 2.5 on Sustainability).

¹¹³ Responds to EQ7 under relevance.

¹¹⁴ For example, the Ministry of Interior supervises the decentralization and deconcentration efforts at the local level and the local capacity strengthening would fall under their purview.

the other ministries as guided by Sub-Decree 65. Interviewed respondents from within the MoEYS expressed confidence on LRP management and progress however respondents from other ministries and sectors were not as optimistic regarding MOEYS capacity for management. A key factor has been that the LRP's design lacked any **strategic** linkage with the MAFF and there were still gaps in the institutional arrangements for direct collaboration between these two key players, MoEYS and MAFF due to factors described in more detail under EQ2.2 on Effectiveness below.

86. How food security considerations are integrated into the LRP has also been a challenge. Under the NSPPF (2016-2025), the social protection sector was transferred from CARD (which covered food security and nutrition) to the NSPC. By default, this shift in the national umbrella body created new institutional structures for social protection that no longer includes the agriculture sector and food security.¹¹⁵ Consequently, while seated in the overall SFP/MoEYS education policy frameworks, the LRP contribution is *aligned to*, but not *embedded in*, the guiding strategies of the agricultural sector. The key policies in the agricultural sector (the Cambodia Industrial Development Policy (2015–2025) and the Agricultural Sector Development Plan (2019-2023)), prioritize the development of small and medium enterprises as well as skills training for producers, and the LRP approach strongly supports these policies.

87. WFP supported the establishment of an inter-ministerial decree outlining the respective roles and responsibilities for coordination and collaboration and has supported the establishment of the inter-ministerial working group to support the LRP and school feeding more generally. The drafted sub-decree on school feeding was intended to provide a framework to address this gap and outline how this collaboration would be implemented; however, the operationalization of the sub-decree is still considered an ongoing process and will not be finalized by the end of the LRP cycle. WFP has successfully managed to fill these coordination gaps at the national level, although interviewed respondents cited the importance of continued WFP support for inter-ministerial coordination after the end of the LRP cycle.

88. At the sub-national level, there are similar relevance challenges within the design between the multiple actors involved in the LRP, such as school committees, local suppliers, local farmers, and district agricultural and educational authorities. The FAO was envisioned to provide strategic support through LRP-specific smallholder production trainings linked to the local suppliers, but delays in engaging with FAO¹¹⁶ have meant that this coordination role was only recently implemented prior to the ending of the project cycle. In addition, the linkages between the farmers who participate in technical assistance from the MAFF and those contracted by suppliers for the LRP appears incidental. The MAFF conducts trainings on production to smallholders, but this is outside the scope and collaboration of the LRP. The FAO trainings are not specifically targeting local LRP farmers but rather are integrated into the general district and provincial agriculture structures to provide training opportunities. As such, there is little connection between the LRP contracted school suppliers and the farmers who participate in the MAFF trainings, and therefore no guarantee that the food commodities provided to schools would benefit from the MAFF trainings.

2.2 EFFECTIVENESS¹¹⁷

EQ2.2.1 – Activity and Results Achievements¹¹⁸

89. For the following sections, quantitative indicator data is presented based on the semi-annual reports provided to USDA by WFP supplemented by the quantitative data emerging from the supplier and farmer data surveys and the qualitative observations from the national and subnational field visits. The full set of available data for the performance framework indicators is presented in [Annex 6.6](#). Data is disaggregated by gender where possible, although this was not always feasible because of the reporting mechanisms utilized. While the semi-annual reporting periods report disaggregated indicator data for each individual reporting period, the semi-annual reports duplicate data across the semesters. Therefore, it is not possible to generate unique disaggregated values for the cumulative or annual indicators.

¹¹⁵ “The NSPPF is a long-term roadmap focusing on two main pillars: Social Assistance and Social Security. The Social Assistance is divided into four components: (1) emergency response, (2) human capital development, (3) vocational training (4) welfare for vulnerable people. The Social Security consists of five components: (1) pensions, (2) health insurance, (3) employment injury insurance, (4) unemployment insurance (5) disability insurance.” NSPPF (2016)

¹¹⁶ Protocols required that headquarter level entities were involved in the agreement development, which slowed down the whole process.

¹¹⁷ To what extent LRP activities achieved objectives and results: i) progress towards results; ii) internal and external factors affecting results; and iii) the degree to which baseline and endline recommendations were addressed.

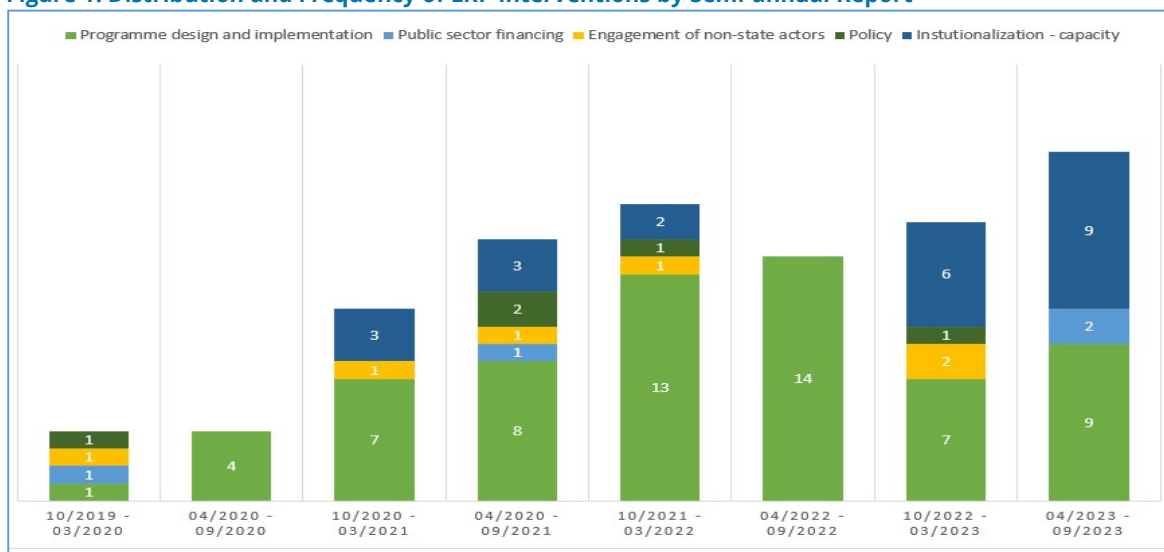
¹¹⁸ Responds to the evaluation sub-questions in effectiveness (EQ8)

90. The evaluation questions in the TOR related to effectiveness overlap with elements in the Impact section. For the purposes of this report, the effectiveness section will focus on the completion and achievement of the planned activities and reference the USDA activity indicators in the performance framework. Elements related to the systems and processes established are covered in the Impact section.

91. **There has been an increase in implementation activities since the midterm evaluation, particularly in the activities focused on the institutionalization of the LRP processes.** Due to the pandemic and the school closures, LRP implementation was only able to begin just prior to the midterm evaluation in 2022. Since 2022, there has been a surge in the number of implementation activities covered under the LRP as well as an expansion into multiple sectors of support. An analysis of the activities cited in the semi-annual reports and charted against the five SABER dimensions (project design, policy, institutionalization capacity, financing, and engagement of non-state actors) illustrates this post-COVID expansion (

92. Figure 1).

Figure 1: Distribution and Frequency of LRP interventions by Semi-annual Report



Source: Extracted by ET from Semi-Annual Reports.

Key: **Green** = project Design and Implementation; **Blue** = Public Sector Financing; **Yellow** = Engagement of non-State Actors; **Brown** = Policy; and **Dark Blue** = Institutionalization Capacity.

93. In the initial years of the project cycle, semi-annual reports cited relatively few distinct activities (ranging from four to 11) with the primary point of focus pertaining to activities related to project design and implementation. By the midterm of the project cycle, the number of activities had increased to around 15 different citations per report with the majority (50-100 percent) focusing specifically on project design and implementation. During the last part of the cycle, the number of activities cited continued to increase (18-20 per report) with a shift towards more focus on the institutionalization of processes and strengthening institutional capacity.

94. Interviewed respondents triangulated these observed patterns noting that there had been an increased focus on ensuring institutional capacity strengthening, especially at the subnational levels, and affirming the directions taken in programming support. One point of concern noted by national level respondents in particular pertained to whether the degree of institutionalization, while improved, was sufficient for maintenance after the end of the LRP cycle of support. The majority of respondents considered that continued technical support from WFP, especially with respect to information management and inter-ministerial coordination, would still be necessary (covered in more detail in the Sustainability section).

95. **The LRP implementation adjustments have taken into consideration the recommendations from the baseline and midterm evaluations.** The baseline and midterm evaluation findings highlighted the importance of system strengthening for handover and transition and strengthening institutional linkages between the school procurement systems and suppliers and farmers for smallholder production. The attention to these findings is one factor contributing to the increased annual achievement rates in the four activities under the LRP (profiled below). Table 8 describes the summary of the recommendations from the baseline and midterm evaluations and summary observations from the endline exercise.

Table 8: Previous Recommendations and Observed Results

#	Recommendation	Summary ET Observation ¹¹⁹
Baseline (2020)		
1	WFP CO and MoEYS should jointly update and consolidate activities into a comprehensive, gradual, evidence-based transition plan.	Development of Joint Transition Strategy and Plan
2	The WFP CO should coordinate with MoEYS, the MoH and MAFF to develop a capacity strengthening strategy that outlines clear roles and responsibilities for the implementation of the LRP for each of the ministries at national, sub-national and local levels.	Not implemented at baseline, but after midterm, supported the development of sub-decree and inter-ministerial working committees to enhance coordination.
3	The WFP CO, in collaboration with the MoEYS, MoH and MAFF, should seek to strengthen the mechanisms for coordination on LRP implementation as a complement to the capacity strengthening strategy.	Not implemented at baseline, but after midterm, supported the development of sub-decree and inter-ministerial working committees to enhance coordination.
4	Before the LRP midline, WFP should support the MoEYS to undertake a systematic review of the national school meals implementation that started in SY 2019/20.	Not implemented before midterm but NSPC initiated an evaluation of the school meals programme after the midterm evaluation.
5	WFP CO, drawing on existing tools and guidance and available technical support, should explore options for enhanced nutritional inputs to the school meals.	Procurement guidelines include an array of nutritional food options which is regularly monitored as part of the SFIS and WFP monitoring.
6	WFP CO, together with USDA, and in consultation with the Ministry of Women's Affairs, should integrate specific gender indicators into the project's Results Framework.	Not implemented
Midterm (2022)		
1	Recommendation 1: A no-cost extension (for the existing LRP project) plus renewal of McGovern-Dole programme. WFP should continue to be engaged in supporting the Government in the implementation and transition of the HGSP beyond the current project cycle timeline.	Implemented. Respondents would prefer a continuation of LRP programming to strengthen sustainability considerations
2	Recommendation 2: NHGSP Review and Lessons Learned. In alignment with the baseline report recommendation, WFP should support the MoEYS to undertake a systematic review of the national school meals system	NSPC initiated an evaluation of the national HGSP programming.
3	Recommendation 3: Joint post-transition accompaniment. Based on the lessons learned from the midterm evaluation and an NHGSP review, WFP, in collaboration with the MoEYS and NSPC, should conduct a systematic adjustment to the LRP processes to identify what is feasible and possible within the existing Government systems, structures, policies, and resourcing to support local procurement.	Not implemented formally although ongoing modifications of LRP project activities and rollout observed in the field site visits.
4	Recommendation 4: Joint MAFF/MoEYS coordination mechanism. WFP, in collaboration with the MoEYS, MAFF, and NSPC, should determine whether the formalization of the sub-decree for school feeding supports the development of a mechanism or framework to allow for MAFF and MoEYS to intersect more naturally	Development of sub-decree and inter-ministerial working committees to enhance coordination.
5	Recommendation 5: Gender sensitive procedures. WFP, in consultation with MAFF, MoEYS and the Ministry of Women's Affairs, should conduct a gender analysis to seek to integrate increased gender sensitivity into local and regional procurement processes for school meals in HGSP and NHGSP schools	Not implemented
6	Recommendation 6: WFP staffing adjustments. For the remainder of the project cycle, WFP should seek to review and fill its current staffing gaps and consider the necessity of expanding its staffing profiles	The LRP Activity 3 focusing on smallholder production programming shifted to the CSP SO2 (agricultural development).
7	Recommendation 7: Visibilizing LRP gender contributions. In alignment with the baseline report recommendation, WFP, together with USDA and in consultation with MAFF, MoEYS and the Ministry of Women's Affairs, should seek to integrate and visibilize the LRP contributions to gender	Not implemented formally although success stories and reporting emphasize role of women and contributions to women's empowerment through the LRP.

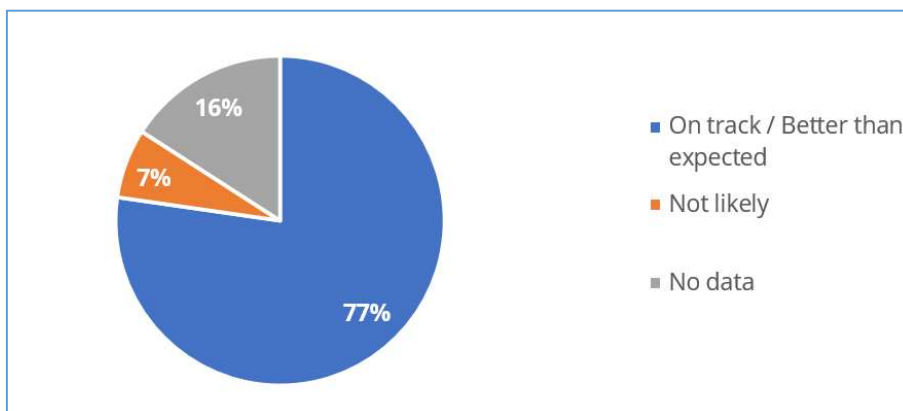
Source: LRP Baseline and LRP Midline Evaluation Reports

Key: **Green** = Fully Implemented, **Yellow** = Partly Implemented, **Red** = Not Implemented.

¹¹⁹The CO shared documentation claiming that all recommendations had been addressed. However, not all of the justifications were considered valid in the judgment of the evaluation team. Comments noted are the ET's observations of actual results.

96. **There have been substantial improvements in the achievement rates of the activity performance indicators since the midterm evaluation.** At the time of the midterm report, of the 27 LRP activity indicators across the four objectives in the Performance Framework,¹²⁰ 40 percent were considered to be on track, or feasible to meet end of cycle targets. By September 2023 (the latest reporting date for performance indicators), this percentage had increased to over 70 percent on track to achieve end of cycle targets. This percentage is even higher when the disaggregated indicator values (for men and women targets) are taken into consideration (N=44 when disaggregated targets are included). Figure 2 presents the percentage of all LRP indicators likely to meet end of cycle targets.

Figure 2: LRP Activity Indicators Achievement Rates by End of Cycle (n = 44)



Source: WFP Semi-Annual Reports for USDA Indicator Tracking Tables

Activity 1: Cash Transfers to Schools for Local Procurement

Activity 2: Procurement Processes

97. **Achievement rates are highest for those indicators targeting local school capacities for procurement processes (Activity 1 and 2).** Activity 1 focuses on the mechanisms for providing cash transfers to schools and strengthening the capacities of individuals associated with the schools in the management and handling of the cash. Activity 2 focuses on the local procurement mechanisms and is measured by the quantity and quality of the amounts of locally purchased products obtained by the schools. Since these two dimensions are both related to the “school side” support from WFP, they are treated together in the following narrative.

98. The following Tables 9 and 10 present the annual achievement rates and end of target progress for all Activity 1 and Activity 2 indicators. In both instances, after a period of initial underachievement at the beginning of the cycle, achievement rates substantially increased in the later years with 90 percent of the indicators across the two activities already meeting end of cycle targets.

¹²⁰ Not including the disaggregated sub-sets for each indicator.

Table 9: Activity 1 – Annual Achievement Rates

Indicator	Annual Achievement Rates					End of Cycle (EOC) Achievement
	19/20	20/21	21/22	22/23	23/24	
Number of individuals participating in USDA food security programmes	0%	55%	135%	101%	112%	On Track
Number of individuals benefiting indirectly from USDA-funded interventions	0%	15%	138%	104%	114%	On Track
Number of USDA social assistance beneficiaries participating in productive safety nets	0%	56%	138%	102%	114%	On Track
Number of individuals receiving take-home rations as a result of USDA assistance	0%	0%	140%	104%	Not applicable	N.A. ¹²¹
Number of schools reached as a result of USDA assistance	0%	123%	147%	100%	100%	On Track
Percentage of HGSF deliveries rejected due to poor quality as reported by schools ¹²²	0% (Achieved)	0% (Achieved)	0% (Achieved)	0.5% (Achieved)	No data reported	On Track
Percent of HGSF orders delivered on time as per contract ¹²³	0% (Target 70%)	100% (Target 75%)	100% (Target 80%)	97% (Target 85%) ¹²⁴	100%	On Track
Percent of HGSF supplier contracts signed before the start of the school year ¹²⁵	0% (Target 60%)	100% (Target 65%)	100% (Target 70%)	100% (Target 75%)	100%	On Track
Average number of school days per month on which multi-fortified or at least 4 food groups were provided	0%	45%	83%	105%	100%	On Track

Source: WFP Semi-Annual Reports to USDA (as of March 2024).

Key: **Green** = 90%+ Achievement against targets, **Light Green** = 75-90% Achievement against targets, **Yellow** = 50-75% Achievement against targets, **Red** = <50% Achievement against target.

99. **Activity 1.** The budget for the cash transfers is calculated based on planned feeding days, the number of students in the school and any cash balance from the previous transfer. WFP provides quarterly cash transfers to provincial education offices that are then transferred to individual school accounts and this cash is then used for the procurement from their suppliers.

100. **The overall coverage and quality of the cash transfer process has been successful with the schools.** All LRP schools visited during the evaluation exercise reported that they had received the cash transfer on time and of the amount expected and this is confirmed from the quantitative data in the indicator performance tables. The quantitative survey data with school stakeholders also indicate good satisfaction with the transfer process as 97 percent of the schools receiving cash transfers reported satisfaction with the process.

¹²¹ This indicator was added to take into account the shift to Take Home Rations during the school closures in the pandemic and is not part of the formal performance framework.

¹²² Values recorded as actual percentage to avoid confusion with numeric percentage values in other indicators.

¹²³ Ibid.

¹²⁴ The actual deliveries were all on time, but some paperwork on contract details not finalized completely for a small percentage of contracts.

¹²⁵ Values recorded as actual percentage to avoid confusion with numeric percentage values in other indicators.

101. During the pandemic and school closures, cash transfers were still used but re-programmed to support the distribution of Take-Home Rations (THRs) to affected families. This indicator was not originally part of the performance framework for Activity 1 but was inserted to recognize this shift. At the time of the midterm evaluation, the achievement rates for THR distribution were good, but not exceptional with 72 percent achievement rates comprising 61 percent of the targeted metric tonnes of food planned. However, after the midterm, subsequent finalization of THR activities shows over-achievement.

Table 10: Activity 2 – Annual Achievement Rates

Indicator	Annual Achievement Rates					EOC Achievement
	19/20	20/21	21/22	22/23	23/24	
Cost of commodity (USD) procured as a result of USDA assistance (by commodity and source country)	0%	16%	30%	126%	62%	On Track
Cost of commodity procured as a result of USDA assistance (Iodized salt)	0%	6%	19%	92%	47%	On Track
Cost of commodity procured as a result of USDA assistance (Vegetable)	0%	4%	32%	131%	69%	On Track
Cost of commodity procured as a result of USDA assistance (Protein)	0%	3%	28%	123%	56%	On Track
Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	0%	26%	31%	129%	65%	On Track
Quantity of commodity procured (MT) as a result of USDA assistance (Iodized salt)	0%	6%	17%	101%	54%	On Track
Quantity of commodity procured (MT) as a result of USDA assistance (Vegetable)	0%	4%	31%	128%	69%	On Track
Quantity of commodity procured (MT) as a result of USDA assistance (Protein)	0%	4%	31%	133%	90%	On Track
Number of individuals trained in HGFSF implementation, including procurement process and procedures as a result of USDA assistance	0%	57%	97%	80%	69%	Partial Progress
Number of local suppliers for HGFSF programme contracted	0%	111%	133%	97% ¹²⁶	100%	On Track
Number of toolkits distributed as a result of USDA assistance	0%	77%	76%	67%	100%	Partial Progress

Source: WFP Semi-Annual Reports to USDA (as of March 2024).

Key: **Green** = 90%+ Achievement against targets, **Light Green** = 75-90% Achievement against targets, **Yellow** = 50-75% Achievement against targets, **Red** = <50% Achievement against target.

102. **Activity 2.** Indicators used to measure progress under Activity 2 largely concern funds provided to procure food, and the tonnages purchased. There is a lag between the capacity strengthening progress in Activity 1 and the achievement rates in Activity 2 indicators. During the pandemic, due to the school closures, the planned activities under Activity 2 were suspended or postponed, which affected the achievement rates of the performance indicators in the early years of the project cycle. Of the 11 (non-disaggregated) performance indicators under Activity 2, at the time of the midterm evaluation only 35 percent are on track to meet their EOC targets. The delivery of THRs and trainings to stakeholders (usually school authorities) on HGFSF processes comprised the majority of the over-achieved indicators. However, after the midterm evaluation, the succeeding years saw increased achievement rates to the extent that the end of cycle targets have been met for eight of the ten indicators in the results framework.

103. The capacity strengthening for procurement processes included both school side stakeholders and suppliers on a range of topics related to procurement processes, food handling, and ancillary topics. Of the schools surveyed, 92 percent reported receiving training on HGFSF with the majority of participants being either school directors or storekeepers. Approximately 90 percent of the schools also reported receiving training materials for HGFSF. The majority of the surveyed suppliers reported receiving trainings related to the seven topics included in the WFP monitoring form for HGFSF supplier trainings. Table 11 summarizes the number of trainings reported by suppliers from the IRL survey.

¹²⁶ All suppliers have been contracted, but some delays on a small proportion of finalizing paperwork.

Table 11: Percentage of Suppliers Surveyed Reporting Training Participation

Training Topic	Percentage Suppliers Participating	Training Topic	Percentage Suppliers Participating
HGSF Training	70%	Tenders and Bidding	54%
Nutrition	70%	Food Quality	88%
Food Handling	88%	Storage	84%
Transportation	93%		

Source: IRL Farmer Survey – Endline Evaluation

104. **At the endline, eight of the ten procurement related indicators had met or exceeded targets.** The two indicators not on track related to the number of individuals trained in HGSF processes and the distribution of toolkits. The underachievement may be masking the type of stakeholders not targeted. The school level stakeholders appear to have been included in trainings and materials - 90 percent of the surveyed schools who received cash transfers from WFP reported receiving trainings on procurement and 86 percent reported receiving the toolkits.¹²⁷ Therefore, the underachievement may be related to other stakeholder groups. WFP supported the Local School Feeding Committees (LSFCs) to conduct rapid local market assessments and other stakeholders engaged in capacity strengthening activities including commune and school administrators who participate and support activities as part of the LSFC. They manage the bidding process, award selected supplier(s), support food procurement and handle commodities delivered to schools.¹²⁸ The linkages to the district agricultural offices were less visible (discussed further in the impact and sustainability sections).

Activity 3 – Technical Assistance to Smallholders

105. **Technical assistance to smallholders has been started but is less advanced within the LRP frameworks.** This activity sets the stage for farmers and suppliers to gain skills and linkages to markets, first through the HGSF school demand, but later that could also be applied to wider markets. However, the technical assistance on agricultural production was delayed for multiple years, partially due to COVID-19 but also because it took time to harmonize corporate procedures between WFP and FAO in alignment with USDA terms and conditions. A contract between the two agencies was signed in April 2021; only then was FAO able to hire field personnel for implementation and to harmonize human resource protocols between the two institutions. Although no activities or achievements had been recorded at the midterm, the number of persons involved in trainings for agricultural development did increase in the succeeding years. Table 12 profiles the achievement rates of the associated indicators for Activity 3.

Table 12: Activity 3 – Annual Achievement Rates

Indicator	Annual Achievement Rates					EOC Achievement
	2019/20	20/21	21/22	22/23	23/24	
Value of annual sales (USD) of farms and firms receiving USDA assistance	0%	0%	0%	109,618	518,154	Limited Progress
Volume of commodities sold by farms and firms receiving USDA assistance	0%	0%	0%	224.8	357.6	Limited Progress
Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	0%	0%	38%	98%	80%	Partial Progress ¹²⁹
Achievement 22/23 Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	0%	0%	0%	82%	127%	Limited Progress

Source: WFP Semi-Annual Reports to USDA (as of March 2024).

Key: **Green** = 90%+ Achievement against targets, **Light Green** = 75-90% Achievement against targets, **Yellow** = 50-75% Achievement against targets, **Red** = <50% Achievement against target.

106. The topics covered under the MAFF/FAO technical assistance are relevant to smallholder farmers' training needs under the LRP. The LRP monitoring process surveyed farmers on a range of 20 separate topics

¹²⁷ 90 percent of the schools reported receiving materials, but this also included pamphlets, videos, and other learning packets. 86 percent received the toolkits.

¹²⁸ The actual number is unknown for now, but likely to correlate with the number of schools in the LRP programme.

¹²⁹ Although the annual achievement rate in 22/23 was met, the underachievement in earlier years meant that the total number of individuals targeted for training across the entire project cycle is still below the EOC target.

in the smallholder trainings including participatory planning, production inputs, marketing information, storage, packaging techniques and transportation. However, according to interviews with the agricultural staff, only three trainings had been provided to producers through the LRP: i) production technology; ii) business plan development; and iii) financial literacy. However, farmers have also been trained by other NGOs and projects under the auspices of the District Agriculture Offices. In the monitoring survey, farmers appeared to be responding to all the trainings that they have received, not only those linked to the LRP project.

107. Consequently, although the performance indicators show meeting annual targets recently, there is a gap in terms of strategically linking trainings and farmers specifically to the LRP and SMP programming (with implications for sustainability discussed in the following sections). There was no difference between those farmers associated with case schools and those associated with comparison schools in terms of number or types of trainings reported. Of the surveyed farmers, 38 percent reported participating in at least one training. Each training topic included about 20 percent of the sample. The number of training topics that a specific farmer household participated in varied widely from a low of two topics to a high of 19 topics and a mean of 11.5 topics per household. Table 13 profiles the percentage of farmers surveyed who reported participating in one of the following trainings (via MAFF and FAO) with nearly 100 percent of the of those surveyed reporting satisfaction with the quality of the trainings.

Table 13: Percentage of Farmers Surveyed Reporting Training Participation

Training Topic	Percentage Households Participating	Training Topic	Percentage of Households Participating
Safe Food Production	26%	Climate Smart Agriculture	20%
Good Agricultural Practices	26%	Participatory Guarantee Systems	13%
Organic Standards	19%	Agricultural Production Techniques	22%
Soil Preparation	28%	Seed Selection	29%
Pest Management	27%	Organic Fertilizer	21%
Organic Pesticides	19%	Water Management	19%
Post Harvest Food Handling	17%	Food Package and Storage	29%
Food Transportation	23%	Family Business Management	17%
Food Marketing	15%	Crop Economic Analysis	14%
Food Market Information	20%	Food Quality Standards	20%

Source: IRL Farmer Survey – Endline Evaluation

108. Midterm interviewees suggested that the trainings could be made more gender responsive and raise the awareness of the extension agents to pay attention to the specific needs of women, such as in their ability to travel to markets. This appears to have been considered in the range of trainings since 2022 where, according to respondents interviewed at endline, there had been an increase in the gender messaging in the trainings. This often meant the inclusion of messages regarding the importance of women's equality or highlighting the need for increased participation. There was less evidence reported of the gender messaging, including how the activities were specifically being adapted to the needs of women. Participation of women in the activities is high. At the endline, among the suppliers and farmers surveyed, of those who reported receiving training related to the LRP implementation, 61 percent of the farmers and 68 percent of the suppliers were women. Interviews with district agriculture officers confirmed that women are the majority in MAFF cooperatives, comprising 70-75 percent of the common interest groups. The prospects of women continuing to play a prominent role in the supply of vegetables to schools appear to be strong whether or not the trainings are adapted to their needs.

Activity 4 – Institutional Strengthening

109. **The majority of success and attention in LRP programming has been at the local level and gaps remain in the national level systems to support the HGSF after transitions.** Activity 4 involves multiple components related to national capacity strengthening including information management, market price information, a rice fortification pilot, the development of operational guidelines, as well as national policy and regulatory frameworks (discussed further in EQ2.4 Sustainability). The implementation under this Activity was delayed by the pandemic and by the midterm in 2022, no achievements had been recorded against the Activity 4 performance indicators from the semi-annual reports. This improved after the midterm although progress is still limited against the total design targets. The indicators are measured according to an assessment of their stage of system strengthening (based on a five-stage framework linked to the SABER framework). The elaboration of the school feeding policy, and the Sub-Decree 65 are important gains in the institutionalization of the project although further attention is needed to operationalize the Sub-Decree at the sub-national level.

For example, District and Provincial Agricultural Offices interviewed in the evaluation noted that they still needed to receive the Letters of Agreement (LOA) that would allow them to integrate these activities into their annual work plans. Table 14 profiles the annual achievement ratings for each indicator.

Table 14: Activity 4 – Annual Achievement Rates

Indicator	Annual Achievement Rates					EOC Achievement
	19/20	20/21	21/22	22/23	23/24	
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	No data reported	No data reported	No data reported	Stage 2 ¹³⁰ (not achieved)	Stage 5	Limited Progress
Develop safe food production and handling knowledge transfer tools and approach.	No data reported	No data reported	No data reported	Stage 2 (Not achieved)	No data reported	Limited Progress
Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	No data reported	No data reported	150%	333%	191%	On Track

Source: WFP Semi-Annual Reports to USDA (as of March 2024).

Key: **Green** = 90%+ Achievement against targets, **Light Green** = 75-90% Achievement against targets, **Yellow** = 50-75% Achievement against targets, **Red** = <50% Achievement against target.

EQ2.2.2 Factors Affecting Results¹³¹

110. An array of internal and external factors has contributed both positively and negatively to the patterns observed.

Positive Factors

111. **Government Commitment.** The LRP (and school feeding in general) does benefit from a strong national level commitment (especially within the MoEYS) which is reflected in the development of the NHGSF policies and mechanisms but also in the resourcing. Government and private sector commitments to the NHGSF is reflected in the substantive overachievement of indicator 3 (in Table 14 above). All of the schools that have been transitioned to government management are reported to be continuing to provide school meals and the resourcing available for maintaining school meals is considered adequate. The staffing capacity to maintain and scale up LRP (and school feeding programming) is still facing sustainability challenges (hence the Stage 2 rating in the Table 14) but has progressed since the baseline.

112. **WFP regional strategic support.** One positive factor cited by Country Office respondents has been the input of resources available from the Regional Bureau to support the CO which has been ongoing throughout the implementation period. The midterm evaluation highlighted the publication of the Regional School Feeding Implementation Plan (2021-2025) and the development of the Joint Transition Strategy (2022-2025) which provided key directions for school feeding programmes in the region. In particular, the former highlighted the strategic shift towards investing in the transition to “nationally led high quality, sustainable school feeding programmes.” This was considered a principal factor for facilitating the conceptual shift in WFP CO programming from a focus on implementation towards an enabling role that sought to strengthen the national systems necessary for school feeding. The lessons learned from other less successful transitions of SMP schools to national management was seen as a key factor in the piloting of the LRP in Cambodia to strengthen the preparation of schools prior to transition. The latter document operationalized this plan in consultation with the national government in Cambodia. By endline, this investment was seen in the degree of readiness of LRP school to manage the transition – because the LRP allowed for the implementation of processes in alignment with national government processes – and has been a factor for why the planned transitions have been on track and why schools have continued to provide meals after transition.

Negative Factors

113. **COVID-19 and school closures.** As cited earlier, the most significant factor influencing results was the pandemic and associated school closures. This created substantive delays in starting implementation (observed in the annual achievement tables above). More positively, as the pandemic ended and

¹³⁰ The Stage 1 to Stage 5 rating system is part of the SABER methodology where Stage 5 reflects the highest level of institutionalization.

¹³¹ Responds to evaluation questions #9, #10 and #11 under effectiveness.

implementation resumed, achievement rates not only returned to normal levels but frequently overachieved against annual targets.

114. **WFP staffing structure.** At the national level, the degree of operational requirements still necessary for food delivery within the SO1 school feeding programme has meant that the majority of staffing attention remains focused on the operations and coordination for SMP implementation. As a result, the primary mandate, and vision, for the implementation and management of the LRP was left to be conducted by relatively few individuals, leaving the LRP vulnerable to institutional memory loss in the event of transitions of these few staff. On the positive side, the CO has a well-established relationship with the MoEYS, a good working relationship with FAO, a strong programme management team and supportive senior CO management personnel. However, school feeding, agriculture, and nutrition expertise are all located under different SOs in the WFP CSP, which each have SO leads and delivery teams within the structure. The LRP is managed overall as a project by SO1, but its focus on agricultural development makes it functionally more connected to the expertise found in SO2. Prior to the midterm, the SO1 had been managing the smallholder production activities but these responsibilities were then later shifted to the SO2 staff because having an agricultural programme managed by education experts limited the degree to which the CO agricultural development expertise could be provided to support the project. However, the split implementation between SOs also has shortcomings for ensuring coordinated management of the project. Because the majority of financing is under SO1, the prioritization is towards the implementation of activities related to the provision of school meals procurement, as well as supporting assessments, monitoring, and reporting, with less time allocated to the production systems linkages, thus contributing to the differential progress observed between the two objectives.

2.3 EFFICIENCY¹³²

EQ2.3.1 & EQ2.3.2 Cost Alignment with Project Design and Cost-Efficiency¹³³

115. **The budget lines were aligned with project design and expenditure rates are on track after the initial disruptions.** The budget details (see Table 15) show that just over US\$4.2 million was spent up (to March 2024) during the implementation period, including the additional NCE period, representing 90 percent of the allocations from the USDA grant. The remaining expenditures to be finalized pertain to pending contracts under Activity 4 (strengthen national institutional capacities and systems) and the coverage of the evaluation exercise itself.

Table 15: USDA LRP Cumulative Financial Report

Grant Number	Activities	Allocations (US\$)		Cumulative Expenditures (March 2024)	
		Approved Budget	Revised Budget	Expenditures	Expenditure Rate
70000951	Professional Services	\$480,000	\$434,322	\$328,542	75.6%
70000951	Other (All Admin. expenses)	\$437,221	\$437,221	\$419,743	96.0%
70000951	Indirect Support Costs	\$286,854	\$286,854	\$286,854	100.0%
70001067	Act 1- Cash transfers to support the Home-Grown School Feeding Programme (HGSF)	\$2,308,881	\$2,354,559	\$2,208,996	93.8%
70001068	Act 2 - Strengthen capacity of HGSF stakeholders on procurement mechanisms	\$213,024	\$213,024	\$200,683	94.2%
70001069	Act 3 - Technical assistance to producers and suppliers on enhancing production capacity to engage with HGSF market	\$557,218	\$557,218	\$506,831	91.0%
70001070	Act 4 - Strengthen national institutional capacities and systems	\$407,034	\$407,034	\$290,407	71.3%
	School Feeding Service Trust Fund	\$9,767	\$9,767	\$9,767	100.0%
Grand Total		\$4,700,000	\$4,700,000	\$4,251,823	90.5%

Source: WFP CO Finance Unit, March 2024.

¹³² To what extent were LRP operations efficient and timely including: i) cost alignment with project design; ii) cost efficiency; iii) factor influencing cost efficiency; and monitoring and feedback mechanisms for corrective measures.

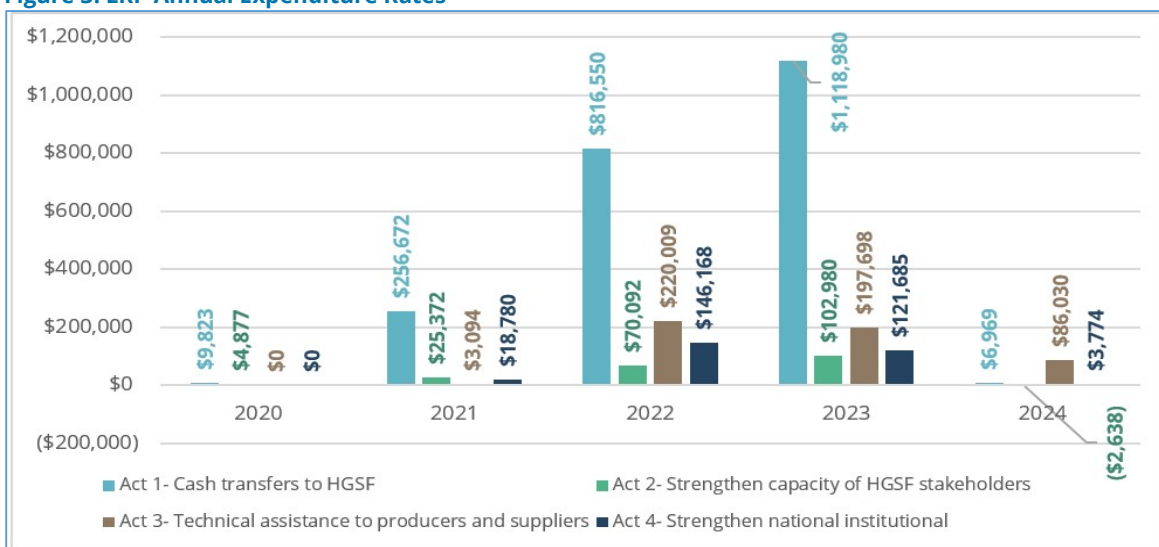
¹³³ This section responds to evaluation questions #12, and #13 under efficiency. These questions as phrased overlap considerably in their treatment and thus are clustered together in the narrative.

116. **Cost efficiency is in alignment for all components of the LRP project.** Cash transfers to the schools comprise by far the largest component of the project costs (representing just over 50 percent of all expenditures within the LRP). The capacity strengthening and technical assistance components in the other three activities represent relatively lower overall expenditures as a component of the budget.

117. Costs per beneficiary are not a particularly relevant evaluation question for a capacity strengthening oriented project. However, within the LRP, the cash transfers to schools are based on a per child basis in alignment with the national HGSP frameworks. The costs per pupil per day per school is calculated at 780 Riel (approximately US\$0.19). This value is set by WFP based on the local market assessments which should assume adequate funds for acquiring sufficient food per child. This was triangulated from interviewed stakeholders during the school visits, who considered this amount as being adequate to provide nutritious school meals to students.

118. **Expenditure rates increased in alignment with the emergence from the pandemic and project implementation rates.** In the LRP, the fact that expenditure rates and achievement rates described earlier increased after the pandemic and are on track to meet end of cycle targets re-affirms that the initial underachievement was not due to HR capacity but external factors such as the pandemic. Details of expenditure rates are in line with the increase in activities that could be implemented following the re-opening of the schools after the pandemic. Cash based transfers predominate overall spending, but all expenditures increased substantively between the 2021/2022 and 2022/2023 implementation periods. The following Figure 3 illustrates the reported expenditures per year for the four activities. The 2024 reporting period is much lower because this only covers the first quarter of 2024 (the project implementation finished at the end of March 2024).

Figure 3: LRP Annual Expenditure Rates



Source: WFP CO Finance Unit, March 2024.

EQ2.3.3 Factors Impacting Cost Efficiency¹³⁴

119. The factors affecting cost efficiency and expenditure rates are the same factors highlighted for implementation rates above. School closures due to the COVID-19 pandemic, as well as the calendar changes to the school year announced in January 2022 after schools re-opened, posed the primary challenges for the budgeting and expenditure reporting. During the pandemic, activities had to be adjusted in nature (for example, cash transfers were re-programmed to support THRs, and initial trainings were switched to an online format) or postponed until Government systems resumed. The delays in finalising the FAO agreement affected the expenditure rates for Activity 3 implementations.

120. This affected the apparent annual efficiency because even in the periods of forced reduced activity, staff and other overhead costs continued. Annual indirect support costs were initially a relatively high

¹³⁴ This section responds to the evaluation question #14 in the efficiency section.

percentage of overall expenditures (approximately 30 percent in year 1) but this steadily reduced over time to less than four percent by the end of the cycle.

EQ2.3.4 Beneficiary Feedback Mechanisms and Levels of Satisfaction¹³⁵

121. WFP beneficiary feedback and complaint mechanisms are not exclusive to the LRP project but rather are integrated as part of the overall holistic HGSF programming which includes not only the LRP, but also the McGovern Dole-supported programming and other school feeding implementation supported by other donors (such as KOICA). Based on interviews with WFP CO stakeholders, the overall community feedback mechanisms (CFM) are increasingly used by stakeholders at both the supply and demand side of the HGSFP. Although not initiated earlier in the project cycle until the schools re-opened and procurement processes could resume, by 2023 around 150 instances of the use of the CFM were reported. Interestingly, about 75 percent of these complaints were submitted by suppliers.

122. Because WFP works with suppliers under multiple donor grants (KOICA, USDA, etc), it cannot be determined from the CFM data what percentage of these complaints came from suppliers associated with the LRP project as opposed to suppliers associated with other project funding. However, there is some evidence that the LRP processes may be reducing supplier complaints because, according to the LRP supplier surveys, there is an overall reported satisfaction with the procurement (80 percent reported being satisfied or very satisfied), and all respondents reported feeling confident in being able to manage the procurement processes moving forward. The primary issue cited in the qualitative interviews pertained to the process for setting the target prices and the relative profitability of the current contracting arrangements (covered further in the Sustainability section below). All stakeholders interviewed during the field visits from the school and supply side did report that they also were able to bring up other logistical issues directly with WFP or the implementing partners, and that most were resolved quickly.

2.4 IMPACT

EQ2.4.1 Intended and Unintended Impact¹³⁶

123. This section is disaggregated by the four main stakeholder categories associated with the LRP programming: Schools, farmers, suppliers, and national level support systems. The quantitative school survey was divided between case schools (29 schools associated with the LRP programming) and comparison schools (21 schools receiving only SMP support from WFP).¹³⁷ When cited in the following sections, these groups are referred to as LRP schools or comparison schools. Elements related to the transition and handover process and sustainability considerations after handover are covered in Section 2.5 Sustainability. [Annex 9](#) contains the frequency descriptions for survey results.

Schools and National Systems

124. **The school-based side of the LRP procurement has been effectively established.** There are several components that inform impact: i) whether standards exist which are comprehensive and clear and linked to overall system operations; ii) whether there is widespread understanding of these standards and stakeholder capacity to implement; and iii) whether these standards can be maintained over the long term. In terms of the standards, the starting point are the HGSF Implementation Guidelines. These guidelines are comprehensive in setting out the operational standards for Activities 1 and 2 and have now been distributed to all LRP schools. These cover the LRP procurement-related operations on tendering, bidding, contractual agreements and application, and food handling within HGSF schools (including food safety, food quality and diversified nutritional standards) and include other aspects on the provision of school meals that apply more to the McGovern-Dole programme.

125. These standards are being applied within the schools. During the field visits to targeted schools, the consensus among respondents was that there has been a successful establishment of local food procurement systems in the schools. Respondents noted that the infrastructure, data systems, and definition of roles and responsibilities had all been well developed. Those schools that had already transitioned from LRP support still reported successfully managing procurement processes and supplying school meals.

¹³⁵ This section responds to evaluation question #15 in the efficiency section.

¹³⁶ This section responds to evaluation question #16 under Impact section. As noted in the detailed methodology discussion in Annex 3 and the Evaluation Matrix in Annex 4, the evaluation questions #17 and #18 overlap conceptually with evaluation questions #9 and #10 and are thus treated together in the Effectiveness section.

¹³⁷ See school disaggregation table in Section 1.4 Methodology.

126. All local level respondents from district authorities through school stakeholders, parents, and children voiced strong support for the provision of school meals during the field visits. Parents and teacher anecdotally noted that they perceived there to be improved educational performance and nutrition among children as a result of the school meals.

127. One unintended positive consequence cited by stakeholders has been the formalization of the cooks' incentives. The provision for incentives for the cooks was formally included in the national HGSF guidelines and a specific standard was provided for all schools. This allowed for an income – albeit limited - for the women involved and shifted the onus from volunteer labour to compensated labour. Respondents in the local school observations noted that they perceived this to be an important improvement in local economic opportunities for women (who were always the cooks) because it was integrated into the formal system of the school management.

128. **National level commitments and mechanisms are in place to continue to support schools in local procurement.** As noted earlier in the relevance section, there is a well-developed national policy framework and architecture to support national HGSF programming. The Royal Government of Cambodia, in particular the MoEYS, is politically committed to the NHGSFP and there exists a policy framework including sub-decrees for inter-ministerial cooperation, to support NHGSFP implementation. This is reflected in the degree of ongoing trainings and orientation provided to schools, beyond those in the LRP. From the survey data, trainings on HGSF have been provided to both the LRP and comparison schools in equal measure. In both cases, 90 percent of the schools reported receiving trainings from WFP or the Government in HGSF processes including procurement processes and bidding. It is likely that the comparison schools were referencing trainings provided by the Government as opposed to WFP or support from other donors. All respondents in both groups reported satisfaction with the trainings. LRP schools were somewhat more likely to report receiving learning materials (95 percent vs. 82 percent) related to HGSF during the school year and more likely to receive booklets related to HGSF (93 percent vs. 68 percent). The primary gap pertains to the linkages at the sub-national level with district agricultural offices and the supply side of the local procurement, and at the national level with the information management and overall staffing capacity to scale up a national programme. These inter-ministerial linkages and the capacity to adequately resource the NHGSFP within the government structure are limitations within the current policy framework (covered in the Sustainability section below).

129. **The LRP interventions have primarily strengthened schools' access to funding sources and the management of suppliers in local procurement.** In theory, the LRP project should have influenced certain patterns when comparing between the case and comparison schools. The LRP schools, based on the project objectives, should provide a more diversified menu, be capable of doing their own procurement, would have a diversified supplier base, and would use agricultural cooperatives or direct purchase from village vendors. In general, the patterns seen from the survey results suggest that the primary contributions are with improved capacity to manage procurement and to make use of WFP funding.

130. The overall school meal configuration was the same between the two types of schools. Although the SMP schools only received rice and oil from USDA through WFP, they reported supplementing these contributions through other means to provide roughly the same menu of foods as the LRP schools. The same percentages of schools in the case and comparison groups reported providing vegetables (such as spinach, *trokoun* (morning glory or water spinach), moringa and so forth) as well as proteins (eggs, chicken, pork, and fish). The comparison schools were more likely to rely on supplemental funding sources to complement the primary funding, especially via contributions from the local communes (50 percent vs. 36 percent), and parental contributions (86 percent vs. 50 percent).

131. Case and Comparison schools all reported using suppliers for local procurement of all the targeted commodities. However, comparison schools were more likely to rely on other entities to do the procurement such as the central government (32 percent) or the local communes LFSC (60 percent) whereas the LRP schools were more likely to be able to manage their own procurement processes and contracting. LRP schools usually were contracting a greater number of suppliers on average compared to comparison schools (1.50 versus 1.41). In both LRP schools and comparison schools, the majority of schools (64 percent) used only one supplier to provide all their commodities, though the LRP schools were more likely to have a greater number of suppliers up to a maximum of five suppliers per school. LRP schools were more likely to agricultural cooperatives or middlemen as suppliers (60 percent for both) while the comparison schools tended to use village vendors (50 percent) or retailers (45 percent). LRP and comparison schools all reported satisfaction with the delivery of commodities for the school meals.

132. **The integration of fortified rice into school meals is successful, but dependent on WFP assistance rather than local procurement.** At the time of design, the LRP contained a component related to the promotion and integration of fortified rice within the school meals programming. This is not specifically tracked within the activity indicators in the performance framework but is included in the semi-annual report narratives. The rationale was that because of its role as the principal staple food in Cambodia, rice offers a good opportunity for large scale supplementation of micronutrients which would help address the current deficiencies in the diet. Studies¹³⁸ on this topic demonstrate the potential of fortified rice to contribute to nutrition outcomes.

133. Within the LRP project, the midterm evaluation noted that introducing local processes for the procurement of fortified rice has been inhibited due to a range of market and logistical barriers, and the establishment of a national locally blended fortified rice supply has not been sufficiently established to support LRP procurement. At the endline, there has been more progress on the use of fortified rice in schools as about three quarters of the surveyed school reported providing fortified rice with school meals. However, less than 10 percent of these schools reported obtaining fortified rice from non-WFP sources (none of the surveyed suppliers reported selling fortified rice to their schools).¹³⁹ Therefore, the majority of the fortified rice is reported to still come from WFP procurement support and there remain logistical barriers for fortified rice inclusion in menus after transition to the national HGSF. This has implications for sustainability of fortified rice provision after transition to the NHGSF (discussed in more detail in the following section).

Farmers and Suppliers¹⁴⁰

134. Both LRP and comparison schools used suppliers for local procurement, and there was no difference in the overall demographics or individual responses between suppliers providing to the case schools and those supplying to the comparison schools. Suppliers and farmers associated with case and comparison schools also reported participating equally in sponsored trainings. This illustrates a lack of systematic linkages between the LRP procurement processes and the support to smallholder producers (and suppliers), but it also affirms the breadth of coverage to these groups across the provinces.

135. Because of the consistency between case and comparison suppliers and farmers, in the following narrative, the reported patterns are based on the overall supplier and farmer surveys with respect to their engagement in local procurement for school feeding and their participation in trainings. The full details of the survey results are found in [Annex 9](#).

136. **The school local procurement primarily supports smaller supplier business.** One positive effect from the LRP interventions has been the inclusion of smaller suppliers within the local markets. According to the IRL quantitative survey of suppliers, those surveyed represented smaller businesses with staff sizes range from one to 10 persons but with an average staff complement of 2.5 persons (75 percent of the surveyed suppliers reported having just one or two staff). Suppliers were most likely to report themselves to be village vendors (72 percent); an agricultural cooperative member (46 percent) or a retailer (46 percent). This represents an increase from the baseline regarding village vendors (15 percentage point increase) and agricultural cooperative members (35 percentage point increase). However, nearly 90 percent of the supplier respondents self-identified as multiple categories of supplier making typology generalizations complicated. The average supplier had been supplying food to the HGSF for two years and supplied to almost four schools on average (ranging between one and eight schools). This is similar to the baseline values.

137. **Women comprise a significant percentage of suppliers and farmers.** The LRP interventions have led to increased participation of women in the supply chain with the SMP. The LRP project documents indicate that female suppliers and stakeholders should be prioritized, provided they either meet essential requirements or can be supported to attain eligibility and join the project. The overall mainstreaming of gender analysis represents progress from previous school feeding programme cycles.¹⁴¹ The LRP baseline and midterm highlighted the need to add gender indicators beyond project participation - retroactively - into the LRP design documents and monitoring plan for the subject to receive appropriate attention during

¹³⁸ Studies include WFP Rice Landscape Analysis (2019); Rice Fortification RoadMap (2019); Multi-nutrient Challenges and Solutions (2019).

¹³⁹ This was through obtaining imported fortified rice available in the larger markets.

¹⁴⁰ Because both LRP and case schools used suppliers in local procurement, there was no difference in the overall demographics or individual responses between case and comparison schools. For this reason, the groups are treated as a single unit with respect to engagement in local procurement for school feeding.

¹⁴¹ 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.

implementation.¹⁴² While gender considerations beyond participation have not been tracked, women represent a substantial percentage of both suppliers and farmers in the LRP and overall procurement to schools. Among the suppliers surveyed, women comprised 71 percent of the overall sample for suppliers. Among farmers surveyed, women comprised 62 percent of the family members who reported receiving training. This is in alignment with WFP internal monitoring data which reported that women comprised 60 percent of the farmers trained through the LRP support. This percentage has increased slightly from the baseline values where women comprised 52 percent of the training participants.

138. **Women’s empowerment:** There is anecdotal evidence of cascade effects from the LRP interventions on women’s empowerment, albeit not systematically tracked. Beyond project participation, there are no additional indicators related to women’s empowerment. However, in the FGDs during the field visits, respondents provided a range of qualitative observations regarding changes they had observed in women’s lives as a result of the LRP. These can be clustered into four categories: economic empowerment, nutrition changes, community participation, and skill development. Three of these four dimensions are aligned with the empowerment outcome categories identified in an evidence gap mapping of United Nations agency interventions sponsored by IFAD.¹⁴³ The evidence gap map categories empowerment by self, social, economic, and political dimensions. In the context of the LRP, the examples of contributions to empowerment are also noted within the success stories that are included in the semi-annual reports, but these categories of empowerment are not systematically tracked as indicators within the current results framework. Table 16 summarizes the primary patterns from the endline interviews and FGDs regarding women’s empowerment.

Table 16: Qualitative Observations on Women’s Empowerment

Type of Empowerment	Qualitative Observations from Focus Group Discussions ¹⁴⁴
Economic	FGD respondents reported that women in the community were involved in supplying food to the schools, either as individual suppliers or as part of agricultural cooperatives and this provided them with a local opportunity to earn income and contribute to household finances. The cooks’ incentives were also cited as an important economic contribution for women.
Nutrition	The school feeding programme ensures that children receive nutritious meals at school, which is beneficial for their overall health and development. Women, especially mothers, are often responsible for preparing meals for their families, so some respondents claimed that the availability of nutritious food at school reduces their burden and ensures that their children are well-nourished.
Community Participation	Women participate in the school feeding programme, both as members of the school feeding committees and as participants in training sessions as well as representing a majority of suppliers and farmers. Some respondents also noted that women appear to be more comfortable operating within the agricultural cooperatives and were observed to have become more active and engaged in the cooperatives.
Skill Development	Respondents noted that through training sessions organized by the LRP project, women had the opportunity to learn more on an array of topics including nutrition, food safety and assorted agricultural practices. They perceived these training to be improving their personal skills and felt that these topics could be applied not only within the school procurement process but also beyond this to their own households and other sectors of the community. This pattern is triangulated with the IRL quantitative surveys which also indicated a high percentage of satisfaction with the trainings.

Source: Evaluation Team Focus Group Discussions

139. **Suppliers have the capacity to manage the local procurement process.** Based on qualitative and quantitative observations, suppliers are aware of, and generally satisfied with, the procedures and processes for the local procurement. As in the baseline, suppliers reported learning about tender opportunities through multiple information streams with the most common being school and commune public announcements (72 percent), public bid announcements (65 percent), or word of mouth (47 percent). The least used communication options were Facebook, public speakers, or students (all of which were under 20 percent).

140. Among the sample, nearly 90 percent of those who supplied commodities in the most recent academic year reported that they were aware of the process and rules for bidding and 97 percent reported that the process was the same as, or easier, than other procurement processes they were involved in, and one hundred percent reported satisfaction with the procurement process (although about 50 percent did feel that

¹⁴² This was not done in the formal USDA reporting although the CO management response plan cites an increased commitment to sponsoring more gender assessments within the programming.

¹⁴³ Singh et al (2022). Interventions for Women’s Empowerment in Developing Countries – an Evidence Gap Map. Sponsored by IFAD and the Green Climate Fund.

¹⁴⁴ These focus group discussions involved women only, represented by mothers of children in the school.

their staff needed further training). The most commonly cited challenge was the interpretation of the tender documents (N=10), followed by simply learning about the procurement opportunity (N=7).

141. **School meals programming may not increase overall market demand in some contexts.** An underlying assumption behind school meals local procurement is that this can stimulate local economies. However, given the relative sizes of the schools, there may not be sufficient demand from schools to significantly change local economic production. School meals programming represents only a small percentage of the market for suppliers except for specific vegetables. Based on the supplier surveys, it appears that while schools represent a market for suppliers, they are not the most significant market and relatively few suppliers reported providing rice, meat, or eggs to schools even though these are significant commodities in their normal businesses. On the other hand, the schools evidently provide the majority of the market for specific vegetables (morning glory, pumpkin, spinach, moringa and long bean), though these are lower value products compared to the proteins. The procurement to the schools does not appear to have changed the market as the percentage of suppliers reporting delivering each commodity did not significantly vary from the baseline values. However, the average volume supplied to schools did increase significantly. Table 17 shows the percentage of suppliers reporting to manage/supply the following products and the respective percentage supplied to the SFP.

Table 17: Average Market Footprint for Suppliers of Local Procurement for Schools

Commodity	Percentage Suppliers Producing	Percentage Suppliers Supplying to HGSP	Average Volume Supplied to Schools (Kg)	Percent of Total Volume Produced (Kg)
Rice	26%	2%	1200	1%
Morning Glory	77%	63%	2545	100%
Pumpkin	65%	63%	597	62%
Spinach	65%	56%	1727	100%
Moringa	58%	58%	277	100%
Long Bean	67%	61%	863	100%
Eggs (Chicken)	77%	7%	51	4%
Eggs (Duck)	72%	67%	186	56%
Meat (Chicken)	37%	9%	484	11%
Meat (Pork)	74%	67%	940	32%
Fish	79%	67%	790	36%

Source: IRL Supplier Survey – Endline Evaluation

142. **The capacity strengthening for suppliers has increased the quality and timeliness of food delivered.** One element of difference between the LRP and comparison schools pertained to returning a commodity to a supplier or trader. The LRP schools reported a much lower percentage of returned items compared to the comparison schools. This could be associated with an increased attention in the supplier trainings regarding food storage and transportation. Table 18 shows the percentage of schools in the two groups that reported returning an item at least once. The consistency across the commodities is due to the fact that the majority of schools relied on a single supplier to supply all commodities – which suggests the returns had to do with the management of the commodities on the part of the supplier rather than a specific issue with a particular food item. Only three suppliers reported having a commodity returned in the most recent academic year (2022-2023). Among the school surveys, all schools at baseline and endline reported being satisfied with the timeliness and quality of delivery, but the percentage of “very satisfied” increased from 27 percent of the schools at the baseline to 54 percent of the school at the endline.

Table 18: Percentage of Schools Reporting Returning a Commodity

Commodity	Percent Reporting Returning Commodity at least once	
	LRP Schools	Comparison Schools
Fortified Rice	0%	0%
Non-Fortified Rice	0%	0%
Morning Glory	11%	27%
Pumpkin	11%	27%
Spinach	11%	27%
Moringa	11%	32%
Long Bean	11%	32%
Eggs	18%	27%
Pork	11%	27%
Fish	11%	27%
Oil	0%	5%

Source: IRL School Survey, March 2024

143. **School meals programming represents a small percentage of the market for farmers except for specific vegetables.** As with suppliers, the school presents a market, but only for specific items. Among the surveyed farmers, 94 percent reported satisfaction with the procurement process. Based on the farmer surveys, it appears that while schools represent a market for smallholder production, they are not the most significant market for most farmers. The following Table 19 highlights the patterns of response for the most recently completed full academic year (2022/2023).

Table 19: Average Market Footprint for Farmers for School Meals (2022/2023)

Commodity	Percentage Farmers Producing	Percentage Farmers Supplying to HGFSF	Average Volume Supplied to Schools (Kg)	Percent of Total Volume Produced (Kg)
Rice	81%	5%	600	11%
Morning Glory	63%	54%	168	50%
Pumpkin	17%	12%	292	36%
Spinach	57%	35%	193	60%
Moringa	12%	6%	25	100%
Long Bean	37%	20%	61	18%
Eggs (Chicken)	7%	1%	23	4%
Meat (Chicken)	14%	6%	313	29%
Meat (Pork)	35%	2%	35	25%
Fish	16%	7%	272	75%

Source: IRL Farmer Survey – Endline Evaluation

144. Schools represent the biggest market for moringa (100 percent), spinach (60 percent) and morning glory (50 percent). Farmers do produce far more meat than is marketed to the schools. Moringa, morning glory and spinach were the products that appeared to be most dominated by the school market. For example, 85 percent of the farmers who produced morning glory sold it to schools and schools purchased 50 percent of all the morning glory produced. These vegetables were relatively low value products compared to meat and fish, suggesting that the profitability for farmers may be lower for vegetable production. Farmers do produce far more meat than is marketed to the schools. The highest prices were for the supply of meat, but these were supplied by a very low percentage of farmers (between one to seven percent of the sample on average). The schools did appear to be a significant market for fish.

145. **The specific contracting arrangements may disincentivize supplier and farmer participation in school procurement.** About 80 percent of the surveyed suppliers stated that they would be interested in continuing to participate in the local procurement for schools, but the qualitative interviews during the field visits did note some concerns from suppliers regarding the current contracting structure. Currently, schools put out annual bids and award contracts for academic years. The prices are set with the tenders for the commodities, and, within the NHGFSF, these are not subject to change. The LRP school respondents noted that for the LRP cash transfers, WFP had adjusted prices within the academic year to account for price hikes, but this is not a feature that is available within the government managed HGFSF schools where the prices are not adjusted throughout the year. In the LRP (and NHGFSF), schools sign contracts as individual units. The two primary issues that emerged from supplier and farmer consultations had to do with aggregation for profitability and the predictability of the market.

146. For the first issue, suppliers noted that contracts with individual schools were feasible when the school was large, and thus able to provide a significant monthly order throughout the year, but there were more challenges for profitability when the schools were small. The indirect costs stayed the same (transportation, procurement) but the profits from small schools were not sufficient to be sustained on their own. This is reflected in the patterns between schools and suppliers cited earlier. Schools averaged one supplier to provide their commodities, but suppliers tended to need to have contracts with four schools on average to persist in the market. In the current configuration, there is no mechanism to intentionally aggregate school contracts to ensure suppliers have enough of a market. Suppliers do get contracts with schools, but each is based on an individual procurement bid and signed contract with an individual school.¹⁴⁵

147. The second issue of market predictability comes from the need of farmers to be able to predict which commodities will have a market when they do their planting – and for suppliers to be able to know which products will be in demand enough to make agreements with farmers. One positive factor noted by the farmers and suppliers was that because the monthly menus are set in advance, this is useful for planning commodity production and acquisition within the contracted school year. However, because the school bids

¹⁴⁵ These patterns are consistent across the three provinces reviewed in this evaluation.

are conducted every year, there is no guarantee for a particular supplier that they will have a contract in the succeeding year – therefore they cannot make long term arrangements with farmers to invest in specific crops. This dynamic is less of an issue for products that have general markets – such as rice, protein, or eggs. Suppliers and farmers can be relatively confident that their produce can be marketed even if they do not have a particular school contract. However, this is more of a concern for the long-term investment and production of the vegetables (morning glory, moringa, spinach and long bean) where the school contracts represent almost all of the local market demand according to the supplier survey. While suppliers and farmers did indicate interest in continuing to be involved in local procurement, when asked what advantages there were, the predictability of the market was the least referenced element.

148. **Agricultural Cooperatives represent a potential synergy for local production but is not yet systematized.** Strengthening engagements with agricultural cooperatives is in alignment with MAFF national strategies for rural development and interviewed respondents perceived agricultural cooperatives as an important mechanism for local procurement. Agricultural cooperatives were perceived to be options for increasing aggregation opportunities, since cooperatives will purchase from their members, and to serve as a more predictable market for the vegetable production to incentivize farmers to invest more in vegetables. The field visits collected anecdotal evidence of improved local participation and production and increased interest in cooperative membership because of the local procurement opportunities, but these were not yet systematized. According to the supplier surveys, only about 20 percent of the commodities obtained were through agricultural cooperatives (about 50 percent were directly from individual farmers). Therefore, while the cooperatives represent a potential, they are as yet untapped.

2.5 SUSTAINABILITY¹⁴⁶

EQ2.5.1 Handover Processes¹⁴⁷

149. **The transition and handover process has progressed since the midterm evaluation.** The LRP was planned as a single-cycle project in support of the school feeding activities and while the LRP project itself has now ended, the local procurement processes and support to local markets and smallholder production are integral components of the NHGSFP. At the midterm, a key consideration involved the readiness of schools for shifting to government management and there has been progress in supporting handover and transition since the midterm.

150. The HGSF model itself began as a hybrid in 2014, but only 27 percent of the total schools under the USDA McGovern-Dole FY19 cycle (522 schools) had had any experience with the model when the LRP began (2019). The LRP baseline in 2020 reported that only 11 of the 163 LRP schools had contracted suppliers (10 in Siem Reap and one in Kampong Thom).

151. In SY 2019/2020, WFP handed over 205 of its school feeding schools to the NHGSFP which was below the pre-COVID-19 agreement of 268 schools. Senior officials at the MoEYS at the time considered the school handover to have been premature. Learning from this experience, WFP and MoEYS developed a readiness checklist (2022),¹⁴⁸ and further updated a joint transition strategy to facilitate the handover and transition process. This appears to have been successful, and schools have been transitioned according to the plan.

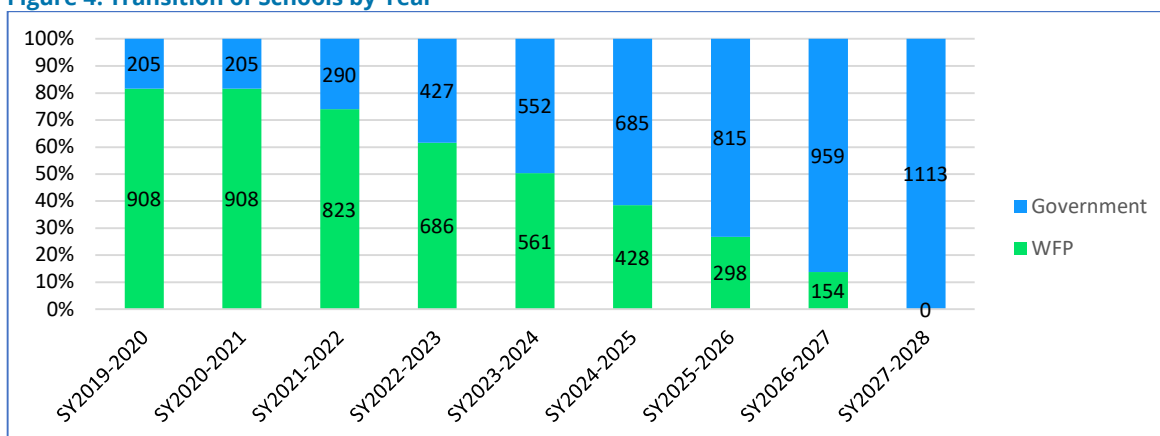
¹⁴⁶ To what degree have LRP results, benefits, and outcomes likely to continue after the programme concludes including: i) handover and transition process; policy framework, and institutionalization; iii) community engagement; and iv) sustainability of gains.

¹⁴⁷ Three separate sub questions in the TOR asked about the handover and transition process – these are combined in a single section to avoid duplication and overlap (#19, #20, and #22).

¹⁴⁸ "Criteria and Plan for Handover of WFP-Supported School Meals to the National HGSFP" (2022)

152. Figure 4 profiles the transition plan for the entirety of schools within the school feeding programme.

Figure 4: Transition of Schools by Year



Source: WFP CO Data 2024, School List SY21-22-SY27-28

153. By the end of the LRP project cycle (March 2024), all schools that had been receiving support as part of the LRP project were scheduled to be transferred to the Government or to the HGSF model (funded by other donors). Table 20 indicates the number of LRP schools supported each school year; by March 2024, these had all been transitioned, as part of the larger WFP transition plan, to the NHGSFP.

Table 20: Number of schools supported through LRP each school year

Province	HGSF-Hybrid (USDA+LRP)				
	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY23-24 ¹⁴⁹
Kampong Chhnang	30	30	30	12	12
Kampong Thom	42	42	42	21	20
Siem Reap	91	91	91	156	26
Total	163	163	163	189	58

Source: Handover School list (SY 19-20 to 22-23)

154. **Not all transitioned schools may have been ready for handover.** The handover of LRP schools to government and their transition into the NHGSFP is part of an overarching umbrella of multiple donor programming streams and not limited to just the LRP project. In parallel with the USDA support, WFP implements SFP activities in Cambodia in two other provinces with support from other donors, in particular the Korea International Cooperation Agency (KOICA), whose funds also enabled the shift from the traditional SFP to the HGSF in the USDA supported schools before handover to the NHGSFP. Other donor streams to the overall WFP school feeding activities include corporate and charity donors, and an annual in-kind contribution of rice, and cash, from the Royal Government of Cambodia. All of these schools, including the LRP supported schools, are nested under the Joint Transition Strategy between WFP and the Government.

155. As noted earlier, as part of the Joint Transition Strategy (JTS), WFP developed a school readiness checklist to determine when a school was ready for transition. To facilitate the ease of management and to account for the assessment of district-level capacities, per the JTS, all schools within any one district are handed over to government when at least 80 percent of the schools meet the handover criteria in the checklist. The qualitative and quantitative data from the field visits suggest that LRP school stakeholders are confident in their capacities to sustain the procurement processes after transition, but there exists the possibility that a small percentage of schools (LRP or non-LRP schools) that are part of transitioned districts may not have been ready for managing the NHGSF processes after transition. Information pertaining to these specific schools is not tracked within the WFP monitoring frameworks after transition, although potentially could be charted through the national SFIS system.

EQ2.5.2 Policy Framework and Institutionalization and Sustainability of Gains¹⁵⁰

156. **It is likely that local procurement processes will continue within schools although the connection to local agriculture development is less strong than originally envisioned.** Based on the field level observations and school surveys, stakeholders have a high degree of confidence that at least at the local

¹⁴⁹ Only through March 2024.

¹⁵⁰ Combining TOR sub-questions pertaining to national level systems and processes with the sustainability of gains to beneficiaries, to mitigate overlap and duplication among the questions (#21, #23, and #24).

level, the schools and district authorities will be able to continue local procurement after the end of the project cycle. School stakeholders believed that the systems are in place, even if there was limited time within the cycle to continue to fine tune and adjust the processes, and there is a clear description of roles and responsibilities for local level procurement. The systems are clearest with respect to the education stakeholders and the school procurement side. There were observations from respondents that although the current school committees and other stakeholders may be familiar for managing the procurement, there were concerns regarding the potential effect of staff turnover in these committees at school and commune level.

157. There is concern regarding the potential sustainability of the LRP management based on the double burden. School based respondents did report that supervision of the HGSP processes is frequently tasked to new staff who are on annual contracts, who often double up as storekeepers. Nevertheless, the interviewed school stakeholders felt confident in their capacities to manage the local procurement processes and cash transfers even as the move from SMP to HGSP creates a more complex system to operate. This was confirmed in the endline school surveys where respondents from schools receiving WFP cash transfers all expressed being confident or very confident in their capacities to continue to manage the procurement processes in the schools.

158. On the supplier side, those suppliers engaged in the procurement process reported confidence in future management of contracts for schools, but because the tender and bidding process occurs annually, there is potentially an incoming cohort of new suppliers who would need to be trained. While WFP reported provided ongoing trainings to incoming stakeholders throughout the LRP cycle, the mechanisms for providing ongoing support to new school, district, and supplier stakeholders is not clearly defined once schools are transitioned to the NHGSP.

159. The differential emphasis among the objectives has led to reduced readiness with respect to the linkages to local smallholder production. The connection between producers and suppliers is dependent on the supplier’s personal relationships with specific producers. There are no systematic linkages between producers and suppliers from agricultural cooperatives at the local level. Part of this lack of systematic linkage is that the smallholder production component was considered within the project as a means to achieve the first objective – local foods for schools – rather than necessarily as an objective in and of itself. Because of this, the roles of the district agricultural authorities, and associated agricultural stakeholders are less well defined – even though the sub-decree for inter-ministerial coordination is intended to address these gaps.

160. **Respondents did note that the ending of the LRP cycle presented an unfortunate break in the progress for achieving six dimensions.** Because of the initial delays to implementation of the interventions targeting suppliers and farmers, the most frequently cited pattern in the responses was along the line of *“things are just now getting started, it is unfortunate that the project is now ending.”* Six themes were consistently cited as items that required continued attention from WFP (Table 21).

Table 21: Remaining Bottlenecks for Farmers and Suppliers

Bottleneck	Observations from Interviews
Formalization of the District Agriculture Offices in technical assistance to LRP farmers	Interviewed District Agricultural Offices were not aware of, or involved in, the LRP sponsored trainings to farmers and suppliers or their subsequent role in follow up and communication with farmers and suppliers. National level stakeholders noted that while the sub-decree outlining the respective roles of MAFF at the local level for supporting school feeding has been developed, this sub-decree has not yet been operationalized into the work plans at the district level.
Orientation and communication regarding procurement processes	The depth of coverage of the trainings is still not sufficient for orientation to the project or smallholder production. Less than 40 percent of the surveyed farmers reported receiving trainings (most frequent trainings were seed selection, soil preparation and climate smart agriculture topics) and 16 percent reported receiving trainings related to the LRP procurement processes.
Profitability and aggregation in how school contracts are handled	This was one of the two most frequently cited bottlenecks in the system. In the current configuration of contracting, cash transfers go to individual schools and suppliers sign contracts directly with each school. While this is feasible for larger schools close to urban centres, the smaller schools with relatively low orders are not considered profitable unless a supplier can aggregate orders across multiple schools. While a single supplier may end up with aggregated contracts for multiple schools, this is not the intention in the system. Different products were also considered more or less profitable with the protein products having the highest profitability and rice the lowest. When contracts are signed with schools for the provision solely of a less profitable item, this reduces the incentive of suppliers to maintain involvement.

Bottleneck	Observations from Interviews (continued)
The Target Pricing process	<p>The other most frequently cited bottleneck pertained to how the target pricing was set for the products. All classes of stakeholders observed a lack of awareness for how the target pricing was set, how frequently it was set, or who would continue to lead the process after transition.</p> <p>One important consideration pertained to the frequency of price revisions within the calendar year. Respondents noted that WFP provided the opportunity to review target prices within the calendar year to make adjustments to accommodate price increases. However, after transition, the target pricing set by the government was fixed for the entire school year regardless of price fluctuations within the year.</p>
Agricultural Cooperative involvement in school meals	<p>Agricultural cooperative engagement is considered a potentially important component in the LRP procurement process. While supporting cooperatives is part of the overall MAFF strategy, cooperatives also provide the opportunity for aggregation of products from small farmers to be able to market not only to the schools but to other venues. While some cooperatives are involved, this has not yet been systematically integrated into the school procurement systems.</p>
Food Sourcing and Food Safety considerations	<p>According to LRP parameters, suppliers are required to provide 70 percent of the products from locally producers. However, respondents noted that there is currently no mechanism for verifying the sources of foodstuffs provided to the schools and there were observations that most respondents felt that a significant percentage of foods were sourced from imported, but cheaper, sources rather than local production. Food safety trainings were also cited as important components to continue to be provided to farmer, supplier, and school stakeholders.</p>

Source: Qualitative Observations from Endline Interviews

161. **There are potential bottlenecks at the national level for ongoing inter-ministerial management of local procurement and information management.** Using USDA LRP funds, capacity strengthening has focused on policies and guidance, financial and operational procedures and structures, and local procurement processes for HGSP. At the local level, reflecting the respondent observations, the HGSP Implementation Guidelines are comprehensive in setting out the operational standards for Activities 1 and 2 and have now been distributed to all LRP schools. These cover the LRP procurement-related operations on tendering, bidding, contractual agreements and application, and food handling within HGSP schools (including food safety, food quality and diversified nutritional standards) and include other aspects on the provision of school meals that apply more to the McGovern-Dole programme.

162. With respect to the ongoing inter-ministerial management of the LRP, at the national level within the MoEYS, the limited time remaining in the project post-pandemic limited the ability to enable the consolidation of longer-term objectives prior to the end of the cycle (for example, the degree to which the policy framework and Sub-Decree could be cascaded to local levels and operationalized within agricultural plans). The limited time also prevented the full operationalization of the MAFF agreements with FAO for more systematic smallholder trainings in production and LRP processes.

163. With respect to overall supervision and information management of the LRP component at the national level, the national MoEYS staffing numbers for information management presents one of the major bottlenecks in achievement of the objectives for strengthening institutional capacities and systems. As part of the McGovern-Dole programme, WFP developed a School Feeding Information System (SFIS) to improve the Government's data collection, management and reporting processes, and the system has now been rolled out to support operations management and reporting (including the supplier quotation process) in schools. During the field visit interviews, school respondents generally reported satisfaction with the system. The local school storekeepers and directors reported that the SFIS functioned well for selecting suppliers, generating school menus, and reporting. There were challenges mentioned such as lack of computers or access to the internet, but overall, the observations were positive. While the guidelines are now established for local management, the knowledge management component connected to aggregation at the national level is still in progress. At the national level within MoEYS, there are relatively few staff responsible for managing the entirety of the school meals programming, including the local procurement component. This places challenges in terms of post-transition monitoring of LRP processes and there is some concern from national level stakeholders that there are insufficient resources available within the MoEYS to manage the true costs of the school meals programme including the local procurement management.

164. In terms of monitoring data for the NHGSP, WFP was still crucial in monitoring and managing the technical elements of the system, such as cleaning and verifying the data input from schools. The process of system upgrades and handover to schools is still managed by WFP.

165. **The procurement and bidding systems is currently developed as a "one size fits all" which may not be as appropriate for certain types of schools.** Local level stakeholders described four types of

arrangements among the schools with respect to local procurement: whether a school was large or small; and the school's proximity to central markets. The overwhelming consensus among the respondents was that the current approach and systems being used was most suitable (and sustainable) for large schools located near markets. The size of the school made the predictability and volume sufficiently attractive to suppliers on a single contract and the proximity to markets reduced costs absorbed by the suppliers in terms of transportation and storage. At the other end of the spectrum, small schools located far from markets were considered to be the least likely to be able to sustain local procurement after transition without mechanisms for either supplier aggregation or other mitigation measures to overcome logistical challenges. Respondents were not clear on their understanding of the target prices for commodities but were under the impression that these prices were set at a single national level, and they consequently believed that this may undercut the actual value of the commodities for the more remote schools compared to those closer to markets.

166. In addition, the small schools further from the markets were also considered the least likely to have the requisite infrastructure for preparing meals at the school (access to water, electricity, a dedicated kitchen, and space for children to eat). Respondents posited a series of potential alternatives to the 'standard model' of school feeding – though not all of these would be feasible – including developing catering systems or a variation of the take-home rations whereby children took the commodities home and parents cooked them and sent the prepared food with the children to the school; or relying to a greater extent on parental contributions in wealthier schools to run the entire school meals programming so that more resources from the MoEYS could be invested in the more vulnerable schools.

167. On the procurement side, options proposed from respondents included considering alternatives to single school contracting to allow for enhanced or more systematic aggregation of commodity supply; considering mechanisms for more flexibility in target pricing (currently the national government sets the price once per year and does not adjust it in response to price hikes or inflation throughout the year); and considering mixes of bids to allow for a mixture of commodities with low profitability (such as vegetables) to be more systematically linked to high profitability commodities (protein sources).

3. Conclusions and Recommendations

3.1. CONCLUSIONS & LESSONS LEARNED

Overall Summary

168. The following conclusions and lessons learned are oriented to respond to the summative questions from the original USDA evaluation TOR.

Summative Question 1: To what extent are the benefits of the LRP project likely to continue beyond the termination of WFP interventions for the targeted beneficiaries?

169. The benefits of the LRP project are likely to continue beyond the termination of WFP interventions although several challenges remain. On the positive side, there is evidence of established local procurement processes. The transition to the NHGSF modality has been largely successful with schools demonstrating adequate local procurement capabilities. This capacity is likely to be sustained after transition in the form of locally-managed procurement systems. In addition, sub-national levels, including school and commune committees, have shown progress in understanding and implementing procurement processes. Finally, the prioritization of women's participation in procurement has led to empowerment gains. Nevertheless, there are two primary areas of concern for sustainability. First, schools alone do not represent a sufficient market for suppliers, necessitating the aggregation of contracts to maintain supplier profitability. This is compounded by the fact that the local procurement by schools does not appear to make a substantial difference in local economic stimulation due to the sizes of these contracts. Second, the systematic linkages of local procurement with agricultural stakeholders, especially smallholder producers, is less developed, potentially further limiting the long-term contribution to local agricultural development.

Summative Question 2: What improvements should be made to the LRP project in the future?

170. Potential areas for improvement for similar future projects should focus on four dimensions: i) strengthening the linkages between procurement processes and agricultural stakeholders (including district authorities); ii) develop and pilot a range of procurement and supply models to determine the most appropriate fit for certain contexts; iii) pilot how schools may leverage increased market demand through aggregation or linkages with other local institutions; and iv) complement the relatively well established sub-national procurement capacities with additional national level support – particularly in areas such as information management, and the cost of staffing and managing school meals programming.

Criteria Specific Conclusions

171. **Relevance.** The LRP was strategically relevant to the needs of Government and Local stakeholders and provided a strategic opportunity to support the transition of schools from an imported in-kind school meal programming modality to the government supported and managed NHGSF modality relying on locally purchased commodities. The schools managed by WFP are able to go through a phased transition to enhance subnational and local capacities for procurement prior to handover of schools to the government management. This has allowed the transition process to proceed relatively smoothly as the LRP mechanism mimics the procurement modality under the NHGSF. Because the design of the LRP approach aspires to include the needs of multiple stakeholders, there are challenges for prioritization amongst the competing interests and objectives. For example, the objectives of increased local smallholder production are relevant, but different from maximizing procurement efficiencies for schools, which is yet again different from providing a form of social protection through the provision of school meals. These disparate objectives, while each relevant, can be seen in diverse ways depending on the position of national or sub-national level stakeholders.

172. **Effectiveness.** There has been substantive increase in implementation activities since the midterm evaluation, particularly in the activities focused on the institutionalization of the LRP processes. There have been substantial improvements in the achievement rates of the performance indicators since the midterm evaluation. Achievement rates are highest for those indicators targeting local school capacities for procurement processes (cash transfers and strengthening school procurement systems). The overall coverage and quality of the cash transfer process has been successful with the schools and procurement related indicators have met or exceeded targets. The components related to technical assistance to smallholders has started but is less advanced and less well integrated with school procurement opportunities. The institutional capacity strengthening progress is most evident at the subnational level with processes being understood well at school and commune committee levels. The national level capacity strengthening has been successful but is not yet achieving the implementation targets set out in the original design. The primary factors contributing to delays in implementation are the school closures due to the pandemic and the delays in reaching the partnership agreements with FAO support to suppliers and farmers.

173. **Efficiency.** Overall cost efficiency for project implementation is in alignment with the project plan and indicates relatively low overhead costs due to the emphasis on capacity strengthening within the LRP. The budget lines in final reporting were in alignment with the expected investments at project design, and expenditure rates are on track to be finalized by the end of the cycle. After initial delays, expenditure rates increased in the post-pandemic period with the growing project implementation rates. On the procurement side, the amount of the cash transfers, calculated on a per child basis, is in alignment with the national HGSP rates (which are considered adequate for the provision of a nutritious school meal)

174. **Impact.** The national level commitments and mechanisms are in place to support schools in local procurement after their handover - the school-based side of the LRP procurement has been effectively established. There are positive examples of women's empowerment gains from participation in the LRP as suppliers and farmers (or school cooks), even though these are not systematically tracked in the existing LRP results frameworks. There is a high degree of confidence from both the school stakeholders and suppliers on being able to manage the procurement processes at a local level after transition, although, due to the process of handover based on a district-by-district approach, this has meant that a small percentage of schools were handed over to the NHGSFP even though they were not yet ready. Suppliers are satisfied with the local procedures and procurement, and there has been an increase in the quality of food commodities delivered since the baseline. There has been less impact in linking smallholder producers to the school procurement - suppliers will purchase from smallholders, but this is not systematic. An additional constraint is that the schools do not, by themselves, represent a sufficient market for suppliers to maintain themselves. Suppliers are required to aggregate school contracts to maintain profitability, and the demand for certain products (the vegetables) is low outside of the specific school market, meaning that suppliers are unlikely to invest in

aggregating these products without assurance of longer-term contracts. The agricultural cooperatives may be a potential mitigation measure for this aggregation challenge, but the inclusion of cooperatives in the local procurement has only recently begun. There was a missed opportunity to test alternate models within the project period that might maximize impact.

175. **Sustainability.** The handover and transition process has progressed well since the midterm evaluation, and it is likely the local procurement processes will continue within schools even if the connection to local agricultural development is less strong than originally envisioned. The effective halving of the project cycle time period due to the pandemic delaying implementation has presented unfortunate consequences for ongoing processes that have been established, but which require further fine-tuning and adjustments including: the formalization of the agricultural stakeholders in the technical assistance; modeling alternative approaches to contracting, aggregation, and profitability; the procedures and flexibility of setting the target prices for commodities; the linkages to agricultural cooperatives to the procurement; and further strengthening food sourcing and safety considerations. While the local level capacities are sufficient for local procurement, there are still potential bottlenecks for national level scale up and management, including assessing the true costs of managing the LRP, information management systems, and staffing levels at the national MoEYS level. The procurement and bidding systems are currently developed as a “one size fits all” which is most relevant for large schools close to markets but presents challenges for smaller schools more distant from markets.

176. **Lessons Learned:** The experience and learning from the implementation of the LRP has led to the identification of four primary lessons learned.

- The LRP, as an intermediary mechanism to support the transition from WFP managed schools to government management, has had a significant positive impact in terms of the readiness of schools for this transition. The LRP has helped broaden the view of what a school feeding programme can achieve. This type of model is important to integrate into future school meals programming, especially true because current USDA supported configurations (such as the McGovern-Dole FY22 in Cambodia) do not have a cash facility to provide this type of transition support for schools as they prepare for handover.
- The amount of time of the project has been functioning has not been sufficient for maximizing sustainability after transition. Even without the pandemic, the amount of time available within the cycle would have been sufficient for developing and rolling out systems, but not sufficient to allow for the ongoing adjustment and fine-tuning of the systems based on the lessons learned from the application of the systems. Furthermore, the delays have not helped smooth coordination and collaboration of inter-ministerial engagement.
- There are ongoing opportunities for WFP technical assistance post-transition in systems and processes including: i) true costing of staffing for scale up; ii) refining the bidding guidelines and communication; iii) information management technical support; iv) refining the processes and parameters for commodity target pricing; v) increased linkages to agricultural stakeholders (including cooperatives); and vi) strengthening government monitoring capacity for food quality and safety – including sourcing considerations.
- The LRP focused on implementing a specific model in alignment with government policy. There was a missed opportunity to take advantage of the space to pilot multiple approaches to determine potential contextual fits to bigger or smaller schools, and/or those that are in wealthier or poorer communities, and/or those that are more or less remote, to identify potential adaptations to the ‘standard model’. This included both how school meals are provided to children and experimentation with different configurations of the procurement process.

3.2 RECOMMENDATIONS

177. Based on the patterns in the findings and conclusions, this endline evaluation presents seven recommendations (Table 22). This includes two recommendations from the midterm evaluation that are still relevant for continued attention. The LRP itself is not continuing as a standalone project, but the McGovern-Dole FY22 project includes capacity strengthening components relevant to local procurement processes. Therefore, these recommendations are provided with the perspective of how to continue to integrate and strengthen local procurement and smallholder agricultural production into the ongoing McGovern-Dole FY22 project as well as the overall National Home-Grown School Feeding Programme processes. Recommendations and lessons learned are relevant not only in Cambodia but throughout the region (where applicable).

Table 22: Table of Recommendations

#	Recommendation	Focus	WFP Responsibility	Other Entities	Priority	By When
1	Recommendation 1: Refining Technical Assistance. Based on the lessons learned from the endline evaluation and the NHGSFP review, WFP, in collaboration with the MoEYS and NSPC, should refine the ongoing technical assistance package within the McGovern-Dole FY22 project, based on the SABER assessment of what WFP can provide to Government in the post-transition phase. This may include, but not be limited to, the following themes: true costing for scale-up and staffing of LRP related elements, bidding guidelines and communication, ongoing SFIS technical support, revisions on the commodity target pricing approaches and parameters, MoEYS monitoring for food quality and safety,	Strategic	CO SF Unit	MoEYS, CO Senior Management	High	Quarter 4 2024
2	Recommendation 2: Smallholder Agricultural Production. Based on the lessons learned from the endline evaluation, WFP, in collaboration with the MoEYS, NSPC, and MAFF, should continue to support the development of strengthened linkages between the NHGSF and strengthening local agricultural production within the current McGovern-Dole FY22 package. This may include, but not be limited to, the following themes: continued support for operationalizing the relevant sub-decrees for inter-ministerial coordination; continued support for the enhanced linkages to agricultural cooperatives; supporting market feasibility studies to identify the potential breadth and range of school meals as an agricultural markets; identifying mechanisms for verifying supplier sourcing from local production; and ongoing explorations for strengthening marketing and profitability for suppliers and farmers.	Strategic	CO Food Systems and SF Unit	MoEYS, MAFF, MOH, NSPC, FAO	Medium	Quarter 3 2024
3	Recommendation 3: School Fit for the Standard NHGSF Model. Based on the lessons learned from the endline evaluation, WFP, together with MoEYS and the NSPC, should define a standard model for NHGSFP and then conduct an assessment and mapping of the types of schools (size, distance from market, existing infrastructure, vulnerability population) best suited for the application of the standard approach to NHGSF procurement and school meals provision. As part of this exercise, would be a census review and mapping of national schools which may not be best suited to apply the standard model.	Strategic	CO SF Unit	MoEYS, NSPC	High	Quarter 3 2024

4	<p>Recommendation 4: Piloting Adaptations for Delivery. Based on the lessons learned from the endline evaluation, WFP, in collaboration with MoEYS, should support the development of an array of pilots to assess the feasibility of multiple food delivery models within the NHGSF that might better fit the contexts of different types of schools. This may include, but not be limited to, pilots to explore alternative school meal provisions for schools with minimal space or infrastructure such as catering, in-home provisions, or other variations. These pilots would also include an analysis of which types of schools fit which types of adaptations best.</p>	Strategic	CO SF Unit, Food Systems Unit	MoEYS, MAFF, NSPC	High	Quarter 4 2024
5	<p>Recommendation 5: Piloting Adaptations for Procurement. Based on the lessons learned from the endline evaluation, WFP, in collaboration with MoEYS, and NSPC and MAFF, should support the development of an array of pilots to assess the feasibility of multiple procurement and contracting models within the NHGSF that might better fit the contexts of different types of schools. This may include, but not be limited to, pilots to explore multi-year contracting, different contracting modalities that enhance aggregation, assessing the most appropriate level for managing procurement contracts, and determining the viability of local food sourcing (versus imported foods or other regional sources). These pilots would also include an analysis of which types of schools fit which types of adaptations best.</p>	Strategic	CO SF Unit, Food Systems Unit	MoEYS, MAFF, NSPC	High	Quarter 4 2024
6	<p>Recommendation 6: Unready Transitioned Schools. According to the Joint Transition Strategy, all schools in a district are transitioned to the NHGSFP if 80 percent fulfils the criteria of readiness, leaving potentially up to 20 percent with gaps in procurement capacity. WFP, in collaboration with the MoEYS, should consider a mechanism to systematically identify, assess and provide technical assistance to those schools that were handed over without being fully ready. This collaboration would include developing a map of these schools, an updated assessment on progress, and, in collaboration with MoEYS, an ongoing plan for remedial technical support to these schools.</p>	Strategic	CO SF Unit,	MoEYS, NSPC	High	Quarter 4 2024
7	<p>Recommendation 7: Visibilizing LRP gender contributions. In alignment with the baseline and midterm evaluation recommendation, WFP, together with USDA and in consultation with MAFF, MoEYS and the Ministry of Women’s Affairs, should seek to integrate and visibilize the LRP contributions to gender equality, by improving gender sensitivity in the results frameworks for the next project cycle of school feeding (even if it does not include an LRP project itself). This would include the identification of gender indicators that would measure the concepts of gender equality identified in the endline: economic empowerment, Individual skills development, and community participation.</p>	Operational	CO SF Unit, Food Systems Unit, RAM Unit	MoEYS, MAFF, Ministry of Women’s Affairs	Medium	Quarter 3 2024

ANNEXES

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

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 ¹⁵¹	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 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.

¹⁵¹ 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.

Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

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 2023¹⁵², to assess performance of the programs and associated interventions critically and objectively 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.

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.

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.
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, schoolgirls and schoolboys from different groups participating in group discussion as part of field survey and being consulted in individual interviews.

Subject of the Evaluation

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)

¹⁵² Activities on the ground will start later once baseline is approved by USDA – estimated to be June 2020.

per capita of USD 1,384.42 in 2017¹⁵³. 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 poverty¹⁵⁴. 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".¹⁵⁵

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, or most of the country's poor¹⁵⁶. 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 rate¹⁵⁷. 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 met¹⁵⁸ and the figures for malnutrition remain higher than most countries in the region.¹⁵⁹ 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.¹⁶⁰
13. Cambodia is ranked 116 out of the 160 countries on the most recent Gender Inequality Index¹⁶¹ (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.^{162,163,164,165} Cambodia is also ranked 93 out of 149 countries on the Global Gender Gap Index 2018¹⁶⁶. 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 provinces¹⁶⁷, 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 work¹⁶⁸.
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

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

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

155 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.

156 Cambodia Inter-Censal Population Survey, 2013

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

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

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

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

<https://www.unicef.org/cambodia/6.Maternal.pdf>

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

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

163 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.

164 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%).

165 Human Development Report, 2015, UNDP

166 Human Development Report, 2015, UNDP

167 Commune Database 2013, Ministry of Planning

168 CSO report on Cambodian gender issues. 2009

rates have steadily declined in the last five years,¹⁶⁹ 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.¹⁷⁰

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.

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
18. The USDA-McGovern-Dole program has two strategic objectives: 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.
19. The USDA-LRP has one strategic objective: 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 schoolboys and 41,000 schoolgirls while the HGSF-hybrid covers 270 schools and benefits 33,800 schoolboys and 31,200 schoolgirls. 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

¹⁶⁹ Final Draft Education Strategic Plan 2019-2023, MoEYS, May 2019.

¹⁷⁰ 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

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.¹⁷¹ 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

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 years¹⁷² 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
LRP	Strategic Objective 1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement

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

¹⁷¹ UNESCO/UNICEF (2012) Asia/Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO and UNICEF.

¹⁷² 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).

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:
 - 29.1) 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.
 - 30.2) Be used for ongoing project monitoring activities to regularly measure activity outputs and performance indicators for lower-level results,
 - 31.3) 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
 - 32.4) 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.
33. 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.
34. 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.
35. 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.

36. 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.

The Evaluation Criteria and Questions

178. **Evaluation Criteria** The evaluations will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability¹⁷³. 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.

179. **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. These are only the key indicative questions designed 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.

Data Availability

37. 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.
38. 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.
39. 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.
40. 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.

Methodology

41. 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.¹⁷⁴ 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 impartiality.
- 3) Use mixed methods (quantitative and qualitative) to ensure information from difference methods and

¹⁷³ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

¹⁷⁴ 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.

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 ongoing 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.
42. 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.
43. 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.
44. 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

45. 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.
46. 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 preemptive action before going down to the field.

Quality Assurance and Quality Assessment

47. 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.
48. 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.
49. 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.
50. 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.
51. 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](#)¹⁷⁵, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
52. 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.
53. 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.
54. 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.
55. 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

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

¹⁷⁵ [UNEG Norm #7](#) states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability."

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
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. Analyse data and Report ¹⁷⁶	Evaluation Report			Evaluation Report		
6. Validate, Disseminate and follow-up	Combined Management Response, Dissemination plan ¹⁷⁷ , and Follow-up action plan					

57. **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**).
58. **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

Evaluation Conduct

59. 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;
60. In designing and organizing the data collection among minors, existing Ethical Research Involving Minors¹⁷⁸ will be used as guidance, as well as WFP's respective guidance as it becomes available from the Office of Evaluation.
61. 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

176 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).

177 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.

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

exercises - WFP's 2012 Policy on Humanitarian Protection¹⁷⁹ providing a framework for use of personal data, WFP's Corporate Information Security Policy¹⁸⁰ and Directive on Information Disclosure,¹⁸¹

62. 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.
63. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession. For the WFP CO evaluation manager, s/he will not take any role in the independent evaluation team and has no direct involvement in the implementation of the subject of the evaluation.

Team composition and competencies

64. 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 strengthening (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. 	

65. 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.
66. 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

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

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

181 [2] <http://docustore.wfp.org/stellent/groups/public/documents/cd/wfp220970.pdf>

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

67. 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.
68. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

Security Considerations

69. **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.
70. However, to avoid any security incidents, the Evaluation Manager is requested to ensure:
 - The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
 - The team members observe applicable UN security rules and regulations –e.g. curfews etc.

Ethics

71. 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.
72. 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

73. The **WFP Cambodia Country Office:**

- a- The WFP CO Management will take responsibility to:
 - o Assign an evaluation manager for the evaluation
 - o Compose the internal evaluation committee and the evaluation reference group
 - o Approve the final ToR, inception and evaluation reports.
 - o 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](#)).
 - o Participate in discussions on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
 - o Organise and participate in two separate debriefings, one internal and one with external stakeholders
 - o Oversee dissemination and follow-up processes, including the preparation of management responses to the evaluation recommendations
- b- The **Evaluation Manager:**
 - o Manages the evaluation process through all phases including drafting this TOR
 - o Ensures quality assurance mechanisms are operational
 - o Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team

- o Ensures expected use of quality assurance mechanisms (checklists, quality support)
 - o 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.
 - o 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.
74. **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.
75. **The Regional Bureau:** the RB will take responsibility to:
- o Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
 - o Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
 - o Provide comments on the draft TOR, Inception and Evaluation reports
 - o 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.
76. **Relevant WFP Headquarters divisions** will take responsibility to:
- o Discuss WFP strategies, policies, or systems in their area of responsibility and subject of evaluation.
 - o Comment on the evaluation TOR, inception and evaluation reports, as required.
77. **Other Stakeholders (Government, NGOs, UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members of the group.
78. **The Office of Evaluation (OEV).** OEV, 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.
79. **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

Communication

80. 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.¹⁸²
 - 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.
81. The Communication and Learning Plan will include a dissemination strategy, indicating how findings will be disseminated and how key stakeholders will be engaged.
82. 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.

Budget

83. 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.
84. 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.

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

Annex 2: Evaluation Timeline

Phases, Deliverables, Timeline	Date	Led by
Phase 1: Preparation		
Planning/reconfirming the schedule of the exercises with the selected Team	30 Nov 2023	EM & ET
Provision of the data/electronic library to the Evaluation Team	30 Nov 2023	EM & ET
Phase 2: Inception		
Briefing TOR to evaluation team	N/A	EM & EC
Remote desk review and submission of a draft inception report (IR)	19 January 2024	ET
Sharing the draft IR (Draft 0) with DE QS and ERG, RB, donor (as required/agreed with the donor) and relevant WFP Headquarters divisions for comments	19 January 2024	EM & EC, ERG, SBP, DEQs, RB
Revise draft IR based on feedback received from DE QS and ERG/SBP, RB and submit final revised IR (Draft 1)	07 February 2024	ET
Review final IR and submit to the evaluation committee for approval	Approval by 23 February 2024	ET, EM, EC
Phase 3: Data Collection		
Survey / collection of quantitative data	26 Feb - 15 March 2024	IRL
Briefing of evaluation team at CO	04 March 2024	ET & WFP CO
Data collection (3 weeks overall)	04-21 March 2024	ET
Debriefing of evaluation team at CO	22 March 2024	ET & WFP CO
Phase 4: Data Analysis and Reporting		
Draft evaluation report (ER) (Draft 0) and submit to WFP	26 April 2024	ET
Submission of quantitative data results and analysis to WFP CO	03 May 2024	IRL via ET
Sharing the draft ER with DEQS, ERG/SBP and relevant WFP Headquarters divisions for comments	10 May 2024	EM
Reviewing comments received from DEQS, ERG/SBP and relevant WFP Headquarters divisions, and then share to ET	17 May 2024	EM
Revising the drafted ER based on DEQS and ERG/SBP comments and submit to WFP	24 May 2024	ET
Sharing the revised ER (Draft 1) with WFP for EC approval and then share with USDA for comments	31 May 2024	EM & ET
Revision of the draft ER based on comments from USDA	2 Sept 2024	USDA and ET
Phase 5: Dissemination and Follow-up		
Develop dissemination material as identified as WFP	30 Sept 2024	EM, EC, WFP Programme and Management
Attend and present in evaluation dissemination event with external stakeholders (on or offline) – to be discussed and confirmed	Oct 2024	EM & EC

Annex 3: Methodology

3.1 OVERVIEW OF METHODOLOGICAL PROCESS AND APPROACH

180. **Overview.** Per the original TOR, the scope of the evaluation covered the temporal period of four school feeding years (2020 to 2023) in the provinces of Siem Reap, Kampong Chhnang and Kampong Thom. The evaluation included all activities and processes related to the LRP design, implementation, monitoring, and evaluation as well as resourcing and reporting relevant to answer the evaluation questions. The temporal scope of the activities has been extended to March 2024 as part of the NCE, and data collection for the evaluation was done in March 2024 in the three mentioned provinces.

181. For the endline evaluation, the full set of evaluation questions (EQs) originally described in the TOR frame the overall approach. The original EQs contain duplication and overlap between them (for example, two general questions in addition to the OECD-DAC criteria questions, which are summative questions building on the findings from the other EQs and overlapping with the other dimensions). The first general question explores the potential sustainability of the gains for beneficiaries and overlaps with section 6 on sustainability. The second general question asks for recommendations for future projects based on lessons learned, which overlaps with questions from the dimensions of design (relevance), operations (efficiency) and internal and external factors affecting results (impact). To reduce duplication and overlap, the general questions were used for organizing the findings in the Evaluation Report rather than be treated as unique questions within the evaluation matrix.

182. **Methodological Approach.** The complete evaluation series¹⁸³ has been founded on a theory-based, participatory and gender-sensitive research methodology. The overall methodology used a mixed method approach where quantitative primary data collected at baseline and endline is triangulated against information from qualitative data from all three phases, as well as secondary sources, to enhance the reliability and validity of findings.

183. A theory-based approach tests the causal assumptions implicit in the project logic (Annex 5.1) and Foundational Results Framework (Annex 5.2) through both qualitative and quantitative methods. Quantitative analysis examined available data to examine the relationships between the project activities implemented, expected outputs, and available quantitative outcome indicator data.¹⁸⁴ This was complemented from primary quantitative survey data collected by the survey team in case schools and comparison schools,¹⁸⁵ and from qualitative interviews and focus group discussions held by the evaluation team to provide in-depth insights into the mechanisms affecting results and help validate or challenge the proposed causal pathways. These approaches have been integrated into an Evaluation Matrix (Annex 6) which further expanded lines of inquiry from the key evaluation questions outlined in the ToR. The matrix includes sub-questions informing each of the evaluation criteria and outlines both indicators and data sources including collection, analysis, and quality of evidence. The matrix draws on the indicators referred to in the RF of the project to measure achievements and serves as the foundation of all data collection tools. The evaluation methodology triangulated information from different methods and sources to enhance the validity of the findings.¹⁸⁶

184. The evaluation developed findings on LRP performance through a comparison between schools that have received LRP support, schools that have not received LRP support, and schools that have been subsequently transitioned to government management. The evaluation team used a hybrid approach that is part remote and part in situ (described below). Per the TOR (Annex 1), this methodology drew on secondary material and raw data from WFP and other stakeholders, including WFP monitoring reports, it re-administered the farmer and supplier quantitative survey, and elicited primary qualitative data collection through KIIs and FGDs with key stakeholders in the case and comparison schools. Qualitative methods were used to capture stakeholder voices through interviews and FGDs with project implementors, participants (implementors of the project activities such as LSFC members) and beneficiaries (individuals who directly or indirectly receive gains

¹⁸³ Baseline (2020), midterm (2022), and endline (2023) evaluations as explained in paragraph 2 in the Introduction section.

¹⁸⁴ The quantitative indicators for the LRP will all be measured through the WFP monitoring systems.

¹⁸⁵ Case schools are considered to be those receiving support via the LRP project, while comparison schools are those that have not been supported by LRP activities or which have been subsequently handed over to Government management.

¹⁸⁶ Secondary documents (assessments, reports etc) from WFP and others collected during interviews; WFP/implementing partner's monitoring data; KIIs with engaged stakeholders (WFP/implementing partners/government counterparts) & school community participants (LSFC) & other development stakeholders in the country; FGDs with LRP beneficiaries (suppliers and farmers).

from the project, such as the farmers and suppliers). The qualitative interviews included schools that have been handed over to government management as well as schools currently receiving LRP support.

185. **Gender Considerations.** Gender equality and women's empowerment were evaluated and incorporated into the evaluation process activities in four ways, based on social criteria within a network of interconnected power structures (such as policies, laws, and the media): (i) adapting technical assistance to the specific needs of women and men; (ii) ensuring the equal participation of women and men in food security and nutrition activities within the LRP project; (iii) increasing the participation of women and girls in household, community, and society decision-making related to the LRP project; and (iv) a fundamental strategy that respects their rights to ensure the safety, dignity, and integrity of women, and men.¹⁸⁷ The details of these four categories are described below.

(i) Adaptation of activities. The ET analysed the extent to which GEWE objectives and mainstreaming principles were included during implementation and in alignment with the SDGs and other system-wide commitments to gender rights. Gender analysis assessed the extent to which different voices, vulnerabilities, capacities, and priorities of women and men are reflected in project design, targeting, implementation and monitoring. It considered how distinct beneficiary groups of women and men benefit from the project socially, financially, or materially; also assessing the degree of equitable access and power sharing between women and men. This was done through consultations with the LSFC, suppliers, farmers (including SHFs) and other market system actors as part of the qualitative data collection and review of secondary materials.

(ii) Participation. The ET anticipated that gender needs and opportunities would differ between each stakeholder group, such as access to inputs or bulking mechanisms at the smallholder level, or access to credit and financial services at supplier level. Analysis included a review of LRP engagement and feedback mechanisms to identify potential gender issues that arise and how these are addressed during implementation. Gender analysis also included anticipated and unanticipated outcomes, challenges encountered, and solutions found, areas for improvement, and offer recommendations to inform project management and a sustainable handover.

(iii) Increasing empowerment. Gendered evaluation questions range from cross-checking the extent to which project design aligns with specific needs of women and men, whether data and monitoring systems are able to inform GEWE processes and outcomes, and whether GEWE outcomes vary by stakeholder group (for instance, farmers and suppliers). The ET ensured that data collection included active participation of disaggregated stakeholders to understand the project from distinct perspectives at farmer, supplier, school and local authority, Government and WFP levels.

(iv) Rights. The ET sought to understand the local gender dynamics and how they relate to the national context, including Government and WFP policies and programmes; and work in ways appropriate to the sociocultural context and harmonized with the United Nations Evaluation Group (UNEG) Code of Conduct and Ethical Guidelines for Evaluation.

186. As part of this sensitivity, female respondents were interviewed separately and by the female ET member where feasible, so that all respondents can freely express their views and concerns. Female enumerators were prioritized during recruitment by the survey company. Involvement in the FGDs with farmers and suppliers were disaggregated by gender wherever possible. Similar steps were taken to ensure all respondents feel that consultations are conducted in appropriate locations at conducive times of day. Based on past experience, the ET fully expects a high percentage of female participation in FGD sessions, not least because females represent the majority of the contracted suppliers.

187. A range of stakeholders both inside and outside of WFP have interests in the results of the evaluation and many of these were asked to play a role in the evaluation process. The stakeholders come from multiple groups including WFP and MoEYS, implementing partners, school directors, suppliers and farmers, United Nations agencies, USDA and other donors and government officials at different levels. Representatives from each of these groups were interviewed or surveyed during the data collection phase. The categories of stakeholders have not changed from the baseline exercise and the following Table presents a summarized description of the stakeholder categories and their interests in the evaluation. The evaluation involved these

¹⁸⁷ This assessment and integration are also in line with the National Action Plan to prevent Violence against Women 2019-2023 and Neary Rattanak Strategic Plan 2019-2023.

stakeholders through key informant interviews (KIIs) and focus group discussions (FGDs) as well as quantitative surveys (to suppliers and farmers).

Summarized Stakeholder Analysis

Stakeholder	Interest in the Evaluation	Who (specifically for the Evaluation)
Internal (WFP) Stakeholders		
WFP Country Office Cambodia	As the CO is responsible for programming, the results of this evaluation would directly influence the direction to be taken in LRP activities within the larger context of other partners' work.	Management and technical units of relevance to LRP
Regional Bureau (RB) [Bangkok]	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other Country Offices.	RBB technical units of relevance to LRP
WFP HQ	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate project themes, activities, and modalities, as well as for overarching corporate policies and strategies.	HQ technical units of relevance to LRP
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluation outputs respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders, as identified in the evaluation policy. Findings may inform thematic or regional syntheses and corporate learning.	No direct contact anticipated.
External Stakeholders		
Beneficiaries	As the participants and recipients of support under this activity, beneficiaries have a stake in WFP determining whether its assistance is accountable and effective.	Farmers (women and men, usually small holders), suppliers (women and men). School administrators are indirect beneficiaries, as are school cooks and procurement committee members ¹⁸⁸
HGSF school Communities	School communities are key stakeholders in the implementation of the HGSF programme: i) local authorities are responsible and fund the supportive role they play (e.g. in supplier selection; ii) school-level HGSF Committees responsible for food handling and reporting.	Local leaders and other significant community stakeholders, such as the HGSF/LSFC, Commune Council
Government (MoEYS, MEF, MAFF, and others)	The Royal Government of Cambodia has a direct interest in knowing whether WFP activities in the country are aligned with its priorities. Also, whether they are harmonized with the action of other partners and meet the expected results. Issues related to capacity strengthening, handover and sustainability would be of particular interest.	Government representatives at central levels. NSPC at the national level. MoEYS and MAFF departments at local levels (incl. Provincial Department of Agriculture, Forestry and Fisheries (PDAFF), and the District Agriculture Offices (DOA).
United Nations Country Team (UNCT)	FAO is a key partner for SFP/ LRP and would have a direct interest in the evaluation. The UNCT provides a harmonized approach which should contribute to the realisation of the national food security programming; therefore, other UN agencies have an interest in ensuring that WFP projects are effective in contributing to their concerted efforts.	FAO United Nations partner agencies under the United Nations Development Assistant Framework
Donors (USDA) and other partners	The main donor has an interest in knowing whether their funds have been spent efficiently and if the work of WFP has been effective and contributed to their strategies and projects. USDA should use evaluation findings to inform project strategy, results frameworks, and critical assumptions. Other donors who are funding school feeding would be important complementary interviewees for understanding potential future resourcing; as well as interviews with the various non-government agencies supporting the project.	USDA, World Bank, KOICA, USAID PLAN International, World Vision

¹⁸⁸ At the far end of the indirect beneficiary spectrum, children ultimately receive school meals, but the meal preparation process and delivery were not part of the LRP project. Children were interviewed as part of a combined parent/child FGD exercise to contribute to the deliverables related to compiling success stories.

Evaluation Reference Group (ERG)	WFP formed a reference group, comprising key stakeholders in the country, to provide inputs and contribute to this evaluation process. The evaluation should inform the future direction of LRP processes and hand-over strategies.	ERG members (see Annex 7.3 for details)
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Source: Evaluation Team Baseline Study, 2020 and Midterm Evaluation 2022.

3.2 EVALUABILITY ASSESSMENT

188. Evaluability is the extent to which an activity or a project can be evaluated reliably and credibly. Evaluability is supported through the existence of available data and the presence of a results framework with an implied theory of change. The LRP documentation shared with evaluation team (ET) for the endline evaluation includes the project design documents and RFs, evaluations (including the LRP and the McGovern-Dole baseline and midterm evaluation reports, and the McGovern-Dole FY19 endline report), reviews of ongoing or past operations, monitoring, assessment, and partner reports. WFP strategies - at both country and corporate levels - as well as policies and normative guidance are also available. Stakeholder institutional planning documents are also likely to be available as supplementary information.

189. The baseline established that the LRP was designed in line with the corporate strategic results framework (SRF), and its objectives, outputs, outcomes, and targets are recorded in the project design documents. All relevant SRF indicators include gender disaggregation. Monitoring reports, as well as the annual standard project reports to USDA, indicate achievements of outputs and outcomes for activities that have been operational, thus making the project achievements evaluable against the stated objectives. Monitoring reports also include gender disaggregated descriptions of beneficiaries reached through LRP activities. All outcome level indicators ([Annex 5](#)) were reported on for the baseline evaluation (2020) which took place before the LRP began and were reported against during the midterm evaluation in 2022 and include gender disaggregation.

190. Constraints throughout implementation have affected data reliability. During the baseline, the primary constraint was delays in the identification and engagement of suppliers and farmers into the LRP, which impeded the development of a strong baseline dataset. A baseline survey in 2019 was conducted by the then baseline evaluation team with suppliers and farmers who were anticipated to eventually become part of the project. After resumption of project activities following the pandemic closures, WFP utilized a 'rolling baseline' that was applied to actual recruited suppliers in the 2021/2022 school year. During the midterm evaluation, the primary constraint involved the disruptions in the planned programming due to the COVID-19 pandemic. This had a cascade effect on multiple dimensions of the evaluation including limiting the degree to which project activities had been implemented, limiting the utility of the implied theory of change in the RF, and reducing the amount of time available for outcome level indicators to be affected. For example, during the disruptions, WFP and its counterparts adapted the school meals programme to THRs for households under the government 'IDPoor' categories 1&2, which changed the targeted outputs from those in the foundational RF. It was therefore determined that no quantitative data collection would occur during the midterm evaluation, which instead drew on WFP and partner monitoring data.

191. The reliability of available data/information is assumed to have been robust based on verification and triangulation by the ET. Comparisons were made against the original baseline quantitative data, the rolling baseline managed by WFP since 2022, and the results framework data described in the WFP annual country reports. Site visits played an important role in the verification of secondary data.

192. Although some potential constraints exist for evaluability, the ET nevertheless believes that the LRP was reliably evaluated taking into consideration the effects of the delays and adjustments caused by the pandemic. The LRP project documentation contained clear statements of intended results, defined and appropriate indicators, as well as the other documentation and data already compiled. The breadth of engagements presented some difficulties in generalizability from the sampled field site visits but triangulation with the quantitative surveys and qualitative information from KIIs at different levels provided reliable evidence for addressing the relevant TOR questions as part of the endline evaluation.

3.3 DATA COLLECTION INTERVIEWS AND ANALYSIS

193. **Document Review.** The document review addressed all evaluation criteria with particular pertinence to evaluation questions under the criteria of efficiency, effectiveness, and impact ([Annex 6](#)). The desk review of relevant documentation, included:

- Project proposals and project budget; progress reports on implementation;
- Donor agreements and reports;
- Financial reports on LRP expenditures;
- Results framework activity and outcome indicators;
- Assessment reports (e.g., markets, the impact of COVID-19 on livelihoods/VAM/gender analysis);
- Monitoring & Evaluation (M&E) Unit reports and raw data, including other gender-disaggregated data;
- Secondary data including the MoEYS annual Education Management Information System data.
- Cooperating partners' project monitoring reports or data;
- WFP policies and strategies on local and regional procurement, food security & gender;
- International and regional conventions on gender equality, local gender studies;
- Production and socio-economic data and reports from stakeholders.

194. **Primary Quantitative Data Collection.** The quantitative data collection in all evaluation rounds has been carried out by a third-party company, (KonTerra's local partner), Indochina Research Limited (IRL), who contracted the data enumerators, organized the logistics, and presented the raw datasets to the evaluation team for analysis. The primary quantitative data collection replicated the baseline survey exercise and were based upon schools and suppliers interviewed in 2019 (and replicated in 2022 by WFP). The survey took place between 04 and 17 March 2024. The primary quantitative surveys and data collected during this round of evaluation contributed to triangulation with other data sources to address the evaluation criteria of effectiveness, impact, and sustainability (Annex 6).

195. During the baseline exercise in 2019, the ET developed a sampling process to track the contributions of the USDA-supported project over the entire cycle. From the list of WFP-assisted schools, sampling was undertaken for the quantitative surveys as well as for the qualitative FGDs and KIIs with school, district, and provincial authorities. At baseline, a total of 56 schools were selected in a case-comparison model; 35 LRP schools and 21 comparison schools. The quantitative surveys interviewed three classes of stakeholders: 167 school stakeholders (school directors (or other designated school staff responsible for LRP procurement)), 53 suppliers, and 58 farmers associated with the suppliers.¹⁸⁹

196. In 2022, WFP sampled suppliers and farmers again in a similar process and considered this the start-up of the LRP implementation with suppliers and farmers emerging from the pandemic closures.

197. The endline quantitative exercise was intended to replicate the surveys in the same 56 schools as the baseline. However, due to handover of a number of project schools in the interim (notably those in Kampong Chhnang and one district in Siem Reap), the ET and WFP agreed for the endline evaluation exercise that a total of 29 case schools and 21 comparison schools would be surveyed. The comparison schools are those that either never received LRP project support or which had been handed over to government management and are no longer receiving LRP support. The comparison schools allow for the evaluation to assess to what degree processes have been maintained since handover. The exercise surveyed 43 suppliers (intended to be one per school, although some suppliers work with more than one school) and 86 farmers (two per supplier).¹⁹⁰

Case and Comparison Schools by Province

Province	Case schools	Comparison schools	Total
Kampong Thom	7	8	15
Siem Reap	22	13	35
Total	29	21	50

198. For each school (both case and comparison), one supplier per school was selected, with an intent to represent female suppliers within the overall sample consistent with the overall gender ratio of the suppliers. The selected supplier in turn nominated two associated farmers who supply the commodities. As feasible, one

¹⁸⁹ The original baseline plan had intended to have two farmers interviewed for every supplier, but not all suppliers brought two farmers for interviews.

¹⁹⁰ Although the data tools used are the same as those used by WFP for recording their USDA LRP indicators in the RF, the datasets collected by the evaluation team should not be considered the official USDA LRP indicator values for two main reasons. First, the survey is a sample of suppliers in case and comparison schools while the WFP RF indicator data should be only from case schools and be a census, not a sample. Second, the RF indicator values supplied by WFP monitoring processes have additional validation exercises and are supplemented by SFIS information.

female and one male farmer was selected in each place. The supplier and farmer sample reflects the number of schools from the baseline currently in the project.

199. Surveys were again administered by IRL staff using the same structured survey ([Annex 8](#)). To support quality assurance, spot-check monitoring visits by an independent assessor were conducted during the supplier and farmer data collection to ensure the process was appropriately conducted. Interviews were done either at the respondents' home or their associated schools for the supplier and farmer surveys, and at the school for the school survey. Annex 9 includes the frequency descriptions for the primary survey questions and comparison the baseline values.

200. **Qualitative Data Collection.** Qualitative data addressed all of the evaluation criteria with particular emphasis towards the relevance and sustainability questions. Qualitative data was gathered through KIIs and FGDs with a range of key stakeholders at national, sub-national and school/community level (such as the LSFC), using participatory methods where possible. One of the deliverables for the endline evaluation report is the presentation of two success stories that best illustrate the impact of the LRP (and the McGovern-Dole School Feeding project). These were collected from the school, supplier, and farmer interviews via an adaptation of the Most Significant Change (MSC) exercise for the LRP, with an additional FGD with selected parents (and children) during the field mission school visits to contribute insights into the success stories for the overall school feeding programme.¹⁹¹ The MSC exercise question was included in the interview guides for these stakeholders. Three in-country evaluation team members worked together in Phnom Penh and the provinces, and a remote team lead provided oversight and guidance and conducted remote interviews.

201. The range of stakeholders identified was intended to promote the participation of different groups, including beneficiaries (farmers and suppliers) as well as other stakeholders such as provincial and district officials in the education and agriculture sectors. The sampling criteria used for these stakeholders is associated with the specific positions in schools, districts, and government offices connected to the LRP project. Sampling of these positions was done predicated on the selection of schools that serve as the qualitative field visits.

202. At the baseline, the sampling exercise led to the selection of eight schools for qualitative visits. Four main criteria were used to select the site visit schools: i) information richness (are the schools (and associated stakeholders) sufficiently familiar with LRP activities to provide insights?); ii) accessibility (can the schools be accessed by the evaluation team?); iii) gender (does the mix of schools and stakeholders adequately represent gender distribution?); and iv) diversity (does the mix of schools represent the variety of LRP schools and include hybrid and HGSF schools?). Based on these criteria and the selection of the specific project site visits, the final selection was made (in consultation with WFP personnel during the baseline) to ensure that the identified schools represented the important stakeholder groups, and the diversity of the schools affected by the interventions.

203. During the midterm qualitative data collection, to better track changes over time in schools, the ET chose to use a panel study approach for the school visits. This meant that the team visited the same sample of eight schools selected for qualitative interviews as in the baseline, and all suppliers delivering to these selected sites were interviewed during the field visits. The ET also identified two farmers from each of the suppliers, one female and one male, where possible. The selected schools were not part of the primary quantitative data collection surveys conducted by IRL, to avoid survey fatigue with selected schools.

204. For the endline evaluation, the team proposes to follow the same format for the qualitative interviews as conducted during the midterm evaluation (see Table 12 for the selected schools). Suppliers and farmers selection was done to ensure adequate representation of women within the overall sample. The specific roles to be interviewed within government and the school are fixed, but to the extent possible, the ET sought to ensure gender diversity among the overall stakeholder lists. During the midterm evaluation, the evaluation team visited 10 schools in total: six schools that were supported by LRP project (traditional + Hybrid), two schools that had been transitioned recently to Government management (HGSF) and two schools that were the traditional in-kind model only. The LRP and traditional model schools had been part of the baseline exercise as well. The endline followed a similar pattern by prioritizing the same ten schools even if these have been transitioned, because this would allow for tracking of the ongoing evolution of the local procurement processes after handover.

¹⁹¹ Ethical protocols for interviewing children are discussed in section 3.5 – Ethical Considerations.

205. A set of semi-structured interview guidelines (presented in Annex 8) was developed at baseline and was updated for the endline to take into consideration the additional TOR evaluation questions. The guides were tailored to each respondent group to ensure that relevant areas of evaluative enquiry were covered during each interview. The guides are based on the questions from the Evaluation Matrix and were used to facilitate discussions and gather stakeholder opinions, collectively and individually. All sub-national interviews and FGDs were carried out by the ET members within the country following informed consent protocols. A number of national level interviews and WFP/United Nations system interviews were conducted.

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

207. After the data collection phase, an exit debriefing workshop was held with WFP staff (and potentially other stakeholders) to present preliminary findings and allow any clarification needed prior to the more detailed data analysis and reporting phase and enable discussion around potential directions for preliminary recommendations. A PowerPoint presentation of these preliminary findings has been made available to WFP.

208. **Data Analysis.** The qualitative data was analysed using a narrative thematic approach. The ET regularly reviewed the evidence collected to verify key observations and findings, and to raise any important disparities. Daily team meetings served to discuss findings, clarify, and determine any issues that required further verification. Throughout the data collection process, the full team regularly and jointly reviewed evidence to verify and strengthen key observations and findings and noted where important differences lay. While individual team members played a focal role in their specific areas, regular discussion and triangulation ensured a broad and complementary coverage in all areas under review and provided additional checks and balances regarding impartiality.

209. The quantitative indicators reported on in the USDA LRP results framework are reported on and compared across time as extracted from the USDA semi-annual reports. All indicators and trends have been compiled in Annex 9 of the evaluation report for due diligence. In the narrative, those indicators with particularly salient patterns related to the evaluation criteria were prioritized in the discussion. For example, the activity indicator results contributed to addressing the criteria of effectiveness, while the outcome indicators responded to the impact criteria questions. The primary quantitative data collected through the evaluation stakeholder surveys was analysed by replicating the baseline process and used the data collected in 2019 by IRL and by WFP in 2022 as points of reference.

210. The primary quantitative data collected in 2024 was checked, cleaned, and prepared for analysis by IRL in coordination with the ET. Data collection and entry was designed to allow the identification of existing errors. The ET research analyst verified the data and systematically check data accuracy, consistency, and validity. Then, the distribution of each variable was examined for inconsistencies in codes plus discrepancies in values plus logical distribution, and any issues found crosschecked with the IRL team. The ET then analysed the cleaned data using SPSS and R software packages and the results presented as gender-disaggregated (wherever appropriate) descriptive statistics for the report. This data was made available to WFP in a separate package. During the endline evaluation exercise, descriptive statistics, and frequencies for all questions were compared against the values from 2019 and 2022.

211. Evidence collected was verified and corroborated through systematic triangulation. To ensure impartiality and reduce the risk of bias, the methods did promote the participation of different groups of stakeholders, including women and men. In particular, triangulation of the gender-sensitive aspects of the project were prioritized. To ensure data integrity and factual accuracy throughout the review process, regular discussions within the ET enabled them to compare, triangulate and analyse data collected, supporting continuity and consistency.

212. The team mitigated bias by relying on a cross-section of information sources and through triangulating the information received. Triangulation methods that promoted the participation of different stakeholder groups (as well as women and men separately) were used to ensure impartiality and reduce the risk of bias. The key triangulation methods used for validating analyses and findings were as follows:

- Sources: Comparing information from different sources;
- Methods: Comparing information collected by different methods;

- Investigators: Involving more than one evaluator to assess the same issues;
- Using the evaluation matrix: Data from different sources can assist in identifying key findings, conclusions, and results.

213. These approaches ensured that the evidence collected is verified and corroborated through systematic triangulation. While individual team members served as focal points in their specific areas, regular discussion ensured broad and complementary coverage in all areas under review and provide additional checks and balances. In cases where conflicting versions or information emerge, the ET pursued in-depth questioning alongside further investigation of secondary data to ensure balanced evaluative judgments are made. In some cases, it may emerge that the strength of evidence varies on judgments made on various aspects of the project. Where the ET finds data to be weak in the course of the evaluation, this was acknowledged in the Evaluation Report, as well as any areas for suggested further data gathering identified.

214. Descriptive information along with gender disaggregated quantitative results was the primary focus to present the final results. Analysis did include GEWE considerations, and gender-sensitive aspects of the LRP was prioritized. To the extent possible, the endline evaluation did seek to determine the wider contribution of the LRP project to the overall strategy of WFP Cambodia on gender through its various social protection interventions. Through review of secondary documents and information from the KIIs, the ET did explore gender-specific considerations in the project design and implementation plans to ensure positive change for all participants. Proposed data instruments and methods allow for data to be gender disaggregated and to explore power and control dynamics. The ET did pay special attention in the Evaluation Report to ensure that the views and opinions of women (and girls if possible) are adequately captured and incorporated into the analysis.

3.4 ETHICAL CONSIDERATIONS, RISKS, AND MITIGATION MEASURES

215. **Ethical Considerations.** The WFP decentralized evaluations must conform to WFP and UNEG ethical standards and norms. Accordingly, KonTerra is responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, 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.

216. Interviews was carried out in accordance with the UNEG Ethical Guidelines for Evaluation,¹⁹² notably to ensure that all key informants and respondents understand that their participation in the qualitative interviews and quantitative surveys is voluntary and that information collection from individuals did proceed on the basis of the considerations mentioned above. Participants were informed of the purpose of the evaluation and how the information and perspectives they provide was used. WFP staff did not take part in interviews or FGDs beyond introductions, unless they are direct participants.

217. All team members did remain impartial and independent during this work and declare no direct interest or recent history in WFP activities in Cambodia.

218. All data collected was used solely for the purpose of this evaluation, and all field notes did remain confidential and were not turned over to public or private agencies, including WFP. Any data later provided to WFP was anonymized. If/where unanticipated effects of the intervention on human rights or gender equality are identified, this information was verified as much as possible and passed to the appropriate authorities or agencies for further investigation.

219. The MSC exercise with parents (and children) in the schools did produce feedback to contributing to the 'success stories' to be delivered by the ET, and did follow the UNICEF Procedure for Ethical Standards in research, evaluation, data collection and analysis related to child consultations.¹⁹³ Children did not be interviewed separately as a group or individually, but rather they did attend and participate in the MSC exercise accompanied by their parents, who must give their permission for their child's participation and for allowing the use of any material (or photos) obtained in the resultant communications products.¹⁹⁴ A sample permission form is given on page 144.

¹⁹² Available at: <https://www.unevaluation.org/document/detail/2866>

¹⁹³ https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

¹⁹⁴ The relevant forms are found in [Annex 8.9](#) alongside the Parent/Children MSC interview guide.

220. To adhere to the USDA policy on personally identifiable information, the Evaluation Report did not include any names, details, contact information, or any combination of title, location and/or other information that might lead to the possible identification of the individual providing the information as part of the work.

221. **Risks and Assumptions.** While the limitations and restrictions associated with the COVID-19 pandemic have mostly subsided, ongoing risk factors were assessed, and contingencies made if required. However, not adjustments to the plan were needed.

222. The security situation in the country is stable, and access to the schools and other locations was straightforward as this work was conducted during the dry season. Nevertheless, there could have been a risk of not being able to meet all the stakeholders proposed within the assigned fieldwork period, in particular access to some farmers who contributed to the agricultural food products aggregated by suppliers. To mitigate this, the team schedule and logistics allowed a maximum number of daily interviews to be held across the target provinces within the time available (see [Annex 9](#) for the field mission schedule).

223. Language and cultural barriers were limited as all the in-country evaluation team members were Khmer nationals, or fluent in the Khmer language; all are also fluent English speakers.¹⁹⁵ Any additional constraints were ameliorated by the presence of the national team consultants. The evaluation team reviewed the evaluation interview guides in advance to ensure that key concepts described in English were understood in Khmer.

224. The learning component of evaluations requires some level of experience with the LRP/HGSF implementation to draw feedback from stakeholders and recommend adjustments, especially those stakeholders within the sub-national context. This implies the need for a greater focus on meetings with officials at district and commune levels. The delayed start-up of the LRP activities after the pandemic could potentially have presented a significant challenge to collecting quality data. For example, a possible limitation could have been the level of awareness of supply chain actors of the project and engagement processes (for example, bidding procedures) due to the pandemic delays. However, priority was given to identifying information-rich contexts where the HGSF has been operational for several years (i.e., in Siem Reap), to understand the challenges faced, solutions found, and to draw lessons to inform future projects.

¹⁹⁵ Khmer is the only language present in the targeted school areas.

Annex 4: Previous Recommendations

The following describe the baseline and midterm recommendations for the LRP.¹⁹⁶

Recommendations from the 2020 LRP Baseline Evaluation

#	Recommendation
1	WFP CO and MoEYS should jointly update and consolidate activities into a comprehensive, gradual, evidence-based transition plan.
2	The WFP CO should coordinate with MoEYS, the MoH and MAFF to develop a capacity strengthening strategy that outlines clear roles and responsibilities for the implementation of the LRP for each of the ministries at national, sub-national and local levels.
3	The WFP CO, in collaboration with the MoEYS, MoH and MAFF, should seek to strengthen the mechanisms for coordination on LRP implementation as a complement to the capacity strengthening strategy.
4	Before the LRP midline, WFP should support the MoEYS to undertake a systematic review of the national school meals implementation that started in SY 2019/20.
5	WFP CO, drawing on existing tools and guidance and available technical support, should explore options for enhanced nutritional inputs to the school meals.
6	WFP CO, together with USDA, and in consultation with the Ministry of Women's Affairs, should integrate specific gender indicators into the project's Results Framework.

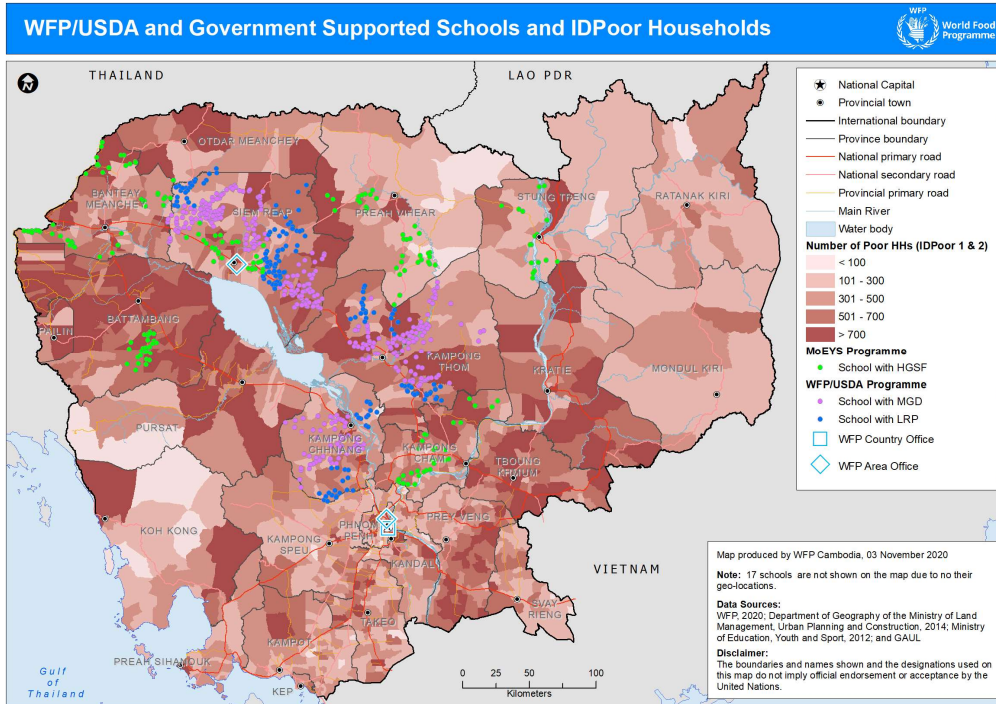
Recommendations from the 2022 LRP Midterm Evaluation

#	Recommendation
1	Recommendation 1: A no-cost extension (for the existing LRP project) plus renewal of McGovern-Dole programme. WFP should continue to be engaged in supporting the Government in the implementation and transition of the HGSF beyond the current programme cycle timeline. More time is needed for transition and sustainability. Given the delays caused by the pandemic, in addition to the recently approved USDA support for the next cycle, if there are unspent funds from the current LRP, there should be a request for a no-cost extension to utilize these funds, combined with a new activity including cash transfer components from other donors, that would help strengthen the linkages of the SMP with smallholder procurement, and strengthen local government cash transfer processes for local procurement.
2	Recommendation 2: NHGSFP Review and Lessons Learned. In alignment with the baseline report recommendation, WFP should support the MOEYS to undertake a systematic review of the national school meals system in schools handed over since 2019. This review should draw on the five SABER-SF dimensions to identify the challenges that need to be addressed, key lessons learned, and an assessment of the systems (beyond school level stakeholders) that are necessary for NHGSFP implementation. An important component for consideration in the review should be to identify operational processes that inhibit smallholders' local participation and explore adjustments to increase local their participation.
3	Recommendation 3: Joint post-transition accompaniment. Based on the lessons learned from the midterm evaluation and an NHGSFP review, WFP, in collaboration with the MOEYS and NSPC, should conduct a systematic adjustment to the LRP processes to identify what is feasible and possible within the existing Government systems, structures, policies, and resourcing to support local procurement. This may include the adjustment of the NHGSFP processes and systems, including procurement, implementation, monitoring, and reporting processes to match the national context (i.e. available resources and capacities). However, this process should also identify the areas for ongoing WFP technical assistance to government after handover and transition and should include a dedicated time period for WFP to continue to accompany the Government in its implementation of the NHGSFP.
4	Recommendation 4: Joint MAFF/MOEYS coordination mechanism. WFP, in collaboration with the MOEYS, MAFF, and NSPC, should determine whether the formalization of the sub-decree for school feeding supports the development of a mechanism or framework to allow for MAFF and MoEYS to intersect more naturally, and that would replace the current convening role played by WFP in supporting MAFF and MOEYS intersectionality. This

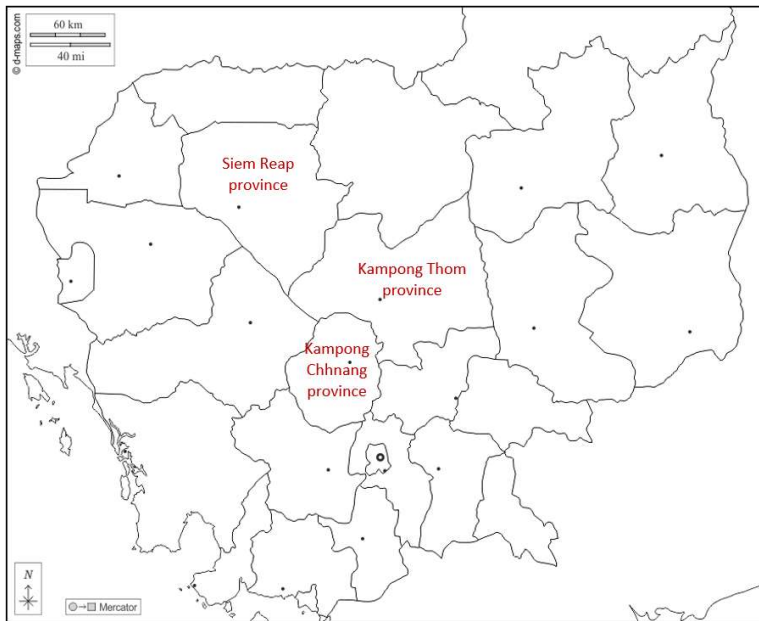
¹⁹⁶ At the time of the baseline exercise starting in 2019, recommendations for programming implementation were expected to be provided as part of the baseline report. This requirement has since changed within WFP and baselines are no longer expected to provide recommendations.

	may include assessing the government food security mandates (under CARD) and the SFP social protection mandates, to identify if there are opportunities for an expanded definition of social protection that would allow for MAFF inclusion under the NSPC.
5	Recommendation 5: Gender sensitive procedures. WFP, in consultation with MAFF, MOEYS and the Ministry of Women's Affairs, should conduct a gender analysis to seek to integrate increased gender sensitivity into local and regional procurement processes for school meals in HGSF and NHGSFP schools by concentrating training and capacity strengthening efforts on suppliers and smallholder farmers on women and their organizations, improve access to credits if needed, and other potential organizational support. Procurement processes should be adjusted to better match smallholder women production cycles, and payment mechanisms should be adjusted to allow for the participation of smallholder women as suppliers.
6	Recommendation 6: WFP staffing adjustments. For the remainder of the project cycle, 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. The SF Unit and AO should consider upgrading staff capacity to better understand the D&D process, to contribute towards continuing engagement in the government processes and provide a wider WFP ownership of a transition and technical assistance accompaniment role to Government and governance.
7	Recommendation 7: Visibilizing LRP gender contributions. In alignment with the baseline report recommendation, WFP, together with USDA and in consultation with MAFF, MOEYS and the Ministry of Women's Affairs, should seek to integrate and visibilize the LRP contributions to gender by improving gender visibility in the results framework for the next project cycle of school feeding (even if it does not include an LRP project itself). This would include the identification of gender indicators that not only measure gender participation but also gender transformative change.

Annex 5: Maps



Target Provinces for LRP Evaluation Data collection



Annex 6: LRP Results Framework and Indicator Data

6.1 PROJECT LOGIC

225. The LRP design to support schools to use a local procurement model relevant to the needs of women and girls, men, and boys, who are the primary beneficiaries and the most vulnerable. The direct involvement of HGSF with government line ministries (such as the MoEYS and MAFF), provincial departments (PDAFF, POEYS and DOEYS) and local commune councils ensures that the activities are aligned with government priorities and local needs. The model is aligned to national government official plans to adopt the HGSF model for the national school feeding programme and it uses the established governmental procurement mechanism. The LRP design envisions the provision of WFP support to stakeholders in support of the transition to national ownership.

226. Four foundational results are embedded in the project logic:

- Building the capacity of government institutions
- Improving the policy and regulatory framework
- Improving the capacity of HGSF stakeholders including school authorities, support committees, suppliers, and farmers.
- Increase private sector resourcing

227. The LRP capacity strengthening component is relevant because schools, suppliers and farmers transitioning to the HGSF modality have relatively little experience and familiarity with the procurement processes. The LRP capacity strengthening component for national level stakeholders is relevant because of the need for a stronger coordination mechanism and clear roles and responsibilities among line ministries and subnational departments. The capacity strengthening component for suppliers and farmers is relevant to their needs and is perceived as having the potential to increase their economic development through increased markets for agricultural produce.

228. The LRP considers gender to be a priority with regards to increased women's empowerment among project participants under activities 2 and 3 (that is suppliers, farmers, bidding committee members). To achieve these foundational results, WFP focuses on a range of activities including cash transfers, capacity strengthening, technical assistance to a range of stakeholders, and system strengthening. The specific activities conducted for transition and handover to government were agreed upon within the original project MOU and later integrated into the overall 2022 Transition Strategy.

229. Key assumptions potentially affecting the success of the LRP include political stability and sufficient political will to support LRP transition and handover, resourcing stability and availability, stable environmental conditions to reduce shocks to local producers and suppliers, and quality systems for programming to mitigate price fluctuations and diversions.

6.2 DESCRIPTION OF LRP ACTIVITIES

230. **Activity 1:** Cash transfers to schools for local and regional procurement of commodities for the HGSF program.

231. Description: Activity 1 supports local producers, school suppliers, school administrators, students, and system management.

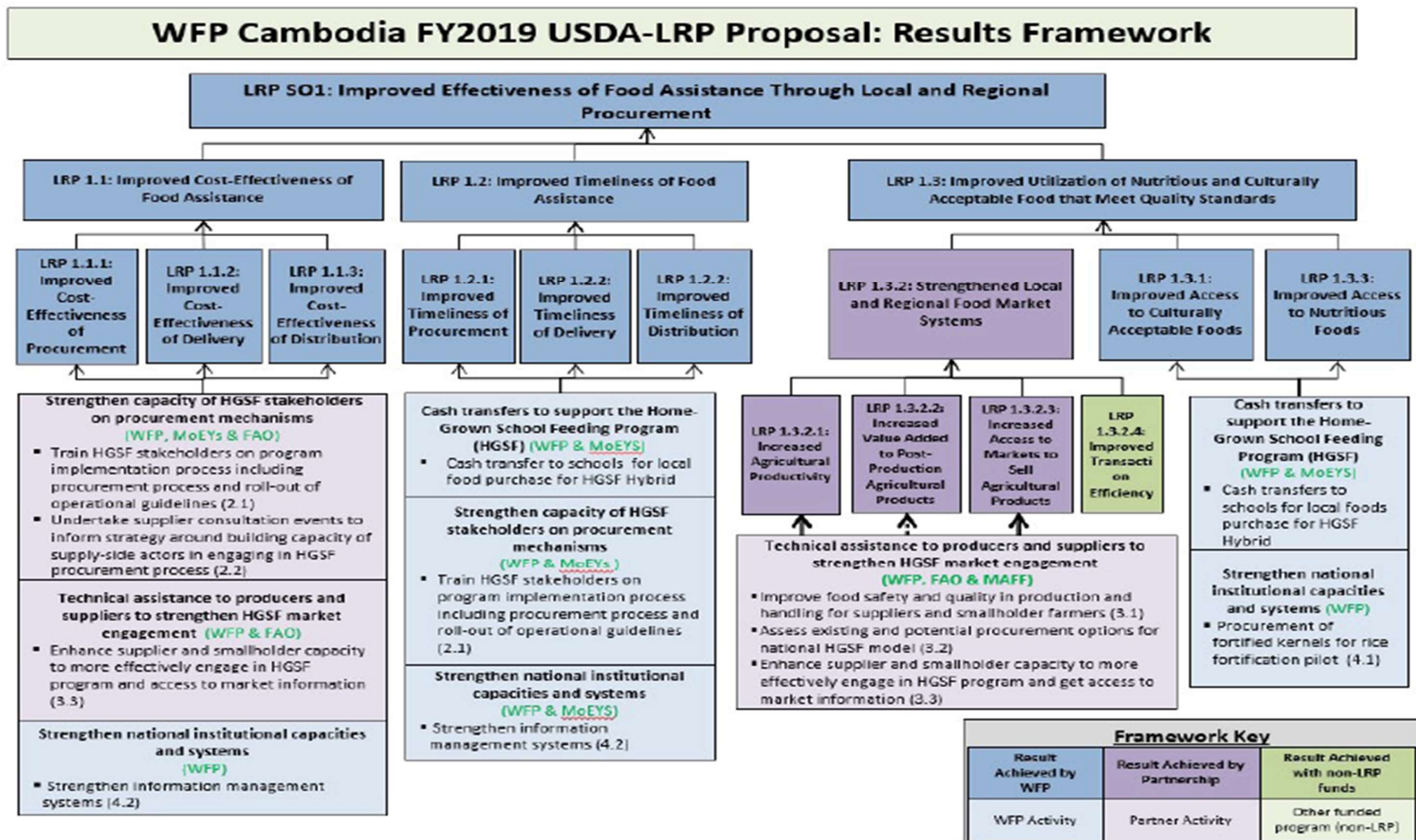
232. Contribution to LRP Results: Local purchase of commodities from smallholder farmers will improve cost-effectiveness and timeliness of food assistance as well as provide access to culturally acceptable and nutritious foods.

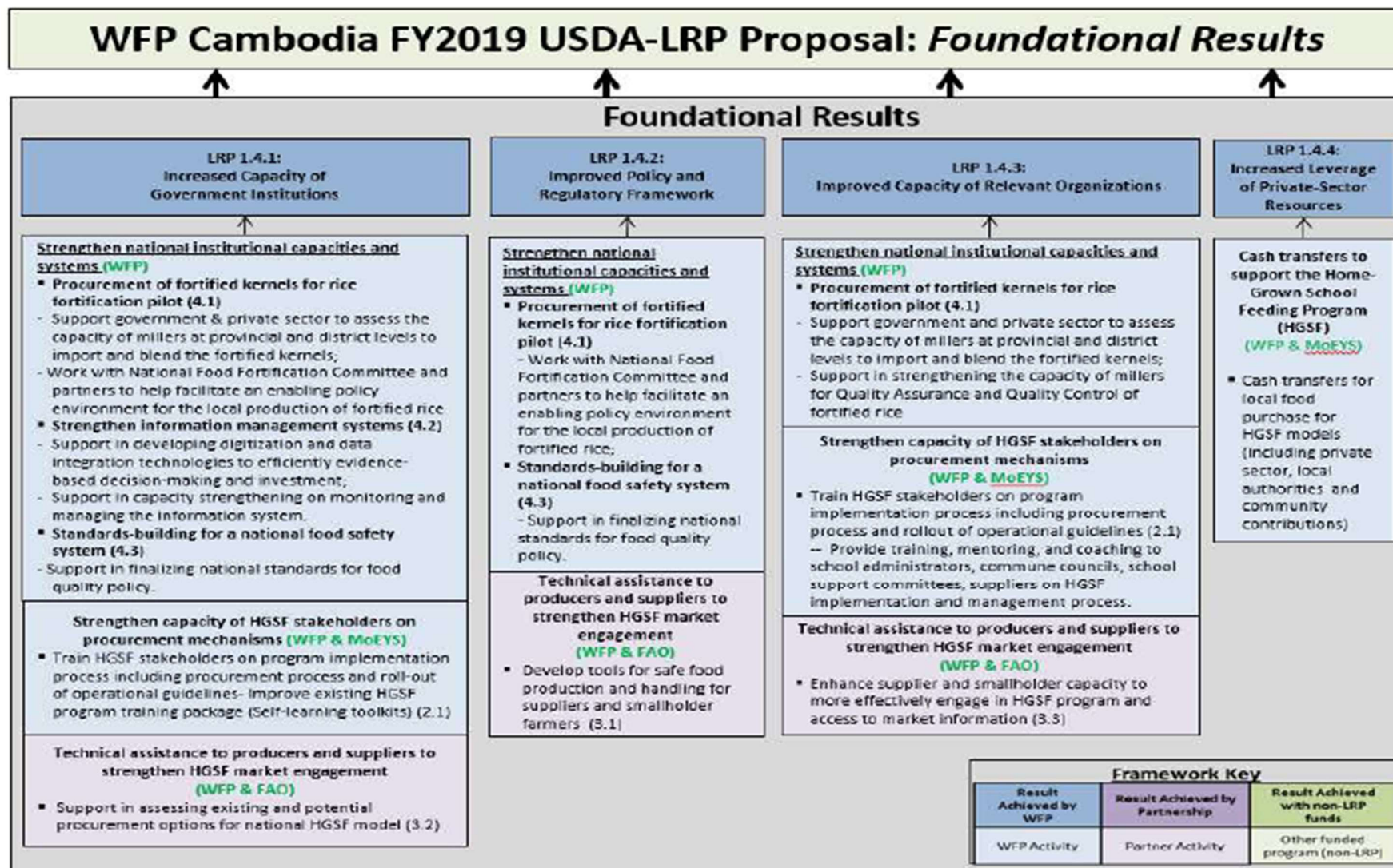
233. **Activity 2:** Strengthen capacity of HGSF stakeholders on procurement mechanisms.

234. **Activity 2.1:** Train HGSF stakeholders on program implementation process including procurement process and roll-out of operational guidelines developed in 2019.

235. Description: Activity 2.1 supports school suppliers, purchasing officers for school committees, system management, and government and enabling environments.
236. **Activity 2.2:** Undertake supplier consultation events to inform strategy around building capacity of supply-side actors in engaging in HGSF procurement process.
237. Description: Activity 2.2 will intervene primarily with school suppliers, local market vendors, and purchasing officers for school committees. Partnerships: FAO, district- level officials from MAFF and local bidding committees.
238. Contribution to LRP Results: Activity 2 will increase capacity of government institutions and relevant organizations and increase leverage of private-sector resources through partnerships and community contribution as well as improved policy and regulatory frameworks. This will be facilitated using training modules that focus on local procurement, distribution, and delivery of commodities for home grown school meals. Strengthened capacity of HGSF stakeholders on procurement mechanism will improve cost-effectiveness and timeliness of food assistance.
239. **Activity 3:** Technical assistance to producers and suppliers on enhancing production capacity to engage with HGSF market.
240. **Activity 3.1:** Improve food safety and quality in production and handling for suppliers and SHF.
241. Description: Develop tools for safe food production and handling for suppliers and SHF and strategic dissemination of safe food production and handling learning tools.
242. **Activity 3.2:** Assess existing and potential procurement options for national HGSF model.
243. **Activity 3.3:** Enhance suppliers' and SHF' capacity to effectively engage in HGSF program and access to market information.
244. Contribution to LRP Results: The HGSF procurement platform connects schools to local producers, which increases cost-effectiveness and timeliness of procurement, and increase agriculture productivities. The platform is also a government-driven and community-owned mechanism increases capacity of government institutions such as the local authority, Provincial Department of Agriculture, Forestry and Fisheries, district level staff, schools, community, and relevant organizations such as commune councils and procurement committees. This Activity will improve policy and regulatory frameworks by establishing a common national procurement process for HGSF, and increasingly leverage of private-sector resources through partnerships, community contribution, and engagement with local entrepreneurs. The development of safe and nutritious food production and handling guidelines and the module for Training-of-Trainer led by the MAFF in partnership with FAO will increase value added to post-production agricultural products.
245. **Activity 4:** Strengthen national institutional capacities and systems.
246. **Activity 4.1:** Procurement of fortified kernels for rice fortification pilot.
247. **Activity 4.2:** Strengthen information management systems.
248. **Activity 4.3:** Standards-building for a national food safety system.
249. Contribution to LRP Results: The introduction of locally blended fortified rice improves access to nutritious food. The development of online and mobile tools for HGSF adapted to the existing information management system enhances responsive program management and accountability through real-time information, increasing the capacity of government and school officials. Efficient reporting improves cost-effectiveness and timeliness of the procurement process. The activity also contributes to the intermediate results of improved policy and regulatory framework, improved capacity of relevant organizations and increasing leverage of private-sector resources.

6.3 LRP RESULTS FRAMEWORK





WFP Cambodia FY2019 USDA-LRP 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 HGSEF.
- 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 HGSEF) and integrate into local planning processes.

6.4 RESULTS FRAMEWORK INDICATORS AND TARGETS

Results Indicators and End of Project Targets

Result	Indicator	End of Project Target
Improved Effectiveness of Food Assistance Through Local & Regional Procurement	Number of individuals participating in USDA food security programs	47,003
	Number of individuals participating in USDA food security programs (Male)	26,313
	Number of individuals participating in USDA food security programs (Female)	20,690
	Number of individuals participating in USDA food security programs (New)	38,786
	Number of individuals participating in USDA food security programs (Continuing)	8,217
	Number of individuals benefiting indirectly from USDA-funded interventions	58,366
	Number of USDA social assistance beneficiaries participating in productive safety nets	45,859
	Number of schools reached as a result of USDA assistance	131
Improved Cost-Effectiveness of Procurement	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	1,542,052
	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	987
	Number of toolkits distributed as a result of USDA assistance	4240
	Percent of HGSP orders in compliance with contract criteria	100%
	Percent of HGSP orders delivered on time	97%
Strengthened Local and Regional Food Market Systems	Value of annual sales of farms and firms receiving USDA assistance	+20 percentage points
	Volume of commodities sold by farms and firms receiving USDA assistance	+20 percentage points
Improved Policy and Regulation Framework	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Stage 1-5
Improved Capacity of Relevant Organizations	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	750
	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	500
	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	39,670

6.5 ACTIVITY INDICATORS AND TARGETS

Activity Indicators and End of Project Targets

Activity	Indicators	End of Project Targets
1. Cash transfers to schools for local and regional procurement of commodities for the HGSP program	Number of individuals participating in USDA food security programs	47,003
	Number of individuals participating in USDA food security programs (Male)	26,313
	Number of individuals participating in USDA food security programs (Female)	20,690
	Number of individuals participating in USDA food security programs (New)	38,786
	Number of individuals participating in USDA food security programs (Continuing)	8,217
	Number of individuals benefiting indirectly from USDA-funded interventions	58,366
	Number of USDA social assistance beneficiaries participating in productive safety nets	45,859
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	25,603
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Female)	20,256
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (New)	38,041
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Continuing)	7,817
	Percent of HGSP orders in compliance with contract criteria	99%
	Percent of HGSP orders delivered on time	100%
Percent of HGSP supplier payments made within the payment period called in the contract	97%	
2. Strengthen capacity of HGSP stakeholders on procurement mechanisms	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	1,531,575
	Cost of commodity procured as a result of USDA assistance (Iodized salt)	3,575
	Cost of commodity procured as a result of USDA assistance (Vegetable)	697,000
	Cost of commodity procured as a result of USDA assistance (Protein)	831,000
	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	987
	Quantity of commodity procured (MT) as a result of USDA assistance (Iodized salt)	13

	Quantity of commodity procured (MT) as a result of USDA assistance (Vegetable)	697
	Quantity of commodity procured (MT) as a result of USDA assistance (Protein)	277
	Number of individuals trained in HGSP implementation, including procurement process and procedures as a result of USDA assistance	394
	Number of individuals trained in HGSP implementation, including procurement process and procedures as a result of USDA assistance (Male)	335
	Number of individuals trained in HGSP implementation, including procurement process and procedures as a result of USDA assistance (Female)	59
	Number of local suppliers for HGSP Programme contracted	80
	Number of toolkits distributed as a result of USDA assistance	4,240
3. Technical assistance to producers and suppliers on enhancing production capacity to engage with HGSP market	Value of annual sales of farms and firms receiving USDA assistance	+20 percentage points
	Volume of commodities sold by farms and firms receiving USDA assistance	+20 percentage points
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	750
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance (Male)	375
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance (Female)	375
	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	500
4. Strengthen national institutional capacities and systems	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Stage 1-5
	Develop safe food production and handling knowledge transfer tools and approach.	Stage 1-5

6.6 LRP ACTIVITY AND RESULTS FRAMEWORK ACHIEVEMENTS

LRP Activity Framework Achievements¹⁹⁷

	Activity Performance Indicator	Target 19/20	Achievement 19/20	Achievement percentage 19/20	Target 20/21	Achievement 20/21 ¹⁹⁸	Achievement percentage 20/21	Target 21/22	Achievement 21/22	Achievement Percentage 21/22	Target 22/23	Achievement 22/23	Achievement Percentage 22/23	Achievement 23/24	Achievement Percentage 23/24	Average Annual Achievement Rate	Achievement to date	EOC Target	EOC achievement rate
1. Cash transfers to support the Home-Grown School Feeding Program (HGSP)	Number of individuals participating in USDA food security programs	40,558	0	0%	35,557	19,636	55%	31,569	42,692	135%	53,870	54,609	101%	60,481	112%	81%	60,481	55,745	108%
	Number of individuals participating in USDA food security programs (Male)	22,414	0	0%	19,897	9,941	50%	17,879	21,988	123%	29,629	26,449	89%	31,077	105%	73%	NA	NA	NA
	Number of individuals participating in USDA food security programs (Female)	18,144	0	0%	15,660	9,485	61%	13,690	20,704	151%	24,242	28,160	116%	29,404	121%	90%	NA	NA	NA
	Number of individuals participating in USDA food security programs (New)	40,558	0	0%	5,968	15,094	253%	5,413	15,094	279%	26,727	26,919	101%	6,450	24%	131%	NA	NA	NA
	Number of individuals participating in USDA food security programs (Continuing)	0	0	0	29,589	4,542	15%	26,156	36,049	138%	26,683	27,690	104%	54,031	202%	92%	NA	NA	NA
	Number of individuals benefiting indirectly from USDA-funded interventions	50,880	0	0%	44,426	25,448	57%	39,043	96,386	247%	66,784	68,447	102%	76,538	114%	104%	96,386	69,201	139%
	Number of USDA social assistance beneficiaries participating in productive safety nets	39,977	0	0%	34,906	19,435	56%	30,677	42,410	138%	52,473	53,780	102%	60,137	114%	82%	60,137	54,372	111%

¹⁹⁷ Because these are activity indicators, this means that they are tracking WFP implementation. Therefore, the baseline values for all indicators would be zero.

¹⁹⁸ 20/21 values are the baseline values for these indicators as no programming happened in 19/20 due to the pandemic.

Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	21,972	0	0%	19,448	9,740	50%	17,330	21,821	126%	28,860	26,062	90%	30,981	107%	75%	NA	NA	NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Female)	18,005	0	0%	15,458	9,360	61%	13,347	20,589	154%	23,613	27,718	117%	29,156	123%	91%	NA	NA	NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (New)	39,977	0	0%	5,818	19,435	334%	5,113	6,643	130%	26,727	26,919	101%	6,450	24%	118%	NA	NA	NA
Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Continuing)	0	0	0	29,088	0	0%	25,564	35,767	140%	25,746	26,861	104%	53,687	209%	91%	NA	NA	NA
Number of individuals receiving take-home rations as a result of USDA assistance	0	0	NA	6,785	4,877	72%	0	NA	NA	0	NA	NA	NA	NA	72%	4,877	6,785	72%
Number of individuals receiving take-home rations as a result of USDA assistance (Male)	0	0	0	NA	2,203	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Number of individuals receiving take-home rations as a result of USDA assistance (Female)	0	0	0	NA	2,674	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Number of schools reached as a result of USDA assistance	157	0	0%	132	163	123%	111	163	147%	189	189	100%	189	100%	94%	189	157	120%

	Percentage of HGSF deliveries rejected due to poor quality as reported by schools	10%	0	0%	8%	0%	0%	5%	0%	0%	3%	0.5%	17%	0%	No data reported	4%	0%	3%	0%
	Percent of HGSF orders delivered on time as per contract	70%	0	0%	75%	100%	133%	80%	100%	125%	85%	97.4%	115%	99%	100%	95%	100%	85%	118%
	Percent of HGSF supplier contracts signed before the start of the school year	60%	0	0%	65%	100%	154%	70%	100%	143%	75%	100%	133%	100%	100%	106%	100%	75%	133%
	Average number of school days per month on which multi-fortified or at least 4 food groups were provided	20	0	0%	20	9.00	45%	20	16.5	83%	20	21	105%	20	100%	67%	21	20	105%
2. Strengthen capacity of HGSF stakeholders on procurement mechanisms	Cost of commodity (USD) procured as a result of USDA assistance (by commodity and source country)	231,475	0	0%	621,500	97651	16%	547,125	161,440	30%	653,650	826,219	126%	406,369	62%	47%	1,491,679	1,769,375	84%
	Cost of commodity procured as a result of USDA assistance (rice)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Cost of commodity procured as a result of USDA assistance (Iodized salt)	600	0	0%	1,500	89.00	6%	1,500	284	19%	1,650	1,518	92%	780.55	47%	33%	NA	NA	NA
	Cost of commodity procured as a result of USDA assistance (Vegetable)	98,875	0	0%	266,000	9,873	4%	233,625	74569	32%	280,000	365,603	131%	195342.94	70%	47%	NA	NA	NA
	Cost of commodity procured as a result of USDA assistance (Protein)	132,000	0	0%	354,000	9,779	3%	312,000	86588	28%	372,000	459,098	123%	210245.91	57%	42%	NA	NA	NA
	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	159	0	0%	427	109.01	26%	376	115.85	31%	450	581	129%	294.39	65%	50%	1100	1216	90%

Quantity of commodity procured (MT) as a result of USDA assistance (Rice)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	NA	NA	NA	NA	NA
Quantity of commodity procured (MT) as a result of USDA assistance (Iodized salt)	2	0	0%	5	.32	6%	5	0.87	17%	5.5	5.56	101%	2.87	52%	35%	NA	NA	NA	NA
Quantity of commodity procured (MT) as a result of USDA assistance (Vegetable)	113	0	0%	304	12.07	4%	267	82.4	31%	320	410.77	128%	219.88	69%	46%	NA	NA	NA	NA
Quantity of commodity procured (MT) as a result of USDA assistance (Protein)	44	0	0%	118	4.33	4%	104	32.59	31%	124	164.68	133%	71.65	90%	52%	NA	NA	NA	NA
Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	NA	NA	NA	180	109	61%	NA	NA	NA	0	NA	NA	0	NA	61%	NA	NA	NA	NA
Number of individuals trained in HGSF implementation, including procurement process and procedures as a result of USDA assistance	431	0	0%	351	201	57%	292	282	97%	497	398	80%	343	69%	61%	343	473	73%	73%
Number of individuals trained in HGSF implementation, including procurement process and procedures as a result of USDA assistance (Male)	367	0	0%	299	125	42%	249	167	67%	422	249	59%	226	54%	44%	NA	NA	NA	NA
Number of individuals trained in HGSF implementation, including procurement process and procedures as a result of USDA assistance (Female)	64	0	0%	52	76	146%	43	115	267%	75	149	199%	117	156%	154%	NA	NA	NA	NA

	Number of local suppliers for HGSF programme contracted	78	0	0%	66	73	111%	55	73	133%	71	69	97%	73	100%	88%	73	81	90%
	Number of toolkits distributed as a result of USDA assistance	2,512	0	0%	2,112	1,630	77%	1,776	1352	76%	1,136	756	67%	16746	100%	64%	20,484	7,536	272%

Source: WFP Semi-Annual Reports to USDA (as of March 2024).

LRP Results Framework Achievements¹⁹⁹

Activity	Results Performance Indicator	Baseline ²⁰⁰	Achievement 19/20	Achievement percentage 19/20	Target 20/21	Achievement 20/21	Achievement percentage 20/21	Target 21/22	Achievement 21/22	Achievement percentage 21/22	Target 22/23	Achievement 22/23	Achievement percentage 22/23	Achievement 23/24	Achievement Percentage 23/24	Average Annual Achievement Data	Achievement to date	EOC Target	EOC achievement
3. Technical assistance to strengthen market management	Value of annual sales (USD) of farms and firms receiving USDA assistance	109,618.6	Not Measured	NA	+15 percentage points	Not measured	NA	+20 percentage points	Not measured	NA	+30 percentage points	109,618.6	NA	518,154.	473%	NA	518,154.	plus 30 percentage points	0
	Volume of commodities sold by farms and firms receiving USDA assistance	224,845	Not Measured	NA	+15 percentage points	Not measured	NA	+20 percentage points	Not measured	NA	+30 percentage points	224,845	NA	357,62	159%	NA	357,62	plus 30 percentage points	0
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	431	Not Measured	0%	300	0	0%	600	0	0%	440	431	98%	349	80%	36%	349	900	39%
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance (Male)	138	Not Measured	NA	150	0	0%	300	0	0%	220	138	63%	218	158%	44%	NA	NA	NA

¹⁹⁹ Due to the pandemic, farmers and suppliers were not surveyed by WFP prior to the 22/23 year.

²⁰⁰ Baseline values should be the values from the 22/23 reporting period as this was the earliest reporting year for sales (due to the pandemic).

	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance (Female)	293	Not Measured	NA	150	0	0%	300	0	0%	220	293	133%	131	45%	36%	NA	NA	NA
	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	180	Not Measured	NA	200	0	0%	400	0	0%	220	180	82%	279	127%	42%	279	600	47%
4. Strengthen national institutional capacities and systems	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Not measured		NA	1- Stage 5	Not measured	NA	NA	NA	NA	1- Stage 5	1- stage 2	NA	1 (stage 5)	NA	NA	1 (stage 5)	1 stage 5	NA
	Develop safe food production and handling knowledge transfer tools and approach.	Not measured			1- Stage 5	Not measured	NA	NA	NA	NA	1- Stage 5	1- stage 2	NA	2 (stage 5)	NA	NA	2 (stage 5)	1 stage 5	NA
	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Not measured		NA	16,098	Not measured	NA	12,693	19,040	150%	10,508	191,360	1821%	109,829	190%	224%	109,829	57,769	190%

Source: WFP Semi-Annual Reports to USDA (as of March 2024).

Annex 7: Evaluation Matrix

251. To guide the complete evaluation process (baseline, midterm, and endline evaluations), the evaluation matrix is predicated on the original TOR questions within the five OECD-DAC criteria.²⁰¹

252. The original TOR describes two general questions in addition to the OECD-DAC criteria questions. These two are summative questions which would build on the findings from the other evaluation questions. The first general question summarizes the potential sustainability of the gains for beneficiaries and overlaps with section 6 on sustainability. The second general question asks for recommendations to future projects based on lessons learned. This overlaps with questions from the dimensions of design (relevance), operations (efficiency) and internal and external factors affecting results (Impact). To reduce duplication and overlap, the general questions will be used for organizing the findings in the final report rather than as separate questions within the evaluation matrix.

253. The TOR and LRP programming do not emphasize inclusion issues beyond gender aspects. However, given overall WFP corporate priorities for inclusion, these will be integrated into the evaluation process and are included in the evaluation matrix.

Sub-Question	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
1.0. General					
1.1 To what extent are the benefits of the LRP likely to continue beyond the WFP targeted beneficiaries?	Overlaps with sustainability section – to be used as organizing framework in final report	N.A.	N.A.	N.A.	N.A.
1.2 What improvements should be made to the LRP project in the future?	Overlaps with other operational dimensions – to be used as organizing framework in final report.	N.A.	N.A.	N.A.	N.A.

²⁰¹ The midterm evaluation included additional areas of inquiry regarding mid-course corrections to improve the project performance for the remainder of the cycle.

2.0 Relevance	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
2.0. To what extent is the LRP project relevant to the national policies, plans, and goals and to subnational stakeholders including schools, suppliers, and farmers?					
2.1 to what extent is the LRP project appropriate to the needs of the targeted beneficiaries on men, women, boys, and girls, as well as other inclusions considerations such as marginalized groups and/or persons with disabilities?	<p>Extent to which LRP addresses identified needs of target populations (e.g., local schools feeding committee smallholders and suppliers, gender specific needs).</p> <p>The LRP project adjustments were designed based on context analysis, and needs assessment</p> <p>Gender analysis report for pandemic adjustments available</p> <p>Evidence of gender perspective in project documents</p> <p>Guidelines and criteria used in bidding and tendering processes.</p>	<p>WFP Reports, including assessment reports WFP CO, MOEYS and cooperating partners, annual and semi-annual reports,</p> <p>WFP monitoring and records (e.g. Complaints feedback mechanisms.)</p> <p>Records in sample school sites, and with LSFC suppliers, farmer groups, commune officials, Government offices.</p> <p>WFP CO and MOEYS staff, DOEYS staff, cooperating partners</p>	<p>Desk review In-depth interviews</p> <p>Key informant interviews with WFP CO and MOEYS staff, DOEYS staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data</p>	<p>Project documentation and policies are available for design and ongoing implementation. Fewer documents available for decision making regarding COVID pandemic adjustments.</p>
2.2 To what extent has the design of LRP capacity-strengthening activities met the needs of the government?	<p>Extent to which LRP project identified governmental needs and priorities for capacity strengthening in justification.</p> <p>Stakeholder perceptions regarding relevance of capacity strengthening activities for meeting government priorities.</p>	<p>WFP Reports, including assessment reports WFP CO, Government and cooperating partners, annual and semi-annual reports</p>	<p>Desk review In-depth interviews with WFP CO, Government, and cooperating partners</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>	<p>Project documentation and policies are available for design and ongoing implementation. Fewer documents available for decision making regarding COVID pandemic adjustments.</p>

2.0 Relevance	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
2.3 To what extent is the LRP project aligned with overall USDA objectives as well as strategies, policies, and normative guidance; and the relevant stated national policies, including sector policies?	<p>Explicit reference to USDA framework, goals, and targets in LRP documents, and justification for alignment</p> <p>Degree of matching of LRP activities and priority interventions set out in national & subnational government strategies and plans.</p> <p>Perception of senior national & subnational government officials on the degree of alignment of LRP objectives and interventions with subnational strategies and plans</p> <p>Perception of WFP and other stakeholders that LRP aligns with USDA objectives</p>	<p>Desk review In-depth interviews</p> <p>Key informant interviews with USDA, WFP CO and Government staff, subnational government staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Document review Semi-structured interviews</p>	<p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>	<p>Project documentation and policies are available for design and ongoing implementation.</p>
2.4 To what extent is the LRP project aligned with the frameworks of the UN agencies and relevant development partners? To what extent is the LRP aligned with the overall WFP strategy and related guidance?	<p>Assessing the extent to which there is consistency between the LRP outcomes, outputs, and activities and the UNDAF priority areas and outcomes – how coherent and consistent is the LRP with UNDAF</p> <p>Comparison of UNDAF with LRP Strategic Objectives.</p> <p>Explicit reference to WFP CSP framework, goals, and targets in LRP documents, and justification for alignment</p> <p>Degree of matching of LRP activities and priority interventions set out in CSP and WFP plans.</p> <p>WFP and UN country Team stakeholders can articulate how LRP Outcomes are coherent with UNDAF and WFP CSP frameworks.</p>	<p>LRP Design Documents LRP Midterm evaluation UNDAF Documentation including evaluations as available LRP annual and semi-annual reports</p> <p>KIIs with current and former WFP Stakeholders</p> <p>KIIs with UN member organization staff (FAO, UNDP, etc).</p>	<p>Document Review to identify themes and comparison between LRP documentation and UN frameworks.</p> <p>Semi-Structured Interviews with Key Informants</p>	<p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>	<p>LRP design documentation and UN framework documentation available for comparison.</p>

2.0 Relevance	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
<p>2.5 To what extent has the LRP project sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?</p>	<p>LRP documentation shows evidence of strategic decision-making regarding partnerships and complementarity.</p> <p>LRP documentation provides evidence of partnerships including effect on results</p> <p>LRP documentation cites barriers to partnerships</p> <p>Number of partnerships and coordinating mechanisms</p> <p>WFP, Government, and other key stakeholder perceptions regarding LRP partnerships disaggregated according to three dimensions: i) opportunities, ii) outcomes, and iii) barriers</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Key informant interviews with WFP CO staff, cooperating partners</p> <p>Project site visits interviews with local authorities, NGOs, and beneficiaries</p> <p>KIIs with cooperating partners</p> <p>KII with UN and Donor representatives</p>	<p>Document Review to identify complementarities described in collocations themes.</p> <p>Semi-Structured Interviews with Key Informants with iterative analysis</p>	<p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>	<p>Project design and implementation documentation available including semi-annual and annual reports. More limited availability of documentation describing explicit partnerships for complementarities.</p>

3.0 Effectiveness	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
3.0. What is the extent and quality of LRP project achievements and what factors have affected these results?					
3.1 To what extent were the objectives & results of the project achieved for various beneficiary groups (by gender where applicable, as well as other inclusion considerations such as marginalized groups and/or persons with disabilities) and by type of activity? To what extent have the intended results and overarching project objectives been achieved?	<p>Achievements by activities, indicators, and results (as appropriate, disaggregated by gender, geography, and strategic outcome, among others).</p> <p>Number and percentage of indicators meeting targets. (as appropriate, disaggregated by gender, geography, and strategic outcome, among others).</p> <p>Documentation evidence cites the extent to which implementation adjustments led to unexpected positive results.</p> <p>Stakeholder perceptions regarding project results as having been achieved and contributing to overall strategic objectives</p> <p>Stakeholders are able to identify unintended positive outcomes from project interventions or unintended outcomes are included in project documentation.</p>	<p>WFP Reports, including assessment reports, annual and semi-annual reports, monitoring, and records (e.g. Complaints feedback mechanisms.)</p> <p>Staff of WFP CO, Government national and sub-national staff, and cooperating partners.</p> <p>Records in sample school sites, and with LSFC suppliers, farmer groups, commune officials, government offices.</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Primary Quantitative data surveys with schools, suppliers, and farmers.</p> <p>Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data and the primary quantitative data collected through the evaluation surveys.</p>	<p>Project documentation and policies are available for design and ongoing implementation including elaboration of indicators and their measurement reported on semi-annually.</p>
3.2 What were the particular features of the LRP project and context that made a difference?	<p>This question duplicates EQ5.2 and 5.3 – reference responses in section 5.</p> <p>This question duplicates EQ5.2 and 5.3 – reference responses in section 5.</p>	N.A.	N.A.	N.A.	N.A.
3.3 What was the influence of other factors?		N.A.	N.A.	N.A.	N.A.
3.4 To what extent have the findings of the baseline and midterm review been addressed?	<p>Degree of documentation regarding LRP project adjustments based on previous evaluation recommendations.</p> <p>Stakeholder perceptions (WFP CO, cooperating partners, suppliers, and farmers) regarding identified project adjustments.</p>	<p>Midterm & baseline recommendations; Management response plans and reports</p> <p>Semi-annual and annual reports</p> <p>KIIs with WFP CO, cooperating partners, suppliers, and farmers regarding observed adjustments in LRP project.</p>	<p>Document Review to identify themes and comparison between LRP documentation and UN frameworks.</p> <p>Semi-Structured Interviews with Key Informants</p>	<p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>	<p>Recommendations are available from midterm and baseline reports. Limited evidence of management response plan results.</p>

4.0 Efficiency	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
4.0. To what extent has the LRP project used its resources efficiently in contributing to HGSF outcomes?					
4.1 To what extent are the transfer cost, costs per beneficiary, logistics, program deliveries and M&E arrangement aligned with the project design?	<p>Analysis of efficiency through comparison of actual versus targeted costs.</p> <p>Analysis of timeliness through extent to which planned deliveries were made within intended time frame.</p>	<p>LRP documentation – design, annual reports, and financial reports</p> <p>KIIs with WFP CO staff</p>	<p>Document review</p> <p>Semi-structured interview with key informants.</p>	<p>Quantitative analysis via comparison of planned versus actual costs and timeliness.</p>	<p>Financial reports should be available from donor reporting for identification of costs and delivery timeliness.</p>
4.2 Were the activities undertaken as part of the LRP project cost-efficient?	<p>WFP and Stakeholder consensus regarding cost-efficiency of LRP.</p>	<p>KIIs with WFP CO staff and external stakeholders</p>	<p>Document review</p> <p>Semi-structured interview with key informants.</p>	<p>Qualitative analysis via identification of iterative themes in interviews and documentation.</p>	<p>Good availability of personnel and documentation for assessing perceptions of timeliness and cost efficiency.</p>
4.3 What factors impacted the cost efficiency of the LRP project implementation?	<p>Evidence in reports regarding factors impacting timeliness and efficiency.</p> <p>WFP, Government, and beneficiary stakeholders provide consensus perceptions regarding main factors affecting timeliness of delivery.</p>	<p>LRP documentation – design, annual reports, and financial reports</p> <p>KIIs with WFP CO staff</p>	<p>Document review</p> <p>Semi-structured interview with key informants.</p>	<p>Qualitative analysis via identification of iterative themes in interviews and documentation.</p>	<p>Good availability of personnel and documentation for assessing factors influencing of timeliness and cost efficiency.</p>
4.4 To what extent have monitoring and beneficiary complaint and feedback mechanisms been utilized for LRP project corrective measures as well as for the WFP learning agenda?	<p>Evidence in documentation citing accountability to affected population measures – including complaints mechanisms as well as corrective measures taken.</p> <p>WFP, Government, and other key stakeholders perceive WFP to have integrated accountability to affected populations aspirations into LRP actions and can cite reflections for corrective measures</p> <p>Beneficiaries are aware of and can effectively access complaints and feedback mechanisms and WFP documentation monitors resolutions</p>	<p>LRP documentation – design, semi-annual, and annual reports.</p> <p>KIIs with WFP CO staff and suppliers, farmers, and school personnel.</p>	<p>Document review</p> <p>Semi-structured interview with key informants.</p>	<p>Qualitative analysis via identification of iterative themes in interviews and documentation.</p>	<p>Good availability of personnel and reporting on complaints mechanisms.</p>

5.0 Impact	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality	
5.0. What is the extent and quality of LRP project impact and what factors have affected these results?						
5.1 What intended and unintended impact has the LRP project made on men, women, boys, and girls as well as other inclusion considerations such as marginalized groups and/or persons with disabilities, and other stakeholders (including government, local authorities, and communities)?	<p>Achievements by activities, indicators, and results (as appropriate, disaggregated by gender, geography, and strategic outcome, among others).</p> <p>Number and percentage of indicators meeting targets. (as appropriate, disaggregated by gender, geography, and strategic outcome, among others).</p> <p>Documentation evidence cites the extent to which implementation adjustments led to unexpected positive results.</p> <p>Stakeholder perceptions regarding project results as having been achieved and contributing to overall strategic objectives</p> <p>Stakeholders are able to identify unintended positive outcomes from project interventions or unintended outcomes are included in project documentation.</p>	<p>WFP Reports, including assessment reports, annual and semi-annual reports, monitoring, and records (e.g. Complaints feedback mechanisms.)</p> <p>Staff of WFP CO, MOEYS, POE, DOE, and cooperating partners.</p> <p>Records in sample school sites, and with LSFC suppliers, farmer groups, commune officials, government offices.</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Primary Quantitative data surveys with schools, suppliers, and farmers.</p> <p>Key informant interviews with WFP CO and MoEYS staff, POE, DOE staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data and the primary quantitative data collected through the evaluation surveys.</p>	Project documentation and policies are available for design	
5.2 What were the internal factors leading to the impact (factors within the control of WFP); the processes, systems, and tools in place to support the operational 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); internal partnership and coordination approaches and arrangements, etc.	<p>WFP staff are able to identify a range of internal factors influencing results and can cite mitigation measures taken to improve results achieved</p> <p>Evidence in documentation of appropriateness of staff numbers and skill sets compared to intended results to be achieved.</p> <p>Evidence in documentation 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>	WFP Reports, including assessment reports WFP CO, MOEYS and cooperating partners, annual and semi-annual reports,	Desk review	Key informant interviews with WFP CO and MOEYS staff, POE, DOE staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.	Qualitative analysis – secondary document review triangulated with key informant interviews	Project documentation and policies are available for design

5.0 Impact	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
<p>5.3 What were the external factors leading to the impact (factors outside of the control of WFP); the external operating environment, the funding climate, external incentives, and pressures, etc.</p>	<p>Implementing partners are able to identify a range of external factors influencing results and can cite mitigation measures taken to improve achievements.</p> <p>Evidence from documentation citing Political, economic, and security factors affecting implementation and describing mitigation measures taken.</p> <p>Evidence of analysis of Government and local institutions in the targeted geographical areas for identifying factors brought about by the pandemic influencing results.</p>	<p>WFP Reports, including assessment reports, annual and semi-annual reports, monitoring, and records (e.g. Complaints feedback mechanisms.)</p> <p>Staff of WFP CO, government stakeholders (Education, Agriculture) at national and subnational levels, and cooperating partners.</p> <p>Records in sample school sites, and with LSFC suppliers, farmer groups, commune officials, government offices. WFP CO and MOEYS staff, POE, DOE staff, cooperating partners</p>	<p>Desk review In-depth interviews</p> <p>Key informant interviews with WFP CO and government education and agriculture staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data</p>	<p>Project documentation and policies are available for design.</p>

6.0 Sustainability	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
6.0. To what extent are the gains from the LRP project sustainable going forward after the end of the project cycle?					
<p>6.1 To what extent was the LRP project 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)? Have adjustments to the handover plan/strategy identified during midterm review and throughout the project been factored into the LRP implementation and impacted the success of the handover process?²⁰²</p> <p>6.2 Has the overall handover process been conducted as per the LRP plan and handover plan/strategy agreed with and endorsed by the Government?</p> <p>6.4 How effective has the handover process been?</p>	<p>Existence of an exit strategy outlining the timing, allocation of responsibilities on handover to the government and/or other agencies articulated in LRP implementation arrangements.</p> <p>Stakeholders can identify sustainability consideration in national and sub-national implementation components.</p> <p>Project documents include handover strategy with updates for progress against expected results.</p> <p>Stakeholder perceptions regarding overall handover progress and identify gaps in handover plan to be addressed in updated strategy with government.</p>	<p>WFP Reports, including assessment reports WFP CO, MoEYS, MAFF and cooperating partners, annual and semi-annual reports,</p>	<p>Desk review Key informant interviews with WFP CO and MoEYS and MAFF staff, and subnational staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>	<p>Project documentation and policies are available for design although fewer documents available for updated transition plans.</p>

²⁰² Questions 6.1, 6.2 and 6.4 from the original TOR are all related to the handover process. For efficiency, these are consolidated into a single line in the evaluation matrix.


6.0 Sustainability	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
<p>6.3 To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized within the governmental policies strategies, and systems and is likely to support the sustainability of the intervention? What progress has been made since the design stage in supporting financial sustainability of the LRP project beyond the cessation of WFP interventions?</p>	<p>Evidence exists from documentation citing technical capacity achievements according to Capacity Strengthening Framework progress milestones</p> <p>WFP, Government, and other key stakeholders' consensus perceptions regarding WFP contribution to strengthened Government capacity</p> <p>Evidence exists from documentation citing political will and ownership considerations compared against Capacity Strengthening Framework</p> <p>Existence of a LRP line in the MOEYS or MDAFF budget</p>	<p>WFP Reports, including assessment reports WFP CO, MoEYS, MAFF and cooperating partners, annual and semi-annual reports,</p>	<p>Desk review</p> <p>In-depth interviews</p> <p>Primary Quantitative data surveys with schools, suppliers, and farmers.</p> <p>Key informant interviews with WFP CO and MoEYS staff, POE, DOE staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Quantitative analysis of existing WFP monitoring data and the primary quantitative data collected through the evaluation surveys.</p>	<p>Project documentation and policies are available for design although fewer documents available for updated transition plans.</p>

6.0 Sustainability	Indicators	Information Source	Data Collection Methods	Data Analysis Methods	Evidence Quality
<p>6.5 To what extent has the LRP project been successful in engaging Government and local communities towards school feeding and education activities? Has the role of communities and local stakeholders, including inclusions considerations such as marginalized groups and/or persons with disabilities, been institutionalized?</p>	<p>Evidence in documentation of effects on sub-national Government capacity through capacity strengthening approach including: PTAs, farmers, suppliers, and local communities. – disaggregated by capacity dimension (individual, institutional, and enabling environment)</p> <p>Number and type of initiatives taken by local stakeholders at large to support LRP activities</p>	<p>WFP Reports, including assessment reports WFP CO, Education and Agriculture government stakeholders at national and subnational levels, and cooperating partners, annual and semi-annual reports,</p> <p>MOEYS statistics (pertinent for LRP)</p>	<p>Desk review</p> <p>Quantitative data from evaluation surveys with school, farmers, and suppliers.</p> <p>Key informant interviews with WFP CO Education and Agriculture government stakeholders at national and subnational levels, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Quantitative analysis of existing WFP monitoring data and evaluation surveys.</p> <p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Analysis disaggregated by type of beneficiary (suppliers, farmers, schools, districts councils)</p>	<p>Project documentation and policies are available for design. Fewer documents available for updated situation reports regarding subnational engagement, especially after transition.</p>
<p>6.6 Based on the available evidence, to what extent are the benefits of the project likely to continue beyond the cessation of WFP interventions for the targeted beneficiaries including for women, persons with disabilities and other marginalized groups?</p>	<p>WFP, Government, and other key stakeholders' consensus perceptions regarding Government ownership, technical capacity, political will, resourcing, and integration into policy frameworks.</p>	<p>WFP Reports, including assessment reports WFP CO, MoEYS and cooperating partners, annual and semi-annual reports,</p>	<p>Desk review</p> <p>Quantitative data from evaluation surveys with school, farmers, and suppliers.</p> <p>Key informant interviews with WFP CO and MoEYS staff, POE, DOE staff, cooperating partners, school personnel, local authorities, suppliers, smallholder farmers and their groups.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p> <p>Analysis disaggregated by type of beneficiary (suppliers, farmers, schools, districts councils)</p>	<p>Project documentation and policies are available for design. Fewer documents available for updated situation reports regarding subnational engagement, especially after transition.</p>

Annex 8: Data Collection Tools

8.1 LRP SCHOOL SURVEY

254. **NOTE:** This questionnaire replicates the format and approach used in the baseline survey. The questions should not be modified to ensure comparability with the baseline datasets.

 <p>World Food Programme wfp.org</p>	<p>Local and Regional Procurement Evaluation (SY 2023/24) Questionnaire for School Director/Storekeeper/School Finance Officer/Teacher Responsible for School Feeding</p> <p>Endline School Survey 2024</p>
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Interviewer Instruction: This survey will be administered to McGovern-Dole LRP supported schools only. Please check the box below before you proceed.

1. This is not a McGovern-Dole + LRP supported school → **STOP** here.
2. This is a McGovern-Dole+LRP supported school → **CONTINUE** the survey.

255. *My name is and I [NAME] and my colleague(s) [NAME(s)] work for [name of organization] We are part of a team conducting a survey to gather information on local procurement of food for school meal (breakfast) programme. Thank you for making time to meet with us. I/we would like to get information about the school meal (breakfast) programme, quantity, quality, and timeliness of food delivered to your school by the contracted suppliers/traders, any trainings received by your staff in food procurement mechanisms and any problems experienced during the procurement process. The interview usually takes around 45 minutes to one hour to complete. Any information that you provide will be kept strictly confidential and will not be shared to others. 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 information is very important.*

Do you have any questions? May we begin now?

1. Yes ↓ (go to the following questions)
2. No → Refused

Interviewer Instruction: Interview status to be recorded at the end of the survey

1. Completed
2. Partially completed
3. Interview postponed
4. Others

A. General Information	
A1. Date: _____ Start time: _____ End time: _____	A2. Interviewer ID: _____
A3. Interviewer Name:.....	A4. Interviewee Sex: 1- Male, 2 – Female
A5: Interviewee is: <ul style="list-style-type: none"> • School Director/Deputy • School Administrator • Head Teacher 	A6: Interviewee Tel:
A7: Province.....	A11: School name:
A8: District:	A12: School Code:
A9: Commune:	A13. School Type: <ol style="list-style-type: none"> 1- HGSF-Hybrid (USDA+Other) 2- HGSF-Hybrid (USDA+LRP) 3- SMP (USDA + Other)
A10: Village.....	

B. PROVISION OF HOME-GROWN SCHOOL FEEDING PROGRAMME (HGSF)/SCHOOL MEAL PROGRAMME (SMP) SCHOOL MEAL (BREAKFAST) FOR THE CURRENT OR MOST RECENT SCHOOL YEAR

Now, let's talk about Home-Grown School Feeding Programme/School Meal Programme school meal (breakfast) provided to students for the most recent or current school year.

B1. Does/did your school provide Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal to students?

1. Yes
2. No -----→ Go to **END**

B2. How many students are enrolled in school with Home-Grown School Feeding Programme/School Meal Programme school meal (breakfast) ?

B3a. How many of them are female students?

Grade	B3. Total students enrolled	B3a. Female students enrolled
Grade 1	B3.1	B3a.1
Grade 2	B3.2	B3a.2
Grade 3	B3.3	B3a.3
Grade 4	B3.4	B3a.4
Grade 5	B3.5	B3a.5
Grade 6	B3.6	B3a.6

B4. What type of food commodities does/did your school provide as Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal to students ?

Types of food commodities provided to students	Response
B4.1a Rice (fortified)	1. Yes 2. No
B4.1b Rice (non-fortified rice)	1. Yes 2. No
B4.2a Morning glory	1. Yes 2. No
B4.2b Pumpkin (yellow)	1. Yes 2. No
B4.2c Spinach	1. Yes 2. No
B4.2d Moringa	1. Yes 2. No
B4.2e Long bean (green)	1. Yes 2. No
B4.2f Others (specify...)	1. Yes 2. No
B4.3a Eggs	1. Yes 2. No
B4.3b Meat (pork)	1. Yes 2. No
B4.3c Fish	1. Yes 2. No
B4.4 Vegetable oil	1. Yes 2. No
B4.5 Iodized salt	1. Yes 2. No

B5. Do you provide these food items in daily school meal in [studying days during the school year](#) ?

Provide daily (in studying days when school was on)	Response
B5.1a Rice (fortified)	1. Yes 2. No
B5.1b Rice (non-fortified rice)	1. Yes 2. No
B5.2a Morning glory	1. Yes 2. No
B5.2b Pumpkin (yellow)	1. Yes 2. No
B5.2c Spinach	1. Yes 2. No
B5.2d Moringa	1. Yes 2. No
B5.2e Long bean (green)	1. Yes 2. No
B5.2f Others (specify...)	1. Yes 2. No
B5.3a Eggs	1. Yes 2. No
B5.3b Meat (pork)	1. Yes 2. No
B5.3c Fish	1. Yes 2. No

B5.4 Vegetable oil	1. Yes 2. No
B5.5 Iodized salt	1. Yes 2. No

B6. For the school year, when did the school start providing school meal to students?

1. First day of school ----- > Go to **B7**
2. After the school started

B6a. For the school year, when did the school start providing school meal to students?

..... Days/Week/Month after the school started

B7. For the school year, are there any students who do not eat any food provided by school as school meal due to social, cultural, or religious reason?

1. Yes
2. No > Go to **B9**

B7a. For the school year, how many students by grade do not eat any food provided by school as school meal due to social, cultural, or religious reasons?

B7b. How many students by grade are females?

For Interviewers: If this information is not available in school records, please ask the respondent the tentative number of students by grade.

Grade	B7a. Total	B7b. Females
Grade 1	B7a.1	B7b.1
Grade 2	B7a.2	B7b.2
Grade 3	B7a.3	B7b.3
Grade 4	B7a.4	B7b.4
Grade 5	B7a.5	B7b.5
Grade 6	B7a.6	B7b.6

B8. Could you please tell us the type of food not eaten by students due to social, cultural, or religious reasons?

Food not eaten by students	Response
B8.1a Rice (fortified)	1. Yes 2. No
B8.1b Rice (non-fortified rice)	1. Yes 2. No
B8.2a Morning glory	1. Yes 2. No
B8.2b Pumpkin (yellow)	1. Yes 2. No
B8.2c Spinach	1. Yes 2. No
B8.2d Moringa	1. Yes 2. No
B8.2e Long bean (green)	1. Yes 2. No
B8.2f Others (specify...)	1. Yes 2. No
B8.3a Eggs	1. Yes 2. No
B8.3b Meat (pork)	1. Yes 2. No
B8.3c Fish	1. Yes 2. No
B8.4 Vegetable oil	1. Yes 2. No
B8.5 Iodized salt	1. Yes 2. No

B9. Currently, for the school year, who funds/provides the food for the Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal for your school? **(Multiple answers – Mark as they apply)**

Source	Response
B9.1 Directly provided by WFP	1. Yes 2. No
B9.2 Through WFP funding (cash to schools) (HGSF-Hybrid)	1. Yes 2. No
B9.3 Directly provided by the central government	1. Yes 2. No
B9.4 Other sources (specify)	
B9.4.1	1. Yes 2. No
B9.4.2	1. Yes 2. No

B10. For the school year, does your school also get food for school meal from any of the following sources? **(Multiple answers – Mark as they apply)**

Source	Response
B10.1 The local government	1. Yes 2. No
B10.2 School's farm	1. Yes 2. No
B10.3 The parent-teacher association	1. Yes 2. No
B10.5 From farmers	1. Yes 2. No
B10.6 Direct contributions from parents	1. Yes 2. No
B10.7 Other sources (specify)	
B10.7.1	1. Yes 2. No
B10.7.2	1. Yes 2. No

SCHOOL MEAL MENU

Now I am going to talk about the school menu.

B11. For the school year, does your school have a daily menu for the school meal for students?

1. Yes 2. No..... > Go to **B14**

B12. For the school year, who was responsible for preparing a menu for the school meal? Please record all mentioned/involved.

Responsible persons to prepare a menu for the school meal
1.
2.
3.

B13. Is there a guideline or any recommendation to prepare the menu for the school meal?

1. Yes 2. No

B14. For the school year, does the school have a food basket defined?

1. Yes 2. No

B14. Does the school have kitchen facilities such as electricity, water, and refrigerator to prepare and store meals with fish and pork?

1. Yes 2. No

B14. Does the school have salting, smoking, and drying facilities for local food processing?

1. Yes 2. No

B15. Are any of your staff trained in local food processing such as salting, smoking, and drying?

1. Yes 2. No

B16. Does any of your staff need a training in local food processing such as salting, smoking, and drying?

1. Yes 2. No

B17. What type of fish is a part of the menu for school meal? Is it fresh or dried or smoked fish? (Multiple choice) Mark as they apply.

Fish in the menu	Response
1. Fresh fish	1. Yes 2. No
2. Dried fish	1. Yes 2. No
3. Smoked fish	1. Yes 2. No

B18. Does the school have storage facility (refrigerator or cabinet) for proper storage of food items?

1. Yes 2. No ----> Go to **C. FOOD SUPPLIERS AND FOOD DELIVERY**

B19. Is the storage facility sufficient enough for proper storage of food items?

1. Yes, it is enough 2. No, not enough

C. FOOD SUPPLIERS AND FOOD DELIVERY

Now, let us talk about the suppliers/traders who supply food commodities to your school for the school meal and the delivery of food commodities to your school's meal for the school year.

C1. For school year, who procured the food for school meal (breakfast)? (**Multiple answers – Mark as they apply**)

Fish in the menu	Response
C1.1 WFP procured the food	1. Yes 2. No
C1.2 Central government procured the food	1. Yes 2. No
C1.3 Local government/local bidding committee	1. Yes 2. No
C1.97 Others (specify...)	1. Yes 2. No

C2. Have you contracted suppliers/traders to supply the following commodities for your school meal (breakfast) for the school year?

Food not eaten by students	Response
C2.1a Rice (fortified)	1. Yes 2. No
C2.1b Rice (non-fortified rice)	1. Yes 2. No
C2.2a Morning glory	1. Yes 2. No
C2.2b Pumpkin (yellow)	1. Yes 2. No
C2.2c Spinach	1. Yes 2. No
C2.2d Moringa	1. Yes 2. No
C2.2e Long bean (green)	1. Yes 2. No

C2.2f Others (specify...)	1. Yes 2. No
C2.3a Eggs	1. Yes 2. No
C2.3b Meat (pork)	1. Yes 2. No
C2.3c Fish	1. Yes 2. No
C2.4 Vegetable oil	1. Yes 2. No
C2.5 Iodized salt	1. Yes 2. No

C3. Interviewer Checkpoint: Check the response in C1 and confirm if the school has contracted any supplier/trader to supply commodities for school meal.

0. School has NOT contracted any supplier/trader ----- > Go to **F. CAPACITY STRENGTHENING**

1. Yes, the school has contracted any supplier/trader.

C4. How many suppliers/traders have you contracted for school meal supply? How many of them are men and how many of them are women suppliers?

C4a.....Number of suppliers/traders contracted (men/women from one family)

C4b.....Number of suppliers/traders contracted (men only)

C4c.....Number of women suppliers/traders contracted (only)

C5. Can you tell us who the supplier(s)/trader(s) is/are that you have contracted? Are they village vendor, rice miller, retailer, middlemen, a wholesaler, or a producer farmer? **(Multiple answers - Mark as they apply)**

Supplier/Trader	Response
C5.1 A village vendor	1. Yes 2. No
C5.2 A rice miller	1. Yes 2. No
C5.3 A retailer	1. Yes 2. No
C5.4 A middleman	1. Yes 2. No
C5.5 A wholesaler	1. Yes 2. No
C5.6 Food producers (farmers)	1. Yes 2. No
C5.7 Others (specify)	1. Yes 2. No

C6. For school year, was the contracting for food procurement for school meal completed before the start of the school year?

1. Yes --- Go to **C9**

2. No

C7. If No, what are the reasons for not being able to complete the contracting process before the start of the school year? **(Multiple answers - Mark as they apply)**

Supplier/Trader	Response
C7.1 Bidding process was not announced on time.	1. Yes 2. No
C7.2 Could not receive applications from suppliers on time	1. Yes 2. No
C7.3 Bidding, and application process were not clear to us	1. Yes 2. No
C7.4 Bidding and application process were not clear to suppliers	1. Yes 2. No
C7.5 Decision for final suppliers was delayed	1. Yes 2. No
C7.6 Decision for contract signing was delayed	1. Yes 2. No
C7.7 Other reasons (specify...)	1. Yes 2. No

C8. Overall, how satisfied are you with the quantity of food items delivered for school meal (breakfast/lunch)? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?

1. Very satisfied	If satisfied or very satisfied --- Go to C9
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied --- Continue
5. Very dissatisfied	

C8a. What are the reasons for dissatisfaction?

Supplier/Trader	Response
C8a.1	1. Yes 2. No
C8b.2	1. Yes 2. No
C8c.3	1. Yes 2. No

C9. Overall, how satisfied are you with the delivery of food commodities as per the contracted time (timeliness) for school meal (breakfast)? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?

1. Very satisfied	If satisfied or very satisfied --- Go to D. DELIVERY
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied --- Continue
5. Very dissatisfied	

C9a. What are the reasons for dissatisfaction?

Supplier/Trader	Response
C9a.1	1. Yes 2. No
C9b.2	1. Yes 2. No
C9c.3	1. Yes 2. No

D. DELIVERY

Now let's talk about the quantity, quality and timeliness of food contracted and delivered to the school.

D1. Instruction to the Interviewer: Please ask the following questions **D1a to D1f** and record the answer in each box in the table.

D1a. During the school year, have you received each of contracted food commodities from the suppliers/traders for the school meal as per the monthly purchase order?

- 1=Yes, delivered as per the monthly purchase order
- 2 =Yes, delivered most of the time as per the monthly purchase order
- 3=Yes, delivered half of the time as per the monthly purchase order
- 4=No, it was never delivered as per the monthly purchase order
- 9 = Not applicable

D1b. What is the agreed upon (verbal or written) time frame to deliver the contracted food commodity by the suppliers/traders? Is this daily, weekly, fortnightly, monthly, or quarterly?

- 1. Daily
- 2. Weekly
- 3. Fortnightly
- 4. Monthly
- 5. Quarterly

D1c. During the school year, have you received each of contracted food commodities from the suppliers/traders as per the agreed (verbal or written) upon time frame between the school and the supplier?

- 1=Yes, received as per the agreed upon (verbal or written) time frame
- 2=Yes, received most of the time as per the agreed upon (verbal or written) time frame

- 3=Yes, received half of the time as per the agreed upon (verbal or written) time frame
- 4=No, it was never received as per the agreed upon (verbal or written) time frame
- 9 = Not applicable

D1d. Have you received the monthly payment request “food received note” as per the agreed upon time frame (on time) from the suppliers/traders?

- 1=Yes, always received on time
- 2=Yes, received most of the time on time
- 3=Yes, received half of the time on time
- 4=No, it was never received as per the contract
- 9 = Not applicable

D1e. During the school year, did you fully pay to the supplier/trader as per the “food received note”?

- 1=Yes
- 2=No
- 9 = Not applicable

D1f. During the school year, did you pay to the supplier/trader as per the “food received note” as per the agreed (verbal or written) upon time frame?

- 1=Yes, paid as per the agreed upon (verbal or written) time frame
- 2=Yes, paid most of the time as per agreed upon (verbal or written) time frame
- 3= Yes, paid half of the time as per agreed upon (verbal or written) time frame
- 4=No, never paid as per as per agreed upon (verbal or written) time frame
- 9 = Not applicable

Contracted food commodities	D1a. Receipt of commodities as per the purchase order	D1b. Agreed upon timeframe with the supplier	D1c. Receipt of commodities as per the agreed upon time frame	D1d. Receipt of monthly payment request from the supplier	D1e. Full payment	D1f. Payment as per the agreed upon time frame
1. Rice (fortified)	D1a1	D1b1	D1c1	D1c1	D1e1	D1f1
2. Rice (non-fortified)	D1a2	D1b2	D1c2	D1c2	D1e2	D1f2
3. Morning glory	D1a3	D1b3	D1c3	D1c3	D1e3	D1f3
4. Pumpkin (yellow)	D1a4	D1b4	D1c4	D1c4	D1e4	D1f4
5. Spinach	D1a5	D1b5	D1c5	D1c5	D1e5	D1f5
6. Moringa	D1a6	D1b6	D1c6	D1c6	D1e6	D1f6
7. Long bean (green)	D1a7	D1b7	D1c7	D1c7	D1e7	D1f7
8. Others (specify...)	D1a8	D1b8	D1c8	D1c8	D1e8	D1f8
9. Eggs	D1a9	D1b9	D1c9	D1c9	D1e9	D1f9
10. Meat (pork)	D1a10	D1b10	D1c10	D1c10	D1e10	D1f10
11. Fish	D1a11	D1b11	D1c11	D1c11	D1e11	D1f11
12. Vegetable oil	D1a12	D1b12	D1c12	D1c12	D1e12	D1f12
13. Iodized salt	D1a13	D1b13	D1c13	D1c13	D1e13	D1f13

D2. Interviewer Checkpoint: Check the response in **D1a1 to D1a13** and confirm if the school has not received any food commodity (responses 2, 3, 4) from the supplier/trader as per the monthly purchase order.

1. Yes, received all commodities as per the monthly purchase order ----- > **Go to D4**
2. No, the school has not received any one or more commodities as per monthly purchase order.

D3. If any commodity was not delivered as per the monthly purchase order (D1a1-D1a13 - response 2, 3 and 4), what was/were the reason(s)? **(Multiple answers – Mark as they apply)**

Reason(s)	Response
D3.1 Time was too short to deliver the commodity	1. Yes 2. No
D3.2 Specified commodity was not available on time in the market	1. Yes 2. No
D3.3 Other reasons (specify....)	1. Yes 2. No

D4. Was any commodity returned to the supplier/trader because the delivery was not as per the monthly purchase order?

1. Yes
2. No

D5. Interviewer Checkpoint: Check the response in **D1c1 to D1c13** and confirm if the school has not received any food commodity (responses 2, 3, 4) from the supplier/trader as per the agreed upon (verbal or written) time frame.

1. Yes, received all commodities as per the agreed upon (verbal or written) time frame ----- > **Go to D7**
2. No, the school has not received any one or more commodities as per the agreed upon (verbal or written) time frame

D6. If any commodity was not delivered as per the agreed upon (verbal or written) time frame (response 2, 3 and 4), what was/were the reason(s)? **(Multiple answers – Mark as they apply)**

Reason(s)	Response
D6.1 Time was too short to deliver the commodity	1. Yes 2. No
D6.2 Specified commodity was not available on time in the market	1. Yes 2. No
D6.3 Other reasons (specify....)	1. Yes 2. No

D7. During the school year, was any commodity returned to the supplier/trader because the commodity was not delivered as per the agreed upon (verbal or written) time frame?

1. Yes
2. No

D8. Interviewer Checkpoint: Check the response in **D1d1 to D1d13** and confirm if the school has not received any monthly payment request “food received note” for any commodity (responses 2, 3, 4) from the supplier/trader as per the (written or verbal) agreement.

1. Yes, received monthly payment request as per the agreement ----- > **Go to D11**
2. No, the school has not received any one or more commodities as per the agreement

D9. If any monthly payment request was not received from the supplier as per the agreed upon (verbal or written) time frame (response 2, 3 and 4), what was/were the reason(s)? **(Multiple answers – Mark as they apply)**

Reason(s)	Response
D9.1 Time was too short to deliver the commodity	1. Yes 2. No
D9.2 Specified commodity was not available on time in the market	1. Yes 2. No
D9.3 Other reasons (specify....)	1. Yes 2. No

D10. Was any monthly payment request ‘food received note’ returned to the supplier/trader because the request was not as per the specification or did not follow the specification?

1. Yes
2. No

D11. When was the first delivery of each commodity received?

- 1 = Before the school year began
2 = After the school year began

Food commodity	Response
D11.1a Rice (fortified)	1. Before 2. After
D11.1b Rice (non-fortified)	1. Before 2. After
D11.2a Morning glory	1. Before 2. After
D11.2b Pumpkin (yellow)	1. Before 2. After
D11.2c Spinach	1. Before 2. After
D11.2d Moringa	1. Before 2. After
D11.2e Long bean (green)	1. Before 2. After
D11.2f Others (specify...)	1. Before 2. After
D11.3a Eggs	1. Before 2. After
D11.3b Meat (pork)	1. Before 2. After
D11.3c Fish	1. Before 2. After
D11.4 Vegetable oil	1. Before 2. After
D11.5 Iodized salt	1. Before 2. After

D12. Interviewer Checkpoint: Check the response in **D11.1a to D11.5** and confirm the first delivery of any commodity was after the school year began.

1. Yes, school received all commodities before the school year began ----- > **Go to D14**
2. Yes, the school has received any one or more commodities after the school year began.

D13. If any commodity was delivered after the school year began, what was/were the reason(s)? (**Multiple answers - Mark as they apply**)

Reason(s)	Response
D13.1 Contract was signed as such.	1. Yes 2. No
D13.2 Time was too short to deliver the commodity	1. Yes 2. No
D13.3 Specified commodity was not available on time in the market	1. Yes 2. No
D13.4 Other reasons (specify....)	1. Yes 2. No

D14. During the school year, when school was in operation), were there any days the school was NOT able to provide school meal?

1. Yes----> Continue
2. No ----> Go to Section **E. QUALITY OF DELIVERY**

D15. During the school year, in total, for how many days did you NOT provide school meal (until the school was in operation, expect weekends and holidays)?

_____ number of days

D16. During the school year, what were the reasons the school was NOT able to provide school meal (until the school was in operation, expect weekends and holidays)? (**Multiple answers - Mark as they apply**)

1. Yes
- No

Reasons	Response
---------	----------

D16.1 No food available (finished before the delivery plan)	1=Yes, 2=No
D16.2 No food available (delayed delivery)	1=Yes, 2=No
D16.3 Not enough water	1=Yes, 2=No
D16.4 No one to prepare meals	1=Yes, 2=No
D16.5 Not enough firewood	1=Yes, 2=No
D16.6 Leaking (poor condition of) kitchen during rain	1=Yes, 2=No
D16.7 Cook not available	1=Yes, 2=No
D16.8 Other (specify...)	1=Yes, 2=No

E. QUALITY OF DELIVERY

Now let's talk about the quality of food commodities delivered to the school for school meal during the school year.

E1. Instruction to the Interviewer: Please ask the following questions **E1a to E1d** and record the answer in each box in the table.

E1a. Does the school have a **commodity specification** that specifies the quality and size of each commodity to be delivered for school meal, during the school year?

1. Yes 2. No

E1b. Does the school have an agreement (verbal or written) on **commodity specification** with the supplier/trader to be delivered for school meal, during the school year?

1. Yes 2. No

E1c. Was the commodity supplied/delivered by the supplier/trader as per the agreed upon (verbal or written) **commodity specification**?

- 1=Yes, always delivered as per the commodity specification
2=Yes, delivered most of the time as per the commodity specification
3=Yes, delivered half of the time as per the commodity specification
4=No, it was never delivered as per the commodity specification
9 = Not applicable

E1d. Was any food commodity returned to the supplier/trader because the delivery was not as per **commodity specification**?

1. Yes 2. No

Contracted food commodities	E1a. Commodity specification	E1b. Agreed upon commodity specification with the supplier	E1c. Commodity supplied as per the commodity specification	E1d. Any commodity returned to the supplier?
1. Rice (fortified)	E1a1	E1b1	E1c1	E1d1
2. Rice (non-fortified)	E1a2	E1b2	E1c2	E1d2
3. Morning glory	E1a3	E1b3	E1c3	E1d3
4. Pumpkin (yellow)	E1a4	E1b4	E1c4	E1d4
5. Spinach	E1a5	E1b5	E1c5	E1d5
6. Moringa	E1a6	E1b6	E1c6	E1d6
7. Long bean (green)	E1a7	E1b7	E1c7	E1d7
8. Others (specify...)	E1a8	E1b8	E1c8	E1d8
9. Eggs	E1a9	E1b9	E1c9	E1d9

10. Meat (pork)	E1a10	E1b10	E1c10	E1d10
11. Fish	E1a11	E1b11	E1c11	E1d11
12. Vegetable oil	E1a12	E1b12	E1c12	E1d12
13. Iodized salt	E1a13	E1b13	E1c13	E1d13

E2. Interviewer Checkpoint: Check the response in **E1d1 to E1d15** and confirm if the school has returned any commodity.

1. YES, the school has returned any one or more commodity ---- > **Go to E4**
2. No, the school has NOT RETURNED any commodity.

E3. Why did you return the commodity?

Reasons	Response
E3.1 Bags arrived in poor condition (e.g. open/torn)	1. Yes 2. No
E3.2 Food was infested	1. Yes 2. No
E3.3 Incorrect amount arrived (i.e. not as ordered)	1. Yes 2. No
E3.4 Supplier refused to bring food directly to school	1. Yes 2. No
E3.5 No food label or food label was not clear or out of date	1. Yes 2. No
E3.6 Food delivered was not fresh or was stale	1. Yes 2. No
E3.7 Others (specify...)	1. Yes 2. No
E3.8 Other (specify...)	1. Yes 2. No

E4. Overall, how satisfied are you with the quality of food delivered for school meal? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?

1. Very satisfied	If satisfied or very satisfied --- Go to E6
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied --- Continue
5. Very dissatisfied	

E5a. What are the reasons for dissatisfaction?

Supplier/Trader	Response
E5a1	1. Yes 2. No
E5a2	1. Yes 2. No
E5a3	1. Yes 2. No

E6. Overall, how satisfied are you with the service provided by the supplier/trader while delivering the school meal?

1. Very satisfied	If satisfied or very satisfied --- Go to F. CAPACITY STRENGTHENING
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied --- Continue
5. Very dissatisfied	

E6a. What are the reasons for dissatisfaction?

Supplier/Trader	Response
-----------------	----------

E6a.1	1. Yes 2. No
E6b.2	1. Yes 2. No
E6c.3	1. Yes 2. No

F. CAPACITY STRENGTHENING

Now let's talk about the training, mentoring, and coaching provided to school staff on local food procurement.

F1. Did any staff from your school receive any training in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?

1. Yes 2. No ----> Go to **F3**

F2. How many staff received training in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government? How many of them were women?

- F2a ----- Number of staff
F2b ----- Number of women

F3. Did any staff from your school receive any mentoring in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?

1. Yes 2. No ----> Go to **F5**

F4. How many staff received mentoring in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government? How many of them were women?

- F4a ----- Number of staff
F4b ----- Number of women

F5. Did any staff from your school receive any coaching in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?

1. Yes 2. No ----> Go to **F7**

F6. How many staff received coaching in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government? How many of them were women?

- F6a ----- Number of staff
F6b ----- Number of women

F7. Who received the training, mentoring, and/or coaching in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP/Government?

Who received the training, mentoring, and coaching?	Response
F7.1 Head Teacher/Principal	1. Yes 2. No
F7.2 Teachers (Deputy head teacher, senior teacher, other teachers)	1. Yes 2. No
F7.3 School meals committee members	1. Yes 2. No
F7.4 School chairman	1. Yes 2. No
F7.5 Cooks	1. Yes 2. No
F7.6 Storekeepers	1. Yes 2. No
F7.7 Accounting staff	1. Yes 2. No
F7.8 Others (specify)...	1. Yes 2. No

F8. During the school year, has your school received the following learning materials included in the Home-Grown School Feeding Programme (HGSF) training toolkit developed by WFP?

Toolkit	Response
F8.1 A summary of program instruction manual	1. Yes 2. No
F8.2 Checklists	1. Yes 2. No
F8.3 Posters	1. Yes 2. No
F8.4 Booklets	1. Yes 2. No
F8.5 Brochures	1. Yes 2. No
F8.6 Quizzes	1. Yes 2. No
F8.8 Related videos	1. Yes 2. No
F8.9 Others (specify)...	1. Yes 2. No

F9. During the school year, did any staff from your school receive training, mentoring, and coaching on food procurement mechanisms or procuring food from local suppliers/traders for school meals from WFP or the Government?

1. Yes 2. No ----> Go to **F12**

F10. During the school year, how many staff received the training, mentoring and/or coaching on food procurement mechanisms or procuring food from the local suppliers/traders for school meals from WFP or the Government? How many of them were women?

- F9a ----- Number of staff
F9b ----- Number of women

F11. Who received the training, mentoring and/or coaching on food procurement mechanisms or procuring food from local suppliers/traders for school meals from WFP/Government during the school year?

Who received the training, mentoring, and coaching?	Response
F11.1 Head Teacher/Principal	1. Yes 2. No
F11.2 Teachers (Deputy head teacher, senior teacher, other teachers)	1. Yes 2. No
F11.3 School meals committee members	1. Yes 2. No
F11.4 School chairman	1. Yes 2. No
F11.5 Cooks	1. Yes 2. No
F11.6 Storekeepers	1. Yes 2. No
F11.7 Accounting staff	1. Yes 2. No
F11.8 Others (specify)...	1. Yes 2. No

F12. During the school year 2019-202, did any staff from your school receive training that enhances administrative and financial skills of staff to meet the minimum requirements for bidding process from WFP or the Government?

1. Yes 2. No ----> Go to the **END**

F13. How many staff received training that enhances administrative and financial skills of staff to meet the minimum requirements for bidding process from WFP or the Government during the school year? How many of them were women?

- F13a ----- Number of staff
F13b ----- Number of women

F13. Who received the training to enhance administrative and financial skills to meet the minimum requirements for bidding process from WFP or the Government during the school year?

Who received the training, mentoring, and coaching?	Response
F13.1 Head Teacher/Principal	1. Yes 2. No
F13.2 Teachers (Deputy head teacher, senior teacher, other teachers)	1. Yes 2. No
F13.3 School meals committee members	1. Yes 2. No

F13.4 School chairman	1. Yes 2. No
F13.5 Cooks	1. Yes 2. No
F13.6 Storekeepers	1. Yes 2. No
F13.7 Accounting staff	1. Yes 2. No
F13.8 Others (specify)...	1. Yes 2. No

F14. How satisfied are you with the trainings you or your school staff received on the HGSP procurement process? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?

1. Very satisfied	If satisfied or very satisfied --- Go to END
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied --- Continue
5. Very dissatisfied	

F14a. What are the reasons for dissatisfaction?

Reasons	Response
F14a1	1. Yes 2. No
F14a2	1. Yes 2. No
F14a3	1. Yes 2. No

F15. How confident are you to handle and manage food procurement process for school meal? Would you say very confident, confident, not confident, and not very confident?

1. Very confident	If confident or very confident --- Go to END
2. Confident	
3. Neither confident nor not confident	
4. Not confident	If NOT confident or NOT very confident --- Continue
5. Not very confident	

F15a. What are the reasons?

Reasons	Response
F15a1	1. Yes 2. No
F15a2	1. Yes 2. No
F15a3	1. Yes 2. No

F16. Do you think you or your staff need further training to effectively handle and manage food procurement process for school meal?

1. Yes 2. No----> Go to the **END**

F17. In what areas do you expect more trainings to you or your staff to effectively handle and manage food procurement process for school meal?

Training Needs	Response
F17a1	1. Yes 2. No
F17a2	1. Yes 2. No
F17a3	1. Yes 2. No

F18. Finally, what do you think of the cost of delivery or the cost procurement of food commodities for school meal? Do you think the cost of delivery, or the cost of procurement is reasonable, or it is costly?

1. The cost is reasonable	Go to END
---------------------------	------------------

2. The cost is less expensive	
3. It is costly	---> Continue

F19. In what areas do you think the cost is minimized?


Areas where cost may be minimized	Response
F19a1	1. Yes 2. No
F19a2	1. Yes 2. No
F19a3	1. Yes 2. No

END OF THE SURVEY.

Thank you for your valuable time and information.

8.2 LRP SUPPLIER SURVEY

256. **NOTE:** This questionnaire replicates the format and approach used in the baseline survey but was adapted for the 2022 rolling baseline in combination with a KOICA survey. The questions should not be modified to ensure comparability with the rolling baseline datasets.

 World Food Programme <small>wfp.org</small>	Local and Regional Procurement Evaluation Questionnaire for Suppliers/Traders Endline Survey 2024
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257. My name is and I [NAME] and my colleague(s) [NAME(s)] work for We are part of a team conducting a survey to gather information on local procurement of food for the school meal (breakfast) programme. We are conducting a survey of traders, and I would like to get information about your organization's production, assets, and volume of trading, training, and limitations. I/we would like to get information about the quantity and quality of food commodities delivered to schools and any training received by you or your staff in food procurement mechanisms and any problems experienced during the procurement process. Thank you [name of organization] for making time to meet with us.

258.

259. The interview usually takes around 45 minutes to one hour to complete. Any information that you provide will be kept strictly confidential and will not be shared with others. Your participation 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 information is very important.

Do you have any questions?

May we begin now?

1. Yes ↓ (go to the following questions) 2. No → Refused

Are you a selected supplier to a school for the Home-Grown School Feeding Programme?

1. Yes (go to the following questions) 2. No -----> end interview

Interviewer Instruction: Interview status to be recorded at the end of the survey

1. Completed 2. Partially completed 3. Interview postponed 4. Others

B. General Information	
A1. Date: _____ Start time: _____ End time: _____	A2. Interviewer ID: _____
A3. Interviewer Name:	A4. Interviewee Sex: 1- Male, 2 - Female
A5: Interviewee is: <ul style="list-style-type: none"> • Head of the family • Spouse of head of the family • Another member • 	A6: Interviewee Tel:
A7: Province:	A8: District
A9: Commune:	A10: Village:
A11: Age (HH head) <ul style="list-style-type: none"> • 18-35 - 1 • 36-55 - 2 • 55+ - 3 	A12. Education <ul style="list-style-type: none"> • Never attended school - 99 • Vocational training - 0 • Primary - 1 • Secondary - 2 • BA/B.Sc. - 3 • MA/M.Sc. - 4
A 13. On average, how much would you say your annual household income is? ----- Riels	

B. BUSINESS INFORMATION

B1. Full name of business.....

B2. Business type

Type	Response
B2.1 A village vendor	1. Yes 2. No
B2.2 A rice miller	1. Yes 2. No
B2.3 A retailer	1. Yes 2. No
B2.4 A middleman	1. Yes 2. No
B2.5 A wholesaler	1. Yes 2. No
B2.6 A food producer (a farmer)	1. Yes 2. No
B2.7 Others (specify)	1. Yes 2. No

B3. Which year did the business begin?
..... Year

B4. Please tell me the total number of employees in your business.

..... Total number of employees

B5. How many of them are men and how many are women?

..... B5a. Number of men

..... B5b. Number of women

B6. How many of them are full-time (regular) staff and how many of them are part-time staff?

..... B6a. Number of full-time staff

..... B6b. Number of part-time staff

B7. Does your business have the following licenses?

License type	Response
B7a. Valid trade license	1. Yes 2. No
B7b. A business registration certificate	1. Yes 2. No
B7c. Any other related licenses (specify)	1. Yes 2. No

B8. For the school year 2023, for how many schools do you supply food commodities for the school meal programme through a competitive tender?

..... Number of schools

B9. Please tell us the name and address of schools you sold commodity through a competitive tender.

Name of School Address

1.....

2.....

3.....

4.....

5.....

B10. For how many years have you been supplying food commodities to any school for the school meal programme (longest number of years out of any of these schools)?

..... Number of months

C. TRADING

Now let's talk about trading.

C1. In the most recent fiscal year, what commodities do you trade in?

Commodities	Response
C1.1a Rice (fortified)	1. Yes 2. No
C1.1b Rice (non-fortified rice)	1. Yes 2. No
C1.2a Morning glory	1. Yes 2. No
C1.2b Pumpkin (yellow)	1. Yes 2. No
C1.2c Spinach	1. Yes 2. No
C1.2d Moringa	1. Yes 2. No
C1.2e Long bean (green)	1. Yes 2. No
C1.2f Others (specify...)	1. Yes 2. No
C1.3a Eggs (chicken)	1. Yes 2. No
C1.3a Eggs (duck)	1. Yes 2. No
C1.3b Meat (pork)	1. Yes 2. No
C1.3b Meat (chicken)	1. Yes 2. No
C1.3c Fish	1. Yes 2. No
C1.4 Vegetable oil	1. Yes 2. No
C1.5 Iodized salt	1. Yes 2. No

C2a. Please tell us the total estimated volume of each commodity you sold in in the most recent year.

C2b. What was the total amount (in Riel) of each commodity you sold last year?

Commodities	C2a. Volume (Kg)	C2b. Amount (Riel)
1. Rice (fortified)	C2a1	C2b1
2. Rice (non-fortified rice)	C2a2	C2b2
3. Morning glory	C2a3	C2b3
4. Pumpkin (yellow)	C2a4	C2b4
5. Spinach	C2a5	C2b5
6. Moringa	C2a6	C2b6
7. Long bean (green)	C2a7	C2b7
8. Others (specify...)	C2a8	C2b8
9. Eggs (chicken)	C2a9	C2b9
Eggs (duck)		
10. Meat (pork)	C2a10	C2b10
Meat (chicken)		
11. Fish	C2a11	C2b11
12. Vegetable oil	C2a12	C2b12
13. Iodized salt	C2a13	C2b13

***Research agency has to convert it into Metric Tonnes and USD**

C3a. Please tell us the total volume of each commodity you sold this year?

C3b. What is the total amount (in Riel) of each commodity you sold this year?

Commodities	C3a. Volume (KG)	C3b. Amount (Riel)
1. Rice (fortified)	C3a1	C3b1
2. Rice (non-fortified rice)	C3a2	C3b2
3. Morning glory	C3a3	C3b3
4. Pumpkin (yellow)	C3a4	C3b4
5. Spinach	C3a5	C3b5
6. Moringa	C3a6	C3b6
7. Long bean (green)	C3a7	C3b7
8. Others (specify...)	C3a8	C3b8
9. Eggs (duck)	C3a9	C3b9
Eggs (chicken)		

10. Meat (pork)	C3a10	C3b10
11. Fish	C3a11	C3b11
12. Vegetable oil	C3a12	C3b12
13. Iodized salt	C3a13	C3b13

C4a. Could you please tell us the current volume of stock of each commodity?

C4b. Also please tell us the current value of stock of each commodity.

Commodities	C4a. Volume (MT/KG/Count)	C4b. Value (Riel)
1. Rice (fortified)	C4a1	C4b1
2. Rice (non-fortified rice)	C4a2	C4b2
3. Morning glory	C4a3	C4b3
4. Pumpkin (yellow)	C4a4	C4b4
5. Spinach	C4a5	C4b5
6. Moringa	C4a6	C4b6
7. Long bean (green)	C4a7	C4b7
8. Others (specify...)	C4a8	C4b8
9. Eggs	C4a9	C4b9
10. Meat (pork)	C4a10	C4b10
11. Fish	C4a11	C4b11
12. Vegetable oil	C4a12	C4b12
13. Iodized salt	C4a13	C4b13

D. SUPPLY OF FOOD COMMODITIES FOR SCHOOL MEAL

Now I am going to talk about the supply of food commodities for school meal programme.

D1. For the school year, do you supply any food commodity to any school for the school meal programme?

1. Yes

2. No -----> Go to **G. CAPACITY STRENGTHENING**

D2. For the school year, for how many schools do you supply food commodities for the school meal programme?

..... Number of schools

D3. For how many years have you been supplying food commodities to any school for the school meal programme?

..... Number of years

D4. Instruction to the Interviewer: Please ask the following questions **D4a to D4c** and record the answer in each box in the table.

D4a. For the school year, what commodities do you supply to school as part of the school meal programme?

1. Yes

2. NO

D4b. For the school year, please tell us the total volume of each commodity you supplied to school as part of the school meal programme.

D4c. What was the total value (in Riel) of each commodity you sold to school as part of the school meal programme?

Commodities	D4a. Commodity 1. Yes 2. No	D4b. Volume (MT)	D4c. Amount (Riel)
1. Rice (fortified)	D4a1	D4b1	D4c1
2. Rice (non-fortified rice)	D4a2	D4b2	D4c2
3. Morning glory	D4a3	D4b3	D4c3
4. Pumpkin (yellow)	D4a4	D4b4	D4c4
5. Spinach	D4a5	D4b5	D4c5
6. Moringa	D4a6	D4b6	D4c6
7. Long bean (green)	D4a7	D4b7	D4c7
8. Others (specify...)	D4a8	D4b8	D4c8

1. Yes 2. No

D8. During the school year 2023, was there any agreed upon (verbal or written) commodity specification with the school to supply food commodities for the school meal programme?

1. Yes 2. No

D9. During the school year 2023, was the food commodity delivered by you to the school as per the agreed upon (verbal or written) commodity specification? (The purpose of this question is for improvement of the NHGSFP and not for any other purposes)

Reason(s)	Response	
1=Yes, delivered as per the agreed upon commodity specification	1. Yes 2. No	Go to D11
2=Yes, delivered most of the time as per the commodity specification	1. Yes 2. No	If any response is Yes --- > Continue
3=Yes, delivered half of the time as per the commodity specification	1. Yes 2. No	
4=Yes, rarely delivered as per the commodity specification	1. Yes 2. No	
5=No, it was never delivered as per the commodity specification	1. Yes 2. No	

D10. What was/were the reason(s)? (Multiple answers – Mark as they apply)

Reason(s)	Response
D10.1 Time was too short to deliver the commodity	1. Yes 2. No
D10.2 Specified commodity was not available on time in the market	1. Yes 2. No
D10.3 The commodity specification was not received on time	1. Yes 2. No
D10.4 Other reasons (specify....)	1. Yes 2. No

D11. During the school year 2023, was any food commodity returned to you by the school because the delivery was not as per the agreed upon (verbal or written) commodity specification? (The purpose of collecting this information is to improve the HGSFP and for no other purposes)

1. Yes 2. No

D12. During the school year 2023, was any of your food commodity returned to you by the school because of the following reasons? (Multiple response, read all items and mark as they apply)

Reasons	Response
D12.1 Bags arrived in poor condition (e.g. open/torn)	1. Yes 2. No
D12.2 Food was infested	1. Yes 2. No
D12.3 Incorrect amount arrived (i.e. not as ordered)	1. Yes 2. No
D12.4 Supplier/farmer refused to bring food items to deliver	1. Yes 2. No
D12.5 No food label or food label was not clear or out of date	1. Yes 2. No
D12.6 Food delivered was not fresh or was stale	1. Yes 2. No
D12.7 Food was not delivered on time	1. Yes 2. No
D12.8 Others (specify...)	1. Yes 2. No

D13. During the school year 2022, were you able to submit the monthly payment request 'food received note' to the school as per the agreed (verbal or written) upon time?

1. Yes 2. No

D14. During the school year 2022, was any of your monthly payment request 'food received note' returned to you by the school because the request was not as per the specification or did not follow the specification?

1. Yes 2. No

D15. During the school year 2022, did you get paid from the school on time after you submitted the payment request to the school?

1. Yes, I always get paid on time
2. Yes, I get paid on time most of the time
3. Yes, I get paid on time about half of the time
4. Yes, I rarely get paid on time
5. No, I never get paid on time

D16. Overall, how effective is the payment system while delivering food commodities for school meals? Would you say it is very effective, effective, ineffective, or very ineffective?

1. Very effective If effective or very ineffective --- Go to D18
2. Effective
3. Neither effective nor ineffective
4. Ineffective If ineffective or very ineffective ---> Continue
5. Very ineffective

D17. What are the reasons for ineffectiveness?

Reasons Response

- D17a1 1. Yes 2. No
D17a2 1. Yes 2. No
D17a3 1. Yes 2. No

D18. How would you rate your experience in the school/public procurement process?

1. Simple
2. Normal
3. Complex

D19. In which steps of the school/public procurement process do you consider that there have been difficulties?

1. Knowing about the procurement opportunity
2. Obtaining the registration required for participating
3. Interpretation of the tender documents
4. Preparation and submission of the proposal
5. Obtaining the quantity/quality requested
6. Submission of warranties
7. Obtaining product certifications required
8. Payment length and conditions
9. Logistics for product delivery
10. Other. Please specify: _____

D20. Would you/ your organization be interested in participating again at school markets or continue as a supplier to other public institutions?

1. Yes
2. No. Please explain _____

D21. Overall, what do you consider the main benefits of supplying the school meals programme?

1. Price paid
2. Stable and predictable market
3. Long term contracts
4. Opportunity to access new markets
5. Opportunity to diversify production
6. Other. Please specify: _____

E. SUPPLY OF FOOD COMMODITIES FOR SCHOOL MEAL

Now I will ask about the supply of food commodities for the school meal programme.

E1. Instruction to the Interviewer: Please ask the following questions E1a to E1c and record the answer in each box in the table.

E1a. For the school year, did you supply this commodity to a school as part of the school meal programme? 1. Yes 2. No

E1b. For the school year, please tell us the monthly average volume of each commodity you supplied to school as part of the school meal programme. (kg)

E1c. For the school year, what was the price per kg for each commodity you sold to the supplier of the school meal programme?

Commodities	E1a. Commodity Monthly 1. Yes 2. No	E1b. Average monthly volume (kg)	E1c. Price per kg (Riel)	E1. Market Price
1. Rice (fortified)	E4a1	E4b1	Ec1	
2. Rice (non-fortified rice)	E4a2	E4b2	E4c2	
3. Morning glory	E4a3	E4b3	E4c3	
4. Pumpkin (yellow)	E4a4	E4b4	E4c4	
5. Spinach	E4a5	E4b5	E4c5	
6. Moringa	E4a6	E4b6	E4c6	
7. Long bean (green)	E4a7	E4b7	E4c7	
8. Others (specify...)	E4a8	E4b8	E4c8	
9. Eggs (duck)	E4a9	E4b9	E4c9	
10. Eggs (chicken)				
10. Meat (pork)				
Meat (chicken)				
11. Fish				
12. Vegetable oil				
13. Iodized salt				
14. Other (specify)				

E2. Instruction to the Interviewer: Please ask the following questions E2a – E2c and record the answer in each box in the table.

E2a. For the school year, did you buy the following food commodities from individual farmers?

1. Yes 2. NO

E2b. For the school year, did you buy the following food commodities from farmer organisations/cooperatives?

1. Yes 2. NO

E2c. For the school year, did you buy the following food commodities from retailers, traders, middlemen, millers? 1. Yes 2. NO

E2d. For the school year, from how many of the following actors have you purchased food commodities for the school meal programme?

E2e. For the school year, from how many of the following actors were women?

Commodities	E2a. Individual Farmers 1. Yes 2. No	E2b. Farmer Organizations 1. Yes 2. No	E2c. Traders/ middlemen/millers 1. Yes 2. No	E2d. No of actors	E2e. No. of Women
1. Rice/paddy					
2. Vegetables					
3. Eggs					
4. Meat (pork)					
5. Fish					
6. Vegetable oil					
7. Iodized salt					

E3. What percentage of these sources (farmers, farmer organisations, traders, millers, middlemen) are based within the same district of the school you procure to?

1. Less than 50% 2. More than 50%, less than 70% 3. More than 70%

E4. For the school year, do you have any agreement (verbal or written) with the supplier (trader/middlemen/rice miller/farmer/farmer organisations) to supply food commodity for the school meal programme?

1. Yes, with all 2. Yes, with some (who _____) 3. No – Go to E17

E5. If yes, does the agreement (verbal or written) with the farmer or supplier (trader/middlemen/rice miller or farmer/farmer organization) specify a fixed volume of food commodity for the school meal?

1. Yes 2. No ----- Go to E8

E6. During the school year, was the volume of food commodity delivered by the farmer or supplier (trader/middlemen/rice miller) as per the agreement (verbal or written) to supply for the school meal?

- 1=Yes, always delivered as per the agreement
2=Yes, delivered most of the time as per the agreement
3=Yes, delivered half of the time as per the agreement
4=Yes, rarely delivered as per the agreement
5=No, it was never delivered as per the agreement
9 = Not applicable

E7. During the school year, was any commodity returned to the supplier (trader/middlemen/rice miller or farmer) because the delivery was not as per the agreed volume (verbal or written)?

1. Yes
2. No

E8. During the school year, was there any agreed upon time frame (verbal or written) with the supplier (trader/middlemen/rice miller or farmer) to supply food commodities on time for the school meal?

1. Yes 2. No ----> Go to E11

E9. During the school year, was the food commodity delivered to you by the supplier (trader/middlemen/rice miller or farmer) as per the agreed upon (verbal or written) time frame?

- 1=Yes, delivered all the time as per the contracted time frame
2=Yes, delivered most of the time as per the contracted time frame
3=Yes, delivered half of the time as per the contracted time frame
4=Yes, rarely delivered as per the contracted time frame
5=No, it was never delivered on time
9 = Not applicable

E10. During the school year, was any commodity returned to the supplier (trader/middlemen/rice miller or farmer) because the delivery was not as per the agreed upon (verbal or written) time frame?

1. Yes 2. No

E11. During the school year, was there any agreed upon (verbal or written) commodity specification with the farmer or supplier (trader/middlemen/rice miller) to supply food commodities for the school meal?

1. Yes 2. No ----> Go to E15

E12. During the school year, was the food commodity delivered by the supplier (trader/middlemen/rice miller or farmer) as per the agreed upon (verbal or written) commodity specification?

- 1=Yes, delivered all the time as per the agreed upon commodity specification
2=Yes, delivered most of the time as per the agreed upon commodity specification
3=Yes, delivered half of the time as per the agreed upon commodity specification
4=Yes, rarely delivered as per the agreed upon commodity specification

5=No, it was never delivered as per the agreed upon commodity specification
9 = Not applicable

E13. During the school year, was any commodity returned to the supplier (trader/middlemen/rice miller or farmer) because the delivery was not as per the agreed upon (verbal or written) commodity specification?

- 1. Yes
- 2. No

E14. During the school year 2021/22, have you returned any commodity to the supplier (trader/middlemen/rice miller or farmer) because of the following reasons?

Reasons	Response
E14.1 Bags arrived in poor condition (e.g. open/torn)	1. Yes 2. No
E14.2 Food was infested	1. Yes 2. No
E14.3 Incorrect amount arrived (i.e. not as ordered)	1. Yes 2. No
E14.4 Supplier/farmer refused to bring food items to deliver	1. Yes 2. No
E14.5 No food label or food label was not clear or out of date	1. Yes 2. No
E14.6 Food delivered was not fresh or was stale	1. Yes 2. No
E14.7 Food was not delivered on time	1. Yes 2. No
E14.8 Others (specify...)	1. Yes 2. No

E15. During the school year, was there any agreed upon (verbal or written) time frame for payment to the supplier (trader/middlemen/rice miller or farmer) after the delivery of food commodities for the school meal?

- 1. Yes
- 2. No

E16. During the school year, did you pay to the supplier (trader/middlemen/rice miller or farmer) after the delivery of food commodities as per the agreed upon (verbal or written) time frame.

- 1. Yes, I have always paid to the supplier as per the agreed upon time frame
- 2. Yes, I have paid to the supplier most of the time as per the agreed upon time frame
- 3. Yes, I have paid about half of the time as per the agreed upon time frame
- 4. Yes, I have rarely paid as per the agreed upon time frame
- 5. No, I have never paid as per the agreed upon time frame

E17. Has your involvement with the school meal programme helped you expand your business?

- 1. Yes
- 2. No

E18. During the school year 2020/2021, what problems have you experienced while purchasing food items from the supplier (trader/middlemen/rice miller or farmer) for school meal?

- 1.
- 2.
- 3.
- 4.

E19. Overall, how satisfied are you with the service provided by the suppliers (trader/ middlemen/ rice miller or farmer) to supply food commodities for the school meal? Would you say you are very satisfied, satisfied, dissatisfied, or very dissatisfied?

- 1. Very satisfied If satisfied or very satisfied --- Go to F. Cost of Food DELIVERY
- 2. Satisfied
- 3. Neither satisfied nor dissatisfied
- 4. Dissatisfied If dissatisfied or very dissatisfied --- Continue
- 5. Very dissatisfied

E20a. What are the reasons for dissatisfaction?

F. COST OF FOOD DELIVERY

Now let us talk about the mode of food delivery and cost of delivery.

F1. During the school year, what means of transportation do you usually use when delivering food commodities to school? (Multiple response, Mark as they apply)

Means of transportation	Response
F1.1 Porter (carried on back)	1. Yes 2. No
F1.2 Bicycle/motorcycle	1. Yes 2. No
F1.3 Pick-up truck	1. Yes 2. No
F1.4 Tuktuk	1. Yes 2. No
F1.5 Lorry	1. Yes 2. No
F1.6 Public transport	1. Yes 2. No
F1.7 Others (specify)	1. Yes 2. No

F2. During the school year, what other services payment is required to deliver food commodities to school?

Services Response (yes/No)

- F2.1 Transportation
- F2.2 Loading/unloading.
- F2.3 Storage
- F2.4 Other (specify)...

F3. Who bears the cost of food delivery (transportation cost) for school meal supply?

- 1. Our business pays
- 2. School pays

F4. What problems have you experienced while delivering food items to school for school meals?

- F4.1
- F4.2
- F4.3
- F4.4

F5. Overall, how satisfied are you with the service provided by the school while delivering food commodities for the school meal programme? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?

1. Very satisfied	If satisfied or very satisfied --- Go to G. CAPACITY STRENGTHENING
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied ----> Continue
5. Very dissatisfied	

F6. What are the reasons for dissatisfaction?

Reasons Response

- F6a1 1. Yes 2. No
- F6a2 1. Yes 2. No
- F6a3 1. Yes 2. No

G. CAPACITY STRENGTHENING

Now let us talk about home-grown school feeding and any training you have received about school meal procurement/or bidding process.

G1. Did you or any of your staff receive training in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?

- 1. Yes
- 2. No ----> Go to G3

G2. How many staff received training in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government? How many of them were women?

G3a----- Total number
 G3b----- Number of women

G3. In the past two years, have you or your staff ever received any training on how to prepare bids for tenders, or any similar training?

1. Yes 2. No ----> Go to G6

G4. How many staff received training on how to prepare bids for tenders or any other training from WFP or the Government? How many of them were women?

G4a----- Total number
 G4b----- Number of women

G5. Instruction to the Interviewer: Please ask the following questions G5a to G5c and record the answer in each box in the table.

G5a. Have you or any of your staff received any training on nutrition, food quality, food handling, storage, and quality transportation in the past two years from WFP or the Government?

1. Yes 2. No

G5b. How many staff have received these trainings in the past two years from WFP or the Government?

G6b----- Total number of staff

G5c. How many female staff have received these trainings in the past two years from WFP or the Government?

G5c----- Number of female staff

Training on	G6a. Training 1. Yes 2. No	G6b. If G6a=Yes, how many total staff?	G6c. If E6a=Yes, how many female staff?
1. Nutrition			
2. Food quality			
3. Food handling			
4. Storage			
5. Quality transportation			
6. Others (specify.)			

G6. How satisfied are you with the training you or your staff received on HGSF procurement process? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?

1. Very satisfied	If satisfied or very satisfied --- Go to G. 8
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied ----> Continue
5. Very dissatisfied	

G7. What are the reasons for dissatisfaction?

Reasons Response

- G7a1 1. Yes 2. No
 G7a2 1. Yes 2. No
 G7a3 1. Yes 2. No

G8. How confident are you or your business/organization to handle and manage food procurement process for school meals? Would you say very confident, confident, not confident, or not very confident?

1. Very Confident If satisfied or very satisfied --- Go to G11
 2. Confident
 3. Neither satisfied nor dissatisfied
 4. Dissatisfied If dissatisfied or very dissatisfied ----> Continue

5. Very dissatisfied

G9. What are the reasons for dissatisfaction?

Reasons

G8a1

G8a2

G8a3

G10. Do you think you or your staff need further training to effectively handle and manage the food procurement process for the school meal programme?

1. Yes

2. No----> Go to the G13

G11. In what areas do you expect more training for you or your staff to effectively handle and manage the food procurement process for the school meal programme?

1.

2.

3.

4.

Interviewer Checkpoint: Farmer Snowball Sampling

Please tell us the contact information of farmers you purchased food commodities for school meal supply. Also record the type of commodity purchased from farmers (rice/paddy, vegetables, eggs, meat (pork), and fish).

For Interviewers Only: List the name and address of farmers as reported by the supplier/trader. Ask and record the detailed contact information of the farmers. This information is required for contacting target respondent farmers. If there are more than two farmers, select TWO farmers (ONE MALE AND ONE FEMALE, IF POSSIBLE) randomly and contact those farmers for farmer's interview.


SN	Farmers' Name	Sex of Farmer M/F	Address/phone	Commodities purchased
1				
2				
3				
4				
5				

Thank you for your valuable time and information,

End of Survey

8.3 LRP FARMER SURVEY

260. **NOTE:** This questionnaire replicates the format and approach used in the baseline survey but was adapted for the 2022 rolling baseline in combination with a KOICA survey. The questions should not be modified to ensure comparability with the rolling baseline datasets.

	Local and Regional Procurement Evaluation Questionnaire for Farmers Endline Survey 2024
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261. *My name is and I [NAME] and my colleague(s) [NAME(s)] work for We are part of a team conducting a survey to gather information on local procurement of food for the school meal programme. We are conducting a survey of farmers who supply food commodities to schools and suppliers for school meal programme in schools. I/we would like to get information about farm production, assets, volume of trading, training, and limitations. I/we would like to get information about the quantity and quality of food commodities delivered to suppliers and any trainings received by you or your family member in food production, procurement mechanisms, delivery and any problems experienced during the procurement process. Thank you for making time to meet with us.*

262. *The interview usually takes around 45 minutes to complete. Any information that you provide will be kept strictly confidential and will not be shared with others. Your participation 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 information is very important.*

Do you have any questions?

1. Yes 2. No

May we begin now?

1. Yes ↓ (go to the following questions) 2. No → Refused

Does your household supply produce to a supplier to a School Meal Programme (if respondent is unsure, recite name of supplier who identified the farmer through a snowball sampling) ? (new)

1. Yes, through one supplier
2. Yes, through multiple suppliers
3. Yes, directly to the school (go to the following questions)
4. No -----> end interview

Interviewer Instruction: Interview status to be recorded at the end of the survey

1. Completed 2. Partially completed 3. Interview postponed 4. Others

C. General Information	
A1. Date: _____ Start time: _____ End time: _____	A2. Interviewer ID: _____
A3. Interviewer Name:.....	A4. Interviewee Sex: 1- Male, 2 – Female
A5: Interviewee is: <ul style="list-style-type: none"> • Head of the family • Spouse • Other adult family member • _____ 	A6: Interviewee Tel:
A7: Province.....	A8: District
A9: Commune:	A10: Village:
A11: Age of household head <ul style="list-style-type: none"> • 18-35 – 1 • 36-55 – 2 • 55+ - 3 	A12. Education HH head <ul style="list-style-type: none"> • Never attended school – 99 • Vocational training – 0 • Primary – 1 • Secondary – 2 • BA/B.Sc. – 3 • MA/M.Sc. - 4
A11: Age of interviewee if not HH head	A12. Education of interviewee if not HH head

<ul style="list-style-type: none"> • 18-35 – 1 • 36-55 – 2 • 55+ - 3 • N/A if interviewee is HH head 	<ul style="list-style-type: none"> • Never attended school – 99 • Vocational training – 0 • Primary – 1 • Secondary – 2 • BA/B.Sc. – 3 • MA/M.Sc. – 4 • N/A if interviewee is HH head
--	--

B. HOUSEHOLD INFORMATION

Let's first talk about your household.

- B1a. How many members are there in your family? Number.....
- B1b. Number of female family members are females? Number of females.....
- B2a. Members of age 65 years and over? Number
- B2b. Number of females of age 65 years and over? Number
- B3a. Members of age 14 years and below? Number
- B3b. Number of females of age 14 years and below? Number

B4. On average, how much would you say your annual household income is?

----- Riels

B5. What is the main source of your household income (choose one) ?

1. Agriculture/farming
2. Fishing
3. Livestock rearing
4. Casual labour
5. Remittance
6. Grants
7. Other _____

B6. How much land do you own?
..... land size [in Khmer]*

B7. How much land is suitable for crop production?
..... land size [in Khmer]*

B8. How much of this land is rented?
..... land size [in Khmer]*

*Research agency has to convert this unit into standard international unit (hectares)

C. GRAIN (CEREALS AND LEGUMES) CROPS

Now let us talk about household's overall yearly production.

C1. Do you keep a record of your production? 1. Yes 2. No

C1a. If yes, have you received training in record keeping? 1. Yes 2. No

C1b. If yes, can we see your records? 1. Yes >> if record was provided for the enumerator to cross-check answers
1. No, if not available/or enumerator was denied access to records.

C7. Instruction to the Interviewer: Please ask the following questions **C7a to C7e** and record the answer in each box in the table.

C2a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption) ?

C2b. What is the area under ... (crop name, for example, rice) in 2023? (ask for each crop listed in the table)

C2c. What is the total production in 2023? (ask for each crop listed in the table)

C2d. Did you sell any produce of (name of crop) in 2023?
 C2e. Please tell us the total estimated volume of each commodity you sold in 2023 (last year)?
 C2f. What was the total amount (in Riel) of each commodity you sold in 2023 (last year)?

C2g.

Name of crops	C2a. Crops grown	C2b. Area (... Khmer) under crop	C2c. Total production (if still in the field, record NA)	C2d. Crops sold	C2e. Total volume (Kg) * of sale	C2f Unit price
Rice (non-fortified rice)	C7a1. 1. Yes 2. No	C7b1.....	C7c1.....	C7d1. 1. Yes 2. No	C7e1.....	
Morning glory	C7a2. 1. Yes 2. No	C7b2.....	C7c2.....	C7d2. 1. Yes 2. No	C7e2.....	
Pumpkin (yellow)	C7a3. 1. Yes 2. No	C7b3.....	C7c3.....	C7d3. 1. Yes 2. No	C7e3.....	
Spinach	C7a4. 1. Yes 2. No	C7b4.....	C7c4.....	C7d4. 1. Yes 2. No	C7e4.....	
Moringa	C7a5. 1. Yes 2. No	C7b5.....	C7c5.....	C7d5. 1. Yes 2. No	C7e5.....	
Long bean (green)	C7a6. 1. Yes 2. No	C7b6.....	C7c6.....	C7d6. 1. Yes 2. No	C7e6.....	
Other vegetables (specify...)	C7a7. 1. Yes 2. No	C7b7.....	C7c7.....	C7d7. 1. Yes 2. No	C7e7.....	
Eggs (duck)						
Eggs (chicken)						
Meat (chicken)						
Meat (pork)						
Fish						

*Research agency must convert it into Metric Tonnes

**Research agency must convert into USD

D. CAPACITY STRENGTHENING

Now let's talk about home-grown school feeding and any training you have received about school meal procurement/or bidding process.

D1. Are you aware of the home-grown school feed (HGSF) programme?

1. Yes 2. No

D2. Did you or any of your family/household members receive any training in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or from the Government?

1. Yes 2. No ----> Go to D4

D3. How many family/household members received training in the last two years about the Home-Grown School Feeding Programme (HGSF) from WFP/Government? How many of them were females?

D3a.----- Total number of family members trained
 D3b.----- Total number of female family members trained

D4. Instruction to the Interviewer: From xx -xx, ask the following questions and record the answer in the following table.

D4a. Did you or your family/household members receive training in the following toolkit areas? (ask for each training area)

1. Yes 2. No

D4b. How many family/household members receive training in the following toolkit areas? (ask for each training area)

D4c. How many of them were female members?

D4d. Are you applying the technique currently in your production?

Note to Enumerator : Please be prepared to explain what each training is about.

Toolkit	D4a. Received training or not	D4b. If D4a is Yes, how many in total?	D4c. If D4a is Yes, how many females?	Are you applying it in your production?
1. Safe food production	H4a1. 1. Yes 2. No	H4b1..... Number	H4c1..... Number	
Climate Smart Agriculture	H4a2. 1. Yes 2. No	H4b2..... Number	H4c2..... Number	
Good agricultural practices	H4a3. 1. Yes 2. No	H4b3..... Number	H4c3..... Number	
Participatory guarantee systems	H4a4. 1. Yes 2. No	H4b4..... Number	H4c4..... Number	
Organic standards	H4a5. 1. Yes 2. No	H4b5..... Number	H4c5..... Number	
Other....				
Agricultural production techniques	H4a2. 1. Yes 2. No	H4b2..... Number	H4c2..... Number	
Soil preparation	H4a6. 1. Yes 2. No	H4b6..... Number	H4c6..... Number	
Seed selection				
Pest management				
Organic fertilizer production				
Organic pesticide production				
Water management				
Post-harvest handling of food	H4a6. 1. Yes 2. No	H4b6..... Number	H4c6..... Number	
Proper package and storage				
Proper transportation of food				
Other.....				
3. Farming business management	H4a7. 1. Yes 2. No	H4b7..... Number	H4c7..... Number	
Food marketing				
Crop economic analysis				
Food market information				
Food quality standards				
Other.....				
4. Others (specify)...	H4a11. 1. Yes 2. No	H4b11..... Number	H4c11..... Number	

D5a. Are they GAP certified (you have received and completed a GAP training and received the government certificate)? 1. Yes 2. No

D5b. If yes, when did they last receive the GAP training? Month__ Year ____

D6. In the past two years, have you or any of your family/household member ever received any training on how to prepare bids for tender?

1. Yes 2. No ----> Go to D7

D6a. How many family members received training on how to prepare bids for tender from WFP/Government?

----- Number of family members

D6b. How many female members received training on how to prepare bids for tender from WFP/Government?

----- Number of female family members

D7a. How satisfied are you with the trainings you or your family members received on HGSP procurement process? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?

1. Very satisfied	If satisfied or very satisfied -> Go to Section #
2. Satisfied	
3. Neither satisfied nor dissatisfied	
4. Dissatisfied	If dissatisfied or very dissatisfied ----> Continue
5. Very dissatisfied	

D7b. What are the reasons for dissatisfaction?

Reasons

- 1
- 2
- 3

D8. The trainings you have received have helped you to use production enhancing technologies. Do you strongly agree, agree, disagree, or strongly disagree with this statement?

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

E. SUPPLY OF FOOD COMMODITIES FOR SCHOOL MEAL PROGRAMME

Now I will ask about the supply of commodities you provide to the supplier of School Meals Programme.

Instruction to the enumerator: Please ask the following questions E1a-E1c and record the answer in each box in the table.

E1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?

E1b. For the school year 2022 (Jan-May 2022), please tell us the monthly average volume (kg) of each commodity you supplied to the supplier of the school meal programme?

E1c. For the school year 2022, what was the price per kg for each commodity you sold to the supplier of the school meal programme?

Commodities	E1a. Commodity 1. Yes 2. No	E1b. Average monthly Volume (kg)	E1c. Price per kg (Riel)
Rice (non-fortified rice)			
Morning glory			
Pumpkin (yellow)			
Spinach			
Moringa			
Long bean (green)			
Other vegetables (specify...)			
Eggs (duck)			
Eggs (chicken)			
Meat (chicken)			
Meat (pork)			
Fish			

E2a. Overall, how satisfied are you with the price offered by the supplier of the school meal programme? Would you say very satisfied, satisfied, dissatisfied, or very dissatisfied?

1. Very satisfied	If satisfied or very satisfied --> Go to Section #
2. Satisfied	
3. Neither satisfied nor dissatisfied	If dissatisfied or very dissatisfied ----> Continue
4. Dissatisfied	

E2b. If you are dissatisfied, how does the price compare to the local market price?

1. Market price is approximately 5% higher
2. Market price is approximately 10% higher
3. Market price is approximately 20% higher
4. Market price is 20% higher and beyond

F. CONTRACTUAL AGREEMENT, MODE, AND FREQUENCY OF DELIVERY

F1. During the school year 2023, Do you have any agreement (verbal or written) with the supplier of the School Meal Programme to supply food commodity for the school meal programme?

1. Yes- verbal
2. Yes – written
 - a. Spot contracts
 - b. short term contract (1 to 3 months)
 - c. long term contract (more than 3 months)
 - d. framework agreement
 - e. Other. Please specify _____
3. No ----- Go to F3

F2. For the school year 2023, when did you make the agreement (verbal or written)? Was it before the start of the term or after the term?

1. Before the school term began
2. After the school term began

F3a. Does the agreement (verbal or written) with the supplier specify a fixed volume of food commodity for the school meal?

1. Yes
2. No ----- Go to F4

F3b. What is the agreed upon (verbal or written) frequency of delivery? Is it daily or weekly?

1. Daily
2. Weekly
3. Other _____

F3c. During the school year 2023, was the volume of food commodity you delivered to the supplier (of School Meals Programme) as per the agreement (verbal or written) to supply for the school meal?

- 1=Yes, always delivered as per the agreement
- 2=Yes, delivered most of the time as per the agreement
- 3=Yes, delivered half of the time as per the agreement
- 4=Yes, rarely delivered as per the agreement
- 5=No, it was never delivered as per the agreement
- 9 = Not applicable

F3d. During the school year 2023, was any commodity returned back to you by the supplier because the delivery was not as per the agreed volume (verbal or written)? Please note that this data will only be used to identify challenge and improve the programme, and it won't be used for any other purposes.

1. Yes
2. No

F4a. During the school year 2023, was there any agreed upon time frame (verbal or written) with the supplier of School Meals Programme to supply food commodities on time for the school meal?

1. Yes 2. No ----> Go to F5

F4b. During the school year 2023, was the food commodity delivered by you to the supplier of School Meals Programme as per the agreed upon (verbal or written) time frame?

- 1=Yes, delivered all the time as per the contracted time frame
2=Yes, delivered most of the time as per the contracted time frame
3=Yes, delivered half of the time as per the contracted time frame
4=Yes, rarely delivered as per the contracted time frame
5=No, it was never delivered on time
9 = Not applicable

F4c. During the school year 2023, was any commodity returned to you by the supplier of School Meals Programme because the delivery was not as per the agreed upon (verbal or written) time frame?

1. Yes 2. No

F5a. During the school year 2023, was there any agreed upon (verbal or written) quality specification on food commodities for the school meal?

1. Yes 2. No ----> Go to F6

F5b. During the school year 2023, was the food commodities delivered by you to the supplier as per the agreed upon (verbal or written) quality specification?

- 1=Yes, delivered all the time as per the agreed upon commodity specification
2=Yes, delivered most of the time as per the agreed upon commodity specification
3=Yes, delivered half of the time as per the agreed upon commodity specification
4=Yes, rarely delivered as per the agreed upon commodity specification
5=No, it was never delivered as per the agreed upon commodity specification
9 = Not applicable

F5c. During the school year 2023, was any commodity returned to you by the supplier because the delivery was not as per the agreed upon (verbal or written) quality specification?

1. Yes 2. No

F6. During the school year 2023, have your commodity been returned to you because of the following reasons? Please note that this data will only be used to identify challenge and improve the programme, and it won't be used for any other purposes and your personal data is strictly confidential.

Reasons	Response
.1 Bags arrived in poor condition (e.g. open/torn)	1. Yes 2. No
.2 Food was infested	1. Yes 2. No
.3 Incorrect amount arrived (i.e. not as ordered)	1. Yes 2. No
.4 Supplier/farmer refused to bring food items to deliver	1. Yes 2. No
.5 No food label or food label was not clear or out of date	1. Yes 2. No
.6 Food delivered was not fresh or was stale	1. Yes 2. No
.7 Food was not delivered on time	1. Yes 2. No
.8 Others (specify...)	1. Yes 2. No

F7a. During the school year 2023, was there any agreed upon (verbal or written) time frame for payment by the supplier of School Meals Programme after the delivery of food commodities?

3. Yes 2. No ----> Go to F8

F7b. If yes, have you received payment by the supplier (trader/middlemen/rice miller or farmer) after the delivery of food commodities as per the agreed upon (verbal or written) time frame?

1. Yes, I have always received payment by the supplier as per the agreed upon time frame
2. Yes, I have received payment by the supplier most of the time as per the agreed upon time frame
3. Yes, I have received payment by the supplier about half of the time as per the agreed upon time frame
4. No, I have rarely received payment as per the agreed upon time frame
5. No, I have never received payment as per the agreed upon time frame

F7c. How payment was done

1. On delivery
2. Advanced payment (if only a percentual, please choose two options)
3. Payment after delivery within 10 days
4. Payment after delivery within 30 days
5. Payment after delivery within 60 days
6. Payment after delivery within 90 days
7. Payment after delivery after more than 90 days

F7d. What was the form of payment

1. Cash
2. Bank deposit
3. Other. Please specify: _____

F8. What problems have you experienced while delivering your commodities to the suppliers for the school meal programme?

1.
2.
3.
4.

F9. Overall, what do you consider the main benefits of supplying to the school meals programme?

1. Price paid
2. Stable and predictable market
3. Long term contracts
4. Opportunity to access new markets
5. Opportunity to diversify production
6. Other. Please specify: _____

F10. Overall, your involvement with the school meal program has helped increase your household production. Do you strongly agree, agree, disagree, or strongly disagree with this statement?

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

F11. Overall, your involvement with the school meal program (supplying to school meals programme suppliers or directly to schools) has helped increase the total income of your household. Do you strongly agree, agree, disagree, or strongly disagree with this statement?

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

F12. If you have any other feedback you want to provide in regard to the HGSF programme?

Reasons
.....
.....

END OF THE SURVEY.

Thank you for your valuable time and information.

8.4 NATIONAL STAKEHOLDER INTERVIEW GUIDE

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

264. 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.

265. 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.

266. 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.

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

268. **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?).

269. Based on these criteria, during the baseline study, 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 midline replicated the same interviews and school visits to understand changes over time since the baseline.

270. **Introduction (to be read at the beginning of each interview):** We are members of an evaluation team commissioned by WFP to conduct a review of the support from WFP to the Local and Regional Procurement of school meals.

271. **The Evaluation:** The purpose of this evaluation is to assess the progress, results, lessons learned, and recommendations for future improvement of WFP 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.

272. **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.

273. **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.

274. **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.

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

276. Are you willing to be part of this interview? (Verbal response only requested)

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

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

279. *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 to 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.*

280. *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 is has begun with no penalty. Your participation in this discussion or not will not affect the benefits to the school, District, Province or elsewhere.*

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

282. *This evaluation is designed to help improve the LRP component in 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*

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

284. Are you willing to be part of this interview? (Verbal response only requested)

285. 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.

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to the LRP? 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 phase of the LRP began, what do you see have been the major changes as a result of the LRP 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 LRP 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 LRP 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 LRP 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, what would be the comparative advantage of WFP in the context? a. What is the added value of WFP interventions in the LRP?
6. In your experience, how has the LRP 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 LRP (farmer groups, committees, etc)?
7. In your opinion, what is the quality of the partnerships of WFP with implementing partners regarding the LRP activities? Partnership with the Government? (ask for examples, evidence of meetings, agreements etc)?
8. How do you see the cooperation on information sharing between the Government and WFP?
9. In your experience, what have been some of the unintended effects of the LRP programming approach during this cycle?
10. In your experience, how do you see the funding situation? Is the LRP project funded? Are there gaps?
11. In your experience, what efforts have been made towards the handover process of the LRP with the Government? Where do you see bottlenecks for handover yet?
12. In your experience, have been some of the biggest challenges and project adjustments made since its inception?
13. In your experience, what do you foresee as being some of the challenges to sustainability of the Government implementation of the LRP component moving forward?
RELEVANCE
14. To what degree have you seen the national and local Government authorities involved in the LRP? 15. How does the LRP align with key Government policies and strategies? a. Relationship to other agencies? 16. What LRP project adjustments and the design of the re-purposed activities appropriate and relevant for continued LRP implementation during the pandemic?
17. To what extent have the capacity strengthening activities that were implemented met the needs and priorities of the Government for the LRP (national and sub-national levels)?
EFFICIENCY (for WFP stakeholders primarily, but can be asked of others if they are familiar with the LRP implementation)
18. To what degree have the LRP activities been implemented in a timely manner? In what components have there been significant delays? (If any) What effect have any significant delays had on the project results?
19. What are the main cost drivers for the different LRP activities? Have these evolved over time?
20. What measures does the CO take to save costs? Are these effective?
21. How well does the monitoring and reporting system function for the LRP project? What are some gaps or challenges?
EFFECTIVENESS (ask only if not already covered in general questions)
22. What is your experience, on with the tender, registration, and bidding process for the LRP? How has it worked for the suppliers who applied? 23. To what degree are the operational, human, and financial resources in the project been sufficient to ensure adequate implementation of the activities in the context?

24. What are some gaps or challenges that have come through the monitoring and complaints system?
25. In your opinion, to what extent has progress been made towards the achievement of results of transition to the LRP?
26. How have you seen the external factors and subsequent limitations influencing the ability of the project to meet expected results and targets?
27. What are major internal factors within WFP that have influenced the progress of the LRP by the midline?
SUSTAINABILITY
28. In what way have the project interventions contributed to ensure the sustainability of the LRP? What is missing yet? <ul style="list-style-type: none"> a. Alignment with Government priorities b. Resource availability c. Technical capacity strengthening (individual, institutional, enabling environment) d. Policy environment e. Political will and ownership (Government) f. Others
29. Cascade: In what way have the project interventions contributed to ensure the sustainability of the LRP at the sub-national levels? What is missing yet? <ul style="list-style-type: none"> a. District authorities and directorates b. Commune level stakeholders c. School stakeholders (Parents, Local PTAs, teachers, directors) d. Farmer groups
30. Exit and Transition: To what extent has progress been made against the overall handover process of the LRP based on the agreed upon handover strategy endorsed with Government?
31. What were the main factors that have both positively and negatively influenced the transition process for the LRP?
32. What are the potential implications of a complete phase out of the WFP interventions in the LRP after this cycle? Can the gains be sustained?
RECOMMENDATIONS AND LESSONS LEARNED
33. In your opinion, what would you suggest for improving project s like the LRP for the future? <ul style="list-style-type: none"> e. Achievement of results f. Sustainability and transition factors and gaps g. Key bottlenecks for transition and handover

8.5 SUB-NATIONAL STAKEHOLDER INTERVIEW GUIDE

286. 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.

287. 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.

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

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

290. *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 to 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.*

291. *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.*

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

293. *This evaluation is designed to help improve the LRP component in 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*

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

295. *Are you willing to be part of this interview? (Verbal response only requested)*

296. 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.

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this LRP? 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 LRP? 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 LRP with WFP began, what do you see have been the major changes as a result of the LRP project activities? (Focus on any or all that are applicable to the stakeholder interviewed) <ol style="list-style-type: none"> 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 LRP 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 LRP 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 LRP 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, what would be the WFP comparative advantage in the context? a. What is the added value of WFP interventions in the LRP?
6. In your experience, how has the LRP 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?
7. In your opinion, what is the quality of the partnerships of WFP with implementing partners regarding the LRP activities? Partnership with the Government? (ask for examples, evidence of meetings, agreements etc)?
8. How do you see the cooperation on information sharing between the Government and WFP?
9. In your experience, what have been some of the unintended effects of the LRP programming approach during this cycle?
10. In your experience, how do you see the funding situation for the LRP? Is the entire project funded? Are there gaps?
11. In your experience, what efforts have been made towards the handover process of the LRP with the Government? Where do you see bottlenecks for handover yet?
12. In your experience, what have been some of the biggest challenges and project adjustments made?
13. In your experience, what do you foresee as being some of the challenges to sustainability of the LRP component moving forward?
RELEVANCE
14. To what degree have you seen the project adjustments and the design of the re-purposed activities appropriate and relevant for continued LRP implementation during the pandemic?
15. To what extent have the capacity strengthening activities that were implemented met the needs and priorities of the Government for the LRP?
EFFICIENCY (for WFP stakeholders primarily, but can be asked of others if they are familiar with the LRP implementation)
16. To what degree have the LRP activities been implemented in a timely manner? In what components have there been significant delays? (If any) What effect have any significant delays had on the project results?
17. Regarding the management of the LRP project, how would you assess the operational, human, and financial resources in the project? To what degree are they sufficient to ensure adequate implementation of the activities in the context? If not, what is missing? (Focus on any or all Activities that are applicable to the stakeholder interviewed)
18. What are the main cost drivers for the different LRP activities? Have these evolved over time?
EFFECTIVENESS (District stakeholders only)
19. How many primary schools are in the district? How many participate in the LRP? When did the LRP first come to the district?
20. How would you describe the overall goal of the LRP? What does the LRP do? a. What are the benefits of the LRP?
21. Is there a body/system at District level where stakeholders come together to discuss education issues? Are LRP issues covered there?
22. How have you seen external factors and their restrictions influencing the ability of the project to meet expected results and targets within the LRP?

MONITORING AND REPORTING
23. Did you receive any training on LRP monitoring and reporting? When and what was covered?
24. If you participate in the reporting on LRP, what types of reporting do you do for LRP? (topics, rates of submission, who it is sent to, etc)
25. What are the main challenges or gaps you experience for monitoring and reporting on LRP?
26. 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
27. What are the potential implications of a complete phase out of the WFP interventions in the LRP after this cycle? Can the gains be sustained?
RECOMMENDATIONS AND LESSONS LEARNED
28. In your opinion, what would you suggest for improving project s like the LRP for the future? <ul style="list-style-type: none"> a. Achievement of results b. Sustainability and transition factors and gaps c. Key bottlenecks for transition and handover

8.6 SCHOOL STAKEHOLDER INTERVIEW GUIDE

297. 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 school feeding committee members. 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 LRP is implemented.

298. To prevent 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.

299. **Most Significant change Story:** One of the deliverables for the endline evaluation report is the presentation of two success stories that best illustrate the impact of the LRP. These will be collected from the school, supplier, and farmer interviews via an adaptation of the Most Significant change (MSC) exercise. The MSC exercise question is included in the interview guides for these stakeholders. The thematic analysis would follow the same principles of qualitative analysis, but sensitizing concepts include themes and patterns related to (among others): i) type of activity; ii) timing and type of changes; iii) type of barrier overcome or change; and iv) criteria used to identify successes.

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

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

302. *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 to 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.*

303. *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.*

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

305. *This evaluation is designed to help improve the LRP component in 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*

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

307. *Are you willing to be part of this interview? (Verbal response only requested)*

308. 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.

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this LRP? What is your role? How long have you been involved? When did LRP activities start in the school?
GENERAL EFFECTS
1. In your own words, what do you know about the WFP LRP project? What do you see they are hoping to achieve?

2. To what extent have you been involved in deciding which commodities are provided? What types of criteria used?
3. How many suppliers did your school utilize for LRP provision during the past year?
4. What types of problems did you have with any of the tenders?
5. What kinds of activities do LSFC members do each day related to LRP? Please describe a typical day/week/month
6. Timing of tender process, delivery, - when do these processes occur, how frequently?
7. According to you, what do you see as the main benefits of the LRP?
8. Is there a need for improvement of the LRP? What would you suggest?
9. What types of adjustments have you seen to respond to external challenges? Were these adjustments useful? Relevant?
RELEVANCE
10. To what degree have you seen the project adjustments appropriate and relevant for continued LRP implementation during the pandemic?
EFFECTIVENESS
11. What have been the best aspects of purchasing through tender within the LRP? What have been some challenges?
12. How transparent and well understood do you see the current procurement process?
13. How is your experience with the timeliness of the local procurement?
14. In what ways do you see that the procurement process could be improved?
15. Approximately how many traders did you use to purchase and deliver the local food commodities and what was the approximate volume/value of the commodities procured for the school meals?
16. What other costs did the school have related to school meals? (transportation, storage, unloading, etc).
17. How have you seen external factors and their restrictions influencing the ability of the LRP project to meet expected results and targets?
18. Was your school able to provide meals every day during the most recent academic year? If no, what were the factors that prevented this?
19. When did the school start providing school meals this academic year? Was there a delay and if yes, why?
Most Significant Change
20. Think of all the things that you remember happening during the LRP project. Can you describe an example that you think best illustrates the most important success from the project? How did they become involved? What were some initial challenges? What were some of the important changes? What are things like now?
Elements for MSC consideration: <i>Note to facilitators. As the respondent describes the story, be attentive to asking probes to ensure multiple elements of the story are covered in the recounting. These would include:</i>
<p>Summary:</p> <ul style="list-style-type: none"> ○ Title of the story ○ Who was the main person or entity involved? ○ What was the main theme? ○ Where did it take place? ○ When did it take place? <p>Chronology</p> <ul style="list-style-type: none"> ○ How did the story start? What were things like at the beginning? ○ How did the intervention look like? What did the intervention focus on? ○ What were the reactions of the person/subject? ○ What were some challenges during the process? ○ How did things finish? How were things wound up? <p>Impact</p> <ul style="list-style-type: none"> ○ What were some of the most significant changes in the subject/person/entity compared to before? ○ What were the most successful things WFP doing to help? ○ What were some things that could have been done differently? <p>Reflection</p> <ul style="list-style-type: none"> ● Why did they pick this story? Why not a different one? What is special about this one?

MONITORING AND REPORTING
21. Did you receive an LRP training? When and what was covered?
22. Did any of the school local procurement PTA members receive LRP training? When and what was covered?
23. If you participate in the reporting on LRP, what types of reporting do you do for LRP? (topics, rates of submission, who it is sent to, etc)
24. What are the main challenges or gaps you experience for monitoring and reporting on LRP?
25. 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 within the LRP? What might be improved?
SUSTAINABILITY
26. What are the potential implications of a complete phase out of the WFP interventions in the LRP support after this cycle? Can the gains and process be sustained?
RECOMMENDATIONS AND LESSONS LEARNED
27. In your opinion, what would you suggest for improving project s like the LRP in the future?

8.7 SUPPLIER INTERVIEW GUIDE

309. The guide below presents a set of questions that could be asked at group interviews with representatives of suppliers, traders, and farmers. 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 LRP is implemented.

310. To prevent 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.

311. **Most Significant change Story:** One of the deliverables for the endline evaluation report is the presentation of two success stories that best illustrate the impact of the LRP. These will be collected from the school, supplier, and farmer interviews via an adaptation of the Most Significant change (MSC) exercise. The MSC exercise question is included in the interview guides for these stakeholders. The thematic analysis would follow the same principles of qualitative analysis, but sensitizing concepts include themes and patterns related to (among others): i) type of activity; ii) timing and type of changes; iii) type of barrier overcome or change; and iv) criteria used to identify successes.

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

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

314. *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 to 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.*

315. *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.*

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

317. *This evaluation is designed to help improve the LRP component in 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*

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

319. *Are you willing to be part of this interview? (Verbal response only requested)*

320. 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.

OPENING AND ROLE

First of all, what is your relationship to, or the way you are connected to, this LRP? What is your role? How long have you been involved?

When did LRP activities start in the school?

Do you supply to clients outside of your District?

GENERAL EFFECTS
1. In your own words, what do you know about the WFP LRP project? What do you see they are hoping to achieve?
2. How familiar are you with the tender process?
3. Were you given any guidance on the type of food to be purchased? Or quality?
4. What do you find easiest about the tender process? Did you get any support when entering your bid?
5. What do you find the most difficult?
6. What foods have the school feeding committees most regularly purchased from you?
7. Where are your suppliers and your buyers based?
8. How can WFP better support the use of local food commodities in the schools?
9. What types of changes have there been to your business, practice, or payment procedures as a result of the LRP?
10. Positive impacts?
11. Negative impacts?
12. According to you, what do you see as the main benefits of the LRP?
13. Is there a need for improvement of the LRP? What would you suggest?
14. What types of adjustments have you seen within the LRP to respond to external situations? Were these adjustments useful? Relevant?
RELEVANCE
15. To what degree have you seen the project adjustments appropriate and relevant for continued LRP implementation during the pandemic?
EFFECTIVENESS
16. What was the approximate volume/value of the commodities that you procured for the school meals?
17. Is this a major component of your business?
18. How have you seen external factors influencing the ability of the LRP project to meet expected results and targets?
Most Significant Change
28. Think of all the things that you remember happening during the LRP project. Can you describe an example that you think best illustrates the most important success from the project? How did they become involved? What were some initial challenges? What were some of the important changes? What are things like now?
Elements for MSC consideration: <i>Note to facilitators. As the respondent describes the story, be attentive to asking probes to ensure multiple elements of the story are covered in the recounting. These would include:</i>
Summary: <ul style="list-style-type: none"> ○ Title of the story ○ Who was the main person or entity involved? ○ What was the main theme? ○ Where did it take place? ○ When did it take place?
Chronology <ul style="list-style-type: none"> ○ How did the story start? What were things like at the beginning? ○ How did the intervention look like? What did the intervention focus on? ○ What were the reactions of the person/subject? ○ What were some challenges during the process? ○ How did things finish? How were things wound up?
Impact <ul style="list-style-type: none"> ○ What were some of the most significant changes in the subject/person/entity compared to before? ○ What were the most successful things WFP doing to help? ○ What were some things that could have been done differently?
Reflection <ul style="list-style-type: none"> ● Why did they pick this story? Why not a different one? What is special about this one?

RECOMMENDATIONS AND LESSONS LEARNED

19. In your opinion, what would you suggest for projects like the LRP for improving performance in the future?

8.8 FARMER INTERVIEW GUIDE

321. The guide below presents a set of questions that could be asked at group interviews with representatives of farmers. 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 LRP is implemented.

322. To prevent bias, it will be made clear since the beginning that the evaluation team is independent and will not share their information. 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.

323. **Most Significant change Story:** One of the deliverables for the endline evaluation report is the presentation of two success stories that best illustrate the impact of the LRP. These will be collected from the school, supplier, and farmer interviews via an adaptation of the Most Significant change (MSC) exercise. The MSC exercise question is included in the interview guides for these stakeholders. The thematic analysis would follow the same principles of qualitative analysis, but sensitizing concepts include themes and patterns related to (among others): i) type of activity; ii) timing and type of changes; iii) type of barrier overcome or change; and iv) criteria used to identify successes.

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

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

326. *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 to 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.*

327. *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.*

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

329. *This evaluation is designed to help improve the LRP component in 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*

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

331. *Are you willing to be part of this interview? (Verbal response only requested)*

332. 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.

OPENING AND ROLE

First of all, what is your relationship to, or the way you are connected to, this local procurement process for school meals?

When did LRP activities start in the school?

Do you supply to clients outside of your District?

GENERAL EFFECTS
1. In your own words, what do you know about the WFP LRP project? What do you see they are hoping to achieve?
2. How familiar are you with the tender process? Have you been involved in the bidding process and if yes, how?
3. Have you ever directly applied for school feeding or other large tenders? Why or why not?
4. What is your relationship with the local supplier?
5. Were you given any guidance on the type of food to be purchased? Or quality?
6. What foods have the supplier most regularly purchased from you? Are these the same types of foods that you yourself would consume?
7. What do you find easiest about the tender process?
8. What do you find the most difficult?
9. How can WFP better support the use of local food commodities in the schools?
10. What types of changes have there been to your farming as a result of the LRP tenders?
11. Positive impacts?
12. Negative impacts?
13. According to you, what do you see as the main benefits of the LRP?
14. Is there a need for improvement of the LRP? What would you suggest?
15. What types of adjustments have you seen within the LRP to respond to external situation? Were these adjustments useful? Relevant?
RELEVANCE
16. To what degree have you seen the project adjustments and the design of the re-purposed activities appropriate and relevant for continued LRP implementation during the pandemic?
EFFECTIVENESS
17. Approximately what was the approximate volume/value of the commodities procured for the school meals?
18. What is the seasonality of the commodities you provide to the supplier for the school meals??
19. How have you seen external factors subsequent restrictions influencing the ability of the LRP project to meet expected results and targets?
20. Was your school able to provide meals every day during the most recent academic year? If no, what were the factors that prevented this?
Most Significant Change
29. Think of all the things that you remember happening during the LRP project. Can you describe an example that you think best illustrates the most important success from the project? How did they become involved? What were some initial challenges? What were some of the important changes? What are things like now?
<p>Elements for MSC consideration: <i>Note to facilitators. As the respondent describes the story, be attentive to asking probes to ensure multiple elements of the story are covered in the recounting. These would include:</i></p> <p>Summary:</p> <ul style="list-style-type: none"> ○ Title of the story ○ Who was the main person or entity involved? ○ What was the main theme? ○ Where did it take place? ○ When did it take place? <p>Chronology</p> <ul style="list-style-type: none"> ○ How did the story start? What were things like at the beginning? ○ How did the intervention look like? What did the intervention focus on? ○ What were the reactions of the person/subject? ○ What were some challenges during the process? ○ How did things finish? How were things wound up? <p>Impact</p> <ul style="list-style-type: none"> ○ What were some of the most significant changes in the subject/person/entity compared to before? ○ What were the most successful things WFP doing to help?

<ul style="list-style-type: none"> ○ What were some things that could have been done differently? <p>Reflection</p> <ul style="list-style-type: none"> ● Why did they pick this story? Why not a different one? What is special about this one?
RECOMMENDATIONS AND LESSONS LEARNED
<p>21. In your opinion, what would you suggest for projects like the LRP for improving performance in the future?</p>

8.9 PARENT AND CHILD MSC INTERVIEW GUIDE

333. **Most Significant change Story:** One of the deliverables for the endline evaluation report is the presentation of two success stories that best illustrate the impact of the LRP and two success stories that will contribute to the McGovern-Dole school feeding programme. In addition to the LRP contributions from the school, supplier, and farmer interviews, the school feeding success stories will also draw on parent and children observations via an adaptation of the Most Significant change (MSC) exercise. The MSC exercise question is included in the interview guides for these stakeholders. The thematic analysis would follow the same principles of qualitative analysis, but sensitizing concepts include themes and patterns related to (among others): i) type of activity; ii) timing and type of changes; iii) type of barrier overcome or change; and iv) criteria used to identify successes.

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

335. *My name is _____. I am a researcher contracted to support a company – KonTerra – that is conducting an evaluation of the work that WFP has done supporting the Royal Government of Cambodia in its Local and Regional procurement for the School Meals Programme. We are talking with a number of people from different levels who are connected to the WFP support to the school meals programming to understand how the school meals is implemented and changes that have occurred in the lives of the children and households as a result. We will then analyse the information provided by all respondents.*

336. *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 to 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.*

337. *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.*

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

339. *This evaluation is designed to help improve the WFP's engagement in 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*

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

341. *Are you willing to be part of this interview? (Verbal response only requested)*

342. *Are you willing to allow your children to be part of this interview? (Parental permission form must be signed for child participation)*

Parental Permission Form

343. The following form is for use when requesting the permission of the parent or legal guardian to allow their child to participate in the MSC success story exercise. Adult permission for interviews is granted verbally but additional protective measures should be taken with the inclusion of children.

Permission Form for Children Participation in the Parent/Child MSC Exercise.

I, _____, of national ID Number: _____, grant permission and consent to the KonTerra Group and WFP to allow the participation of my child: _____ in a parent/child focus group discussion to identify success stories from the LRP and McGovern-Dole school feeding programme.

I understand that I as the parent will be present when the child is participating in the focus group discussion.

I understand that there shall be no payment for this release nor any royalty, fee, nor other compensation.

I understand that I may revoke this permission at any time during the MSC exercise and any information obtained by the evaluation team will not then be used in the publication of the success stories.

Signature : _____ Date : _____

Print Name : _____

KonTerra ET Member Signature : _____ Date : _____

Print Name : _____

Permission for Release of digital images

344. The following forms are for use in all instances where adults or children may be photographed as part of the development of the LRP and McGovern-Dole success stories. The first form is for use with adults, while the second form is to obtain parental permission for the use of children images in the success stories.

Digital Permission Form - Adults

I, _____, of national ID Number: _____, grant permission and consent to the KonTerra Group and WFP for the use of my photograph(s) for presentation within the WFP school feeding success stories.

I understand that there shall be no payment for this release nor any royalty, fee, nor other compensation.

I understand that I may revoke this authorization at any time by notifying WFP in writing. The revocation will not affect any actions taken before the receipt of this written notification. Images will be stored in a secure location and only authorized WFP and KonTerra staff will have access to them. After the publication of the success stories, the original images will be destroyed or archived.

Signature : _____ Date : _____

Print Name : _____

KonTerra ET Member Signature : _____ Date : _____

Print Name : _____

Digital Permission Form - Children

I, _____, of national ID Number: _____, grant permission and consent to the KonTerra Group and WFP for the use of photographs of my child: _____ for presentation within the WFP school feeding success stories.

I understand that there shall be no payment for this release nor any royalty, fee, nor other compensation.

I understand that I may revoke this authorization at any time by notifying WFP in writing. The revocation will not affect any actions taken before the receipt of this written notification. Images will be stored in a secure location and only authorized WFP and KonTerra staff will have access to them. After the publication of the success stories, the original images will be destroyed or archived.

Signature : _____ Date : _____

Print Name : _____

KonTerra ET Member Signature : _____ Date : _____

Print Name : _____

Possible PSEA report form (for facilitators)

345. **To Facilitators:** In the course of the interviews with parents and children, there exists the possibility that references may be made to recent or ongoing abuse during the MSC exercise. If these occur, the following forms should be filled out by the ET member and shared with the Team lead who will inform the evaluation company - The KonTerra Group - who will determine appropriate actions to be taken.

346. Provide a summary of the reported incident, type of abuse (and whether it involves a children), the services provided to the complainant, and what actions have been taken to protect the complainant. Include basic information on the alleged offender and whether an investigation has been opened. Include an assessment of the risks of repeat offenses.

Information about the Complainant	
Name:	Contact Details:
Age:	Gender:
If the complainant is a child, are the parents or legal guardians informed about the incident? (Yes/No)	
SEA Incident	
Date and time of incident:	Location:
Witnesses:	
Detailed description of the interview situation and the reported incident that emerged during the interview:	
Information about the alleged offender	
Name:	Employer and Title:
Age:	Gender:
Is the alleged offender's employer aware of the allegations?	

MSC Interview Guide

OPENING AND ROLE
When did school meals activities start in the school?
GENERAL EFFECTS
<ol style="list-style-type: none"> 1. In your own words, what do you know about the WFP support to the school meals? 2. What foods are most commonly found in the school meals? Have these changed over time? 3. What are your perceptions of the quality of the meals provided at the schools? 4. What are some good things about the meals? 5. What are some criticisms or things you would like to see changed? 6. What do you see as the main benefits of the provision of school meals? What has changed in the lives of the children or the households?

Most Significant Change
<p>30. Think of all the things that you remember happening during the school meals project. Can you describe an example that you think best illustrates the most important success from the project? How did they become involved? What were some initial challenges? What were some of the important changes? What are things like now?</p>
<p>Elements for MSC consideration: <i>Note to facilitators. As the respondent describes the story, be attentive to asking probes to ensure multiple elements of the story are covered in the recounting. These would include:</i></p> <p>Summary:</p> <ul style="list-style-type: none"> ○ Title of the story ○ Who was the main person or entity involved? ○ What was the main theme? ○ Where did it take place? ○ When did it take place? <p>Chronology</p> <ul style="list-style-type: none"> ○ How did the story start? What were things like at the beginning? ○ How did the intervention look like? What did the intervention focus on? ○ What were the reactions of the person/subject? ○ What were some challenges during the process? ○ How did things finish? How were things wound up? <p>Impact</p> <ul style="list-style-type: none"> ○ What were some of the most significant changes in the subject/person/entity compared to before? ○ What were the most successful things WFP doing to help? ○ What were some things that could have been done differently? <p>Reflection</p> <ul style="list-style-type: none"> ● Why did they pick this story? Why not a different one? What is special about this one?
RECOMMENDATIONS AND LESSONS LEARNED
<p>7. In your opinion, what would you suggest for projects like the school meals for improving performance in the future?</p>

Annex 9: Quantitative Survey Results

9.1 SCHOOL SURVEY RESULTS

		Case / Control School			
		Case		Control	
		Count	Column N %	Count	Column N %
A13. School type	1. HGSF-Hybrid (USDA+Other)	2	6.9%	0	0.0%
	2. HGSF-Hybrid (USDA+LRP)	27	93.1%	0	0.0%
	3. SMP (USDA+Other)	0	0.0%	21	100.0%

Case / Control School	Total students enrolled (Grade1)	Female students enrolled (Grade1)	Total students enrolled (Grade2)	Female students enrolled (Grade2)	Total students enrolled (Grade3)	Female students enrolled (Grade3)	Total students enrolled (Grade4)	Female students enrolled (Grade4)	Total students enrolled (Grade5)	Female students enrolled (Grade5)	Total students enrolled (Grade6)	Female students enrolled (Grade6)	
Case	N	29	29	29	29	29	29	29	29	29	29	29	
	Mean	40.41	18.52	37.31	17.34	32.28	15.48	28.31	13.79	29.21	14.83	25.38	13.03
	Minimum	11	2	11	3	12	4	12	3	11	5	9	2
	Maximum	111	47	104	45	80	40	80	38	77	34	53	35
	Sum	1172	537	1082	503	936	449	821	400	847	430	736	378
	Std. Deviation	24.329	11.076	20.034	9.630	17.314	8.749	14.028	7.589	15.093	7.407	13.050	7.043
Control	N	21	21	21	21	21	21	21	21	21	21	21	
	Mean	46.71	23.52	44.67	22.29	39.19	19.33	35.33	16.81	32.00	15.86	27.10	13.57
	Minimum	23	10	13	9	21	11	13	8	0	0	0	0
	Maximum	83	41	91	55	77	37	74	39	73	30	73	35
	Sum	981	494	938	468	823	406	742	353	672	333	569	285
	Std. Deviation	19.609	9.480	20.222	11.988	16.857	8.493	18.167	8.066	14.328	6.491	15.760	7.698
Total	N	50	50	50	50	50	50	50	50	50	50	50	
	Mean	43.06	20.62	40.40	19.42	35.18	17.10	31.26	15.06	30.38	15.26	26.10	13.26

Minimum	11	2	11	3	12	4	12	3	0	0	0	0
Maximum	111	47	104	55	80	40	80	39	77	34	73	35
Sum	2153	1031	2020	971	1759	855	1563	753	1519	763	1305	663
Std. Deviation	22.473	10.631	20.241	10.850	17.297	8.767	16.107	7.857	14.694	6.986	14.122	7.253

What type of food commodities does/did your school provide as Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal to students ?	Case / Control School				
	Case		Control		
	Count	Column N %	Count	Column N %	
(B4.1a Rice (fortified))	1. Yes	22	75.9%	16	76.2%
	2. No	7	24.1%	5	23.8%
(B4.1b Rice (non-fortified rice))	1. Yes	3	10.3%	1	4.8%
	2. No	26	89.7%	20	95.2%
(B4.2a Morning glory)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.2b Pumpkin (yellow))	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.2c Spinach)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.2d Moringa)	1. Yes	24	82.8%	19	90.5%
	2. No	5	17.2%	2	9.5%
(B4.2e Long bean (green))	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.3a Eggs)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.3b Meat (pork))	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.3c Fish)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.4 Vegetable oil)	1. Yes	23	79.3%	17	81.0%
	2. No	6	20.7%	4	19.0%

(B4.5 Iodized salt)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(B4.2f Others (specify...))	1. Yes	18	62.1%	12	57.1%
	2. No	11	37.9%	9	42.9%

			Case / Control School		Total
			Case	Control	
B6. For the school year (2022-2023), when did the school start providing school meal to students?	1. First day of school	Count	10	6	16
		% within Case / Control School	34.5%	28.6%	32.0%
	2. After the school started	Count	19	15	34
		% within Case / Control School	65.5%	71.4%	68.0%
Total	Count	29	21	50	
	% within Case / Control School	100.0%	100.0%	100.0%	

			Case / Control School			
			Case		Control	
			Count	Column N %	Count	Column N %
Currently, for the school year (2022-2023), who funds/provides the food for the Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal for your school?						
(B9.1 Directly provided by WFP)	1. Yes	29	100.0%	18	85.7%	
	2. No	0	0.0%	3	14.3%	
(B9.2 Through WFP funding (cash to schools) (HGSF-Hybrid))	1. Yes	21	72.4%	15	71.4%	
	2. No	8	27.6%	6	28.6%	
(B9.3 Directly provided by the central government)	1. Yes	10	34.5%	11	52.4%	
	2. No	19	65.5%	10	47.6%	
(B9.4 Other sources (specify))	1. Yes	10	34.5%	7	33.3%	
	2. No	19	65.5%	14	66.7%	
B9.4 Other sources (specify) (Other (specify) 1)	Parents provide vegetable to school once	2	20.0%	0	0.0%	
	Agency staff fund	0	0.0%	0	0.0%	
	Community	5	50.0%	7	100.0%	
	Commune	2	20.0%	0	0.0%	

Parent association	1	10.0%	0	0.0%
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For the school year (2022-2023), does your school also get food for school meal from any of the following sources?		Case / Control School			
		Case		Control	
		Count	Column N %	Count	Column N %
(B10.1 The local government)	1. Yes	5	17.2%	10	47.6%
	2. No	24	82.8%	11	52.4%
(B10.2 School's farm)	1. Yes	20	69.0%	17	81.0%
	2. No	9	31.0%	4	19.0%
(B10.3 The parent-teacher association)	1. Yes	16	55.2%	15	71.4%
	2. No	13	44.8%	6	28.6%
(B10.5 From farmers)	1. Yes	12	41.4%	6	28.6%
	2. No	17	58.6%	15	71.4%
(B10.6 Direct contributions from parents)	1. Yes	15	51.7%	18	85.7%
	2. No	14	48.3%	3	14.3%
(B10.7 Other sources (specify))	1. Yes	2	6.9%	2	9.5%
	2. No	27	93.1%	19	90.5%
B10.7 Other sources (specify) (Other (specify) 1)	Pagoda	1	50.0%	0	0.0%
	Student	1	50.0%	0	0.0%
	Community	0	0.0%	2	100.0%

		Case / Control School			Total
		Case	Control		
B11. For the school year (2022-2023), does your school have a daily menu for the school meal for students?	1. Yes	Count	29	21	50
		% within Case / Control School	100.0%	100.0%	100.0%
Total		Count	29	21	50
		% within Case / Control School	100.0%	100.0%	100.0%

C1. For school year (2022-2023), who procured the food for school meal (breakfast)?		Case / Control School			
		Case		Control	
		Count	Column N %	Count	Column N %
(C1.1 WFP procured the food)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(C1.2 Central government procured the food)	1. Yes	2	6.9%	7	33.3%
	2. No	27	93.1%	14	66.7%
(C1.3 Local government/local bidding committee)	1. Yes	14	48.3%	12	57.1%
	2. No	15	51.7%	9	42.9%
(C1.97 Others (specify...))	1. Yes	1	3.4%	2	9.5%
	2. No	28	96.6%	19	90.5%

Have you contracted suppliers/traders to supply the following commodities for your school meal (breakfast) for the school year (2022-2023)?		Case / Control School			
		Case		Control	
		Count	Column N %	Count	Column N %
(C2.1a Rice (fortified))	1. Yes	4	13.8%	0	0.0%
	2. No	25	86.2%	21	100.0%
(C2.1b Rice (non-fortified rice))	1. Yes	0	0.0%	0	0.0%
	2. No	29	100.0%	21	100.0%
(C2.2a Morning glory)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(C2.2b Pumpkin (yellow))	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(C2.2c Spinach)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(C2.2d Moringa)	1. Yes	28	96.6%	21	100.0%
	2. No	1	3.4%	0	0.0%
(C2.2e Long bean (green))	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(C2.3a Eggs)	1. Yes	29	100.0%	21	100.0%

	2. No	0	0.0%	0	0.0%
(C2.3b Meat (pork))	1. Yes	28	96.6%	21	100.0%
	2. No	1	3.4%	0	0.0%
(C2.3c Fish)	1. Yes	29	100.0%	21	100.0%
	2. No	0	0.0%	0	0.0%
(C2.4 Vegetable oil)	1. Yes	4	13.8%	2	9.5%
	2. No	25	86.2%	19	90.5%
(C2.5 Iodized salt)	1. Yes	27	93.1%	17	81.0%
	2. No	2	6.9%	4	19.0%
(C2.2f Others (specify...))	1. Yes	15	51.7%	9	42.9%
	2. No	14	48.3%	12	57.1%

C5. Can you tell us who the supplier(s)/trader(s) is/are that you have contracted? Are they village vendor, rice miller, retailer, middlemen, a wholesaler or a producer farmer?	Case / Control School				
	Case		Control		
	Count	Column N %	Count	Column N %	
(C5.1 A village vendor)	1. Yes	11	37.9%	11	52.4%
	2. No	18	62.1%	10	47.6%
(C5.2 A rice miller)	1. Yes	0	0.0%	0	0.0%
	2. No	29	100.0%	21	100.0%
(C5.3 A retailer)	1. Yes	6	20.7%	10	47.6%
	2. No	23	79.3%	11	52.4%
(C5.4 A middleman)	1. Yes	17	58.6%	19	90.5%
	2. No	12	41.4%	2	9.5%
(C5.5 A wholesaler)	1. Yes	2	6.9%	8	38.1%
	2. No	27	93.1%	13	61.9%
(C5.6 Food producers (farmers))	1. Yes	16	55.2%	8	38.1%
	2. No	13	44.8%	13	61.9%
(C5.7 Others (specify))	1. Yes	0	0.0%	0	0.0%
	2. No	29	100.0%	21	100.0%

During the school year (2022-2023), what were the reasons the school was NOT able to provide school meal (until the school was in operation, expect weekends and holidays)?		Case / Control School			
		Case		Control	
		Count	Column N %	Count	Column N %
(D16.1 No food available (finished before the delivery plan))	1. Yes	8	80.0%	4	44.4%
	2. No	2	20.0%	5	55.6%
(D16.2 No food available (delayed delivery))	1. Yes	4	40.0%	3	33.3%
	2. No	6	60.0%	6	66.7%
(D16.3 Not enough water)	1. Yes	0	0.0%	1	11.1%
	2. No	10	100.0%	8	88.9%
(D16.4 No one to prepare meals)	1. Yes	2	20.0%	2	22.2%
	2. No	8	80.0%	7	77.8%
(D16.5 Not enough firewood)	1. Yes	0	0.0%	1	11.1%
	2. No	10	100.0%	8	88.9%
(D16.6 Leaking (poor condition of) kitchen during rain)	1. Yes	0	0.0%	3	33.3%
	2. No	10	100.0%	6	66.7%
(D16.7 Cook not available)	1. Yes	2	20.0%	4	44.4%
	2. No	8	80.0%	5	55.6%
(D16.8 Other (specify...))	1. Yes	1	10.0%	1	11.1%
	2. No	9	90.0%	8	88.9%

		Case / Control School		Total	
		Case	Control		
E4. Overall, how satisfied are you with the quality of food delivered for school meal? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?	1. Very satisfied	Count	13	11	24
		% within Case / Control School	44.8%	52.4%	48.0%
	2. Satisfied	Count	16	10	26
		% within Case / Control School	55.2%	47.6%	52.0%
Total		Count	29	21	50
		% within Case / Control School	100.0%	100.0%	100.0%

		Case / Control School							
		Case				Control			
		Count	Column N %	Mean	Sum	Count	Column N %	Mean	Sum
F1. Did any staff from your school receive any training in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?	1. Yes	27	93.1%			19	90.5%		
	2. No	2	6.9%			2	9.5%		
How many of them were women? (F2a ----- Number of staff)				3	76			3	55
How many of them were women? (F2b ----- Number of women)				1	38			1	21
F3. Did any staff from your school receive any mentoring in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?	1. Yes	19	65.5%			11	52.4%		
	2. No	10	34.5%			10	47.6%		
(F4a ----- Number of staff)				2	43			2	23
(F4b ----- Number of women)				1	23			1	8
F5. Did any staff from your school receive any coaching in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?	1. Yes	24	82.8%			17	81.0%		
	2. No	5	17.2%			4	19.0%		
(F6a ----- Number of staff)				2	52			2	29
(F6b ----- Number of women)				1	21			1	9

			Case / Control School		
			Case	Control	Total
E4. Overall, how satisfied are you with the quality of food delivered for school meal? Are you very satisfied, satisfied, dissatisfied or very dissatisfied? Are you very satisfied, satisfied, dissatisfied or very dissatisfied?	1. Very satisfied	Count	13	11	24
		% within Case / Control School	44.8%	52.4%	48.0%
	2. Satisfied	Count	16	10	26
		% within Case / Control School	55.2%	47.6%	52.0%
Total		Count	29	21	50
		% within Case / Control School	100.0%	100.0%	100.0%

		Case / Control School							
		Case				Control			
		Count	Column N %	Mean	Sum	Count	Column N %	Mean	Sum

F1. Did any staff from your school receive any training in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government?	1. Yes	27	93.1%	19	90.5%
	2. No	2	6.9%	2	9.5%
How many of them were women? (F2a ----- Number of staff)				3	76
How many of them were women? (F2b ----- Number of women)				1	38
F3. Did any staff from your school receive any mentoring in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government?	1. Yes	19	65.5%	11	52.4%
	2. No	10	34.5%	10	47.6%
How many of them were women? (F2a ----- Number of staff)				2	43
How many of them were women? (F2b ----- Number of women)				1	23
F5. Did any staff from your school receive any coaching in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government?	1. Yes	24	82.8%	17	81.0%
	2. No	5	17.2%	4	19.0%
How many of them were women? (F2a ----- Number of staff)				2	52
How many of them were women? (F2b ----- Number of women)				1	21

During the school year, has your school received the following learning materials included in the Home-Grown School Feeding Programme (HGSF) training toolkit developed by WFP?		Case / Control School			
		Case		Control	
		Count	Column N %	Count	Column N %
F8.1 A summary of program instruction manual	1. Yes	28	96.6%	17	81.0%
	2. No	1	3.4%	4	19.0%
F8.2 Checklists	1. Yes	28	96.6%	15	71.4%
	2. No	1	3.4%	6	28.6%
F8.3 Posters	1. Yes	28	96.6%	19	90.5%
	2. No	1	3.4%	2	9.5%
F8.4 Booklets	1. Yes	27	93.1%	14	66.7%
	2. No	2	6.9%	7	33.3%
F8.5 Brochures	1. Yes	26	89.7%	14	66.7%
	2. No	3	10.3%	7	33.3%
F8.6 Quizzes	1. Yes	22	75.9%	16	76.2%
	2. No	7	24.1%	5	23.8%
F8.8 Related videos	1. Yes	21	72.4%	12	57.1%
	2. No	8	27.6%	9	42.9%

		Case / Control School		Total	
		Case	Control		
F14. How satisfied are you with the trainings you or your school staff received on the HGSF procurement process? Are you highly satisfied, satisfied, dissatisfied or highly dissatisfied?	1. Very satisfied	Count	13	8	21
		% within Case / Control School	46.4%	47.1%	46.7%
	2. Satisfied	Count	14	9	23
		% within Case / Control School	50.0%	52.9%	51.1%
	3. Neither satisfied nor dissatisfied	Count	1	0	1
		% within Case / Control School	3.6%	0.0%	2.2%
Total	Count	28	17	45	
	% within Case / Control School	100.0%	100.0%	100.0%	

9.2 FARMER SURVEY RESULTS

<i>Demography of farmers</i>		Frequency	Percent
Does your household supply produce to a supplier to a School Meal Programme			
Yes, through one supplier		56	65.1
Yes, through multiple suppliers		30	34.9
Total		86	100.0
Sex			
Male		23	26.7
Female		63	73.3
Total		86	100.0
Role			
Head of the family		38	44.2
Spouse		45	52.3
Other adult family member		3	3.5
Total		86	100.0
Province:			

Kampong Cham	1	1.2
Kampong Thom	21	24.4
Siem Reap	64	74.4
Total	86	100.0
<hr/>		
Age		
18-35 year	8	9.3
36-55 year	56	65.1
Over 55 years	22	25.6
Total	86	100.0
<hr/>		
Education HH head		
Primary	50	58.1
Secondary/High School	23	26.7
BA/BSc pass	1	1.2
Never attended school	12	14.0
Total	86	100.0
<hr/>		
Age of interviewee if not HH head		
18-35 year	11	12.8
36-55 year	51	59.3
Over 55 years	23	26.7
N/A	1	1.2
Total	86	100.0
<hr/>		
Education: (highest education level attained)		
Primary	53	61.6
Secondary/High School	24	27.9
BA/BSc pass	1	1.2
Never attended school	8	9.3
Total	86	100.0
<hr/>		
Main source of your household income		
Agriculture/farming	61	70.9
Livestock rearing	6	7.0

Casual labour	11	12.8
Salary (Private Sector/Civil servant/NGO worker)	1	1.2
Grants	1	1.2
Trading	6	7.0
Total	86	100.0

		Case / Control Farmer			
		Yes		No	
		Count	Row N %	Count	Row N %
C1a. Do you keep a record of your production?	Yes	7	87.5%	1	12.5%
	No	36	46.2%	42	53.8%
C1a1. If yes, have you received training in record keeping?	Yes	5	100.0%	0	0.0%
	No	2	66.7%	1	33.3%

		Case / Control Farmer											
		Yes					No						
		Count	Row N %	Mean	Minimum	Maximum	Sum	Count	Row N %	Mean	Minimum	Maximum	Sum
H1. Are you aware of the home-grown school feed (HGSF) programme?	Yes	41	52.6%					37	47.4%				
	No	2	25.0%					6	75.0%				
H2. Did you or any of your family/household members receive any training in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or from the Government?	Yes	19	57.6%					14	42.4%				
	No	24	45.3%					29	54.7%				
H3. How many family/household members received training in the last two years about the Home-Grown School Feeding Programme (HGSF) from WFP/Government? How many of them were females? (H3a.----- Total number of family members trained)				2 _a	1	4	32			1 _a	1	2	18
H3. How many family/household members received training in the last two years about the Home-Grown School Feeding Programme (HGSF) from WFP/Government? How many of them				1 _a	0	2	21			1 _a	0	1	10

were females? (H3b.----- Total number of female family members trained)

		Case / Control Farmer			
		Yes		No	
		Count	Row N %	Count	Row N %
H7. How satisfied are you with the trainings you or your family members received on HGSP procurement process? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?	Very satisfied	22	61.1%	14	38.9%
	Satisfied	20	44.4%	25	55.6%
	Neither satisfied nor dissatisfied	1	25.0%	3	75.0%
	Dissatisfied	0	0.0%	1	100.0%
	Very dissatisfied	0	0.0%	0	0.0%

Crops produced by the farmers

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(1. Rice (non-fortified rice)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	34	50.7%			33	49.3%		
	No	7	43.8%			9	56.3%		
(1. Rice (non-fortified rice)) C7b. Area (m2)				16337.79 _a	555485.00			70000.00	640100.00
(1. Rice (non-fortified rice)) C7c. Total production (Kg)				3755.96 _a	127702.50			60000.00	224370.00
(1. Rice (non-fortified rice)) C7d. Crops sold	Yes	22	48.9%			23	51.1%		
	No	12	54.5%			10	45.5%		
(1. Rice (non-fortified rice)) C7e. Total volume of sale (Kg)				3290.91 _a	72400.00			60000.00	171270.00
(1. Rice (non-fortified rice)) C7f. Unit price (in Riel)				3865000.00 _a	85030000.00			60000000.00	181335000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(2. Morning glory) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	29	53.7%			25	46.3%		
	No	12	41.4%			17	58.6%		

(2. Morning glory) C7b. Area (m2)				160.07 _a	4642.00			800.00	3839.00
(2. Morning glory) C7c. Total production (Kg)				479.00 _a	13891.00			750.00	4428.00
(2. Morning glory) C7d. Crops sold	Yes	28	53.8%			24	46.2%		
	No	1	50.0%			1	50.0%		
(2. Morning glory) C7e. Total volume of sale (Kg)				467.14 _a	13080.00			750.00	3962.00
(2. Morning glory) C7f. Unit price (in Riel)				819760.71 _a	22953300.00			1875000.00	7269000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(3. Pumpkin (yellow)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	7	46.7%			8	53.3%		
	No	34	50.0%			34	50.0%		
(3. Pumpkin (yellow)) C7b. Area (m2)				272.00 _a	1904.00			5000.00	12655.00
(3. Pumpkin (yellow)) C7c. Total production (Kg)				117.86 _a	825.00			3000.00	9780.00
(3. Pumpkin (yellow)) C7d. Crops sold	Yes	6	46.2%			7	53.8%		
	No	1	50.0%			1	50.0%		
(3. Pumpkin (yellow)) C7e. Total volume of sale (Kg)				116.67 _a	700.00			3000.00	9765.00
(3. Pumpkin (yellow)) C7f. Unit price (in Riel)				183500.00 _a	1101000.00			4000000.00	11755000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(4. Spinach) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	25	51.0%			24	49.0%		
	No	16	47.1%			18	52.9%		
(4. Spinach) C7b. Area (m2)				209.12 _a	5228.00			600.00	3376.00
(4. Spinach) C7c. Total production (Kg)				457.48 _a	11437.00			1000.00	3921.00
(4. Spinach) C7d. Crops sold	Yes	24	51.1%			23	48.9%		
	No	1	50.0%			1	50.0%		
(4. Spinach) C7e. Total volume of sale (Kg)				467.13 _a	11211.00			1000.00	3837.00
(4. Spinach) C7f. Unit price (in Riel)				1037583.33 _a	24902000.00			2500000.00	9153500.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(5. Moringa) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	3	30.0%			7	70.0%		
	No	38	52.1%			35	47.9%		
(5. Moringa) C7b. Area (m2)				15.33 _a	46.00			100.00	347.00
(5. Moringa) C7c. Total production (Kg)				14.67 _a	44.00			20.00	47.00
(5. Moringa) C7d. Crops sold	Yes	1	33.3%			2	66.7%		
	No	2	33.3%			4	66.7%		
(5. Moringa) C7e. Total volume of sale (Kg)				36.00 ¹	36.00			20.00	30.00
(5. Moringa) C7f. Unit price (in Riel)				180000.00 ¹	180000.00			50000.00	70000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(6. Long bean (green)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	16	51.6%			15	48.4%		
	No	25	48.1%			27	51.9%		
(6. Long bean (green)) C7b. Area (m2)				317.50 _a	5080.00			2500.00	3612.00
(6. Long bean (green)) C7c. Total production (Kg)				234.69 _a	3755.00			4000.00	5113.00
(6. Long bean (green)) C7d. Crops sold	Yes	13	50.0%			13	50.0%		
	No	3	60.0%			2	40.0%		
(6. Long bean (green)) C7e. Total volume of sale (Kg)				278.92 _a	3626.00			4000.00	5077.00
(6. Long bean (green)) C7f. Unit price (in Riel)				473946.15 _a	6161300.00			10000000.00	12726000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
	Yes	1	14.3%			6	85.7%		

(8. Eggs (duck)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	No	40	52.6%			36	47.4%		
(8. Eggs (duck)) C7b. Area (m2)				150.00 ^a	150.00			10.00	48.00
(8. Eggs (duck)) C7c. Total production (Kg)				4500.00 ^a	4500.00			18.75	49.69
(8. Eggs (duck)) C7d. Crops sold	Yes	1	100.0%			0	0.0%		
	No	0	0.0%			6	100.0%		
(8. Eggs (duck)) C7e. Total volume of sale (Kg)				4500.00 ^a	4500.00				
(8. Eggs (duck)) C7f. Unit price (in Riel)				22500000.00 ^a	22500000.00				

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(9. Eggs (chicken)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	1	16.7%			5	83.3%		
	No	40	51.9%			37	48.1%		
(9. Eggs (chicken)) C7b. Area (m2)				25.00 ^a	25.00			2400.00	4152.00
(9. Eggs (chicken)) C7c. Total production (Kg)				15.00 ^a	15.00			3000.00	3435.00
(9. Eggs (chicken)) C7d. Crops sold	Yes	1	50.0%			1	50.0%		
	No	0	0.0%			4	100.0%		
(9. Eggs (chicken)) C7e. Total volume of sale (Kg)				15.00 ^a	15.00			3000.00	3000.00
(9. Eggs (chicken)) C7f. Unit price (in Riel)				200000.00 ^a	200000.00			7500000.00	7500000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(10. Meat (chicken)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	8	66.7%			4	33.3%		
	No	33	46.5%			38	53.5%		
(10. Meat (chicken)) C7b. Area (m2)				125.38 _a	1003.00			30.00	60.00
(10. Meat (chicken)) C7c. Total production (Kg)				1378.75 _a	11030.00			1050.00	1754.00
(10. Meat (chicken)) C7d. Crops sold	Yes	8	66.7%			4	33.3%		

	No	0	0.0%			0	0.0%		
(10. Meat (chicken)) C7e. Total volume of sale (Kg)				1373.13 _a	10985.00			1050.00	1754.00
(10. Meat (chicken)) C7f. Unit price (in Riel)				13509375.00 _a	108075000.00			8400000.00	14112000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(11. Meat (pork)) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	13	43.3%			17	56.7%		
	No	28	52.8%			25	47.2%		
(11. Meat (pork)) C7b. Area (m2)				187.92 _a	2443.00			6000.00	10501.00
(11. Meat (pork)) C7c. Total production (Kg)				221.54 _a	2880.00			560.00	1288.00
(11. Meat (pork)) C7d. Crops sold	Yes	10	55.6%			8	44.4%		
	No	3	27.3%			8	72.7%		
(11. Meat (pork)) C7e. Total volume of sale (Kg)				268.00 _a	2680.00			560.00	858.00
(11. Meat (pork)) C7f. Unit price (in Riel)				3454000.00 _a	34540000.00			4480000.00	10251000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Maximum	Sum
(12. Fish) C7a. In year 2023 (Jan-Dec 2023), what commodities did you produce overall (for both sales and consumption)?	Yes	7	50.0%			7	50.0%		
	No	34	49.3%			35	50.7%		
(12. Fish) C7b. Area (m2)				195.57 _a	1369.00			5000.00	6390.00
(12. Fish) C7c. Total production (Kg)				73.33 _a	440.00			400.00	640.00
(12. Fish) C7d. Crops sold	Yes	2	33.3%			4	66.7%		
	No	4	100.0%			0	0.0%		
(12. Fish) C7e. Total volume of sale (Kg)				100.00 _a	200.00			400.00	640.00
(12. Fish) C7f. Unit price (in Riel)				875000.00 _a	1750000.00			3200000.00	5480000.00

Supplying to the School Feeding Programme

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(1. Rice (non-fortified rice)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	4	100.0%			0	0.0%		
	No	39	47.6%			43	52.4%		
(1. Rice (non-fortified rice)) I1b. Average monthly Volume (kg)				600 ^a	2400			.	^a
(1. Rice (non-fortified rice)) I1c. Price per kg (Riel)				1507.50 ^a	6030.00			.	^a

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(2. Morning glory) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	22	47.8%			24	52.2%		
	No	21	52.5%			19	47.5%		
(2. Morning glory) I1b. Average monthly Volume (kg)				220 _a	4834			122 _a	2923
(2. Morning glory) I1c. Price per kg (Riel)				1529.55 _a	33650.00			1841.67 _a	44200.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(3. Pumpkin (yellow)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	6	60.0%			4	40.0%		
	No	37	48.7%			39	51.3%		
(3. Pumpkin (yellow)) I1b. Average monthly Volume (kg)				46 _a	273			663 _a	2650
(3. Pumpkin (yellow)) I1c. Price per kg (Riel)				1916.67 _a	11500.00			1125.00 _a	4500.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(4. Spinach) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	17	56.7%			13	43.3%		
	No	26	46.4%			30	53.6%		
(4. Spinach) I1b. Average monthly Volume (kg)				245 _a	4160			126 _a	1635
(4. Spinach) I1c. Price per kg (Riel)				2205.88 _a	37500.00			2500.00 _a	32500.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(5. Moringa) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	3	60.0%			2	40.0%		
	No	40	49.4%			41	50.6%		
(5. Moringa) I1b. Average monthly Volume (kg)				32 _a	95			15 _a	30
(5. Moringa) I1c. Price per kg (Riel)				2666.67 _a	8000.00			3500.00 _a	7000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(6. Long bean (green)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	9	52.9%			8	47.1%		
	No	34	49.3%			35	50.7%		
(6. Long bean (green)) I1b. Average monthly Volume (kg)				45 _a	405			79 _a	630
(6. Long bean (green)) I1c. Price per kg (Riel)				2555.56 _a	23000.00			2750.00 _a	22000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum

(8. Eggs (duck)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	0	0.0%	0	0.0%
	No	43	50.0%	43	50.0%
(8. Eggs (duck)) I1b. Average monthly Volume (kg)				. ^a	. ^a
(8. Eggs (duck)) I1c. Price per kg (Riel)				. ^a	. ^a

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(9. Eggs (chicken)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	0	0.0%			1	100.0%		
	No	43	50.6%			42	49.4%		
(9. Eggs (chicken)) I1b. Average monthly Volume (kg)				. ^a				23 ^b	23
(9. Eggs (chicken)) I1c. Price per kg (Riel)				. ^a				7500.00 ^b	7500.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(10. Meat (chicken)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	3	60.0%			2	40.0%		
	No	40	49.4%			41	50.6%		
(10. Meat (chicken)) I1b. Average monthly Volume (kg)				89 _a	268			650 _a	1300
(10. Meat (chicken)) I1c. Price per kg (Riel)				12833.33 _a	38500.00			13000.00 _a	26000.00

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(11. Meat (pork)) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	2	100.0%			0	0.0%		
	No	41	48.8%			43	51.2%		
(11. Meat (pork)) I1b. Average monthly Volume (kg)				36 ^a	71			. ^a	

(11. Meat (pork)) I1c. Price per kg (Riel)

13250.00^a 26500.00

.^a

		Case / Control Farmer							
		Yes				No			
		Count	Row N %	Mean	Sum	Count	Row N %	Mean	Sum
(12. Fish) I1a. For the current school year 2022 (Jan-May 2022), what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-May, please tick yes) ?	Yes	2	33.3%			4	66.7%		
	No	41	51.3%			39	48.8%		
(12. Fish) I1b. Average monthly Volume (kg)				55 _a	110			381 _a	1525
(12. Fish) I1c. Price per kg (Riel)				9000.00 _a	18000.00			7875.00 _a	31500.00

		Case / Control Farmer			
		Yes		No	
		Count	Row N %	Count	Row N %
J9. Overall, your involvement with the school meal program has helped increase your household production. Do you strongly agree, agree, disagree, or strongly disagree with this statement?	Strongly agree	25	55.6%	20	44.4%
	Agree	18	43.9%	23	56.1%
	Neither agree nor disagree	0	0.0%	0	0.0%
	Disagree	0	0.0%	0	0.0%
	Strongly disagree	0	0.0%	0	0.0%
J10. Overall, your involvement with the school meal program (supplying to school meals programme suppliers or directly to schools) has helped increase the total income of your household. Do you strongly agree, agree, disagree, or strongly disagree with this	Strongly agree	21	53.8%	18	46.2%
	Agree	22	47.8%	24	52.2%
	Neither agree nor disagree	0	0.0%	1	100.0%
	Disagree	0	0.0%	0	0.0%
	Strongly disagree	0	0.0%	0	0.0%

9.3 SUPPLIER SURVEY RESULTS

<i>Demography</i>		Frequency	Percent		
Sex					
	Male	12	27.9		
	Female	31	72.1		
	Total	43	100.0		
Role					
	Owner	20	46.5		
	Manager	10	23.3		
	Owner/Manager	13	30.2		
	Total	43	100.0		
Province					
	Siem Reap	32	74.4		
	Kampong Thom	11	25.6		
	Total	43	100.0		
Age					
	18-35 year	7	16.3		
	36-55 year	36	83.7		
	Total	43	100.0		
Education					
	Primary	24	55.8		
	Secondary	18	41.9		
	Never attended school	1	2.3		
	Total	43	100.0		
Case / Control					
		Control		Case	
		Count	Column N %	Count	Column N %

B2.1 A village vendor	Yes	15	75.0%	16	69.6%
	No	5	25.0%	7	30.4%
B2.2 A rice miller	Yes	1	5.0%	5	21.7%
	No	19	95.0%	18	78.3%
B2.3 A retailer	Yes	9	45.0%	11	47.8%
	No	11	55.0%	12	52.2%
B2.4 A middleman	Yes	19	95.0%	21	91.3%
	No	1	5.0%	2	8.7%
B2.5 A wholesaler	Yes	5	25.0%	7	30.4%
	No	15	75.0%	16	69.6%
B2.6 A food producer (a farmer)	Yes	5	25.0%	15	65.2%
	No	15	75.0%	8	34.8%
B2.7 Others (specify)	Yes	0	0.0%	0	0.0%
	No	20	100.0%	23	100.0%

Case / Control		Total number of employees in your business.	Number of men	Number of women	Number of full-time staff	Number of part-time staff
Control	N	20	20	20	20	20
	Mean	2.35	1.15	1.20	1.75	0.60
	Minimum	1	0	0	1	0
	Maximum	6	3	3	3	4
	Sum	47	23	24	35	12
	Std. Deviation	1.309	0.933	0.696	0.550	1.231
	Case	N	23	23	23	23
Mean		2.65	1.57	1.09	2.48	0.17
Minimum		1	0	0	0	0
Maximum		10	8	2	10	2
Sum		61	36	25	57	4
Std. Deviation		1.873	1.701	0.417	1.997	0.491
Total		N	43	43	43	43

Mean	2.51	1.37	1.14	2.14	0.37
Minimum	1	0	0	0	0
Maximum	10	8	3	10	4
Sum	108	59	49	92	16
Std. Deviation	1.624	1.398	0.560	1.537	0.926

In the most recent fiscal year 2023, what commodities do you trade in?		Case / Control			
		Control		Case	
		Count	Column N %	Count	Column N %
(1. Rice (fortified))	Yes	0	0.0%	0	0.0%
	No	20	100.0%	23	100.0%
(2. Rice (non-fortified rice))	Yes	4	20.0%	7	30.4%
	No	16	80.0%	16	69.6%
(3. Morning glory)	Yes	17	85.0%	16	69.6%
	No	3	15.0%	7	30.4%
(4. Pumpkin (yellow))	Yes	16	80.0%	12	52.2%
	No	4	20.0%	11	47.8%
(5. Spinach)	Yes	15	75.0%	13	56.5%
	No	5	25.0%	10	43.5%
(6. Moringa)	Yes	14	70.0%	11	47.8%
	No	6	30.0%	12	52.2%
(7. Long bean (green))	Yes	17	85.0%	12	52.2%
	No	3	15.0%	11	47.8%
(9. Eggs (chicken))	Yes	6	30.0%	4	17.4%
	No	14	70.0%	19	82.6%
(14. Eggs (duck))	Yes	19	95.0%	12	52.2%
	No	1	5.0%	11	47.8%
(10. Meat (pork))	Yes	18	90.0%	14	60.9%
	No	2	10.0%	9	39.1%
(15. Meat (chicken))	Yes	7	35.0%	9	39.1%

	No	13	65.0%	14	60.9%
(11. Fish)	Yes	18	90.0%	16	69.6%
	No	2	10.0%	7	30.4%
(12. Vegetable oil)	Yes	5	25.0%	2	8.7%
	No	15	75.0%	21	91.3%
(13. Iodized salt)	Yes	13	65.0%	12	52.2%
	No	7	35.0%	11	47.8%
(Others (specify...))	Yes	10	50.0%	5	21.7%
	No	10	50.0%	18	78.3%

Estimated volume sold in 2022 & Total amount (in Riel) sold in 2022	Case / Control							
	Control				Case			
	Mean	Minimum	Maximum	Sum	Mean	Minimum	Maximum	Sum
Volume (Kg)(2. Rice (non-fortified rice))	775.00	500.00	1000.00	3100.00	2897.27	60.00	7200.00	31870.00
Amount (Riel)(2. Rice (non-fortified rice))	4150000	900000	12000000	16600000	7111818	150000	19440000	78230000
Volume (Kg)(3. Morning glory)	1252.50	40.00	9600.00	20040.00	1731.00	60.00	7300.00	17310.00
Amount (Riel)(3. Morning glory)	3550875	120000	28800000	56814000	4543020	105000	18250000	45430200
Volume (Kg)(4. Pumpkin (yellow))	348.08	30.00	960.00	4525.00	756.75	80.00	3650.00	6054.00
Amount (Riel)(4. Pumpkin (yellow))	1031000	96000	2880000	13403000	1802050	200000	7300000	14416400
Volume (Kg)(5. Spinach)	630.00	50.00	3840.00	6930.00	553.63	80.00	2500.00	4429.00
Amount (Riel)(5. Spinach)	2383636	200000	15360000	26220000	1970238	160000	7500000	15761900
Volume (Kg)(6. Moringa)	118.80	20.00	480.00	1188.00	179.45	6.00	576.00	1974.00
Amount (Riel)(6. Moringa)	413600	60000	1680000	4136000	754127	30000	2880000	8295400
Volume (Kg)(7. Long bean (green))	559.43	50.00	2160.00	7832.00	602.67	10.00	2304.00	5424.00
Amount (Riel)(7. Long bean (green))	2347500	210000	8900000	32865000	2881222	27000	11520000	25931000
Volume (Kg)(9. Eggs (chicken))	201.94	6.00	450.00	1615.50	71.56	11.25	135.00	286.25
Amount (Riel)(9. Eggs (chicken))	1190000	50000	2880000	9520000	615000	108000	1152000	2460000
Volume (Kg)(14. Eggs (duck))	142.95	7.50	672.00	1572.50	215.14	7.50	600.00	1505.95
Amount (Riel)(14. Eggs (duck))	1319455	78000	6451200	14514000	2005797	71280	6720000	14040576
Volume (Kg)(10. Meat (pork))	3713.83	70.00	28800.00	44566.00	2300.33	50.00	12000.00	13802.00

Amount (Riel)(10. Meat (pork))	21079167	1260000	131400000	252950000	33354667	1000000	168000000	200128000
Volume (Kg)(15. Meat (chicken))	245.50	100.00	365.00	1473.00	912.86	20.00	2400.00	6390.00
Amount (Riel)(15. Meat (chicken))	2667067	1200000	4380000	16002400	12180000	360000	33600000	85260000
Volume (Kg)(11. Fish)	2107.91	60.00	18000.00	23187.00	1513.75	30.00	8400.00	12110.00
Amount (Riel)(11. Fish)	24271091	420000	216000000	266982000	15545200	320000	84000000	124361600
Volume (Kg)(12. Vegetable oil)	327.20	30.00	550.00	1636.00	720.00	720.00	720.00	720.00
Amount (Riel)(12. Vegetable oil)	2144400	210000	3300000	10722000	5040000	5040000	5040000	5040000
Volume (Kg)(13. Iodized salt)	320.00	20.00	600.00	2880.00	650.63	10.00	3600.00	5205.00
Amount (Riel)(13. Iodized salt)	378889	40000	600000	3410000	661000	10000	3600000	5288000

Estimated volume sold in 2023 & Total amount (in Riel) sold in 2023	Case / Control							
	Control				Case			
	Mean	Minimum	Maximum	Sum	Mean	Minimum	Maximum	Sum
Volume (Kg)(2. Rice (non-fortified rice))	775	200	2400	3100	1151	50	3000	8060
Amount (Riel)(2. Rice (non-fortified rice))	2175000	500000	7200000	8700000	3057857	150000	7800000	21405000
Volume (Kg)(3. Morning glory)	546	40	3600	9281	619	36	4800	9898
Amount (Riel)(3. Morning glory)	1609824	67500	10800000	27367008	1450438	72000	9600000	23207000
Volume (Kg)(4. Pumpkin (yellow))	199	20	600	3182	281	90	800	3372
Amount (Riel)(4. Pumpkin (yellow))	611813	60000	1920000	9789000	664733	270000	1440000	7976800
Volume (Kg)(5. Spinach)	235	40	900	3525	388	32	1026	5050
Amount (Riel)(5. Spinach)	888000	120000	4050000	13320000	1754954	160000	5145000	22814400
Volume (Kg)(6. Moringa)	52	6	144	721	108	2	576	1192
Amount (Riel)(6. Moringa)	191929	24000	450000	2687000	456836	10000	2880000	5025200
Volume (Kg)(7. Long bean (green))	148	40	480	2514	258	10	600	3090
Amount (Riel)(7. Long bean (green))	608794	100000	1600000	10349500	1032367	27000	2400000	12388400
Volume (Kg)(9. Eggs (chicken))	80	25	188	480	120	30	180	480
Amount (Riel)(9. Eggs (chicken))	722667	240000	1500000	4336000	1112000	288000	1728000	4448000
Volume (Kg)(14. Eggs (duck))	116	5	640	2210	275	30	442	3302
Amount (Riel)(14. Eggs (duck))	1003979	650	5120000	19075600	2438222	288000	4101760	29258660
Volume (Kg)(10. Meat (pork))	344	30	2100	6190	430	40	1500	6018

Amount (Riel)(10. Meat (pork))	5279889	450000	27300000	95038000	7157614	768000	22500000	100206600
Volume (Kg)(15. Meat (chicken))	126	50	300	880	361	10	1800	3248
Amount (Riel)(15. Meat (chicken))	1431429	600000	3900000	10020000	3438444	130000	12000000	30946000
Volume (Kg)(11. Fish)	336	20	2000	6045	662	30	2000	10585
Amount (Riel)(11. Fish)	3185761	99	20000000	57343699	5918950	210000	20000000	94703200
Volume (Kg)(12. Vegetable oil)	51	23	120	253	230	10	450	460
Amount (Riel)(12. Vegetable oil)	310200	161000	600000	1551000	1600000	50000	3150000	3200000
Volume (Kg)(13. Iodized salt)	137	20	600	1778	510	5	4600	6121
Amount (Riel)(13. Iodized salt)	142115	40000	600000	1847500	492488	6250	4600000	5909850

Current volume of stock and value	Case / Control							
	Control				Case			
	Mean	Minimum	Maximum	Sum	Mean	Minimum	Maximum	Sum
Volume (MT/KG/Count)(2. Rice (non-fortified rice))	700	50	2000	2100	1083	100	3000	6500
Value (Riel)(2. Rice (non-fortified rice))	941667	100000	2600000	2825000	5985417	290000	26400000	35912500
Volume (MT/KG/Count)(3. Morning glory)	24	2	100	145	22	10	40	67
Value (Riel)(3. Morning glory)	63167	3000	250000	379000	44667	20000	80000	134000
Volume (MT/KG/Count)(4. Pumpkin (yellow))	5	1	20	39	65	30	100	130
Value (Riel)(4. Pumpkin (yellow))	15563	2000	60000	124500	187500	75000	300000	375000
Volume (MT/KG/Count)(5. Spinach)	5	1	12	42	136	7	300	407
Value (Riel)(5. Spinach)	17375	4000	36000	139000	481333	14000	1050000	1444000
Volume (MT/KG/Count)(6. Moringa)	3	1	10	19				
Value (Riel)(6. Moringa)	12083	4000	40000	72500				
Volume (MT/KG/Count)(7. Long bean (green))	7	1	20	50	70	70	70	70
Value (Riel)(7. Long bean (green))	25857	4000	60000	181000	210000	210000	210000	210000
Volume (MT/KG/Count)(9. Eggs (chicken))	8	2	19	41				
Value (Riel)(9. Eggs (chicken))	68000	18000	150000	340000				
Volume (MT/KG/Count)(14. Eggs (duck))	11	1	56	110	13	13	13	26
Value (Riel)(14. Eggs (duck))	86120	12000	405000	861200	120320	120000	120640	240640
Volume (MT/KG/Count)(10. Meat (pork))	4	2	10	29	50	50	50	50

Value (Riel)(10. Meat (pork))	53875	26000	130000	431000	500000	500000	500000	500000
Volume (MT/KG/Count)(15. Meat (chicken))	2	1	2	5				
Value (Riel)(15. Meat (chicken))	19000	12000	24000	57000				
Volume (MT/KG/Count)(11. Fish)	4	2	6	22	30	30	30	30
Value (Riel)(11. Fish)	40333	24000	72000	242000	207000	207000	207000	207000
Volume (MT/KG/Count)(12. Vegetable oil)	13	1	30	53	32	3	60	63
Value (Riel)(12. Vegetable oil)	85000	8000	210000	340000	135000	30000	240000	270000
Volume (MT/KG/Count)(13. Iodized salt)	36	5	100	255	33	10	50	130
Value (Riel)(13. Iodized salt)	39286	5000	100000	275000	31750	12000	50000	127000
C4a.08.COD.1 Others (specify...)	17.43	17.00	19.00	122.00				

Crosstab

			Case / Control		Total
			Control	Case	
D1. For the school year 2022-2023, do you supply any food commodity to any school for the school meal programme?	Yes	Count	16	18	34
		% within D1.	47.1%	52.9%	100.0%
	No	Count	4	5	9
		% within D1.	44.4%	55.6%	100.0%
Total		Count	20	23	43
		% within D1.	46.5%	53.5%	100.0%

		Case / Control			
		Control		Case	
		Count	Column N %	Count	Column N %
(1. Rice (fortified))	Yes	0	0.0%	0	0.0%
	No	16	100.0%	18	100.0%
(2. Rice (non-fortified rice))	Yes	0	0.0%	1	5.6%
	No	16	100.0%	17	94.4%
(3. Morning glory)	Yes	13	81.3%	14	77.8%
	No	3	18.8%	4	22.2%

(4. Pumpkin (yellow))	Yes	13	81.3%	14	77.8%
	No	3	18.8%	4	22.2%
(5. Spinach)	Yes	11	68.8%	13	72.2%
	No	5	31.3%	5	27.8%
(6. Moringa)	Yes	12	75.0%	14	77.8%
	No	4	25.0%	4	22.2%
(7. Long bean (green))	Yes	12	75.0%	14	77.8%
	No	4	25.0%	4	22.2%
(9. Eggs (chicken))	Yes	1	6.3%	2	11.1%
	No	15	93.8%	16	88.9%
(14. Eggs (duck))	Yes	14	87.5%	15	83.3%
	No	2	12.5%	3	16.7%
(10. Meat (pork))	Yes	14	87.5%	15	83.3%
	No	2	12.5%	3	16.7%
(15. Meat (chicken))	Yes	2	12.5%	2	11.1%
	No	14	87.5%	16	88.9%
(11. Fish)	Yes	14	87.5%	15	83.3%
	No	2	12.5%	3	16.7%
(12. Vegetable oil)	Yes	0	0.0%	1	5.6%
	No	16	100.0%	17	94.4%
(13. Iodized salt)	Yes	9	56.3%	11	61.1%
	No	7	43.8%	7	38.9%
(Others (specify...))	Yes	7	43.8%	7	38.9%
	No	9	56.3%	11	61.1%

During the school year (2022-2023), how did you know about the tender?		Case / Control			
		Control		Case	
		Count	Column N %	Count	Column N %
E5.1 School and commune public billboard)	Yes	15	93.8%	16	88.9%
	No	1	6.3%	2	11.1%

E5.2 Bid announcement banner)	Yes	13	81.3%	18	100.0%
	No	3	18.8%	0	0.0%
E5.3 Public space announcement)	Yes	13	81.3%	15	83.3%
	No	3	18.8%	3	16.7%
E5.4 Through local bid committee)	Yes	10	62.5%	13	72.2%
	No	6	37.5%	5	27.8%
E5.5 Facebook)	Yes	5	31.3%	5	27.8%
	No	11	68.8%	13	72.2%
E5.6 Public speakers)	Yes	2	12.5%	3	16.7%
	No	14	87.5%	15	83.3%
E5.7 Through other villagers)	Yes	9	56.3%	11	61.1%
	No	7	43.8%	7	38.9%
E5.8 From students etc.)	Yes	5	31.3%	3	16.7%
	No	11	68.8%	15	83.3%
E5.9 School and commune public billboard)	Yes	15	93.8%	14	77.8%
	No	1	6.3%	4	22.2%
E5.10 Others (specify....))	Yes	3	18.8%	2	11.1%
	No	13	81.3%	16	88.9%

			Case / Control		Total
			Control	Case	
EH5. If yes, does the agreement (verbal or written) with the farmer or supplier (trader/middlemen/rice miller or farmer/farmer organization) specify a fixed volume of food commodity for the school meal?	Yes	Count	2	7	9
		% within EH5.	22.2%	77.8%	100.0%
	No	Count	1	0	1
		% within EH5.	100.0%	0.0%	100.0%
Total		Count	3	7	10
		% within EH5.	30.0%	70.0%	100.0%

F5. Overall, how satisfied are you with the service provided by the school while delivering food	Very satisfied	Count	7	13	20
		% within F5.	35.0%	65.0%	100.0%

commodities for the school meal programme? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?	Satisfied	Count	9	5	14
		% within F5.	64.3%	35.7%	100.0%
Total		Count	16	18	34
		% within F5.	47.1%	52.9%	100.0%

		Case / Control							
		Control				Case			
		Count	Column N %	Mean	Sum	Count	Column N %	Mean	Sum
G2. Did you or any of your staff receive training in the last two years on the Home-Grown School Feeding Programme (HGSP) from WFP or the Government?	Yes	14	70.0%			16	69.6%		
	No	6	30.0%			7	30.4%		
(Total number)				1	16			1	22
(Number of women)				1	12			1	14
G4. In the past two years, have you or your staff ever received any training on how to prepare bids for tenders, or any similar training?	Yes	8	40.0%			15	65.2%		
	No	12	60.0%			8	34.8%		
(Total number)				2	12			1	20
(Number of women)				1	8			1	14

		Case / Control			
		Control		Case	
		Count	Column N %	Count	Column N %
Have you or any of your staff received any training on nutrition, food quality, food handling, storage, and quality transportation in the past two years from WFP or the Government?	Yes	15	75.0%	15	65.2%
	No	5	25.0%	8	34.8%
(1. Nutrition)	Yes	18	90.0%	20	87.0%
	No	2	10.0%	3	13.0%
(2. Food quality)	Yes	18	90.0%	20	87.0%
	No	2	10.0%	3	13.0%
(3. Food handling)	Yes	17	85.0%	19	82.6%
	No	3	15.0%	4	17.4%
(4. Storage)	Yes	19	95.0%	21	91.3%
	No				
(5. Quality transportation)	Yes				
	No				

(6. Others (specify))	No	1	5.0%	2	8.7%
	Yes	0	0.0%	0	0.0%
	No	20	100.0%	23	100.0%

			Case / Control		Total
			Control	Case	
G7. How satisfied are you with the training you or your staff received on HGSP procurement process? Are you very satisfied, satisfied, dissatisfied, or very dissatisfied?	Very satisfied	Count	10	18	28
		% within G7.	35.7%	64.3%	100.0%
	Satisfied	Count	10	5	15
		% within G7.	66.7%	33.3%	100.0%
Total	Count		20	23	43
	% within G7.		46.5%	53.5%	100.0%

Annex 10: Field Mission Schedule

Parameters for organizing the LRP field mission:

- The three weeks of the field mission were roughly divided into three sections: i) Phnom Penh interviews; ii) Provincial visits; iii) Final interviews, analysis, and debriefing.
- IRL-led quantitative survey exercise took place in parallel to the qualitative field missions but is not recorded here.
- Virtual interviews with key stakeholders within and outside of Cambodia were scheduled throughout all three weeks (carried out by the Team Leader).²⁰³
- Daily calendars were organized as suggested classes of interviews to be conducted on each day - however, scheduling requirements necessitated shifts in schedules - particularly with government staff or virtual availability.
- The team could do up to three simultaneous in person interviews plus one virtual interview in any given time slot.
- **For Week 1** - The bulk of the interviews with people in Phnom Penh were scheduled for this week. Wednesday and Thursday of Week 3 are dedicated for internal team discussions and organization of preliminary findings for the exit briefing on the final Friday.
- **For Week 2** - the three in-country team members travelled together to do the interviews in Siem Reap (SRP) during the first half of the week, and then onwards to Kampong Thom. For the individual school visits, the team split into three and each ET member visited a different school simultaneously (additional transport was hired in the provinces to allow for simultaneous visits).
- **For Week 3** - with the decision to add school visits in Kampong Chhnang, the team spent Monday and Tuesday in the province, returning to Phnom Penh on Tuesday evening. Wednesday and Thursday of Week 3 were dedicated for internal team discussions and organization of preliminary findings for the exit briefing on Friday.
- **For every school visit:** (see Table 9 for list of schools selected) - these are the interviews associated with each visit:
 - interviews with designated district authorities or commune council members related to LRP and associated with the school (see Annex 10.2 for list);
 - interview with school director, deputy, or procurement focal point relevant to LRP;
 - interviews with two suppliers associated with the school; interviews with four farmers (two per supplier) who provide commodities to the school (Some suppliers and farmers may be based in other areas from the school district and may have been interviewed at different moments from the school visit - depending on availability)

²⁰³ For budget reasons, the CO negotiated with KonTerra to contain budget expenditures on the final evaluation by eliminating the international travel component. As all three members of the 'field team' had worked on the baseline exercise, this permitted sufficient continuity and background knowledge of the project to support this arrangement.

LRP Field Mission Calendar

Sunday	Monday	Tuesday	Weds	Thursday	Friday	Saturday
3 March 2024	4 March	5 March	6 March	7 March	8 March	9 March
	WFP CO briefings and interviews	WFP CO briefings and interviews	PNH Govt. Donors WFP interviews	PNH Govt. Donors WFP Interviews	PNH Govt. Donors WFP Interviews	Travel to Siem Reap (SRP) Approx. 320 km. /5.5 hrs.
10 March	11 March	12 March	13 March	14 March	15 March	16 March
SRP Planning for week ahead, including confirming schedule of visits. SRP interviews with suppliers and farmers as available.	SRP Interviews WFP, NGOs, authorities SRP interviews with suppliers and farmers as available	SRP interviews School visit 1 (with accompanying district authority and relevant supplier/farmer interviews) School visit 2 (with accompanying district authority and relevant supplier/farmer interviews) School visit 3 (with accompanying district authority and relevant supplier/farmer interviews)	AM Travel Kampong Thom (KTM). Approx. 160 kms / 2.5 hrs. (two team members) PM Interviews with KTM provincial authorities and suppliers/farmers based near KTM.	School visit 1 (with accompanying district authority and relevant supplier/farmer interviews) School visit 2 (with accompanying district authority and relevant supplier/farmer interviews) School visit 3 (with accompanying district authority and relevant supplier/farmer interviews)	AM Travel to Kampong Chhnang (KCH) all team. Approx. 70 kms./1.5 hours plus ferry from Kampong Leaeng. PM Schools visits to two handed over schools (same schools as included in baseline and midterm evaluations). PM return to PNH (95 kms. / 1.75 hrs.)	Weekly debriefing meeting (ET Only)
17 March	18 March	19 March	20 March	21 March	22 March	23 March
ET Planning/Debriefing	Interviews with suppliers and farmers in Kampong Chhnang	Interviews with suppliers and farmers in Kampong Chhnang	ET Only – preliminary data analysis and preliminary findings	ET Only – preliminary data analysis and preliminary findings Preparation of exit debriefing PPT	Exit debriefing with Preliminary Findings	

Annex 11: Key informants' overview

Note: Per USDA guidance, interviews are shown only per Organization. Other personal information is excluded.

National and International Levels

Organization	F	M
World Food Programme – Cambodia Country Office	13	14
WFP – Regional Bureau	3	2
WFP - Headquarters	3	
Food and Agriculture Organization of the United Nations		3
PLAN International	2	1
World Vision International	1	3
Korea International Cooperation Agency		2
United States Department of Agriculture	1	
Royal Government of Cambodia		
Ministry of Education, Youth and Sport	1	2
Ministry of Agriculture, Forestry and Fisheries		4
Ministry of Economy and Finance, General Secretariat for National Social Protection Council		3
Council for Agriculture and Rural Development		2

Sub-national interview list

Organization	Locality
Siem Reap	
Provincial Department of Education, Youth and Sport and the SFP Committee	
Provincial Department of Agriculture, Forestry and Fisheries	
District SFP committee representatives and District of Agriculture representatives	Sout Nikum District Angkor Thom District Chi Kraeng District
Farmers, suppliers, school staff, Commune Council Members and parents	
Kampong Thom	
Provincial Department of Education, Youth and Sport and the SFP Committee	
Provincial Department of Agriculture, Forestry and Fisheries	
District SFP committee representatives and District of Agriculture representatives	Baray District Santuk District
Farmers, suppliers, school staff, Commune Council Members and parents	
Kampong Chhnang	
Provincial Department of Education, Youth and Sport and the SFP Committee	
Provincial Department of Agriculture, Forestry and Fisheries	
District SFP committee representatives and District of Agriculture representatives	Samaki Meanchey District
Farmers, suppliers, school staff, Commune Council Members and parents	

Schools and suppliers

Proposed school visits at endline

Province	District	School	Modality at Midterm	Modality at Endline	Persons to be interviewed	
Kampong Chhnang	Baribour	Chambak Raingsei	NHGSF	NHGSF	School director, school committee representatives, cooks.	
	Samaki Meanchey	Takeo	Traditional + Hybrid	NHGSF		
	Samaki Meanchey	Meanok	Traditional + Hybrid	NHGSF		
Kampong Thom	Santuk	Cheay Sbai	Traditional In-Kind	HGSF Hybrid		Suppliers and farmers associated with respective schools.
	Baray	Banteay Chas	Traditional + Hybrid	HGSF Hybrid		
	Baray	Serei Sophoan	Traditional + Hybrid	HGSF Hybrid		
Siem Reap	Soutnikom	Thnal Dach	Traditional + Hybrid	NHGSF		
	Soutnikom	Trapeang Trom	Traditional + Hybrid	NHGSF		
	Chikraeng	Thnal Kaeng	Traditional In-Kind	HGSF Hybrid		
	Angkor Thom	Svay Chek	NHGSF	NHGSF		

Suppliers delivering LRP-supported food commodities to the targeted schools (FGD format)

Province	District	Type	Schools
Kampong Thom	Baray	Suppliers	Serei Sophoan; Banteay Chas
		Farmers linked to Suppliers in LRP	Serei Sophoan; Banteay Chas
	Santuk	Suppliers	None (This school is Traditional only)
		Farmers linked to Suppliers in LRP	None (This school is Traditional only)
Siem Reap	Chikraeng	Suppliers	None (This school is Traditional only)
		Farmers linked to Suppliers in LRP	None (This school is Traditional only)
	Sout Nikom	Suppliers	Trapaing Trom; Thnal Dach
		Farmers linked to Suppliers in LRP	Trapaing Trom; Thnal Dach
	Angkor Thom	Suppliers	Svay Chek
		Farmers linked to Suppliers in LRP	Svay Chek
Kampong Chhnang	Sameaki Meanchey	Suppliers	Mea Nok
		Farmers linked to Suppliers in LRP	Takeo
	Baribour	Suppliers	Chambak Raingsei

Annex 12: Findings, Conclusions, and Recommendations Mapping

Recommendations	Conclusions ²⁰⁴	Findings – Paragraph Numbers
Recommendation 1: Ongoing Technical Assistance.	There are ongoing opportunities for WFP technical assistance post-transition in systems and processes including: i) true costing of staffing for scale up; ii) refining the bidding guidelines and communication; iii) information management technical support; iv) refining the processes and parameters for commodity target pricing; v) increased linkages to agricultural stakeholders (including cooperatives); and vi) strengthening government monitoring capacity for food quality and safety – including sourcing considerations.	77 106 122 127 129 134 146 152 155 156 157 158 160 174
Recommendation 2: Smallholder Agricultural Production.	The benefits of the LRP project are likely to continue beyond the termination of WFP interventions although several challenges remain. The systematic linkages of local procurement with agricultural stakeholders, especially smallholder producers, is less developed, potentially further limiting the long-term contribution to local agricultural development. The components related to technical assistance to smallholders has started but is less advanced and less well integrated with school procurement opportunities. The primary gaps in this commitment pertain to the linkages with the agricultural stakeholders and smallholder production. The inclusion of cooperatives in the local procurement has only recently begun.	77 81 82 83 89 93 102 103 104 112 132 141 147 156 159 167
Recommendation 3: Schools Fit for the Standard NHGSFP Model.	The procurement and bidding systems are currently developed as a “one size fits all” which is most relevant for large schools close to markets but presents challenges for smaller schools more distant from markets.	112 119 120 122 123 124 126 127 128 129 132 134 137 139 143 144 146 162 163 164
Recommendation 4: Piloting Adaptations for Delivery.	The LRP focused on implementing a specific model in alignment with government policy. There was a missed opportunity to take advantage of the space to pilot multiple approaches to determine potential contextual fits to bigger or smaller schools, and/or those that are in wealthier or poorer communities, and/or those that are more or less remote, to identify potential adaptations to the ‘standard model’.	77 81 82 83 89 93 102 103 104 112 132 141 147 156 159 167 112 119 120 122 123 124 126 127 128 129 132 134 137 139 143 144 146 162 163 164
Recommendation 5: Piloting Adaptations for Procurement.	The LRP focused on implementing a specific model in alignment with government policy. There was a missed opportunity to take advantage of the space to pilot multiple approaches to determine potential contextual fits to bigger or smaller schools, and/or those that are in wealthier or poorer communities, and/or those that are more or less remote, to identify potential adaptations to the ‘standard model’.	77 81 82 83 89 93 102 103 104 112 132 141 147 156 159 167 112 119 120 122 123 124 126 127 128 129 132 134 137 139 143 144 146 162 163 164
Recommendation 6: Unready Transitioned Schools.	An undetermined small percentage of schools were handed over to the NHGSFP even though they were not yet ready. WFP, in collaboration with the MoEYS, should consider a mechanism to systematically identify, assess, and provide technical assistance to those few schools that were transitioned within designated districts without being fully ready.	78 79 93 109 121 123 143 149 150 151 152 155
Recommendation 7: Visibilizing LRP gender contributions	The prioritization of women’s participation in procurement has led to empowerment gains. The prioritization of women’s participation in the project has led to positive outcomes for their engagement in the supply side of the procurement process. There are positive examples of women’s empowerment gains from participation in the LRP as suppliers and farmers (or school cooks), even though these are not systematically tracked in the existing results frameworks.	80 88 93 94 106 125 135 136 162

²⁰⁴ Conclusions may be relevant to more than one recommendation. When this occurs, conclusion is cited twice.

Annex 13:

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Annex 14: List of Analytical Works

The following documents were used in the design of the LRP programme (e.g., needs assessments, research, past evaluations, reviews, among others).

Title
Cambodia Country Portfolio Evaluation Reports, 2011-2017
Baseline, midterm, and Endline evaluation reports of the USDA McGovern-Dole FFE Programme, 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 Programs in the Asia/Pacific Region (A review of key findings from WFP Program Evaluations in Bangladesh, Cambodia, Lao PDR, and Nepal during 2013-2018)
Take-home ration (THR) lesson 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 17-V3
HGSF supplier assessment report 220620 final 1
Cambodia_Market_Update_JUNE-2020_final
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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 15: Acronyms

AAP	Accountability to Affected Populations
ASEAN	Association of Southeast Asian Nations
CARD	Council for Agricultural and Rural Development
CO	Country Office
COVID-19	Coronavirus disease 2019
CSP	Country Strategic Plan
DCPS	Development Cooperation and Partnership Strategy
DEQAS	(WFP) Decentralized Evaluation Quality Assurance System
ERG	Evaluation Reference Group
ET	Evaluation team
FAO	Food and Agriculture Organization of the United Nations
FGD	Focus group discussion
FR	Foundational Result
FY	Financial year
GDI	Gender Development Index
GDP	Gross Domestic Product
GEWE	Gender equality and women's empowerment
HDI	Human Development Index
HGSF	Home-grown school feeding
HQ	(WFP) Headquarters
IR	Inception Report
KCG	Kampong Chhnang province
KII	Key informant interview
KTM	Kampong Thom province
LRP	Local and Regional Procurement project
LSFC	Local School Feeding Committee
MAFF	Ministry of Agriculture, Forestry and Fisheries
MT	metric tonne
M&E	monitoring and evaluation
MoEYS	Ministry of Education, Youth and Sport
NGO	non-governmental organization
NHGSFP	National Home-Grown School Feeding Programme
NSFSN	National Strategy for Food Security and Nutrition
NSPC	National Social Protection Council
OEV	(WFP) Office of Evaluation
PDAFF	Provincial Directorate of Agriculture, Forestry and Fisheries
PMA	Programme Monitoring Assistant
RBB	(WFP) Regional Bureau in Bangkok
RF	Results Framework
SBP	School Based Programming Unit (in WFP HQ)
SDG(s)	Sustainable Development Goal(s)
SFIS	School Feeding Information System
SFP	School Feeding Programme
SHF	Smallholder Farmer

SMP	School Meals Programme
SO	Strategic Objective
SRP	Siem Reap province
SY	School year
THR	Take Home Rations
TOR	Terms of Reference
UNEG	The United Nations Evaluation Group
UNICEF	The United Nations Children’s Fund
US\$	United States dollar (currency)
USDA	United States Department of Agriculture
WFP	World Food Programme
WHO	(United Nations) World Health Organization

WFP Cambodia

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

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