



WFP EVALUATION



**World Food
Programme**

**SAVING
LIVES
CHANGING
LIVES**

Final Activity Evaluation: KOICA Supported Home-Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces—2020 to 2024 Period Covered

Decentralized Evaluation Report
WFP Country Office of Cambodia

DE/KHCO/2024/010

December 2024

Key Personnel for the Evaluation

WFP Staff

Claire Conan	Chair of the Evaluation Committee
Jae Hwi Kim	Evaluation Manager
Lina In	M&E senior associate

External ET

Ian Pinault	Team leader
Kuntheara Tep	Senior Evaluation Expert and National Consultant
Bopha Kong	Gender Expert and National Consultant
Chiara Veronica Carli	Evaluation Coordinator
Anbrasi Edward	Evaluation Advisor
Jisha Rajendran	Data Analyst Coordinator
Yunhee Kang	Evaluation Advisor
Amina Ferati	Quality Officer

Acknowledgements

The evaluation team thanks the World Food Programme (WFP) country office in Cambodia for the support provided during the evaluation. We also thank the individuals interviewed from ministries, non-governmental organisations, donors, United Nations agencies, and NGOs who took the time to contribute to this evaluation. We are also grateful to the beneficiaries at the community and school levels for providing valuable insights. Special thanks go to the team of evaluators who spent several days in the field collecting most of the data needed for this evaluation. Thank you to Bora CHOEN, Saream NHIM, Cheang PHOL, Thearath HEANG, Sopheak THY, Piseth KOY, Kanika NOP, Sereypoung SAM, Phal SOPHA, Mao SUN, Chanleab CHUM, Tola AON, Seanghy YIM, Somalim CHORM, Bandol BOU, Bai PHORN, Sreymey VICHIT, Sopheak MENG, Sean SIM, Sereykhmarakmonyneath HOUT, MakKhorsin TEP.

Disclaimer

The opinions expressed in this report are those of the ET and do not necessarily reflect those of the World Food Programme (WFP). Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by WFP of the opinions expressed.

The designation employed and the presentation of material in maps do not imply the expression of any opinion whatsoever on the part of WFP concerning the legal or constitutional status of any country, territory, or sea area, nor do they concern the delimitation of frontiers.

Contents

Executive Summary	i
1. Introduction	1
1.1. Evaluation Features	1
1.2. Context.....	2
1.3. Subject Being Evaluated.....	8
1.4. Evaluation Methodology, Limitations, and Ethical Considerations	17
2. Evaluation Findings	20
2.1. Evaluation Question 1: Coherence	20
2.2. Evaluation Question 2: Relevance	23
2.3. Evaluation Question 3: Effectiveness	31
2.4. Evaluation Question 4: Efficiency.....	47
2.5. Evaluation Question 5: Impact	52
2.6. Evaluation Question 6: Sustainability.....	55
3. Conclusions and recommendations	61
3.1. Conclusions	61
3.2. Lessons	63
3.3. Recommendations	64
Annexes	72
Annex 1. Map	73
Annex 2. Summary of ToR	74
Annex 3. Exhaustive reviews of the HGSF Programme outcome and output indicators	80
Annex 3a. Indicator 2.1. Suppliers’ average monthly sales	92
Annex 3b. Capacity strengthening activities	93
Annex 4. Reconstructed Theory of Change	96
Annex 5. Related Reports and Evaluation	97
Annex 6. Evaluation questions	98
Annex 7. Evaluation Matrix	101
Annex 8. Detailed stakeholder analysis	120
Annex 9. Rationale for each of the quantitative surveys	125
Annex 10. Tools	127
Annex 11. List of stakeholders interviewed	164
Annex 11a: Risk Matrix	170
Annex. 12 Methodology	174
Annex 13. Additional Dietary Diversity Score Tables	178
Annex 14. Graphs- Schools facilities and condition	179
Annex 15. Mains cooks complaints regarding the cooking environment	193
Annex 16. Findings, conclusions and recommendations mapping	196
Annex 17. Timeline	198
Annex 18. Fieldwork agenda	199

Annex 19. Bibliography	203
Acronyms and Abbreviations.....	205

List of Graphs

Graph 1: SABER Indicators for Cambodia.....	7
Graph 2: Programme Budget Spent Compared to Overall Country Office and Other School feeding Activities Budget Spent.....	9
Graph 3: Proportion of School feeding Activities Compared to the Overall CO Budget Spent	9
Graph 4: Status of the Schools Covered by the Programme (Original, Handed Over, and New)	10
Graph 5: Timeline of Major Events.....	13
Graph 6: Percentage of Cambodian Recommended Daily Allowances for Children 10–12 years old.....	35
Graph 7: Food Groups Consumed by School Children by Province	36
Graph 8: Suppliers' Lack of Awareness on Different Stages of the School Procurement Process.....	43
Graph 9: Need for Further Training in Food Procurement for School Meal Programmes by Gender	44
Graph 10: Suppliers' Estimated Monthly Profit by Gender	53
Graph 11: Perceived Impact of School Meal Programme on Household Income by Gender	53
Graph 12: Existence of Kitchens in Schools Visited (Endline)	179
Graph 13: Condition of Kitchens in Schools Visited (Endline).....	180
Graph 14: Condition of Kitchens in Schools Visited (Midline).....	180
Graph 15: Existence of Storage Facilities in Schools Visited During Endline	181
Graph 16: Condition of Storage Facilities in Schools Visited During Endline.....	181
Graph 17: Existence of Storage Facilities in Schools Visited During Midline	182
Graph 18: Condition of Storage Facilities in Schools Visited During Midline.....	182
Graph 22: Existence of Handwashing Station Adjacent to Kitchens in Schools During Endline	185
Graph 23: Condition of Handwashing Station Adjacent to Kitchens in Schools During Endline	185
Graph 24: Condition of Handwashing Station Adjacent to Kitchens in Schools During Midline	186
Graph 25: Existence of Water Reservoirs in Schools During Endline	186
Graph 26: Conditions of Water Reservoirs in Schools During Endline	187
Graph 27: Conditions of Water Reservoirs in Schools During Midline	187
Graph 28: Existence of Energy-Saving Stoves in the Schools Visited During Endline	188
Graph 31: Presence of Cooking Utensils in School Kitchens Visited.....	189
Graph 32: Cooks' Assessment of Cooking Material During Endline.....	190
Graph 33: Cooks' Assessment of Cooking Material During Midline.....	190
Graph 34: Presence of Eating Utensil in Visited Schools at Endline	191
Graph 35: Presence of Eating Utensil in Visited Schools at Midline.....	191
Graph 36: Availability of Soap in Visited Schools During Endline.....	192
Graph 37: Availability of Soap in Visited Schools During Midline.....	192

List of Tables

Table 1: Public Education Statistics for Provinces Where the KOICA-Funded HGSFP Operates	5
Table 2: Expected Outcomes and Outputs of the KOICA-Funded HGSF Programme	11
Table 3: Activities to Be Implemented Through the Project	12
Table 4: Examples of Targets for Indicators That Required Clearer Definitions	13
Table 5: Degree of Achievement for Each HGSF Programme Indicator	14
Table 6: Summary of the Main Stakeholders of the Evaluation	17
Table 7: Sampling Size of Quantitative Survey Per Province and Type of Stakeholder	18
Table 8: Number and Type of KIIs Conducted for Qualitative Data Collection	18
Table 9: Main Activities in Which Ministries Have Been Involved (except the MoEYS)	21
Table 10: NHGSFP Theory of Change	23
Table 11: Outcome Indicator Achievement for Enrolment, Attendance and Retention Rates	32
Table 12: Would You Still Come to School If There Was No Breakfast Served at the School Canteen?	32
Table 13: Quality of Food According to Children	32
Table 14: Pupil Satisfaction with Hunger Levels After School Breakfast	33
Table 15: Student Enjoyment of School Meals According to Cooks	33
Table 16: Reasons for Which Teachers and Directors Believe That the Meal May Not Always Be of Sufficient Quality (n = 13)	33
Table 17: Outcome Indicator Achievement for Average Number of School Days Missed by Students Due to Illness (1.4.)	35
Table 18: Observed Condition of Kitchen Facilities Between Midline and Endline	36
Table 19: Percentage of School Staff Indicating a Need for Further Training in School Feeding Management	39
Table 20: Training Received by Suppliers During the Programme	44
Table 21: Training and Application of Agricultural Practices Under the HGFS Programme in Cambodia: Participation and Implementation Rates	45
Table 22: Recommendations	65
Table 23. Summary Timeline—Key Evaluation Milestones	77
Table 24: Examples of Targets for Indicators That Required Clearer Definitions	80
Table 25: Outcome Indicator Achievement for Enrolment, Attendance, and Retention Rates	81
Table 26: Outcome Indicator Achievement for Average Number of School Days Missed by Students Due to Illness (1.4.)	82
Table 27: Outcome Indicator Achievement for Dietary Diversity Score (Schoolchildren) (1.5.)	82
Table 28: Outcome Indicator Achievement for Percentage Increase of Average Monthly Sales (in Value and Volume) per SFP Supplier of Rice, Vegetables, and Protein Commodities (2.1.)	83
Table 29: Outcome Indicator Achievement for Percentage of Meal-Equivalent Cost Transfer Planned Under HGSF Received by Schools in Time (2.2.)	83
Table 30: Outcome Indicator Achievement for Percentage of Domestic Financing as Compared to the Total Programme Budget (2.3.)	83
Table 31: Outcome Indicator Achievement for Percentage of Programme Schools That Receive Support by	

Civil Society and Private Sectors (2.4.)	83
Table 32: Output Indicator Achievement for the Number of Girls and Boys Who Received School Meals (1.1.1.)	84
Table 33: Output Indicator Achievement for Different Food Items Provided Through School Meals	84
Table 34: Output Indicator Achievement for the Number of School Meals That Were Provided (1.1.3.)	85
Table 35: Output Indicator Achievement for the Training on Good Health and Nutrition Practices and for Food-Safety and Hygiene-Practice Training	85
Table 36: Output Indicator Achievement for the Number of Cooks Participating in Cooking/Good Kitchen Competition (1.1.6.)	86
Table 37: Output Indicator Achievement for Infrastructure Building or Rehabilitation	86
Table 38: Output Indicator on the Number of School Gardens Rehabilitated or Constructed (1.2.5.)	87
Table 39: Output Indicator Achievement of the Percentage of Schools Storing Food Off the Ground (1.2.6.)	87
Table 40: Output Indicator Achievement on the Number of IEC Materials Distributed (1.2.7.)	88
Table 41: Output Indicator Achievement for the Value and Quantity of Food Locally Purchased	88
Table 42: Output Indicator Achievement on the Number of Smallholder Farmers/Suppliers Supported and Trained (2.1.3.)	89
Table 43: Output Indicator Achievement on the Number of Extension Events Conducted by Provincial Departments of Agriculture, Forestry, and Fisheries and Supported by WFP Partners (2.2.1.)	89
Table 44: Output Indicator Achievement on the Number of National and Subnational Government Staff Who Receives Training on the Programme Implementation, Monitoring, and Reporting and Who Attended Exchange Visits (2.2.2.)	90
Table 45: Output Indicator Achievement on the Number of Schools in HGSP Programme That Use the Digitalised Monitoring and Learning Systems (2.2.3.)	90
Table 46: Capacity-Strengthening Activities Supported by WFP and MoEYS from 2020 Until December 2023	93
Table 47: Related Reports and Evaluation Undertaken Since 2020 and Related to School Feeding	97
Table 48: School Sample Size (SS) and Student Sample Size	125
Table 49: Risk Matrix for Home Grown School Feeding Programme	170
Table 50: Quantitative Data Collected vs. Planned	174
Table 51: KIIs and FGDs with Provincial Stakeholders	175
Table 52: KIIs with National Stakeholders	175

Executive Summary

Introduction

1. This report presents the findings of the endline evaluation of the KOICA-supported Home-Grown School Feeding (HGSF) Programme in Cambodia. The evaluation covers the period between March 2020 to August 2024. This programme was funded with USD \$18.6 million and was a collaborative effort between the Korea International Cooperation Agency (KOICA), World Food Programme (WFP), and the Cambodian Ministry of Education, Youth and Sport (MoEYS). The programme sought to improve equitable access to education and foster rural development by using locally produced food for school meals.

2. The evaluation was commissioned by WFP Cambodia and carried out by International Advisory, Products and Systems (i-APS) in three provinces: Kampong Thom, Kampong Chhnang, and Pursat. It builds on earlier baseline and midline assessments and highlights the achievements of the programme, while providing insights into the sustainability of the programme's goals.

3. This evaluation has the dual and mutually reinforcing **objectives** of accountability and learning. A stronger emphasis is placed on accountability. The **purpose** of this evaluation is to provide valuable policy guidance to the government ministries involved in the National Home-Grown School Feeding Programme (NHGSFP). Additionally, it will guide the design of the future phase of the KOICA-HGSF Programme and support interministerial coordination for successful implementation of the NHGSFP. Gender equality and inclusion were integrated throughout the evaluation process, ensuring that the views of both boys and girls, as well as women and men, were collected.

4. The **main users** of this evaluation are KOICA, the WFP Cambodia Country Office (CO); its main implementing partners, which are the MoEYS and the National Social Protection Council (NSPC); the WFP regional office in Bangkok; and the WFP headquarters.

Context

5. Despite significant economic progress, Cambodia continues to face challenges related to food security, malnutrition, and educational outcomes, especially in rural areas. Malnutrition remains a challenge, with 22 percent of Cambodian children under age five stunted and 10 percent suffering from wasting. While 97% of children are enrolled in schools at the primary level, there are major challenges for learning outcomes and dropout rates. Nearly 25 percent of third graders cannot write a word in a dictation test, and 55 percent of adolescents drop out before finishing secondary school.

6. WFP has been implementing school feeding programmes in Cambodia since 1999. The NHGSFP began more recently in 2020, and by 2028, the government of Cambodia aims to expand it to all KOICA-supported primary schools, fully transitioning away from WFP support.

7. In its latest Country Strategic Plan (2024–2028), WFP Cambodia is transitioning from directly implementing programmes to technical assistance. This transition is reflected through WFP Cambodia's evolving role in the national HGSF activities, where its focus is gradually shifting from programme implementation to providing technical support, strengthening capacities, and enhancing systems to ensure sustainable and efficient implementation.

Subject of the Evaluation

8. The HGSF Programme, initiated in 2020 by KOICA, WFP, and the MoEYS, aims to link school feeding to improved nutrition, well-being, and rural development by purchasing locally produced food for school meals. In 2022, under the Joint Transition Strategy, the Government of Cambodia committed to taking over the funding and management of 685 school canteens run by WFP by 2025, and then all 1,114 schools canteens run by WFP by 2028. While this evaluation focuses on the KOICA-funded HGSF Programme, the evaluation also included a strong focus on schools that have already transitioned to the NHGSFP.

9. The two key outcomes of the HGSF Programme are improved access to nutritious meals for schoolchildren and strengthened capacities for sustainable HGSF operations. By the end of the programme, over 100,000 pupils will have benefitted from school meals (379 schools), with 165 food suppliers and 330 smallholder farmers also being directly supported. Activities have focused on the provision of nutritious

meals, infrastructure development, local food procurement, capacity development, and technical assistance to national and subnational partners.

10. The HGSF Programme had to adapt to COVID-19 delays and a mid-programme transition to the NHGSFP. This involved shifting initial activities to infrastructure (2020-2022) and take-home rations and aligning with the 2022 Joint Transition Strategy.

Methodology

11. This endline evaluation employed a mixed-methods approach to assess the HGSF Programme against OECD-DAC criteria (relevance, coherence, effectiveness, efficiency, impact, and sustainability). The evaluation sought to answer key questions about the HGSF Programme's alignment with national priorities, its impact on school attendance and nutrition, and the effectiveness of local procurement. The evaluation included quantitative surveys with children, school staff, farmers, and suppliers (n=1,364), as well as qualitative data collection through key informant interviews (KIIs) and focus group discussions (FGDs). The analysis considered demographic variations, gender-specific outcomes, and ethical considerations, providing a comprehensive assessment of the programme's performance. Data was further disaggregated by type of school (HGSF Programme vs. NHGSFP).

Findings

12. **Coherence.** The HGSF Programme aligns well with the NHGSFP, sharing goals on child nutrition, education, and local economic development. Both focus on local food sourcing, benefitting farmers and economies, and stressing government ownership for sustainability.

13. **Relevance.** The HGSF Programme is highly relevant to the priorities of the government concerning education, health, and nutrition for primary schoolchildren, and it supports local economic development by sourcing from local farmers. The programme aligns with the Cambodia Pentagonal Strategy, promoting gender equality and empowering women economically, as the majority of farmers and suppliers are women. It also creates income opportunities for marginalised groups, demonstrating strong relevance to aiding disadvantaged communities.

14. The programme aligns with the KOICA priorities regarding education, rural development, and public health, as well as WFP Cambodia country strategic plans. School handovers to the NHGSFP were reliant on government readiness and funding, with training needed to support the transition. However, some authorities noted the need for ongoing support after WFP completes its support.

15. The HGSF Programme aligns with the gender strategy of Cambodia and the gender policy of WFP, promoting women's economic empowerment and integrating gender equality into its objectives.

16. **Effectiveness.** Both KOICA-supported and NHGSFP-managed schools largely met programme targets, with 93 percent of students satisfied with the school meals. At the same time, 88 percent of students in KOICA-supported and 91 percent in NHGSFP-managed schools said they would still attend without meals. Due to the support received from WFP (through KOICA's financial support before the handover), NHGSFP schools had slightly better infrastructure, though both groups faced challenges with maintenance and infrastructure decline.

17. Local farmers and suppliers benefitted from capacity-strengthening efforts, but challenges remain. Most suppliers received bidding training, though many need more support in the form of trainings on procurement and pricing. For farmers, 28 percent received agricultural training, but training was reported as insufficient for long-term needs. The Ministry of Agriculture, Forestry and Fisheries (MoAFF) district offices lack resources for ongoing support to farmers beyond HGSF Programme funding.

18. The project significantly improved the capacities of the MoEYS, as well as other ministries, to manage NHGSFP. This improvement was supported by policy frameworks, cross-ministry collaboration, and government funding. However, subnational challenges still persist, particularly with staffing.

19. The HGSF Programme effectively promoted GEWE by encouraging shared responsibilities between boys and girls. While many women showed interest in becoming suppliers, the procurement process was often too complex, both for men and women. Meanwhile, female cooks expressed the need for better incentives and access to health insurance. The programme did not monitor gender and inclusion indicators, which makes it difficult to measure gender related effectiveness.

20. **Efficiency.** Strong trust and coordination between WFP, the MoEYS, and KOICA, as affirmed by WFP and MoEYS staff, were key elements of efficiency. This was further enhanced by the strategic positioning of WFP staff within the MoEYS and Korean staff within WFP to improve communication. KIIs also highlighted that strong community stakeholder buy-in significantly supported efficiency, particularly in addressing daily issues without the need of WFP or the DoEYS. However, challenges such as low pay and lack of formal employment for cooks, as well as additional uncompensated responsibilities for school staff, negatively impacted overall efficiency.

21. While WFP has successfully established a food procurement system that functions smoothly, certain adjustments are still needed. Committees often struggled to accurately assess local prices, and prioritising the lowest bids often compromised the quality and quantity of food provided to schools. This issue was exacerbated by competition from cheaper imported products. Suppliers operating within cooperatives tended to perform more efficiently, but their contributions were not fully recognised or prioritised in the bidding process. Additionally, the reliance on short-term contracts discouraged long-term investment by suppliers. While the budget allocated for meals in transferred schools is significant, most key informants indicated it remains insufficient to meet the programme's needs.

22. **Impact.** The HGSF Programme had a significant positive impact on target communities, particularly in improving school attendance and enrolment rates. However, there is no direct evidence presented on its impact on children's growth, reduction of illness, or learning outcomes. The programme also provided a stable income for suppliers and farmers, both for women and men. Additionally, the capacity of the District Offices of Education, Youth and Sport (DoEYS) to manage school feeding improved, but greater time allocation for staff is needed to enable more active involvement.

23. In terms of gender equity, the programme promoted equal access for both girls and boys, as well as women and men. Around 70 percent of farmers and traders involved in the programme are women. Also, the allowances provided by the government and WFP to cooks represent an initial step toward gender equity. However, there is a missed opportunity to make a significant impact on GEWE advancement by ensuring cooks, who are mainly women, are compensated fairly for the work they perform, especially considering their critical role in delivering school meals.

24. The outcomes and impact of the HGSF programme can be largely attributed to the strong competence, trust and coordination between WFP, the MoEYS, and KOICA. This collaboration fostered a relevant and coherent programme that stakeholders widely acknowledged as effective in addressing critical needs in education, nutrition, and economic empowerment. Furthermore, WFP's shift from direct implementation to providing technical assistance, coupled with its emphasis on capacity strengthening and transitioning responsibilities to the government, significantly amplified the impact of the programme.

25. **Sustainability.** This HGSF programme model is likely to continue beyond the project timeline, as not only does it align with government strategies in terms of education, health, nutrition and local economic growth, but it is also supported by the Cambodian government's financial commitment. School staff have gained new and pertinent skills and the strong community backing further strengthens its sustainability. There are concerns, however, about maintaining high standards due to resource constraints, particularly in Primary Education Department monitoring, which may affect long-term sustainability. The sustainability of the GEWE changes depends on broader efforts for economic stability and ongoing capacity-strengthening efforts for women.

26. The fundamental factors for successful ownership include community engagement, capacity strengthening for school staff and cooks, and good ownership of community school feeding committees that improves local governance. However, there were several limiting factors, including budget constraints which affected effective monitoring, infrastructure maintenance, and cook motivation, which could impact long-term programme quality and sustainability.

27. The programme contributed significantly to the transition from HGSFP to NHGSFP, with achievements like the adoption of the National School Meal Policy in September 2024 and an increased government budget for NHGSFP, though the meal stipend remains insufficient to meet full child nutrition needs for the meal provided. Interministerial coordination has been formalised, but will not be fully operational until 2025. The school feeding information system is functioning but occasionally faces issues as it need specific skills to use efficiently.

28. Continued WFP technical assistance is needed to ensure the NHGSFP's effectiveness and

sustainability. Key areas for necessary support include ongoing training for school staff and local authorities, strengthening monitoring systems, and improving the procurement process. Advocating for increased government investment is essential for securing long-term financial sustainability.

Conclusions

29. **Coherence.** WFP's HGSF Programme aligns closely with the NHGSFP and the Cambodia Pentagonal Strategy, addressing education, health, and local economic growth by prioritising locally produced food. While stakeholder collaboration can be further strengthened, the KOICA-funded programme provides a solid foundation for its next phase.

30. **Relevance.** The HGSF Programme is highly relevant to Cambodia's national strategies, addressing food security, nutrition, education, and economic development. It aligns with the priorities of KOICA and WFP, promoting school feeding, rural development, public health, and to a certain extent, gender equality.

31. **Effectiveness.** The programme has largely met its targets, with high student satisfaction and increased capacity across ministries to manage the NHGSFP. However, challenges persist in infrastructure maintenance, gender-related effectiveness, and support for local farmers and suppliers. While capacity-building efforts have been beneficial, they remain insufficient for long-term sustainability, particularly for vulnerable farmers and suppliers navigating complex procurement processes. These findings underline the need for targeted interventions, such as fair compensation for cooks, the majority of whom are female, enhanced agricultural training, and strengthened collaboration with ministries, aligning with other evaluation recommendations for empowering women, capacity strengthening, and sustainable programme infrastructure.

32. **Efficiency.** The programme's efficiency is bolstered by strong collaboration between WFP, MoEYS, KOICA, and community stakeholders, allowing for effective issue resolution and streamlined communication. However, systemic challenges, such as low compensation for cooks and school staff, impede efficiency. Additionally, weaknesses in the procurement process, including inaccurate price assessments and prioritisation of low-cost bids, compromise food quality and supplier investment. Cooperative suppliers demonstrate potential for greater efficiency, highlighting the need for adjustments in bidding processes and contract terms to encourage long-term commitments and improve overall programme sustainability. These findings underscore the importance of fair remuneration and strengthened procurement strategies.

33. **Impact.** The HGSF Programme has delivered notable impacts, improving school attendance and enrolment, stabilising incomes for suppliers and farmers, and fostering gender equity by engaging women in farming and trading activities. However, undercompensated cooks—predominantly women—represent a missed opportunity to advance gender equality and women's empowerment. The programme's success is underpinned by strong coordination between WFP, MoEYS, and KOICA, as well as a shift toward technical assistance and capacity strengthening. These achievements emphasise the need for continued efforts in fair compensation and gender-focused strategies to sustain and amplify the programme's impact.

34. **Sustainability.** The HGSF Programme demonstrates strong sustainability potential, supported by government funding, community engagement, and skilled school staff. However, challenges such as limited monitoring resources, insufficient meal stipends, and infrastructure maintenance issues may pose risks to long-term quality. Continued WFP technical assistance and advocacy for increased government investment are critical to addressing these gaps and ensuring the programme's sustained success and impact.

Recommendations

35. **Recommendation 1:** To improve the efficiency and effectiveness of the NHGSFP and elevate women's empowerment, WFP should support the national government in exploring different school feeding models, including ones that give a more prominent and valued role to cooks in school feeding activities.¹ Note that this recommendation is contingent upon being able to provide cooks with increased and fair remuneration that reflects their workload and responsibilities, and thus has budget implications which may impact the practicality of this recommendation.

36. **Recommendation 2:** WFP can continue to build on the success of the school feeding programme

¹ A critical assumption to this recommendation is that the cooks remain predominantly women.

and work to ensure a smooth and efficient transition to the government by exploring existing and additional ways of providing experts and/or embedding staff within relevant government offices. This approach will facilitate continued knowledge transfer, enhance contextual understanding, and strengthen the capacity of government staff to effectively manage the programme.

37. **Recommendation 3:** As soon as the National School Feeding Committee (NSFC) members are assigned, technical, administrative, and potentially financial support will be needed for this committee to operate and meet on a regular basis. As a partner of choice for school feeding activities, WFP should strive to mobilise resources to ensure this expertise and funding are available to allow for the good functioning of the committee during its first years.²

38. **Recommendation 4:** To optimise programme efficiency and effectiveness, WFP can consider piloting and documenting different procurement models to inform Government's decisions on the best models for the national programme. These include either collaborating with suppliers, farmers, or agricultural cooperatives with expertise and capacity in food production and distribution or allocating substantial funding to provide strong support for smallholder traders and farmers. This will directly influence the evolution of the procurement process in the coming years even if immediate changes in the bidding process need to be addressed. Capacity building for vulnerable smallholder farmers with limited experience should remain a priority, but it should not come at the expense of the efficiency of the school feeding programme.

39. **Recommendation 5:** The current market monitoring (HGSF commodity price monitoring) carried out by WFP should be re-designed and handed over to the MAFF as per the national sub-decree. This should be implemented in the context of the review and pilot of school feeding models (recommendation 1 and 4) to conceptualize an efficient and sustainable mechanism for the MAFF to continue HGSFP commodity price monitoring.

40. **Recommendation 6:** WFP should collaborate with and advocate for relevant stakeholders including the NHGSFP, the Ministry of Woman's Affairs (MoWA), to ensure a coherent and context-adapted gender-responsive approach for all school feeding activities.

41. **Recommendation 7:** WFP should continue to advocate for and, when requested, provide technical assistance to the Government of Cambodia to ensure longer-term sustainable financing mechanisms are explored and identified by the government. This should include long-term solutions for key financial components such as food provision and cook compensation as well as addressing others such as infrastructure maintenance. The approach should focus on developing a holistic and feasible financing framework that aligns with the needs of an effective and sustainable school feeding programme.

42. **Recommendation 8:** WFP should ensure that all monitoring indicators for the next KOICA phase are more specific, disaggregated, and easily measurable throughout the programme. This will allow more efficient monitoring of the programme, especially for new incoming staff and for external ETs.

Lessons learnt

43. The evaluation highlighted four important lessons that the team considers essential to note. These lessons are valuable for understanding the specific outcomes of the HGSF Programme and can be applied to similar initiatives, including other efforts in Cambodia:

- A key takeaway is that embedding interconnected staff within partner organisations enhances coordination, accelerates decision-making, improves issue management, and strengthens institutional relationships, leading to more cohesive and efficient implementation.
- Strong stakeholder buy-in improves programme efficiency by fostering commitment, which leads to proactive problem-solving.
- The HGSF modality has a clear economic impact on participating suppliers and farmers by boosting local economies through the circulation of money within the community, and it strengthens the economic resilience of women and marginalised groups by ensuring their inclusion in local supply

² Recommendation aligned with recommendation 2 of the final Mc-Govern Dole evaluation (2023).

chains and development efforts.

- Balancing support for vulnerable farmers with efficient food procurement is challenging. Farmers are both beneficiaries and key to the programme's success. While assisting them is important, collaboration with experienced actors may be necessary. Achieving both short-term efficiency and farmer empowerment remains a challenge (see relation with recommendation 4).

1. Introduction

1. This report presents the findings of the endline evaluation of the Home-Grown School Feeding Programme (HGSF) in Cambodia, which has been supported by the Korea International Cooperation Agency (KOICA). The programme, with a funding of USD \$18.6 million,³ is a collaborative effort between the World Food Programme (WFP) and the Royal Government of Cambodia Ministry of Education, Youth and Sport (MoEYS). The HGSF Programme seeks to improve equitable access to primary education by supporting the sustainable development of target communities. The programme fosters rural development by stimulating agricultural growth and enhancing local food security, which is achieved through buying and then utilising locally produced food for daily school meals.

2. The evaluation covers the period from March 2020 to August 2024 in three provinces of Cambodia:⁴ Kampong Thom, Kampong Chhnang, and Pursat (see map in [Annex 1](#)). The evaluation was commissioned by the WFP Cambodia Country Office (CO) and implemented by International Advisory, Products and Systems (i-APS).⁵

3. This endline evaluation is part of a multiyear evaluation series. Baseline study and midline evaluation were conducted in December 2020 and November 2022. Due to COVID-19 restrictions, there were no primary quantitative data collected in 2020. Consequently, WFP commissioned a project performance evaluation as a midterm evaluation, which was then used as a benchmark for the endline evaluation. The results of the endline evaluation illustrate that KOICA achieved their project goals regarding overall impact and the potential for sustainability.

4. The National Home-Grown School Feeding Programme (NHGSFP),⁶ operated by the MoEYS, is similar to the KOICA-funded HGSF Programme. Eventually, the management of the schools under the HGSF Programme will transfer to that under the NHGSFP. This evaluation also included schools initially run under the HGSF Programme and then transferred to the NHGSFP. Additionally, the evaluation coincides with the end of the first phase of the Joint Transition Strategy, which began in 2022 and is set to end in 2025, by which time the NHGSFP will have transferred 685 schools out of the 1,114 KOICA-supported schools. By 2028 all 1,114 should be handed over.

1.1. EVALUATION FEATURES

5. The **purpose** of this evaluation is to provide learning to the government ministries involved in the NHGSFP (see Terms of Reference [ToR] [Annex 2](#)) ahead of the full transition in 2028. The evaluation results will be used by the MoEYS, as well as the National Social Protection Council (NSPC), to improve the effectiveness of the programme and to inform decisions about future implementation, particularly considering the elements described below:

- **Informed decision making:** To inform the state of the transition during the Systems Approach for Better Education Results (SABER)⁷ workshops/reviews as well as to support informed decisions on future

³ This programme has been funded by the KOICA (USD \$10 million), MoEYS (USD \$1.5 million), and complementary sources collected by WFP (USD \$7.1 million).

⁴ The programme ends in December 2024.

⁵ International Advisory, Products and Systems (i-APS) is a U.S. woman-owned and -managed small business specialising in complex evaluations globally. Learn more at www.i-APS.com.

⁶ Throughout the report, the national programme will be referred as the NHGSFP. The KOICA-funded programme will be referred to as the HGSF Programme or the KOICA-funded programme.

⁷ The SABER-School Feeding (SABER-SF) initiative of the World Bank Group assesses the school feeding policy situation and systems in various countries to identify gaps and plan appropriate capacity-development plans and/or roadmaps with the support of the government and other stakeholders. The SABER workshop is also conducted with the McGovern-Dole budget, even though the KOICA phase II includes the "SABER-SF (System Approach to Better Education Results-School Feeding) Index" as one of its indicators.

priorities and investments.

- **Adaption and coordination:** To adapt the implementation plan of the NHGSFP based on the evaluation findings and lessons learned; to be carried out during the annual learning workshops and interministerial coordination meetings.
- **Technical assistance:** To inform the degree of technical assistance support required for sustainable NHGSFP operations.
- **Programme design enhancement:** To improve the current programme design and implementation, as well as to ensure the completion of the full transition from HGSF Programme to NHGSFP.

6. Within WFP, the evaluation will be used for gathering evidence and identifying key learnings. The WFP Cambodia CO will specifically leverage these findings to advocate for increased government support and/or collaboration with the NHGSFP. KOICA will also utilise this evaluation to ensure accountability and inform the design of a potential second phase of the programme.

7. **Objectives.** The endline evaluation has the dual and mutually reinforcing objectives of accountability and learning, with a stronger emphasis on accountability.

- **Accountability:** The evaluation assesses and reports on the performance and outcomes of the KOICA-funded activities. These results examine whether the targeted beneficiaries received services as expected and whether the programmes met their stated goals.
- **Learning:** The evaluation identifies the reasons behind certain results, draws lessons, and derives best practices for future reference. These evidence-based findings will inform operational and strategic decision making, with the findings actively disseminated. The evaluation will also inform phase II of the KOICA programme.

8. **Expected users.** The main users of this evaluation are KOICA, the WFP Cambodia CO, its main implementing partners, such as the MoEYS and the National Social Protection Council, WFP headquarters, and the WFP regional office in Bangkok. Additional stakeholders that might use these findings for their learning and implementation of programmes include the Ministry of Economy and Finance; the Ministry of Health; the Ministry of Agriculture, Forestry and Fisheries; the Council for Agriculture and Rural Development; the Ministry of Woman Affairs; and the Ministry of Social Affairs, Veterans and Youth Rehabilitation.

9. **Gender and inclusion.** The evaluation team (ET) committed itself to ensuring gender equality, equity, and inclusion in the evaluation process. The programme's gender-sensitive approach has been mainstreamed throughout the evaluation.

10. **Evaluation team.** This evaluation was conducted by the independent consultancy firm i-APS, a US-based woman-owned small business specialising in complex evaluations. The ET included international and Cambodian experts with extensive experience in school feeding, education, gender, and data analysis. The conducted the evaluation from May to October 2024, with three weeks of field data collection from August 12 to September 12.

1.2. CONTEXT

11. Cambodia is in Southeast Asia and bordered by Laos to the north, Thailand to the northwest, Vietnam to the east, and the Gulf of Thailand to the southwest. Cambodia covers 181,035 square kilometres. The population has surged from 13.9 million in 2008 to 16.9 million (of which 50.5 percent is female) in 2023.⁸ Population is predominantly young, with a median age of 25 years.

12. **Poverty.** Poverty levels vary around the country, with the lowest rates found in Phnom Penh (4.2 percent) and other urban centres (12.6 percent) and the highest, in rural areas (22.8 percent), where 60.6

⁸ World Bank, *National Population Data*, <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=KH&view=chart>, accessed on June 19, 2024.

percent of the population still resides. Over the past decades, Cambodia has made significant strides in its economic development and poverty reduction. The structure of the Cambodian economy has changed rapidly, with many workers moving from agriculture to higher-producing, better-paying jobs in manufacturing and service. This economic growth has significantly improved income levels across Cambodia, cutting the poverty rate from 33.8 percent in 2009 to 17.8 percent by 2019. During this period nearly 2 million Cambodians, primarily from rural areas, escaped poverty. Cambodia's economy, among the fastest-growing in the world, achieved lower middle-income status in 2015, driven by substantial private and high-income foreign direct investment. These investments have spurred job creation outside of the agricultural sector and bolstered markets for Cambodian exports.

13. **Political and economic context.** Prior to the COVID-19 pandemic, from 1995 to 2019, Cambodia experienced remarkable economic growth, averaging a 7.6 percent increase annually. Key sectors such as tourism, manufacturing exports, and real estate drove this expansion, enabling the country to achieve lower middle-income status by 2015. However, the pandemic triggered the first economic contraction in 25 years, with a decline of 3.1 percent occurring in 2020.

14. As Cambodia gradually recovers, with growth rates reaching 5.4 percent in 2023 and projected at 5.8 percent for 2024, challenges remain. Cambodians face a variety of risks, including weaker global demand, financial instability from rising nonperforming loans, and a slower recovery in China. Addressing these vulnerabilities will be crucial for Cambodia to achieve its aspirations of becoming an upper middle-income economy by 2030 and a higher-income one by 2050.

15. In September 2015 Cambodia endorsed the Sustainable Development Goals (SDGs) alongside all the member states of the United Nations, setting a more ambitious agenda for the period from 2016 to 2030. Recognising the importance of adapting to these global goals domestically, the government endorsed the Cambodia Sustainable Development Goals Framework (CSDGs) in November 2018. This framework is essential for guiding national and sectoral development policies. Additionally, it is integrated into the Rectangular Strategy Phase IV and Cambodia's vision of transitioning into an upper middle-income country by 2030 and a high-income country by 2050.

16. However, some challenges remain in achieving CSDGs, particularly CSDG 2 (end hunger) and CSDG 5 (gender equality). Progress in CSDG 2 has been moderate, as this goal was severely affected by the COVID-19 pandemic, which caused supply disruptions and reduced access to food during this critical period. Cambodia has implemented key policies to accelerate progress toward SDG 2, including the National Strategy for Food Security and Nutrition, the Fast-Track Road Map for Improving Nutrition, and the Cambodia Roadmap for Food Systems for Sustainable Development 2030. Recognising the need for a multi-sectoral and multi-stakeholder approach, the RGC has established Provincial Working Groups on Food Security and Nutrition in all provinces to ensure coordinated efforts across key sectors. Cambodia has made considerable progress towards CSDG 5 (Gender Equality), with 65% of indicators meeting their targets. For instance, the number of laws, policies, national plans, and frameworks promoting equality and non-discrimination based on sex rose from 55 in 1999 to 73 in 2022, exceeding targets. In addition, a multi-sectoral response mechanism for gender-based violence has been established in eight provinces, involving collaboration among the RGC, civil society, and the private sector. The government is also developing a gender budget to promote gender equality and support the development of girls and women. This approach aims to integrate a gender perspective into the budget process using analytical tools to foster gender-responsive policies.

17. The government is committed to development effectiveness, as demonstrated by the Cambodia Development and Cooperation and Partnership Strategy (2019–2023) and the Global Partnership for Effective Development Cooperation framework. Through collaboration with development partners, the Royal Government of Cambodia, as well as the aggregate Official Development Assistance, which assembled to support the implementation of the National Strategic Development Plan (NSDP) during the 2019–2022 period, secured USD \$8.4 billion, which exceeded the requirement of the NSDP of USD \$6 billion.

18. The Pentagonal Strategy-Phase I (PS-1, 2023–2028) of the Cambodian Government outlines a comprehensive socioeconomic transformation plan aiming for growth, employment, equity, efficiency, and sustainability over a 25-year trajectory, until 2050. Key components include (1) Pentagon first, which prioritises human capital development and is crucial for sustainable and resilient economic growth, with a specific emphasis on enhancing quality and access to science, technology, engineering, arts, and

mathematics education, as well as strengthening physical education and sports programmes, and (2) Pentagon fourth, which focuses on “resilient, sustainable, and inclusive development,”⁹ emphasising a modern, diversified, and resilient agricultural sector to enhance rural development and food security.

19. **Nutrition, food security, and agriculture.** Malnutrition rates remain high among children under age five, with 16 percent of households unable to afford a nutritious diet and 10 percent of children below age five suffering from wasting (low weight-to-height ratio).¹⁰ Stunting rates reach 22 percent among children under five. These children may be slower to learn and less likely to reach their full potential as adults. Micronutrient deficiency and obesity are also on the rise.¹¹ In the 2023 Global Hunger Index, Cambodia ranked 67th out of the 125 countries. With a score of 14.9, Cambodia was assigned a level of hunger that is moderate.¹²

20. According to the WFP Country Strategic Plan (2024–2028), the vulnerability to food insecurity in Cambodia rose 5 percent between 2019 and 2021, reaching 27.5 percent. Vulnerability is lowest in Phnom Penh (16.7 percent) and other urban areas (20.4 percent) but highest in rural areas (32.8 percent). While the share of agriculture in the GDP has decreased to 22 percent as of 2020, the majority (57 percent) of households are still engaged in agriculture. Of the nearly 3 million smallholder farmers, one-third have less than one hectare of land. Smallholders often focus on rice cultivation by using traditional methods that make their yields and quality vulnerable to climate shocks.

21. Despite the significant progress made, the agriculture sector still lags behind that of neighbouring countries. The productivity is relatively low due to unfavourable factors, including reliance on rain-fed systems; poor farm-management practices; limited access to quality agricultural inputs, including seeds; and the high costs of production. The entire agriculture production and processing sector faces a dearth of skills and techniques on the part of producers, including young farmers. They also lack knowledge about and information on the needs of the domestic and export markets, as well as of sanitary and phytosanitary measures and food safety issues.¹³

22. The Cambodia Roadmap for Food Systems for Sustainable Development (September 2021) reflects the commitment of the Royal Government of Cambodia to improving nutrition, as is outlined in their newly established policies and strategies, especially in Pentagonal Strategy-Phase I. The roadmap aims to achieve its vision by 2030 through the following strategies: (1) expand access to health and nutrition services; (2) provide social assistance and education; (3) ensure agriculture and food value chains are diverse, productive, and sustainable and that they support healthy diets; and (4) contribute to economic growth, trade, and job opportunities for the poor and vulnerable population.

23. **Climate change and environment vulnerability.** Cambodia is one of the most disaster-prone countries in Southeast Asia, affected by floods and droughts on a seasonal basis. Weak adaptive capacity, poor infrastructure, and limited institutions exacerbate the country’s vulnerability to climate variability and change. During the 20-year period from 1987 to 2007, a succession of droughts and floods resulted in significant loss of life and considerable economic loss.

24. According to a study led by the Cambodia Development Research Institute, of all climate hazards, the prolonged droughts from 2013 to the present (2024) have caused the most severe impacts.¹⁴ According to this same study, the country’s higher vulnerability to drought can be attributed to local communities’ low adaptive capacities, which are influenced by factors such as (1) poverty, (2) poor infrastructure, (3) a lack of social safety nets, (4) a limited understanding of the causes and effects of climate change, and (5) inadequate

⁹ Royal Government of Cambodia, Pentagonal Strategy-Phase I (PS-1, 2023–2028)

¹⁰ WFP, Country Brief (April–June 2024), <https://www.wfp.org/countries/cambodia>, accessed on July 5, 2024.

¹¹ WFP Country Brief.

¹² Welt Hunger Hilfe (2024 October), *Global Hunger Index 2024: Cambodia*, <https://www.globalhungerindex.org/pdf/en/2023/Cambodia.pdf>.

¹³ Food and Agriculture Organisation (FAO) Cambodia Country Programme Framework 2019–2023.

¹⁴ Cambodia Development Research Institute (2021 March 1), *The Impacts of Climate Change on Agriculture and Water Resources in Cambodia: From Local Communities’ Perspectives*, <https://cdri.org.kh/publication/the-impacts-of-climate-change-on-agriculture-and-water-resources-in-cambodia-from-local-communities-perspectives>.

hazard predictions and early warning systems, even though droughts are becoming increasingly frequent.

25. **Education.** Cambodia has made notable progress in expanding access to education. Enrolment in preschool programmes has more than doubled since 2007, and the primary education enrolment rate has increased from 82 percent in 1997 to over 97 percent in 2017/18. Despite this progress, learning outcomes still remain a challenge, as nearly 25 percent of children in third grade cannot write a single word in a dictation test, only 27 percent of three- to five-year-olds are developmentally on track in literacy and numeracy, and 55 percent of adolescents drop out of school by the age of 17.¹⁵ After Covid-19, access to not only education but, more specifically, quality education has faced significant challenges. In November 2021 the MoEYS Education Quality Assurance Department assessed more than 6,000 sixth-grade students in 230 schools across Cambodia and found that children had fallen behind in their learning during the pandemic. Compared with the last equivalent learning assessment conducted in 2016, the percentage of students demonstrating basic proficiency in the Khmer language dropped from 66 percent to 55 percent and, in math, from 51 percent to 36 percent.

26. The primary education completion rate was 88.9 percent (90.2 percent girls) for the 2013–2014 school year, which then slightly declined to 86.8 percent (89.4 percent girls) in 2022–2023. The completion rate at the lower secondary level has significantly increased, rising from 39.09 percent (40.02 percent girls) in 2013–2014 to 59.7 percent (64.5 percent girls) in 2022–2023.¹⁶ Repetition rates are still high in the first year of primary school, which leads to frequent dropouts.¹⁷ However, students are more likely to leave school than repeat a year if they do not qualify to pass at the end of the primary school cycle. In Kampong Chhnang, Kampong Thom, and Pursat, where the KOICA-funded HGSF Programme operates, 24,430 children were admitted in preprimary schools, and 247,132 were enrolled in primary school in the 2021–2022 school year.¹⁸ The total net *enrolment* in primary school ranges from 94.4 percent (95.6 percent girls) in Kampong Chhnang to 99.3 percent (110.6 percent girls) in Pursat, but the primary school *completion* rate ranges from 83.3 percent (86.4 percent girls) in Kampong Thom to 87.7 percent (90.9 percent girls) in Kampong Chhnang (see [Table 1](#)).

Table 1: Public Education Statistics for Provinces Where the KOICA-Funded HGSFP Operates

		Kampong Chhnang		Kampong Thom		Pursat	
		2020–2021	2021–2022	2020–2021	2021–2022	2020–2021	2021–2022
Preprimary	Number of schools	115	115	210	214	181	185
	Total enrolment	17,293	6,560	10,263	9,931	8,542	7,939
	Girls' enrolment	8,699	3,271	5,201	5,077	4,247	3,990
Primary	Number of schools	279	279	493	494	307	306
	Number of school-age children (ages 6–11)	74,376	62,253	91,376	80,507	53,928	39,480
	Number of school-age children (ages 6–11)—girls	36,174	30,957	44,850	49,606	26,226	24,269

¹⁵ UNICEF Cambodia (2018), *Education for Every Child, Quality Education and Life Skills*, <https://www.unicef.org/cambodia/education?lxml=#programme-solution>.

¹⁶ Kingdom of Cambodia (2023 Aptil), *The Ministry of Education, Youth and Sport, Education Congress Report, April 2023, Overall Achievements for 2021–2022 and Directions for 2022–2023*, The Ministry of Education, Youth and Sport.

¹⁷ Heng, K. et al. (2016 June), *School Dropout in Cambodia: A Case Study of Phnom Penh and Kampong Speu*, KOICA, Cambodia Country Office; VVOB Education for Development (n.d.), *Strengthening Math Results and Teaching (SMART) Programme Evaluation Cambodia: 2017–2021*, VVOB, <https://cambodia.vvob.org/en/smart>.

¹⁸ Ministry of Education, Youth and Sport, Public Education Statistics and Indicators 2020–2021.

	Kampong Chhnang		Kampong Thom		Pursat	
	2020–2021	2021–2022	2020–2021	2021–2022	2020–2021	2021–2022
Total enrolment	73,007	73,750	98,836	101,294	68,226	72,088
Girls' enrolment	35,450	36,879	48,229	53,157	33,122	38,016
Percentage of shift schools	60.6%	68.8%	59.6%	59.7%	66.1%	62.7 %
Net enrolment rate—total	86.1%	94.4%	90.1%	96.8%	99.2%	99.3 %
Net enrolment rate—girls	86.8%	95.60%	90.6%	100.00%	99.9%	110.6 %
Completion rate—total	88.1%	87.7%	84.0%	83.3%	84.5%	83.7%
Completion rate—girls	91.6%	90.9%	87.0%	86.4%	86.5%	86.5%

Source: MoEYS (2021) Public Education Statistics and Indicators 2020–2021

27. **Decentralisation and Deconcentration (D&D).** D&D is a government initiative aimed at improving local governance and service delivery by shifting responsibilities from the central government to subnational administrations. These reforms began in the early 2000s. The MoEYS published its policy on D&D reform in education on 7 September 2016 to strengthen the autonomy and responsibility of subnational administration and public education institutions. The Ministry of the Interior and the Ministry of Education sought to empower district and municipal authorities by transferring education functions for managing early childhood education, primary education, and nonformal education. More importantly, the government's Sub-decree No. 213 (dated 28 July 2023), which was promulgated for implementation across the country, aims to ensure decision making, downward accountability, inclusiveness, transparency, and equity to district, khan, and municipality authorities.

28. **School feeding.** In 2014 the MoEYS, in collaboration with WFP, piloted the HGSF Programme model, sourcing food from within Cambodia, supporting the local economy and agriculture, and improving children's diets by providing a greater diversity of food items, including vegetables, meat, fish, and eggs. As part of the government's efforts to expand social protection and security, the NHGSFP was introduced in 2019/20.

29. In January 2020 the NHGSFP was launched in 205 schools but was significantly affected by COVID-19. As of the 2023/24 school year, the NHGSFP has been implemented in 468 schools, with plans to gradually expand the programme through 2028 by taking over all the schools previously supported by WFP (1,114). By 2028 the MoEYS aims to have gained sufficient experience to enable further expansion of the NHGSFP to all primary schools and their attached preschools.¹⁹

30. The Council of Ministers approved Sub-decree No. 65 on the HGSF Programme, which was endorsed by the prime minister on March 13, 2023. The sub-decree—supported by WFP through KOICA funding—institutionalises the NHGSFP and outlining the responsibilities of its various ministries. At the same time, WFP has supported the MoEYS in developing the National School Feeding Policy, which further strengthens the NHGSFP within the framework of national social protection.

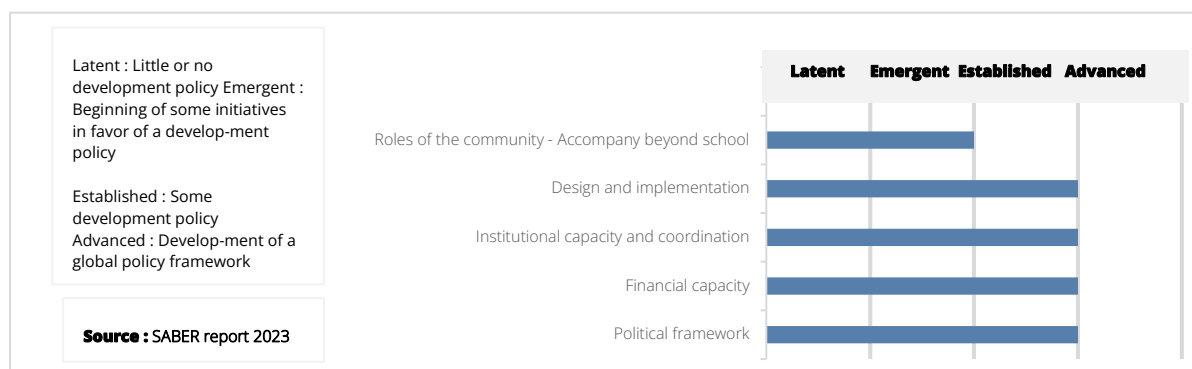
31. **SABER**²⁰. Results from the SABER-school feeding exercise held in 2023 identified the existing capacities, strengths, and weaknesses of the NHGSFP and provided the foundation for a capacity-

¹⁹ Final Draft of NHGSFP Monitoring and Evaluation Framework, May 2024.

²⁰ The World Bank Group's SABER-School Feeding (SABER-SF) initiative is an approach to assessing the school feeding policy situation and systems in any country to identify the gaps and to plan appropriate capacity development plans and/or road maps with the government and other stakeholders. The SABER workshop is also conducted with the McGovern-Dole budget, even when KOICA Phase II includes the "SABER-SF (System Approach to Better Education Results-School Feeding) Index" as one of the indicators.

strengthening action plan.²¹ Cambodia reached the “established” status in four out of five policy goals,²² including policy framework, financial capacity, institutional capacity and coordination, and design and implementation. The community’s role in the NHGSF Programme is currently categorised as “emerging,” which indicates the need for increased government investment in robust advocacy efforts to further strengthen community engagement (see **Graph 1**).

Graph 1: SABER Indicators for Cambodia.



32. **Gender.** According to the Ministry of Women’s Affairs,²³ gender equality and women’s empowerment (GEWE) in Cambodia is progressively improving. The World Economic Forum also reported that gender gaps in Cambodia have been reduced. In 2024 Cambodia has been ranked 102nd out of 146 countries.²⁴ This ranking aligns with commitment of the government and the Ministry of Women’s Affairs to advance gender equality in Cambodia through various policies and regulations, such as the National Social Protection Policy Framework (2016–2025), the National Policy on Technical Vocational Education and Training (2017–2025), the National Employment Policy (2014–2025), and the National Framework on Small and Medium Enterprise. Additionally, they support a national programme that addresses agriculture, rural development, and land-management reform by providing a supportive environment, skill-development areas, and opportunities for women who are entrepreneurs or in business leadership positions to access decent work—all this to reduce women’s employment vulnerability.²⁵ Although women contribute significantly to Cambodia’s economy and household income, similar to men, in both formal and informal sector, the lack of effective law enforcement and supportive skill development mechanisms poses significant challenges for women in accessing credit and social network.²⁶ Furthermore, while the government prioritises addressing gender disparities as outlined in key policies and strategic documents, and the Ministry of Women’s Affairs serves as the focal ministry to lead and coordinate efforts with relevant ministries to promote gender equality and women’s empowerment, Cambodia lacks specific gender legislation and limited resource allocation to effectively enforce these commitments.

33. However, the United Nations Development Programme notes Cambodia’s Gender Development Index value is 0.926, demonstrating that Cambodia still faces significant gender inequalities.²⁷ Gender inequalities can be found in education and health, as well as in both the formal and informal economy. Only 23 percent of public sector employees are women, and just 15 percent are decision makers (like senior

²¹ A two-day consultative workshop was organised by five relevant ministries to discuss findings, gaps, and recommendations emerging from a desk review by the MoEYS and WFP

²² The SABER school-feeding exercises define the different stages of development for each indicator and policy goal on a scale of 1 to 4: 1 = latent, 2 = emerging, 3 = established, and 4 = advanced.

²³ Neary Rattanak V (2019–2023).

²⁴ World Economic Forum’s Global Gender Gap Completion Report, 2014.

²⁵ Neary Rattanak V (2019–2023).

²⁶ Cambodia Country Gender Action Plan FY 25-FY 29, World Bank 2024

²⁷ UNDP Human Development Report 2023/2024.

officials and managers).²⁸ While the SDG targets for gender equality in education and literacy (SDG 5) have been achieved at the primary school level,²⁹ girls in rural areas are still at higher risk of dropping out than boys. Girls are more likely to be expected to care for their younger siblings, help their parents around the home, and move to urban areas to work.³⁰ According to World Bank data (September 2023), approximately 37,808 children³¹ in Cambodia are out of primary school. This situation requires a strong focus on addressing their needs, ensuring they receive the necessary support and assistance to reintegrate into the education system, and providing the necessary resources to promote their learning and development.

34. **Other WFP work.**³² WFP has three main focuses for its work in Cambodia: social protection (including school feeding), climate and disaster risk management, and food security and nutrition. Regarding social protection, WFP will fortify its partnerships with the National Social Protection Council, which acts as the social protection regulator, playing an advisory function and providing oversight for the national HGSF Programme; the Ministry of Social Affairs, Veterans and Youth Rehabilitation; the newly established National Social Assistance Fund; and the MoEYS, which is responsible for the design, implementation, and monitoring of the national HGSF Programme, as well as for coordination of efforts with other ministries. In addition, WFP collaborates with key partners such as KOICA, UNICEF, and local NGOs to enhance food security and nutrition initiatives, particularly for school-aged children. Other agencies working toward similar objectives include FAO and various community organizations. This collaborative effort aims to address the needs of children not currently in school and those at risk of dropping out by providing targeted nutrition and food security assistance.

1.3. SUBJECT BEING EVALUATED

Home-Grown School Feeding Programme

35. This endline evaluation focuses on the HGSF Programme implemented by WFP Cambodia and its implementing partners from the school years 2020–2021 to 2023–2024.³³ The grant agreement for the HGSF Programme was signed on March 30, 2020 between KOICA and WFP.³⁴ The modalities of this agreement are defined under the first annex of the Project Concept Paper, which was jointly prepared by MoEYS; KOICA; and WFP. KOICA and MoEYS signed a record of their discussion on March 30, 2020, providing the terms of reference between both parties.³⁵ The programme is managed by WFP and has been implemented in partnership with the MoEYS and the NSPC. WFP and KOICA are currently in negotiations for implementing a second phase of the HGSF Programme, tentatively scheduled for January 2025.

36. The HGSF Programme started in March 2020 under the WFP country strategic plan (CSP) 2019–2023 and is currently under the CSP 2024–2028.

37. **Budget.** The programme is funded by KOICA (USD \$10 million); the MoEYS, the Royal Government of Cambodia (USD \$1.5 million); and complementary resources collected by WFP (USD \$7.1 million).³⁶ This adds up to USD \$18.6 million over the duration of the programme, representing between 10 percent and 25

²⁸ The UN Office of the High Commissioner for Human Rights in Cambodia (2015 January), *Gender Equality and Human Rights*, United Nations Human Rights, <https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>.

²⁹ Kingdom of Cambodia (2019 June), *Cambodia's Voluntary National Review 2019 on the Implementation of the 2030 Agenda for Sustainable Development*, Ministry of Planning, https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf.

³⁰ UNESCO/UNICEF (2012), *Asia Pacific: End of Decade Notes on Education for All—EFA Goal #5 Gender Equity*, Bangkok: UNESCO and UNICEF.

³¹ [Children](#) Out of Primary School - Cambodia

³² WFP, Annual Country Report (ACR), 2023.

³³ In the grant agreement between the KOICA and WFP, the HGSFP is referred to as the HGSF in Cambodia. In this report, the terminology HGSF Programme is used.

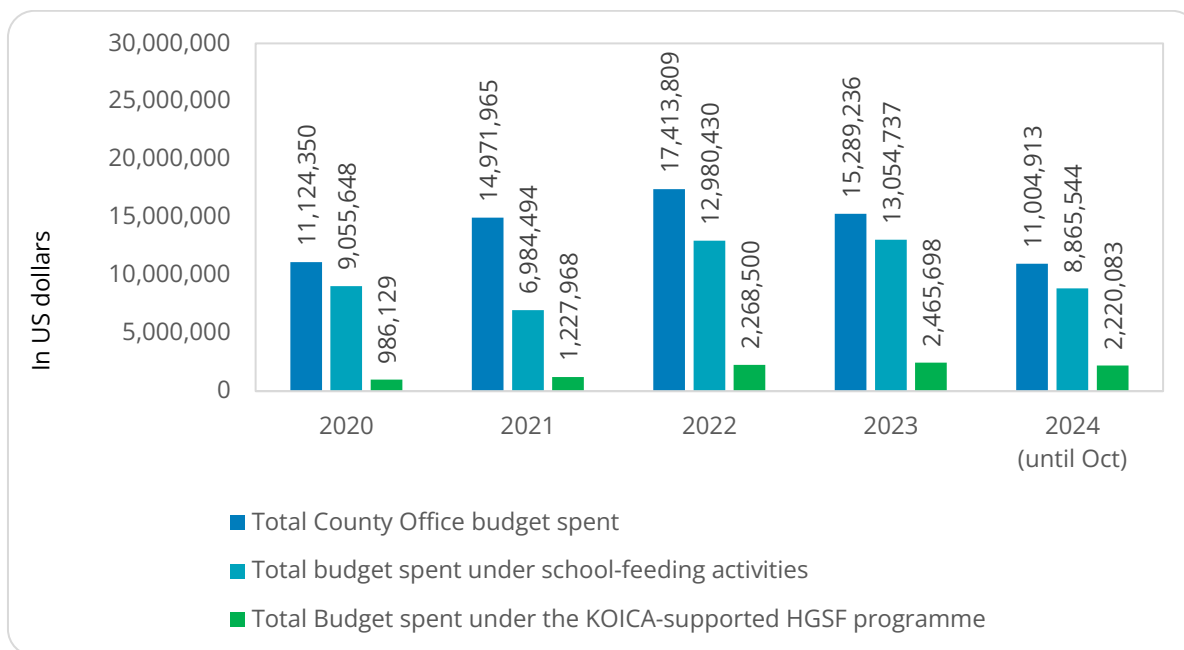
³⁴ Grant agreement between the KOICA and WFP on “Home-Grown School Feeding,” March 30, 2020.

³⁵ Record of Discussion Between the KOICA of the Republic of Korea and the Ministry of Education, Youth and Sport of the Kingdom of Cambodia for the HGSF Programme, March 30, 2020.

³⁶ ToR, Amendment [Annex 1](#), p. 7, par. 25.

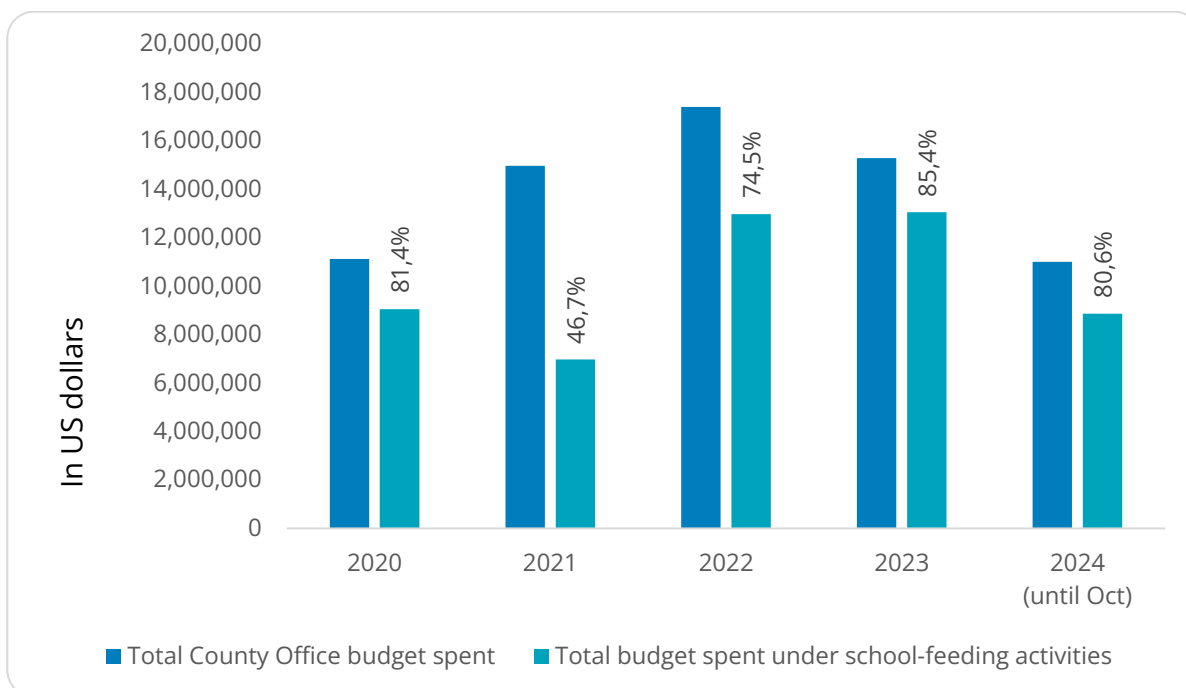
percent of the total school feeding budget of WFP (see [Graph 2](#) below).

Graph 2: Programme Budget Spent Compared to Overall Country Office and Other School feeding Activities Budget Spent



38. It is important to note the school feeding activities represent a very large proportion of the overall budget of the CO, as shown in the [Graph 3](#) below.

Graph 3: Proportion of School feeding Activities Compared to the Overall CO Budget Spent



39. **Implementation locations.** Three out of the 25 provinces in Cambodia were targeted: Kampong Thom (5 of 9 districts), Kampong Chhnang (3 of 8 districts), and Pursat (5 of 7 districts).

40. **Timing.** The programme was initiated on March 30, 2020, and will be completed on December 31,

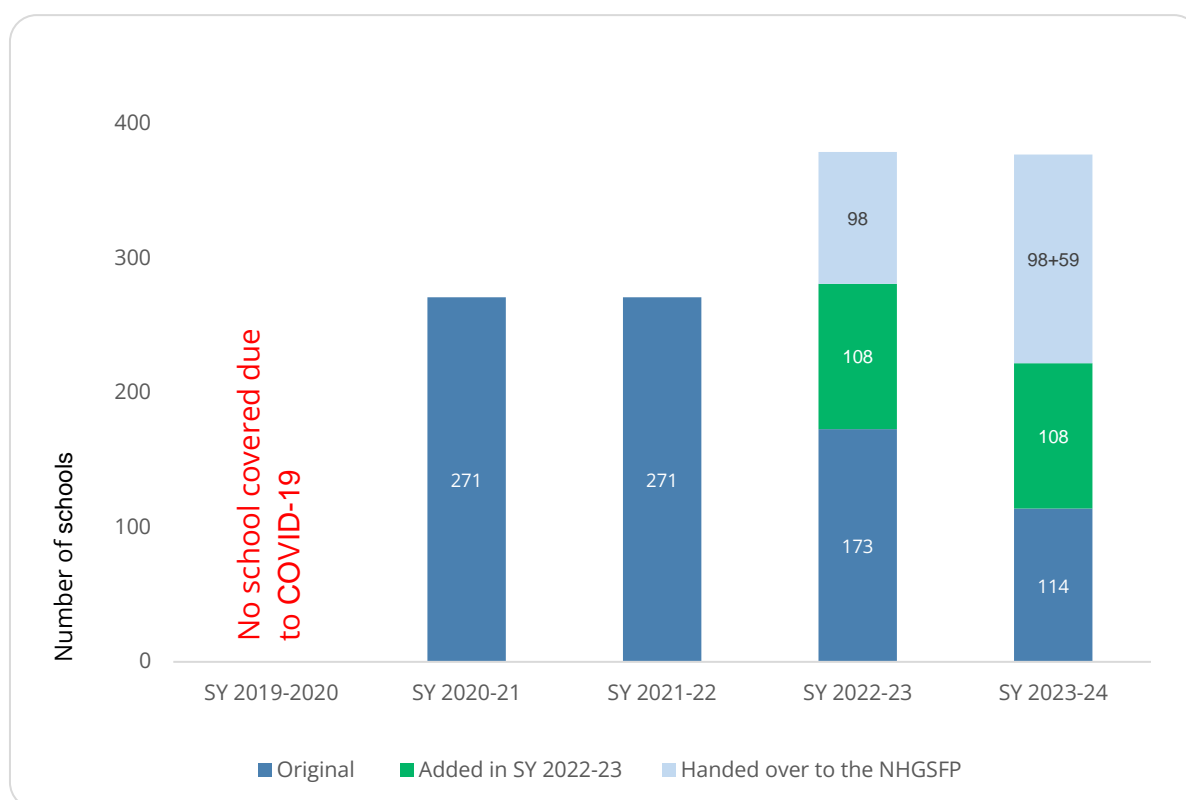
2024.³⁷ The Cambodia academic school year typically begins in early November and ends in late August. The final evaluation assessed the project progress from inception to August 2024.

41. **Goal.** The goal of the programme is to “improve equitable access to primary education through the HGSF Programme that contributes to sustainable development of the target communities.”³⁸

42. **Objectives.** The main objective of the KOICA-funded HGSF Programme is to “link school feeding to improved nutrition, wellbeing, and rural development by stimulating agricultural growth and increasing food security through the purchase and use of locally produced food in the preparation of daily school meals, thereby benefitting both schoolchildren and local food suppliers/smallholder farmers.”³⁹

43. **Project beneficiaries.** The original number of preprimary and primary schools targeted by the project (271) has changed as some schools were handed over to the NHGSFP, per the Joint Transition Strategy. In 2022, 98 schools in the programme were transferred to the government, as were another 59 in 2023. To compensate, the HGSF Programme included 108 new schools in the programme in 2022 (see **Graph 4**).⁴⁰ The initial objective was to reach 68,990 school children, including 34,360 girls. By the end of the programme, the HGSF Programme will have served 379 schools (100,216 pupils).

Graph 4: Status of the Schools Covered by the Programme (Original, Handed Over, and New)



44. Additional direct beneficiaries include 165 food suppliers and 330 smallholder farmers. Indirect beneficiaries consist of school staff (1,137), commune councils (90), and MoEYS officials from central, provincial, and district levels (500).⁴¹

³⁷ Grant agreement between the KOICA and WFP on “Home-Grown School Feeding,” March 30, 2020.

³⁸ Grant agreement between the KOICA and WFP on “Home-Grown School Feeding,” March 30, 2020.

³⁹ As defined in the grant agreement between the KOICA WFP on “Home-Grown School Feeding,” March 30, 2020.

⁴⁰ New schools were selected in three new districts of Kampong Thom and two new districts of Pursat.

⁴¹ ToR, WFP, April 2024.

45. **Outcomes and outputs.** To achieve the above objectives, and as defined in the 2020 agreement between KOICA and WFP, the project has two expected outcomes, each with their required outputs, which are outlined in

Table 2: Expected Outcomes and Outputs of the KOICA-Funded HGSF Programme

Expected Outcomes	Expected Outputs
<p>Outcome 1: Improved access to education for children in preprimary and primary schools through the provision of nutritious and diversified food.</p>	<p>Output 1.1: Preprimary and primary schoolchildren that receive nutritious meals</p>
	<p>Output 1.2: Schools with soft and hard infrastructure for the school feeding programme</p>
<p>Outcome 2: Increased national and subnational capacities for sustainable HGSF Programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities.</p>	<p>Output 2.1: Quantity of purchased commodities provided for the HGSF Programme</p>
	<p>Output 2.2: Developed capacities of national and subnational stakeholders for the effective operation the HGSF Programme</p>

46. **Project activities.** From the onset, the Project Concept Paper defined all of the activities to be implemented during the programme, as described below (see [Table 3](#)). Due to the COVID-19 pandemic and the subsequent school closures in 2020 and 2021, the planned activities were only implemented intermittently. In 2020 only the school infrastructure activities were implemented (sub activity 1.2.4 in [Table 4](#)). In 2021 on-site school meals were repurposed as take-home rations, which were provided to 13,750 students and 524 school cooks from the poorest and most vulnerable families. Another consequence of the COVID-19 disruptions was that the programme did not meet its targets during the first two years (2020–2022). Only in 2022 did all of the activities finally take place. The results achieved from 2022 onwards are more relevant to the work undertaken by WFP and its partners. For this reason, this evaluation primarily focuses on the last two years when considering the achievements reached.

Table 3: Activities to Be Implemented Through the Project⁴²

Activity	Subactivity
Activity 1.1: Provision of nutritious meals to preprimary and primary schoolchildren	1.1: Food preparation and serving to preprimary and primary school children
Activity 1.2: Provision of soft and hard infrastructure for the school feeding programme	1.2.1 HGSF (new/refresher) training
	1.2.2 HGSF exchange visit and peer learning for implementers
	1.2.3 Good health and nutrition practices (training and provision of materials)
	1.2.4 School infrastructure (construction)
	1.2.5 Establishment of school gardens
Activity: 2.1: Local food purchase for the school feeding programme	2.1.1 Local food purchase through contracted local food suppliers
	2.1.2 Training for suppliers and smallholder farmers on agriculture and market through partnership with the Ministry of Agriculture, Forestry and Fisheries; Provincial Departments of Agriculture, Forestry, and Fisheries; and other partners
Activity 2.2: Provision of capacity development and technical assistance to national and subnational partners	2.2.1 Elaborating the HGSF Programme model
	2.2.2 Annual HGSF workshop
	2.2.3 Interministerial workshop
	2.2.4 Korea exchange visits for WFP staff and MoEYS officials (policy and strategy levels)

47. **Programme Implementation changes.** Due to the COVID-19 pandemic, there was a delay in the start of most of the programme activities, postponing them from 2020 to 2022. As mentioned in the TOR, in the first year during the midterm evaluation, the programme primarily focussed on the activities linked to infrastructure and to food distribution through take-home rations.

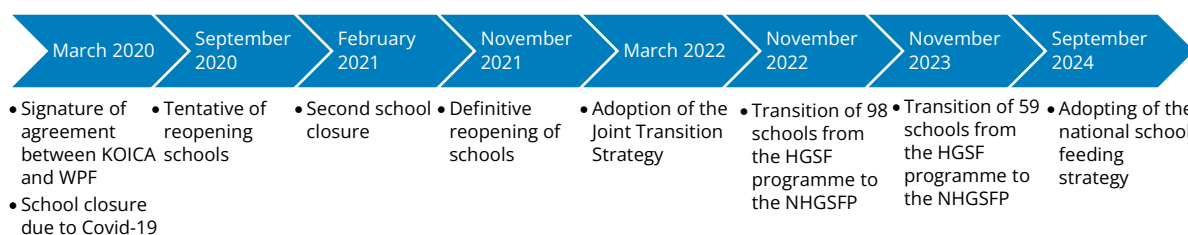
48. Another change was that the HGSF Programme adapted its implementation roadmap to transition the HGSF Programme into the broader NHGSFP. This was done in response to the adoption of the Joint Transition Strategy,⁴³ which occurred in March 2022 by WFP and the MoEYS. A year later, in March 2023, the prime minister endorsed Sub-decree No. 65 on home-grown school feeding, which was formerly approved by the Council of Ministers. Finally, in August 2024, the National Home-Grown School Feeding policy was officially approved. In this transition, KOICA played a key role in adapting its programme by increasing the

⁴² As described in **Annex 1** of the Grant agreement between the KOICA and WFP, pp. 14–21.

⁴³ The Ministry of Education, Youth and Sport and WFP, Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme, March 17, 2022.

budget for capacity-training activities for government staff at the national, provincial, and district levels. The timeline of these events is as follows:

Graph 5: Timeline of Major Events



49. In certain schools, WFP is implementing the KOICA-HGSF Programme alongside the USDA McGovern-Dole Food for Education programme. By this joint action, children are receiving American-imported rice and canned fish from the McGovern-Dole programme together with locally procured vegetables through the KOICA-funded HGFS programme. Food is purchased by schools receiving cash directly from WFP on the schools’ banks accounts.

50. **Planned versus actual outcomes and outputs.** It was difficult for the ET to provide the percentage of the target reached versus initially planned. One reason is that the programme has been through significant changes, as explained above. Additionally, some indicators were not clearly defined in the original Project Concept Paper. For instance, the initial target of training 578 school staff in good health and nutrition practices does not align with the number of schools (272; see [Table 4](#) below). There was not a clear relationship established between the two. The revised target of 1,570 staff suggests a shift from an annual to a cumulative approach, but it still lacks a clear correlation with the number of schools. Similarly, the revised target for trained smallholder farmers/suppliers (initially 375) also lacks clarity concerning the number of schools, complicating the assessment of the programme’s effectiveness. Furthermore, the target for training cooks (2,552) appears to be cumulative, unlike the other targets, which seem to be set on an annual basis. This inconsistency creates challenges in tracking progress across different indicators, making it difficult to assess overall effectiveness and consistently compare results.

Table 4: Examples of Targets for Indicators That Required Clearer Definitions

Indicator	Original Target	Revised Target	Observation
1.1.4. Number of school staff trained on good health and nutrition practices	578	1570	Not in relation to the number of schools; has been changed from yearly target to cumulative target
1.1.5. Number of school staff and cooks who received food-safety and hygiene-practice training	2552	2552	Cumulative target
1.1.6. Number of cooks participating in cooking/good kitchen competition	544	544	Two cooks per school (per year supposedly)
2.1.3. Number of smallholder farmers/suppliers supported and trained	375	692	Unclear relation between the number of schools and the number of suppliers to be trained.

51. For indicators related to training, the absence of clearly defined types of training and distinct target groups (farmers or suppliers, who may require different training) makes it difficult to evaluate progress accurately. The indicators would be more measurable if they specified the nature of the training, the type of public and the length of the training. However, the WFP Monitoring & Evaluation (M&E) unit has provided comprehensive biannual reports, enabling clearer measurement of outcomes. As a result, the achievements have been measured using both the biannual reports and primary data.

52. The HGSF Programme has over thirty specific indicators. The [Table 5](#) below shows the degree of achievement of each of these indicators. However, the ET prefers to use a colour-coded system (see below) rather than a percentage to measure achievements, as calculating percentages can be challenging. The pink rating is used when the ET believes the target indicator is not clear enough (as explained above) to measure achievement:

Target reached	Target almost reached	Target not reached	Difficult for ET to define
----------------	-----------------------	--------------------	----------------------------

53. Exhaustive information for each of these outcome and output indicators is provided in [Annex 3](#).

Table 5: Degree of Achievement for Each HGSF Programme Indicator

Outcome indicators	
Outcome 1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food	
Indicator	Achievement
1.1. Net enrolment rate	
1.2. Attendance rate	
1.3. Retention rate	
1.4. Average number of school days missed by students due to illness	
1.5.1 dietary diversity score	
Outcome 2. Increased national and sub-national capacities for sustainable HGSF Programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities.	
Indicator	Achievement
2.1. Increased type, volume and value of food sales from smallholder farmers or local processors	See Annex 3a for further analysis on this indicator and suggestion for better calculation
2.2. % of meal equivalent cost transfer planned under HGSF has been received by school in time	
2.3. % of domestic financing as compared to the total programme budget	
2.4. % of programme schools receive support by civil society and private sectors	

Output indicators	
Output 1.1: Pre-primary and primary school children that receive nutritious meals	
Indicator	Achievement
1.1.1. Number of girls and boys who received school meals	

Output indicators	
Output 1.1: Pre-primary and primary school children that receive nutritious meals	
Indicator	Achievement
1.1.2. Quantity of food provided through school meals - rice	
1.1.2. Quantity of food provided through school meals - veg oil	
1.1.2. Quantity of food provided through school meals - meat/egg/fish	
1.1.2. Quantity of food provided through school meals - fresh vegetable	
1.1.2. Quantity of food provided through school meals - salt	
1.1.3. Number of school meals that were provided	
1.1.4. Number of school staff get trained on good health and nutrition practices	
1.1.5. Number of school staff, cooks, received food safety and hygiene practice training	
1.1.6. Number of cooks participate in cooking/good kitchen competition	
Output 1.2: Schools with soft and hard infrastructure for the school feeding programme	
Indicator	Achievement
1.2.1. Number of water reservoirs built or rehabilitated	
1.2.2. Number of school kitchen and/or eating shelter built or rehabilitated.	
1.2.3. Number of hand washing station connecting to kitchen built or rehabilitated	
1.2.4. Number of energy-saving stove built or rehabilitated	
1.2.5. Number of school garden rehabilitated or constructed	Activity not really followed up
1.2.6. Percentage of school store food off the ground	
Output 2.1: Quantity of purchased commodities provided for HGSP	
Indicator	Achievement
2.1.1. Value of food type procured from local service providers	
2.1.2. Quantity of food purchased from local service providers	
2.1.3. Number of smallholder farmers/suppliers supported and trained	

Output 2.2: Developed capacities of national and subnational stakeholders for the effective operation of the HGSF Programme	
Indicator	Achievement
2.2.1. Number of extension event conducted by PDAFF supported by WFP's partners	See Annex 3b which provides a summary of the main capacity-strengthening activities outlined in the various annual reports that WFP and its partners completed throughout the programme.
2.2.2. Number of national and sub-national government staff receive training on the programme implementation, monitoring and reporting, attended exchange visits	
2.2.3. Number of schools in HGSF Programme use the digitalised monitoring and learning systems	

54. Another significant achievement not measured through the programme indicators is the approval of sub-decree no. 65 on HGSF, endorsed by the prime minister on 13 March 2023. Supported by WFP through KOICA funding, this sub-decree serves as the highest-level legislative instrument for the NHGSFP. It institutionalises the NHGSFP, outlines the responsibilities of various line ministries, and ensures a dedicated budget line for school feeding. Additionally, in August 2024, the Government of Cambodia approved the National HGSF Policy, providing a robust legislative framework to continue strengthening HGSF activities (see Section 2.3.2).

55. To provide a more comprehensive picture of the work undertaken by the programme, [Annex 3b](#) provides a summary of the main capacity-strengthening activities outlined in the various annual reports that WFP and its partners completed throughout the programme.

56. **Problem and solution tree diagram.** At the onset of the programme in 2020, a problem and solution tree diagram were established and attached as an appendix to the Project Concept Paper. This problem and solution tree diagram identifies and analyses the root causes and effects of problems (problem tree) and maps out corresponding solutions, their potential, and their desired impacts (solution tree). The tree shows how the activities will solve identified problems linked to the root causes and how these activities lead to outputs, outcomes, and, eventually, the overarching goal.

57. **Theory of change (ToC).** In 2022 the monitoring and evaluation (M&E) unit and the school feeding programme unit developed two interlinked theories of change linking its school feeding activities to the first strategic objective of WFP (CSP 2019–2023). However, these ToC, which developed two years after the start of the programme and were not specific to the KOICA programme. Hence, it was decided with the support of the CO that during the data collection phase, the ET would reconstruct a ToC based on the problem and solution tree, as presented above. The reconstructed ToC describes the mechanisms that either enhance or diminish the progression from activities to the intended outputs and the outputs to the expected outcomes. These mechanisms come directly from evaluation findings, incorporating the feedback of those met, field observations, and secondary data from reports or evaluations. Throughout the “evaluation findings” section, the ET refers to the reconstructed ToC, which highlights key mechanisms influencing the effectiveness, efficiency, impact, and sustainability, as well as the underlying assumptions necessary to ensure the relevance and sustainability of future HGSF Programmes. See the ToC in [Annex 4](#).

58. **Gender equality, women’s empowerment, and social inclusion.** These are the central priorities of the HGSF programme. Although these aspects were not adequately addressed in the design phase’s results framework or through specific indicators and a gender and social inclusion action plan—particularly regarding nutrition, education, and economic empowerment—subsequent studies have worked to bridge this gap. A 2023–2024 WFP regional study in Cambodia on gender-transformative approaches highlighted issues such as boys being more likely to drop out of school due to economic pressure, poor educational performance, and lack of motivation; food insecurity challenges affecting both genders; and barriers to women’s leadership and decision-making. Additionally, the HGSF-Gender Action Research in Cambodia identified challenges faced by female farmers and suppliers, including limited access to financial capital and capacity-building opportunities. Aligned with the WFP Gender Policy 2022, the Cambodia WFP Strategy 2024–2028, and research findings and recommendations, WFP should integrate gender-responsive and

transformative approaches into the new results framework of the HGSF programme. This integration should promote gender equality, women’s empowerment, and marginalised group inclusion, supported by disaggregated data and a rights-based approach to ensure effective implementation.

59. **Prior evaluations.** This evaluation follows a series of 10 previous evaluations of WFP and MoEYS school feeding activities that were conducted over the course of this programme (see [Annex 5](#)). This evaluation was undertaken primarily as a mandatory requirement from the donor and to support continued learning. Given the long history of previously conducted evaluations in Cambodia, the ET did not find any major new findings. References to previous recommendations are provided throughout the Evaluation Findings Section. A summary of these evaluation has also been done in June 2024 by WFP.⁴⁴

1.4. EVALUATION METHODOLOGY, LIMITATIONS, AND ETHICAL CONSIDERATIONS

60. The endline evaluation uses a theory-based, participatory, and gender-responsive approach, applying the evaluation criteria of the Organisation for Economic Cooperation and Development of the Development Assistance Committee—a criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability—as the basis for determining and reporting findings. This theory-based evaluation aligns with the reconstructed ToC by WFP, which is based on the problem and solution tree describe above. The reconstructed ToC allows the ET to assess whether, how, and why the programme’s interventions achieved the intended results. The evaluation findings and recommendations are drawn from a mixed-method approach, including secondary data review, qualitative data from key informant interviews (KIIs), and focus-group discussions (FGDs), as well as quantitative data collected through surveys. The evaluation is guided by the evaluation questions provided in that [Annex 6](#). In accordance with the WFP CO, the evaluation question have been slightly amended during the inception phase (See inception report).

61. **Evaluation matrix.** To ensure the evaluation’s rigor and accuracy, the ET developed a detailed evaluation matrix. This matrix outlines the key evaluation questions, the criteria for making judgements, the expected sources of information, opportunities for triangulation to cross-verify data, and the specific data-collection methods to be employed. This approach ensures a well-structured and evidence-based assessment of the programme’s impact and effectiveness. The evaluation matrix is provided in [Annex 7](#).

62. **Stakeholder analysis.** During the inception phase of the final evaluation, the ET conducted a detailed stakeholder analysis. The evaluation sought to gather information that would be useful to the broad range of national and subnational stakeholders involved in the HGSF Programme so that a diverse range of perspectives and interests were available for consideration from the onset of the evaluation; it also aimed to support accountability to affected populations. The detailed stakeholder analysis can be found in [Annex 8](#). [Table 6](#) below provides a brief summary of the main stakeholders of this evaluation.

Table 6: Summary of the Main Stakeholders of the Evaluation

Duty bearer	Internal to WFP
	Country office, Office of Evaluation; regional bureau, headquarters Evaluation reference group
Right holders	External to WFP
	The MoEYS; National Social Protection Council; and subnational administrations provincial and district sectoral offices; United Nations Country Team; KOICA Schoolchildren, school directors, teachers, cooks, storekeepers, suppliers, farmers, school management committees.

⁴⁴ WFP; Summary of Evidence, School feeding in Cambodia, June 2024, <https://wfp.tind.io/record/129617?v=pdf>

Tool used. The tools used for data collection were a document review, quantitative data collection in 78 schools to survey director, teacher, storekeepers, cooks and students (see [Annex 9](#) for rationale on each of those surveys and [Annex 10](#) for detailed survey questionnaires), as well as qualitative data collection with a large range of stakeholders related to the HSGF programme through remote and on-site interviews (see list of stakeholders interviewed in [Annex 11](#)). See tables below.

Table 7: Sampling Size of Quantitative Survey Per Province and Type of Stakeholder

Survey	Kampong Chhnang		Kampong Thom		Pursat		Total			
	Planned	Achieved	Planned	Achieved	Planned	Achieved	Planned	Achieved	M	F
Children	211	211	324	324	228	229	763	764 (+1)	372	392
Suppliers	22	19	34	29	22	21	78	69 (-9)	21	48
Farmers	44	38	68	63	44	42	156	143 (-13)	34	109
School staff	110	111	170	168	110	110	390	389 (-1)	192	197
School visits	22	22	34	34	22	22	78	78	60	18

Table 8: Number and Type of KIIs Conducted for Qualitative Data Collection

Stakeholders	Central Level	Kampong Chhnang	Kampong Thom	Pursat	F	M
WFP	11				13	11
Donor KOICA	1				2	1
Ministries	4				4	5
UN Agencies	1					1
NGOs	2				1	3
POEYS		1	1	1	0	6
DOEYS		2	2	2	3	11
Commune Council		1	2	2	5	6
School Directors		2	2	2	0	6
School staff		4	4	4	10	5
Teachers		4	4	4	6	6
Suppliers		2	2	2	4	2
Farmers/FA		3	4	4	10	1
Total	19	19	21	21	58	64

63. **Data quality and cleaning.** To ensure high-quality data, the ET implemented rigorous quality control measures throughout the data collection and management process. These measures included:

- Designing tools aligned with the evaluation methodology.
- Imposing data restrictions and mandatory response requirements to minimise errors during data collection.
- Supervising field data collection and promptly addressing logistical or quality issues.
- Uploading data directly to a secure KoBo server for storage and restricted access.
- Conducting daily quality checks to ensure completeness and accuracy.
- Cleaning, reviewing, and translating data before analysis.

64. **Limitations and mitigation measures.** During the inception phase, a thorough risk matrix was developed to ensure all mitigation measures were in place before data was collected. Three main risks were identified: natural hazards (flooding that could obstruct access to target areas), the collection period coinciding with the school exam period (1–15 September), and the unavailability of stakeholders (such as government cooperation issues, refusal, or personnel changes). While the anticipation of certain risks helped to mitigate them, other did not materialise, and no additional risks emerged during data collection. The [Annex 11a](#) provides the risk matrix designed during the inception phase. The main limitation encountered are comprised of the following:

- During the quantitative data collection involving students (children), all surveys were conducted with children while having an adult (parent or teacher) present. This was to ensure adherence to WFP guidelines. While it is possible that the presence of an adult could influence responses, the ET has no evidence that complying with these standard and accepted protection protocols did so.
- DDS data could not be compared with data collected throughout the programme, as the methodology for DDS collection has changed over time. The methodology used for this evaluation was similar to the one used by WFP in December 2023. However, for accurate comparison, the data collection would have needed to happen in a similar time of the year. The DDS data collected both in December by WFP and by i-APS in September are to be considered snapshots in time that can serve for comparison for upcoming data collection that uses the same methodology now standardised by the CO.

65. **Gender-responsive approach.** GEWE was integrated throughout the evaluation, during the planning, data collection, analysis, and results phases. This meant recruiting female data collectors, developing gender-sensitive tools, and implementing gender-sensitive training. Where appropriate, quantitative data was disaggregated by gender, and the qualitative results highlighted differences in perspectives and needs.

66. The evaluation methodology enabled GEWE considerations by measuring indicator achievements and programme objectives from a gender-disaggregated perspective, as well as considering how gender influenced programme implementation and results. Additional evaluation questions (2.2.8 and 2.4.3) have been added during the inception phase to better capture the extent to which GEWE considerations have been reached by the programme (See inception report). Over seven EQs make reference to gender, equity and inclusion. Both the participation and representation of men and women in decision making and resource allocation were also noted. The approach adhered to UN Women’s good practices for gender-responsive evaluation.⁴⁵

67. A complete descriptive of the methodology can be found in [Annex 12](#), describing the different tools used, the number of surveys, FGDs, and KIIs reached, the data analysis methods, the ethical considerations, the quality assurance system, etc.

⁴⁵ UN Women (2020), Gender-Responsive Evaluations: Good Practice Approaches and Methods, *Transform* (18), 1–40.

2. Evaluation Findings

2.1. EVALUATION QUESTION 1: COHERENCE

2.1.1. How coherent is the HGSF Programme implemented under this project to the NHGSFP?

Key Findings (Box 1)

- HGSF is strongly aligned with NHGSFP, sharing child nutrition, education, and local economic development objectives.
- The HGSF Programme and the NHGSFP both promote local food sourcing, benefitting local economies and farmers.
- The HGSF Programme and the NHGSFP both focus on government ownership.

69. The HGSF Programme is coherent with the National Home-Grown School Feeding Programme (NHGSFP). This finding is consistent with the 2023 Local and Regional Procurement (USDA-LRP) evaluation, which identified coherence in several areas, such as the transition of schools, procurement and market engagement, and the integration of government bodies.

70. **Alignment of goals and objectives.** Both the HGSF Programme and NHGSFP share a similar vision and set of objectives, aiming to provide safe and healthy nutrition to children, promote education and learning, enhance local economic and agricultural development, and foster community ownership and partnership. The HGSF Programme model further supports the objectives of the NHGSFP by prioritising local food sourcing and strengthening local economies.

71. **Transition strategy and capacity strengthening.** Throughout the programme, WFP and KOICA agreed to prioritise transitioning the management of the HGSF Programme to the Government of Cambodia, which was in full alignment with the NHGSFP. This involved preparing schools for the transition by enhancing their capacity, infrastructure, and equipment while also integrating new schools into the programme (see Section 2.2.6 for additional information). By doing so, the HGSF Programme contributes to the goals set by the Joint Transition Strategy, which aims to establish a nationally owned programme covering all WFP-assisted schools by 2027–2028.

72. **Use of local value chain actors.** The HGSF model fosters local economic development by supporting area farmers and suppliers in their efforts to provide food to schools, aligning with the goal of the NHGSFP to boost local economies and agricultural growth. The programme highlights the importance of involving local value chain actors in the procurement process, ensuring that the programme's benefits extend beyond the school community and contribute to broader economic development.

73. **Coordinated implementation and monitoring.** Both programmes rely on the same multisectoral approach involving various ministries (at both the national and subnational levels) and stakeholders, including the MoEYS; local suppliers; and community committees, to ensure effective implementation and monitoring. The programme approach in terms of interministerial coordination and capacity strengthening also aligns with the objective of the transition strategy. Details of the implementation of this approach are further discussed under the effectiveness, efficiency, and sustainability criteria.

74. While the HGSF Programme demonstrates strong implementation coherence with the NHGSFP, the ET identified several challenges in both programmes, such as limited local food production capacity, market stability, infrastructure quality, and the availability of national staff. Addressing these issues may be necessary to further enhance the coherence and sustainability of the programme. These challenges are discussed in detail under the effectiveness, efficiency, and sustainability sections of this report.

2.1.2 How coherent were the interventions carried out by the different ministries under the HGSP Programme? What are the factors that influenced positively and negatively the synergies and interlinkages?

Key Findings (Box 2)	
<ul style="list-style-type: none"> • The MoEYS played a leading, highly visible role that was closely aligned with Sub-decree No. 65. • Other ministries, like the Ministry of Agriculture, Forestry and Fisheries and the Ministry of Health (MoH), had less prominent roles in the HGSP so far, such as holding trainings for farmers or participating in workshops. • Positive factors that influenced the HGSP synergies include clear role definitions, WFP’s expertise, and longstanding MoEYS –WFP collaboration. • Negative factors: Lack of personnel, insufficient resources, and the delayed formalisation of the National School Feeding Committee. 	

75. The Sub-decree No. 65 on HGSP, endorsed by the prime minister on 13 March 2023, outlines the responsibilities of various line ministries. For example, the National Social Protection Council plays a key role in coordinating cooperation between ministries; orienting policy, strategy, and the legal framework for the programme; and monitoring and evaluating its progress. The MoEYS leads the programme’s implementation, while the Ministry of Agriculture, Forestry and Fisheries focuses on safe and quality agricultural production and school gardening activities. Other ministries, like the Ministry of Health, are involved in food safety and hygiene practices, and the Ministry of Economy and Finance (MEF) handles budgetary allocations.

76. The MoEYS plays a highly visible role, directly implementing the HGSP Programme alongside WFP. According to all the key informant interviews (KIIs) with MoEYS staff, the interventions under both the HGSP Programme and the NHGSFP fully align with the responsibilities assigned to them under Sub-decree No. 65. In contrast, the roles of other ministries are less prominent. **Table 9** below summarises the main activities in which these ministries have been involved.

Table 9: Main Activities in Which Ministries Have Been Involved (except the MoEYS)

Year	Organisation	Activity
2020	National Social Protection Council / Ministry of Economy and Finance	A team from the National Social Protection Council did an audit of NHGSFP to assess progress, management, efficiency, and compliance.
2020	Ministry of Health	WFP jointly conducted monitoring visits with officials from the MoEYS and the Ministry of Health to assess the readiness of schools to resume school meals.
2021	National Social Protection Council / Ministry of Economy and Finance	The ministries participated in the technical workshop on transition strategy, capacity gaps, and steps for a nationally owned NHGSFP.
2022	National Social Protection Council	This ministry participated in a NHGSFP ToC workshop.
2022	National Social Protection Council	This ministry participated in a study tour to Thailand and developed an immediate action plan.
2022	Ministry of Agriculture, Forestry and Fisheries	This ministry participated in a ToT on vegetable production techniques for the Provincial and District Departments of Agriculture, Forestry, and Fisheries officials. Cascade trainings were

Year	Organisation	Activity
		held for smallholder farmers.
2023	National Social Protection Council / Ministry of Economy and Finance / Ministry of Agriculture, Forestry and Fisheries / Ministry of Health	These ministries participated in the study trip to Korea.
2023	Ministry of Agriculture, Forestry and Fisheries	These ministries led capacity-strengthening workshops for 446 producers and suppliers on business literacy and financial management.
2023	National Social Protection Council / Ministry of Economy and Finance	<p>These ministries participated in a visit of the school feeding programme in Siem Reap (for the steering committee for all social protection programmes in Cambodia and the decision-making body, especially for the programme budget).</p> <p>The Ministry of Economy and Finance participated in a two-day consultative workshop offering recommendations for cost-efficiency, ease of implementation, fairness, transparency, and accountability to achieve the programme's multisectoral objectives, including benefitting the local economy.</p> <p>They submitted the national school feeding policy to NSPC ExCom.</p>
2024	National Social Protection Council / Ministry of Economy and Finance	These ministries held Meetings and field visits with the Ministry of Economy and Finance to review and clarify budget allocations and beneficiary details.
2024	Ministry of Agriculture, Forestry and Fisheries	This ministry engaged in a partnership workshop to establish a long-term collaboration framework for achieving transformative food systems.

77. The National Social Protection Council, embedded within the Ministry of Economy and Finance (MEF), has been primarily involved at the strategic and decision-making levels of the programme. Notably, the National School Feeding Committee, officially known as the National Programme Leadership and Management Committee, was only formally established in August 2023. As of the date of this report, the National School Feeding Committee is not fully functioning, largely due to the fact that people are not yet appointed after the significant cabinet reshuffle following the Cambodian general election in July 2023. This is clearly a limiting factor directly affecting the ToC (see [Annex 4](#)).

78. The Ministry of Agriculture, Forestry and Fisheries has been mainly involved in the programme by providing capacity training for suppliers and farmers who supply food to school canteens. While stakeholders agreed on the coherence of the role of the ministry, there are challenges in the effectiveness and efficiency of these activities, as discussed in the relevant subsections of this report.

79. The Ministry of Health has only been partially involved in the HGSF Programme thus far, mainly through participation in a field exchange visit to Korea.

80. According to government staff both at the national and subnational level, the primary obstacle to effective collaboration between the ministries is the lack of designated personnel to implement sub-decree no. 65, coupled with insufficient resources allocated to various stakeholders across different ministries at

both the national and subnational levels. Consequently, WFP’s support remains crucial for maintaining these alliances.

81. Throughout the programme, key informants from the ministries have reported a clear understanding of their roles and a desire to continue contributing to the program. Their interviews indicate that the programme’s coherence is also a result of the long-standing partnership between WFP and MoEYS in school feeding, along with WFP’s expertise in establishing clear guidelines, regulations, and a division of responsibilities tailored to the Cambodian context.

82. The programme’s success currently hinges on WFP’s support and established partnerships, highlighting the need to address resource and personnel gaps to ensure long-term sustainability and effective interministerial collaboration (see Sections 2.2.3, 2.4.2 and 2.6.4).

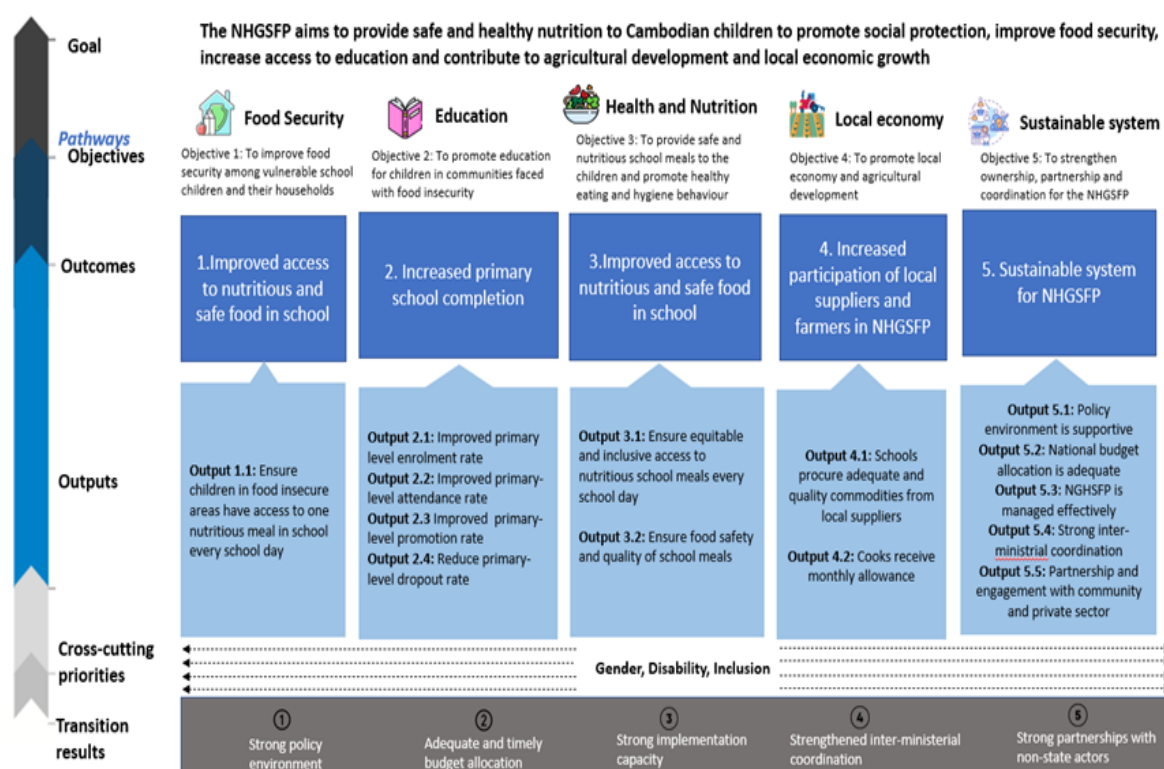
2.2. EVALUATION QUESTION 2: RELEVANCE

2.2.1. How relevant was the design of the ToC by NHGSFP in Cambodia in achieving the project’s long-term outcomes and overall goal?

Key Findings (Box 3)	
•	The NHGSFP ToC aligns with national strategies, supporting food security, education, and health goals. Despite challenges, the ToC provides a comprehensive, adaptable framework suitable for Cambodia’s context.
•	It links school feeding to outcomes like improved nutrition, attendance, and local agricultural growth.
•	Focussing on capacity-strengthening supports the transition to a nationally owned programme.
•	Challenges include limited coordination, resource constraints, and local market instability.

83. The design of the ToC by NHGSFP in Cambodia (see [Table 10](#) below) is highly relevant in achieving the programme’s long-term outcomes and overall goal of improving food security, education, health, local

Table 10: NHGSFP Theory of Change (from the NHGSFP M&E framework)



economic development, and sustainability. The ToC effectively outlines clear objectives that are strategically aligned with national priorities and strategies, as evidenced by their integration with the Education Strategic Plan (2019–2023) and the National Strategy for Food Security and Nutrition (2019–2023). This alignment ensures that the NHGSFP contributes meaningfully to broader national development goals.

84. Furthermore, the ToC establishes a crucial link between school feeding and a range of positive outcomes, including improved nutrition, increased school attendance, and stimulated local agricultural growth. This multifaceted approach positions the NHGSFP to effectively address the complex and interconnected challenges faced by vulnerable communities in Cambodia.

85. The inclusion of crosscutting priorities like gender, disability, and inclusion, along with strong interministerial coordination, adds to the relevance of the ToC, promoting equity and sustainability. The focus on capacity strengthening at both the national and subnational levels also support the transition to a nationally owned programme. However, challenges such as limited coordination among ministries, resource constraints, and local market instability, as highlighted in the project documents as well as per the evaluation findings that are described following the evaluation questions, can hinder effective implementation. Despite these challenges, the ET finds that the NHGSFP ToC offers a comprehensive and adaptable framework that fosters collaboration and addresses key areas critical for achieving the programme's goals, making it well-suited to Cambodia's context. The reconstruction of the KOICA HGSF Programme's ToC provides a deeper analysis of the mechanisms promoting and hindering the relevance and achievement of these similar objectives (see [Annex 4](#)). However, a meticulous dissection of the NHGSFP ToC in its entirety is beyond the scope of this evaluation.

2.2.2. How relevant were the project activities in meeting the Cambodian Government's priorities/targets on education, health, and nutrition of primary schoolchildren, as well as on social inclusion and local economic development?

Key Findings (Box 4)

The HGSF Programme aligns closely with government priorities in education, health, and nutrition for primary schoolchildren:

- The provision of nutritious meals has improved student attendance and concentration, supporting educational outcomes.
- The programme helps address malnutrition by offering balanced meals, contributing to government health goals.
- There is a need to establish minimum dietary standards to ensure the nutritional adequacy of school meals.
- The initiative promotes social inclusion by providing equal access to food for all students, regardless of gender or socioeconomic status.
- Local economic development is supported by sourcing food from local farmers, boosting community livelihoods.

However, according to stakeholders, the current stipend for school meals remains insufficient to fully meet nutritional needs.

86. The activities of the HGSF Programme are closely aligned with government priorities regarding education, health, and nutrition for primary schoolchildren, as well as with promoting social inclusion and local economic development. The programme directly supports the target of the government to enhance educational outcomes by providing nutritious meals, which have been shown to improve student attendance and concentration in class. An interviewed teacher noted, "Since the school feeding programme was implemented, students have been less ill and more engaged in learning," which reflects the views of all the education-related staff who were interviewed.

87. In terms of health and nutrition, although Cambodia is in the process of developing comprehensive dietary guidelines through the Ministry of Health, existing frameworks such as the food pyramid serve as a foundation for meal planning in schools. Local authorities have emphasised the importance of the program,

stating that it “addresses issues of poverty and supports vulnerable communities.” The initiative’s focus on providing balanced and diversified meals, which include breakfast foods, directly contributes to the health objectives of the government, particularly in combating malnutrition among children. For example, the development of nutritional guidelines by WFP and FAO aims to guarantee that school meals meet the specific dietary needs of children, addressing gaps previously identified by nutrition teams. For this effort, there is a critical need to establish minimum dietary standards for school meals to ensure they meet the nutritional requirements of children, which would address existing gaps in food quality.

88. The programme promotes social inclusion by ensuring equal access to food for all students, regardless of gender or socioeconomic status. For example, a local school director noted, “Our school has 121 girls out of a total of 267 students, meaning that girls comprise nearly 50 percent of the student body.” This reflects a commitment to gender equity within the program. Additionally, the HGSF programme aligns with broader social protection efforts in Cambodia that aim to ensure equity and inclusion in access to education and nutrition. By integrating school feeding with social-protection policy framework 2026-2025, the second national strategy for food 2019-2023, and school meal policy 2024-2035, the programme effectively addresses the needs of vulnerable populations and contributes to overall human capital development.

89. Local economic development is also a key focus, as the programme encourages schools to source food from local farmers through specific suppliers selected through the process carried out by the commune councils. A cook affirmed, “Buying products from local farmers, we can trust the quality because farmers do not use chemical fertilisers.” This not only guarantees food safety but also contributes to the livelihoods of the farmers and suppliers involved. The programme creates economic opportunities. For these local suppliers within the community, aligning with the mandate of the local government to promote local economic development.

90. Despite the newly established stipend for school meals, now set at KHR (Khmer Riel) 820⁴⁶—an increase from the previous rate of KHR 780—it is still considered insufficient by stakeholders. Many believe that even a modest increase to KHR 1,000 would not fully meet nutritional needs, but it could positively impact school attendance and health outcomes. Comparisons with programmes in neighbouring countries, such as in Thailand, which provide milk and other nutritional supplements to children, underscore the potential for improving meal quality and encouraging attendance through enhanced nutrition.

2.2.3. How relevant were the project activities in meeting the KOICA Country Partnership Strategy and/or the country plan for Cambodia, as well as the priorities of the WFP country strategic plan?

Key Findings (Box 5)

- The HGSF Programme in Cambodia closely aligns with the strategic priorities of KOICA in education, rural development, and public health.
- The HGSF activities are also strongly relevant to the country strategic plans (CSPs) of WFP for Cambodia, contributing to education, local food procurement, and social protection.

91. **Relevance with the KOICA strategy.** The KOICA-funded HGSF Programme in Cambodia strongly aligns with the agency’s priorities outlined in their strategic documents. This alignment is evident in the programme’s focus on education development, rural development, and public health improvement, which are key areas emphasised in the KOICA Country Partnership Strategy, their Midterm Strategy for Education, and their 2023 country plan. As such, the HGSF Programme’s activities directly contribute to the strategic objectives of KOICA in Cambodia, making it a highly relevant initiative.

92. The HGSF Programme’s focus on improving school enrolment, attendance, and retention through providing daily nutritious meals directly reflects the focus of KOICA on education development. This initiative aligns with the commitment of KOICA to enhancing educational quality and systems in Cambodia, particularly

⁴⁶ This will be effective from November 2024, at the beginning of the next school year.

for vulnerable and underserved populations. By addressing short-term hunger and creating a conducive learning environment, the HGSF Programme supports the agency's education-development goals outlined in their strategy for Cambodia.

93. In terms of rural development, KOICA emphasises strengthening rural communities through sustainable agricultural practices and income generation. The HGSF Programme's approach to sourcing food locally from smallholder farmers aligns well with this priority. By creating stable markets for local produce, the programme promotes rural economic development and reduces poverty. This is consistent with the agency's goal of improving the livelihoods of rural populations through targeted development interventions and capacity-strengthening initiatives. Integrating local agricultural development into the school feeding programme also enhances community resilience and sustainability, which is a core objective of KOICA's rural development strategy.

94. Regarding public health and nutrition, the strategy of KOICA includes improving public health systems and access to quality health care. The HGSF Programme's focus on delivering balanced, nutritious meals directly contributes to better health and nutrition outcomes for primary schoolchildren, helping to address malnutrition and related health issues. This activity complements the broader health initiatives of KOICA in Cambodia, such as the Health Equity and Quality Improvement Program, which aims to provide equitable access to quality health services.

95. The alignment of the HGSF Programme with the strategic goals of KOICA demonstrates the relevance of the funded activities. By integrating education, rural development, and health improvements, the HGSF Programme effectively contributes to agency' objectives of fostering inclusive and sustainable development in Cambodia.

96. **Relevance with WFP strategy.** The HGSF Programme's activities are strongly aligned with the priorities outlined in both the WFP Cambodia CSP for 2019–2023 and 2024–2028. The project's emphasis on transitioning to a nationally owned program, promoting local food procurement, and supporting agricultural development directly addresses the key priorities highlighted in these plans. Specifically, the HGSFP contributes to strengthening human capital through education and nutrition, a key focus of the 2019–2023 CSP, and strengthening social protection systems, a priority highlighted in the 2024–2028 CSP.

97. The HGSF Programme's efforts to strengthen local supply chains, increase the capacity of local farmers and suppliers, and support smallholder farmers were central to both the CSP's objectives of enhancing resilience in food systems and promoting local economic development. This approach resonated with the objectives of Outcome 2 in the CSP 2024–2028, which seeks to strengthen food systems to support livelihoods and climate adaptation.

98. In terms of alignment with social protection goals, the HGSF Programme's work in supporting school feeding programmes directly contributed to the focus of CSP 2019–2023 on strengthening national ownership and supporting the transition to a national programme. This is reflected in the priorities of CSP 2024–2028, which includes further technical assistance for school feeding under the broader social protection framework.

99. This strongly resonates with the conclusion of the CSP evaluation (2023), which states that the CSP clearly outlined how the support of WFP for Cambodia was both contextually relevant and aligned with its mandate and expertise. In particular, this includes continuing the successful school feeding programme, addressing climate change and resilience at the community and policy levels, and enhancing food security and nutrition support across various government bodies and stakeholders.

2.2.4. How relevant were the implemented activities in addressing the needs of food security and nutrition, as well as the educational needs of primary schoolchildren?

Key Findings (Box 6)

- The programme's regular meals directly address food insecurity for vulnerable families.
- Local food sourcing strengthens economies and ensures stable supply, enhancing its relevance.
- Family involvement in agriculture promotes self-sufficiency, making it highly relevant to food

resilience.

- Nutritional guidelines ensure meals meet essential health needs, reinforcing their relevance.
- Providing breakfast improves focus and attendance, directly supporting educational outcomes.

100. The activities implemented under the WFP-HGSF Programme are highly relevant in addressing the food security, nutrition, and educational needs of primary schoolchildren and their families. By providing regular, nutritious meals at school, the programme significantly enhances food security for families that often struggle to provide adequate meals at home. A storekeeper noted, "All students access food equally when they come to school, except for some students who have their breakfast at home."⁴⁷ This highlights the programme's role in ensuring that all children receive at least one nutritious meal daily, which is crucial in food-insecure areas.

101. Specifically, the HGSF Programme aims to bolster food security by sourcing at least 70 percent of the food from local producers, with the remaining 30 percent dependent on the local market. This approach not only ensures stable food production and supply for schools but also stimulates local agricultural economies, creating a sustainable cycle of food production and consumption. By involving families in agricultural activities, such as growing vegetables and raising poultry, the programme promotes self-sufficiency and resilience against food shortages, ensuring that children can consistently access nutritious meals every day.

102. In terms of nutrition, the evaluation desk review confirms the programme focuses on developing and implementing nutritional guidelines that align with the essential dietary needs of children. This was triangulated by a local authority noting: "We confirm that the HGSF Programme is highly relevant in contributing to food security at home, reducing parental expenses, and improving the well-being of children."⁴⁸ This underscores the programme's multifaceted approach to enhancing both nutrition and food security. The inclusion of diverse foods, such as rice, vegetable, meat, fish, etc. contributes to children's overall health and development. The emphasis on local sourcing allows for fresher and more varied food options, thereby improving the nutritional quality of school meals. Stakeholders recognise the importance of establishing minimum dietary standards in coordination with the Council for Agriculture and Rural Development and the Ministry of Health to ensure that meals meet the essential nutritional requirements for growing children, including caloric intake and essential nutrients.

103. The programme also directly supports educational needs by improving attendance and concentration among students. A teacher noted, "Before the breakfast programme, most students did not have breakfast, because there was no one selling food, and their homes did not prepare breakfast."⁴⁹ This lack of breakfast often negatively impacted students' ability to focus in class. By addressing this gap, the programme enhances their educational experiences and encourages regular school attendance, vital for their academic success. This integration of school feeding with educational policies reflects a holistic approach to child development, recognising that nutrition is fundamental to effective learning. Moreover, the programme fosters a supportive environment where families are encouraged to prioritise education alongside nutrition, addressing the broader educational needs of the community.

104. Furthermore, the programme promotes community involvement and awareness regarding food security and nutrition. Parents are encouraged to contribute to meal provisions, as indicated by a participant who mentioned collecting small contributions for grocery purchases. This engagement not only improves food security but also strengthens community ties and emphasises the importance of nutrition education.

⁴⁷ Information collected in a school during data collection phase

⁴⁸ Information collected by the ET during the data collection phase.

⁴⁹ Information collected by the ET during the data collection phase.

2.2.5. How relevant were the project’s home-grown activities in supporting the livelihoods of local suppliers/farmers in the target communities, especially the most disadvantaged (based on gender, disability, and other factors of marginalisation)?

Key Findings (Box 7)

- The HGSF Programme’s alignment with the Pentagonal Strategy in Cambodia enhances its relevance in promoting gender equality and economic opportunities for women.
- Involving 75 percent of women farmers and 74 percent of women suppliers proves the programme’s relevance in empowering women economically.
- By creating income opportunities for marginalised women and elderly, the programme makes clear its relevance to supporting disadvantaged groups.
- The HGSF Programme strengthens economic resilience, making it highly relevant to local supply chains and disadvantaged communities.
- The programme’s regular meals directly address food insecurity for vulnerable families, ensuring that all children receive at least one nutritious meal daily.
- Local food sourcing strengthens food systems resilience, stabilises supply chains, and supports local economies, enhancing the programme’s sustainability.
- Providing breakfast improves focus and attendance, directly supporting educational outcomes and fostering a holistic approach to child development.

105. The HGSF programme has proven highly relevant in supporting the livelihoods of local suppliers and farmers, especially in disadvantaged target communities. It aligns closely with Phase I of the Pentagonal Strategy of the Royal Government of Cambodia, which prioritizes gender equality, women’s empowerment, and investment in economic opportunities for women and girls. Notably, the HGSF programme contributes to the strategic objectives of *Neary Rattanak V* and *Neary Rattanak VI*, both of which emphasize economic empowerment and gender mainstreaming by supporting women in the informal economy, particularly as smallholder farmers, cooks, and local suppliers.

106. Programme data highlights that women are the primary beneficiaries of home-grown activities under the HGSF programme. Among the surveyed participants, at least 75 percent of smallholder farmers are women, playing a significant role in local commodity production for the programme. Additionally, 74 percent of local suppliers and two-thirds of the cooks involved in the programme are female. Moreover, the programme adopts an inclusive approach, supporting women of all ages, including elderly women, enabling them to earn income and sustain their livelihoods through home-grown activities and roles as cooks in the HGSF programme. This inclusive strategy helps integrate women into the local economy, enhancing their financial independence and contributing to the broader resilience of the community. Overall, this underscores the programme’s effectiveness in empowering women by providing opportunities for income generation and active economic participation in target communities.

2.2.6. How relevant/adequate were the school handovers vis-à-vis the government’s readiness and capacities to manage the HGSF under the national programme? How relevant was the school readiness criteria in facilitating an effective handover of schools?

Key Findings (Box 8)

- The process for school handovers was highly relevant to the government’s readiness and availability to manage the funding of the HGSF under the newly adopted school meal policy (2024–2035), as well as to its commitment to complete all the school handovers by 2028.
- Local officials were confident in their ability to implement the NHGSFP with support from WFP and the MoEYS.
- The training provided before the handover was crucial in preparing schools and district offices for management.
- School staff and government staff gained essential knowledge on school feeding procedures,

systems, monitoring, and evaluation.

- Operational readiness, like understanding the School Feeding Information System (SFIS), was critical to the handover process.
- Some authorities expressed concerns about the need for ongoing support and resources after WFP's withdrawal.
- The handovers aligned well with the government's capacities, but they require sustained investment for long-term success. Despite the government's commitment to fund NHGSFP, there is a need for development partners like WFP to support the government to develop a multiyear financing framework to ensure long-term financial sustainability.

107. The school handovers of the WFP-HGSF Programme have demonstrated a significant degree of relevance and suitability concerning both the government's readiness and its capacities to manage the programme under the national framework. While transferring their educational functions from the national level to the local authorities (at province and district level), local officials expressed confidence in those authorities' ability to take over the programme, with one stating, "We have sufficient capacity to implement the NHGSFP due to effective support from WFP and MoYES."

108. The training received before the handover has been a vital element in preparing both the district education office and schools for the effective management of the HGSF Programme. The majority of participants noted that they were equipped with knowledge on school feeding procedures, systems, monitoring, and evaluation, all of which are essential for sustaining the programme's success. One respondent highlighted, "We participated in training on school feeding procedures, systems, monitoring, and evaluation," indicating a proactive approach to ensuring a smooth transition.

109. Furthermore, the school readiness criteria play a crucial role in facilitating effective handovers. These criteria assess various factors, such as the infrastructure, the capacity of the implementers, and the equipment, all of which are essential for the successful implementation of the programme. For instance, the requirement for schools to demonstrate adequate facilities and trained personnel ensures that they are prepared to provide nutritious meals consistently. A local education officer noted, "Schools should acquire a thorough understanding of how to operate the School Feeding Information System (SFIS)," emphasising the importance of operational readiness in the handover process.

110. However, there also have been challenges noted regarding the transition. Some authorities expressed concerns about ongoing support and the resources needed to maintain programme standards after WFP withdraws. One local leader mentioned that while the transition is underway, "[they] need to strengthen [their] capacity to maintain the project's legacy," highlighting the importance of continued investment in local resources to ensure the programme's sustainability.

111. Overall, the school handovers have been relevant and adequately aligned with the government's readiness and capacity to manage the HGSF under the national programme. This alignment is supported by comprehensive training and readiness criteria that facilitate effective transitions. However, ongoing support and resources will be essential to ensure the programme's lasting impact in the community.

2.2.7. To what extent has data from project monitoring and the complaint feedback mechanism (CFM) been utilised to improve project relevance throughout?

Key Findings (Box 9)

- The CFM has been underutilised for improving programme relevance. While the CFM remains operational, it had not been a primary tool for adaptation.
- Programme relevance has been instead primarily driven by data from M&E activities that enable adjustments based on monitoring results. Main areas of focus for improvements include eating rates, hygiene facilities, food preparation, and stock management.

112. In early 2022, WFP updated its existing CFM to a toll-free beneficiary hotline, allowing beneficiaries to raise any feedback and complaints. Besides the hotline, the country office also had other channels to gather the feedback and complaints, such as through email or a direct collection through monitoring activities

or field staff. WFP developed CFM standard operating procedures, including a clear case-categorisation methodology, a point of escalation, a timeline of closing the feedback loop, case-closure guidance, and a procedure for dealing with sensitive issues, such as gender-based violence, sexual exploitation and abuse, and fraud. In 2022 a monthly CFM report was consolidated and shared to the relevant internal focal points for adaptive management. However, this monthly report is no longer being produced.

113. During the data-collection phase, stakeholders were all aware of their ability to reach out to WFP if needed. However, the only needs reported to the ET in the field were related to the SFIS. For other issues, stakeholders resolved problems at the local level within the community or, when needed, with the district office of education. According to the 2022 annual report to KOICA, throughout 2022, the HGSF Programme put great effort into providing accurate and clear information to partners, government counterparts, and schools in the form of reader-friendly information materials, such as signboards, posters, and verbal communications. The ET observed signboards that were still visible on school walls during data collection. However, most of those signboards were in bad shape, and some were no longer readable.⁵⁰ According to WFP staff in charge of the CFM, few complaints have actually come through. No major complaints linked to sexual harassment have been filed; however, there are a few complaints linked to child protection that have been resolved by WFP. Though the CFM stays active, it is not very utilised for improving programme relevance.

114. The HGSF Programme demonstrates adaptability through WFP's robust Monitoring and Evaluation (M&E) system. Quarterly workshops between the WFP M&E unit and the WFP school feeding unit facilitate data-driven programme management. By presenting findings on various aspects, including regular outcome monitoring, process monitoring, supplier surveys, and price monitoring, the M&E unit enables the school feeding unit to take corrective actions and adapt implementation as needed. Key themes addressed include student eating rates (considering the two-shift system), handwashing station functionality, soap availability, food preparation, and stock management.

2.2.8. To what extent does the HGSF Programme align with and respond to the context of the gender-mainstreaming strategy plan or the gender-action plan of the government of Cambodia, as well as with the gender policy of WFP?

Key Findings (Box 10)

- The HGSF Programme aligns with Cambodia's gender-mainstreaming strategy by promoting women's economic empowerment and improving conditions for women in agriculture.
- It supports the 2022 Gender Policy of WFP by advancing the economic empowerment of women and girls within the context of food security.

115. **Gender mainstreaming and women's empowerment.** The HGSF Programme effectively aligns with the gender-mainstreaming strategy of the Government of Cambodia, particularly the Gender Mainstreaming Policy and Strategic Framework in Agriculture (2021–2026). By promoting women's economic empowerment through equitable access to resources and services and improving conditions for women in agriculture, the programme contributes to national gender equality goals. Furthermore, the HGSF Programme supports the 2022 Gender Policy of WFP—specifically, its objective of advancing the economic empowerment of women and girls within the context of food security.

116. **Promoting healthy practices and equitable access.** The construction of handwashing stations in target schools demonstrates a strong commitment to promoting healthy practices for both girls and boys, contributing to positive hygiene behaviour changes within the community. This initiative aligns with national priorities of ensuring equitable access to health and education services, further supporting the development goals of Cambodia.

117. While the HGSFP ensures equal access to school meals and hygiene facilities, it currently lacks

⁵⁰ Outdated CFM signboards were replaced in 2023 with 2,000 posters, including schools under the national programmes, but where not visible outside schools.

specific activities designed to raise gender awareness or promote the benefits of gender equality among women, men, girls, and boys in the intervention areas.

2.3. EVALUATION QUESTION 3: EFFECTIVENESS

2.3.1. To what extent did the schools with ongoing WFP support and the ones handed over to NHGSFP achieve project targets?

Key Findings (Box 11)

Some of the initial programme indicators make it difficult for the ET to measure the degree of effectiveness of the programme. However, WFP M&E data and data collected by the ET allows to provide an exhaustive image of the programme's achievements.

Perspectives on School Meals

- Despite the high value placed on school meals, the majority of students in both KOICA-supported (97.8%) and NHGSFP-managed schools (98.9%) indicated they would continue attending school even if meals were no longer provided.
- While overall satisfaction with meal quality was high (93%, according to children), concerns were raised, particularly about the reliance on canned fish in certain schools.
- According to ongoing research by FAO and WFP, the current one-size-fits-all approach in Cambodia may not optimally address specific nutritional gaps in children's diets.

Infrastructure

- A key difference observed was in infrastructure. NHGSFP-managed schools generally had slightly better infrastructure, with a higher proportion of dedicated storerooms (46.7% vs. 18.8%), well-maintained kitchens (34.4% vs. 20.5%), and presence of handwashing stations adjacent to school canteens (93.9% vs. 80%), which is to be considered normal, as these school were upgraded before the handover to fulfil criteria required by the handover.

Kitchen Equipment

- Despite differences in overall infrastructure, both the KOICA-supported and NHGSFP-managed schools faced similar challenges in accessing adequate kitchen equipment. Almost 90% of the schools in both groups lacked essential cooking utensils. While this could impact how meals are prepared and the food quality, overall satisfaction with the meals remained high.

Capacity Strengthening

- While capacity-strengthening efforts for managing school feeding activities were positively received, especially with the training provided to staff in both the KOICA-supported and NHGSFP-managed schools, stakeholders from both groups expressed a need for more in-depth training.

118. This section builds upon the initial overview of project achievements in KOICA-supported schools that was presented in section 1.3. It incorporates primary data that was collected during this evaluation to provide a more comprehensive and nuanced analysis.

119. **Access to education.** As highlighted by KOICA HGSF Programme indicators 1.1, 1.2, and 1.3, it seems that student retention, attendance, and enrolment are no longer the primary challenges in Cambodia (see [Table 11](#) below). School directors and officials acknowledged the positive role of school feeding in supporting retention, attendance, and academic performance.

Table 11: Outcome Indicator Achievement for Enrolment, Attendance and Retention Rates

1.1. Net enrolment rate						
Target: >95%	2020 Baseline: 92.7%	2020 annual report (AR): n/a	2021 AR: 91.8%	2022 AR: 96.8%	2023 AR: 97.5%	2024 AR: %*
Additional note: The 2020 Baseline data refers to the targeted districts. No enrolment rate was found for pre-primary pupils. Target readjusted after the baseline report in 2020.						
1.2. Attendance rate						
Target: >90%	2020 Baseline: 90.0%	2020 AR: n/a	2021 AR: 75.4%	2022 AR: 90%	2023 AR: 94.1%	2024 AR: %*
Additional note: Target readjusted after the baseline report in 2020.						
1.3. Retention rate						
Target: >90%	2020 Baseline: 88.8%	2020 AR: n/a	2021 AR: 85.5%	2022 AR: 94%	2023 AR: 98.7%	2024 AR: %*
Additional note: Target readjusted after the baseline report in 2020.						
<u>Sources:</u> WFP annual reports to KOICA (AR) 2020, 2021, 2022 & 2023 and baseline report 2020.						
* Data not available before next school year.						

120. A significant majority of students (over 97 percent) in both the HGSP Programme and the NHGSFP stated they would continue attending school even if meals were no longer provided (See [Table 12](#) below). This finding was further supported by observations from stakeholders, including WFP and NGO staff who were involved in school feeding programmes, indicating that school feeding may play a more significant role in providing nutritious food that provides overall support to student growth and concentration rather than acting as an incentive for attendance.

Table 12: Would You Still Come to School If There Was No Breakfast Served at the School Canteen?

Would you still come to school if there was no breakfast served at the school canteen?	NHGSFP (n = 318)	HGSF Programme (n = 443)
Yes, always.	97.80%	98.87%
Maybe I would come a bit less.	0.94%	0.90%
I imagine I would come less.	0.63%	0.00%
I would definitely come less.	0.00%	0.23%
I would not come at all.	0.31%	0.00%
I do not know.	0.31%	0.00%

121. **School meals.** Feedback from the students, who are the primary beneficiaries of the school feeding programme, is critical in assessing the effectiveness of the meals provided. Students in both programmes reported high levels of overall satisfaction ([Tables 13](#) and [14](#)), both in terms of taste and hunger levels. The main challenge with the taste of school meals concerned the frequent use of canned fish in certain schools (those funded by both the USDA and KOICA programmes, as USDA provides imported canned fish), where such fish was used for three meals per week. Children report eating too much of this canned fish over the years and say they would like a different taste. Therefore, mixing both programmes together was a very good choice done by WFP, as it allowed the “McGovern-Dole schools” to be better aligned to the NHGSFP objectives. Schools operating solely under NHGSFP did not incorporate canned fish into their menus.

Table 13: Quality of Food According to Children

Does the food you get at the school canteen taste good?	NHGSFP (n = 318)	HGSF Programme (n = 443)
Yes, always.	82.7%	77.2%
Yes, it is rarely bad.	11.0%	15.8%
It varies, sometimes it tastes good, sometimes not.	6.3%	7.0%
It often tastes bad.	0.0%	0.0%
It is always bad.	0.0%	0.0%

Table 14: Pupil Satisfaction with Hunger Levels After School Breakfast

After a meal at the school canteen, are you still hungry?	NHGSFP (n = 318)	HGSF Programme (n = 443)
I am never hungry after the breakfast.	82.1%	79.5%
I am rarely hungry after the breakfast.	10.1%	10.4%
I am sometimes still hungry after the breakfast.	7.5%	8.4%
I am often still hungry after the breakfast.	0.3%	1.8%

122. The feedback on food quality provided by students aligns with similar feedback and impressions provided by school cooks (Table 15), who overall believed that the children generally enjoy their meals.

Table 15: Student Enjoyment of School Meals According to Cooks

Based on your observations and in your opinion, can you tell whether all students like/enjoy the meals that are being prepared and served in this school?	NHGSFP (n = 33)	HGSF Programme (n = 45)
Yes, they generally do enjoy their meal.	93.94%	86.67%
No, not all children enjoy their meal.	6.06%	13.33%

123. To assess the perspectives of school staff on the meal quality, the ET surveyed teachers and directors. While the majority (87 percent) rated the food as “good,” a notable proportion (13 percent) considered it only “average.” The primary reasons for this “average” rating included concerns about food quality and freshness, cooking skills and use of seasoning by cooks, and the ability to accommodate children’s preferences (see Table 16).

Table 16: Reasons for Which Teachers and Directors Believe That the Meal May Not Always Be of Sufficient Quality (n = 13)

Category	Key Issues
Food quality and freshness	<ul style="list-style-type: none"> Vegetables, fish, and meat are often not fresh, as they are stored for too long, reducing their quality. Suppliers struggle to find enough vegetables, fish, and meat from sustainable/integrated farming, as is promoted by the programme The soups have too much liquid and too little meat and vegetables.

Cooking skills and taste	<ul style="list-style-type: none"> • Cooks do not make the food very tasty (seasoning), and students do not eat much. • The soups have too little meat, and the cooks lack the skills to prepare meals properly.
Children's preferences	<ul style="list-style-type: none"> • Some dishes are liked by children, especially stir-fries, soups, and fruits (especially oranges, dragon fruit, and mangoes). • Vegetables are used too often, and children do not like them as much. • Sometimes meals are too fatty, especially with pork, and students do not like it.

124. While not a primary focus of this evaluation, the practice of operating in shifts at most schools—particularly in resource-constrained rural areas, where 63 percent of primary schools follow this model—has implications for the nutritional contribution of the school feeding programme. As highlighted in the 2023 Process Evaluation of the NHGSFP⁵¹, this system, where classes rotate between morning and afternoon shifts every two weeks or monthly, results in inconsistencies in meal provision. Specifically, breakfast is only provided to students attending the morning shift. This was also observed by the ET during field visits. This is a well-acknowledged limiting mechanism one finds when looking at how the ToC ([Annex 4](#)) can reach the intended objectives for all children. This issue has been raised in former reports and recommendations.⁵²

125. **Nutrition.** Providing nutritious school meals is a key objective of the programme. The HGSF Programme and the NHGSFP both include locally sourced fresh vegetables and animal protein (fish/pork/eggs) as part of the meal, which is a significant improvement in food variety over the ongoing food in-kind model of school feeding, which primarily provides rice and canned fish.

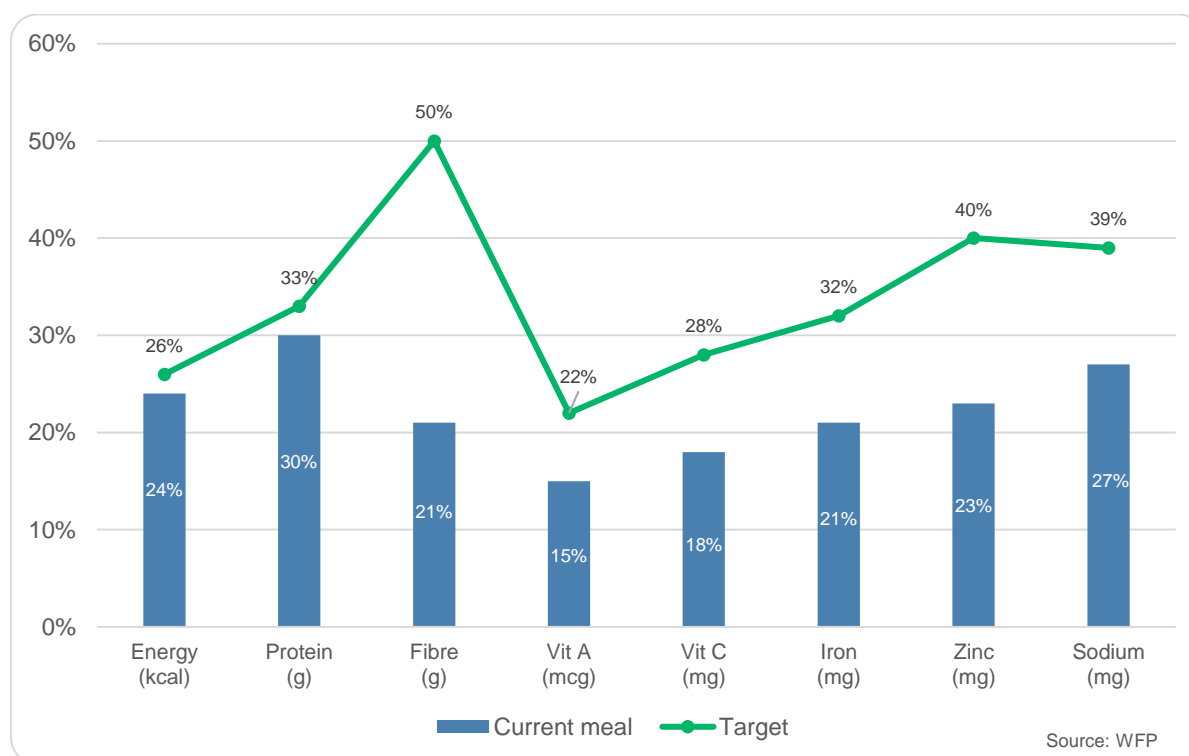
126. The HGSF Programme in Cambodia follows the recommendations outlined in the operational guidelines regarding portion size and food frequency but does not establish specific targets for the proportion of children's daily nutrient needs that school meals should meet. Global best practices suggest that school breakfast should provide 30 percent of children's daily macro- and micronutrient requirements.⁵³ However, the current approach in Cambodia does not seem to be optimal in addressing specific nutritional gaps in children's diets, limiting the achievement in reaching the first programme output related to children receiving nutritious meals. The impact on the ToC is reported in [Annex 4](#).

⁵¹ Development Pathways, Process Evaluation of the NHGSFP in Cambodia, December 2023.

⁵² Midterm evaluation (recommendation 1) and Process Evaluation of the NHGSFP (recommendation 4)

⁵³ Several documents refer to the design of school meals, including FAO & WFP, *HGSF Resources Framework*, 2018; WFP, *Relevant Ration Online Manual*; and WFP, *A Quick Guide for Designing Healthy School Meals or Snacks*, 2023.

Graph 6: Percentage of Cambodian Recommended Daily Allowances for Children 10–12 years old



127. In response, WFP and FAO are working globally to develop a method of establishing nutrition standards for school meals, with Cambodia as a pilot country. Thus far, WFP and FAO have established draft targets for nutrient intake, which can be used to determine areas of sufficient density and those needing improvement (see **Graph 6** for example allowances for children aged 10–12). From June to August 2024, WFP supported the MoEYS in piloting these draft standards in 20 schools in three provinces. The improved meals included fortified rice (with varied portion sizes based on the children’s ages), larger portions of vegetables and animal protein, and fresh fruit. Post the data collection for the pilot (situated outside the HGSP Programme provinces), WFP and MoEYS will assess the children’s food and nutrient intake and compare those numbers to those of children from 20 schools who received “regular” meals. The results will be used to inform advocacy efforts aimed at improving the quality of the school meal.

128. **Dietary diversity score.** It seems that the DDS of students participating in the HGSP Programme has been improving throughout the course of the programme and reaches planned targets in 2024. However, a limitation to the analysis is that no standardised methodology was used from the beginning. It is only in 2023 that WFP adopted a standardised model used for 2023 and 2024 data collection (see **Table 17** below). However, as the 2023 data was collected in November by WFP and the 2024 data, in September by the ET. Knowing the importance seasonality has on diets, it is not really accurate to compare figures over time. The only accurate finding is that the DDS target has been reached by the programme.

Table 17: Outcome Indicator Achievement for Average Number of School Days Missed by Students Due to Illness (1.4.)

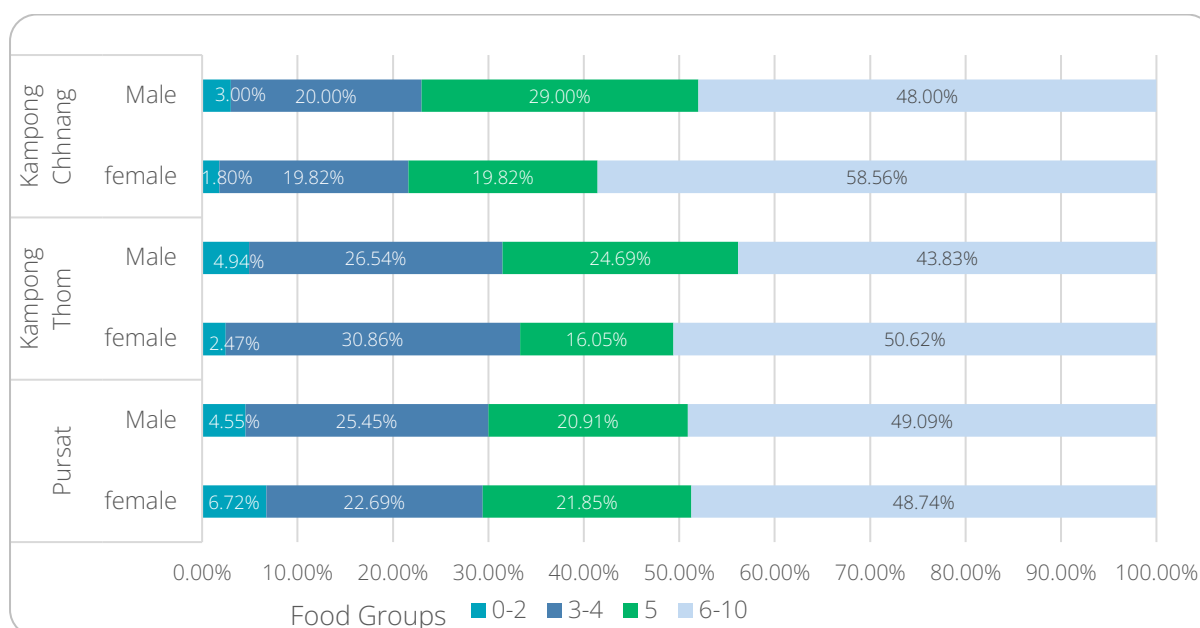
Target: 5.5	2020 Baseline: 4.48 (G = 4.50)	2020 AR: not collected	2021 AR: 4.30 (G = 4.30)	2022 AR: 4.85 (G = 4.90)	2023 AR: 4.58 (G = 4.51)	2024: 5.59 (G=5.47) (collected by i-APS)
-------------	--------------------------------	------------------------	--------------------------	--------------------------	--------------------------	--

Sources: WFP bi-annual report to KOICA (AR) 2024 baseline report 2020, and primary data collection (2024).

129. On average, the DDS for boys and girls is 5.47 and 5.69, respectively, which is above the expected target of 5. No significant difference is seen between boys and girls and no significant difference in the DDS between the HGSP Programme and the NHGSPF, which suggests that the diversity of food has been

maintained after the handover from the HGSF Programme to the NHGSFP. However, the DDS varies across provinces, with Kampong Thom having the lowest score at 5.45, Pursat at 5.48, and Kampong Chhang at 5.90, the highest (see graph below). Additional table can be found in [Annex 13](#).

Graph 7: Food Groups Consumed by School Children by Province⁵⁴



130. **Infrastructure and equipment.** The infrastructure and kitchen facilities are key factors in the transition of schools from the KOICA and KOICA-supported HGSF Programme to the government-run NHGSFP. To assess this aspect, the ET collected data on the infrastructure of visited schools.

Key observations include the following:

131. **Kitchen availability:** Almost all schools in both the KOICA/WFP (i.e., the HGSF Programme) and NHGSFP groups had dedicated kitchens, with only one school in each group lacking this facility (out of 45 KOICA-supported schools and 33 NHGSFP schools). This marks a substantial improvement since the midline, when 5.7 percent of schools visited had no kitchen (see also [Annex 3](#), output indicator 1.2.2).

132. **Kitchen condition:** While both groups had a notable proportion of their kitchens in poor or heavily damaged condition, a higher percentage of NHGSFP schools had kitchens rated to be in good condition compared to KOICA-supported (see [Annex 14](#), Graph 14). The data collected show a degradation of the condition of those kitchens since the midline. At the time, only 9.6 percent of all kitchens were observed as heavily damaged against 19.7 percent at endline (see [Annex 14](#), Graph 15). This suggests that constant maintenance is needed on these infrastructures (see [Table 18](#) below).

Table 18: Observed Condition of Kitchen Facilities Between Midline and Endline

	Good	Fair (not too well organised)	Poor (disorganised and dirty)	Heavily damaged (structure is in need of urgent repair)
Midline	34.9%	42.2%	13.3%	9.6%
Endline	26.32%	32.89%	21.05%	19.74%

⁵⁴ All graphs and tables used in the section 2 are from the survey conducted during the data collection unless stated differently.

133. **Storage capacity.** The evaluation found a significant difference in dedicated food storage between NHGSFP schools (46.7% with storage) and KOICA-supported (18.8% with storage). Where storage existed, its condition was generally better in NHGSFP schools. Concerningly, the availability and condition of storage have declined since the midline evaluation (see [Annex 14](#) graphs 16 to 18).

134. **Eating space for meals.** The availability and condition of dedicated eating spaces for students differ between KOICA/KOICA-supported schools and those managed by the NHGSFP.

- **Availability:** A significantly higher proportion of KOICA-supported (55.6 percent) lack a dedicated eating space than the NHGSFP schools (33.3 percent) (see [Annex 14](#) graph 20).
- **Condition:** Among schools with dedicated canteens or eating areas, both groups show a similar percentage of spaces in good condition: 63.6 percent for NHGSFP and 60 percent for KOICA/WFP. The proportion of schools with poor eating space conditions is relatively low for both groups. Overall, this is consistent with the earlier finding that NHGSFP schools have better infrastructure. Regarding the schools that have been handed over, the percentage of eating spaces rated as being in good condition increased from 52.2 percent at midline to 63.61 percent at endline. However, the percentage of eating spaces in poor condition also increased, from 4.3 percent to 13.6 percent (see [Annex 14](#) graphs 21 & 22).

135. The presence of **handwashing stations** adjacent to school kitchens is essential for hygiene and sanitation in schools. The programme has constructed twice as many handwashing stations as originally planned (see [Annex 3](#), output indicator 1.2.3). Key differences were observed between the KOICA/KOICA-supported schools and those managed by the NHGSFP. Some 20 percent of HGSF Programme schools lack a handwashing station next to the kitchen, compared to only 6.1 percent of NHGSFP schools (see [Annex 14](#), Graph 23). While the majority of handwashing stations in KOICA-supported are in fair condition (63.9 percent), NHGSFP schools have a larger percentage of stations in good condition (48.4 percent vs. 22.2 percent in the KOICA-supported). Both groups have a similar, relatively small proportion of handwashing stations in poor condition (see [Annex 14](#), Graph 24). However, the condition of those handwashing stations has deteriorated over time. During the midline data collection, 57.5 percent of handwashing stations were observed as being in good condition, only 34.3 percent were considered as being in good condition during endline data collection. Conversely, the percentage of stations classified as poor or heavily damaged rose from 6.3 percent at midline to 13.4 percent at endline (see [Annex 14](#), Graphs 24 & 25). This suggests that handwashing stations have not been maintained.

136. The provision of **water reservoirs** was an integral part of the HGFS programme, ensuring schools have easy access to water. Programme objectives regarding water reservoir construction were reached (see [Annex 3](#), output indicator 1.2.1). The ET found that nearly all schools visited in both groups (n = 78) have water tanks or reservoirs, with only 4.4 percent (one school) of the KOICA-supported lacking one (see [Annex 14](#), Graph 26). Regarding the condition of the water reservoirs, 51.5 percent of NHGSFP schools have reservoirs in good condition, compared to 33.3 percent of KOICA-supported. Additionally, 9.5 percent of KOICA-supported have reservoirs in poor condition, while only 3 percent of NHGSFP schools indicated the same issue. As for kitchens and handwashing stations, the condition of those reservoirs has declined over time (see [Annex 14](#), Graphs 27 & 28).

137. **Kitchen equipment and stoves.** One notable achievement of the programme is that nearly all transitioned schools (NHGSFP) have energy-saving stoves (see [Annex 14](#), Graph 29). However, the condition of more than 20 percent of the stoves in the handed-over schools is classified as poor (see [Annex 14](#), Graph 30). This finding correlates with the findings of the survey of the school cooks, with 38 percent of the interviewed cooks expressing dissatisfaction with the quality and condition of the stoves. No significant change in terms of existence of stove can be reported since midline (see [Annex 3](#), output indicator 1.2.4). In the surveyed schools, the data shows that one school has been provided with stoves under the NHGSFP and two others, under the HGSF Programme. However, there has been a very clear decline in the state of the stoves over time. At midline, the average percentage of stoves in poor condition was 5.1 percent, which increased to 19.1 percent at endline; similarly, the percentage of stoves qualifying as heavily damaged rose from 1.3 percent to 5.9 percent (see [Annex 14](#) graphs 30 & 31).

- **Cooking utensils.** Overall, both groups of schools do not have sufficient cooking utensils. Just over 9 percent of KOICA-supported reported having sufficient cooking utensils, compared to 12.5 percent of

NHGSFP schools. During midline 31.3 percent of the schools said they have enough cooking utensils. This resonates with the cooks' and school directors' explanation that over time, the cooking utensils have been damaged but not replaced. Some complained about the poor quality of the utensils (see [Annex 15](#)).

138. **The cooks' perspectives on their corresponding school kitchens correlate to the findings regarding cooking equipment.** In both KOICA/KOICA-supported schools and NHGSFP-managed schools, the cooks were asked about their perspectives on kitchen equipment and functionality. A significant proportion of cooks in both groups reported that their kitchens were not well-equipped for practical or effective meal preparation:

- KOICA-supported: 51.1 percent
- NHGSFP schools: 42.4 percent

139. The primary concerns raised by cooks included the lack of essential cooking utensils, including pots and pans, ladles, cooking knives, and mortars and pestles. (See [Annex 15](#) for detailed information about the cooks' complaints.) These findings indicate that despite their efforts to provide cooking equipment, many schools still face challenges in ensuring their kitchens are fully functional and equipped for efficient meal preparation. The lack of essential cooking equipment can hinder the cooks' ability to prepare meals efficiently, potentially affecting the quality and quantity of food provided to students. The availability of cooking utensils and equipment has worsened since midline (see [Annex 14](#) graphs 34 & 35).

140. **Plates and cutlery.** Overall, schools in both groups that were visited have enough plates and cutlery, though there was a notable absence of cups or glasses for drinking, which requires further investigation. The percentage has highly increased since midline (see [Annex 14](#) graphs 35 & 36).

141. **Soap availability.** Both groups of schools lacked adequate soap supplies, with 29 percent of NHGSFP schools lacking soap, while 22.2 percent of HGSFP schools reported the same issue. These figures are significant, given that improved hygiene and health are critical components of both programmes. The ET notes that since the data in the baseline was collected, soap has only grown less available in schools. During midline, 12.5 percent of schools reported not having soap. This number doubled in two years (see [Annex 14](#) graphs 37 & 38).

142. In summary, it is evident that WFP has prioritised the transition aspect of the programme, as NHGSFP schools are generally better equipped than those still under the HGSF Programme. However, between midline and endline, data shows that infrastructure has deteriorated which could have negative impact on the programme in the near future hindering the ToC. And, as previously mentioned, WFP plans to build an additional 20 school kitchens with KOICA funding before the programme concludes in 2025 as well as another 180 with funds from other donors. Ultimately, the most significant gap identified is in the availability of cooking utensils for school kitchens. The findings on infrastructure deterioration and the lack of cooking utensils should be considered as a hindering mechanism in the ToC (see [Annex 4](#)).

143. **Capacity strengthening.** The effectiveness of the HGSF programme has also been significantly shaped by capacity-building efforts at the enabling environment level as well as the organisational and individual levels. At the enabling environment level, creating a sub-decree as mentioned in paragraph 30 above and the integrating a dedicated budget line for school feeding within national social protection frameworks have been critical steps toward institutionalising the programme. This sub-decree outlines key provisions, including the requirement for community-based agricultural products for school meals, programme management principles under the MoEYS, student meal stipends, budget support for dining hall and kitchen construction, and the roles of relevant ministries. It also details programme reporting, monitoring mechanisms, and complaint review procedures. This dedicated budget line is clearly a critical assumption of the ToC without which the programme could not consider any kind of sustainability. The establishment of the national school feeding policy in September 2024 also represents a major achievement. The current environment of the NGHSF programme in the country is based on a solid legal and financial basis for its development.

144. At the organisational level, the development of the SFIS has greatly improved the monitoring of the programme, allowing for real-time data collection and enhanced decision making. The establishment of school feeding committees at province, district, commune, and school levels has also strengthened local

governance and accountability, although these committees need further empowerment by the provision of not only human resources but also material ones. However, the absence of a fully operational school feeding committee at the national level still hampers strategic leadership and coordination. The efficiency of these committees is discussed under the criteria found below. Additionally, the formulation of guidelines and procedures has ensured that there is a consistent approach to managing school feeding activities across different regions.⁵⁵

145. At the individual level, capacity-strengthening activities, such as training, mentoring, and hosting workshops, have been essential. School directors, storekeepers (often teachers), and cooks all have received annual training sessions, generally at the beginning of each school year. The very small percentage of respondents who reported not having been trained were likely replacements for those who had recently left. Nevertheless, a large percentage of the interviewed staff, especially directors and storekeepers (around 80 percent), shared that they would be keen to participate in further training opportunities on the same topics to gain a better understanding (see **Table 19** below).

146. Government staff at the DoEYS and the DoAFF have received training regarding the programme's objectives. A lack of training does not appear to be a major concern, as it occurred during the midline evaluation.⁵⁶ Most government staff encountered at the subnational level have a good understanding of the functioning, the benefits, and the limitations of both the HGSF Programme and the NHGSFP. The main concerns focus on human resource availability and funding for implementing required programme involvement. This is discussed in Sections 2.5.1 and 2.6.1.

Table 19: Percentage of School Staff Indicating a Need for Further Training in School Feeding Management

Do you think you need further training?	KOICA/WFP (n = 156)	NHGSFP (n = 144)
	Yes	Yes
School directors	80.0%	78.8%
Storekeepers	82.2%	79.4%
Cooks	68.9%	61.6%

⁵⁵ Standards on food safety and quality; Supplier bidding guidelines; Monitoring and evaluation framework; School Meal Nutrition Standards; Operational guidelines for standardised kitchens and eating halls design; SFIS guidelines; etc.

⁵⁶ See recommendation 2.1 in the midterm evaluation.

2.3.2. To what extent did the project contribute to the capacities of the relevant ministries (at national and subnational level) to run the NHGSFP effectively and sustainably? What factors influenced the results positively or negatively?

Key Findings (Box 12)

- The project continues to significantly enhance the capacities of the MoEYS, as well as other key ministries, enhancing their ability to manage the NHGSFP.
- Exposure trips and partnerships with WFP and KOICA, as well as support from the other education projects of relevant donors, have positively contributed by providing valuable knowledge and best practices.
- The establishment of a Monitoring and Evaluation (M&E) framework by the MoEYS, supported by WFP, was a key achievement. However, operational requirements will need to be implemented at the District Offices of Education, Youth and Sport (DoEYS) level to ensure effective monitoring by government staff.
- The adoption of new policies, such as inter-ministerial Prokas no. 507 regarding stipends allocated to school meals, allowances for cooks, and methods for determining eligibility for students and cooks, and kitchen facilities and the newly adopted national school meal policy for 2024–2035, further improved coordination, strategic planning, and oversight.
- Challenges at the subnational level have highlighted gaps, but ongoing capacity-strengthening efforts aim to address these.
- The strengthened capacity to manage and sustain the NHGSFP was supported by factors such as robust policy frameworks, cross-ministry collaboration, and the government's adequate funding.

147. As witnessed by the adoption of the new school meal policy and confirmed by MoEYS through a key interview, the MoEYS has significantly enhanced its organisational capacity, alongside the capabilities of key ministries such as the National Social Protection Council (NSPC), the Ministry of Economy and Finance (MEF), the Council for Agricultural and Rural Development (CARD), and the Ministry of Agriculture, Forestry and Fisheries (MAFF). Over the past decade, these improvements have strengthened the ministries' abilities to develop legislation, including sub-decrees, proclamations, and legal instruments while they effectively identify policy gaps in implementation.

148. National stakeholders meet by the ET have confirmed that exposure trips to South Korea and other Southeast Asian countries, such as Thailand, provide valuable opportunities for policymakers to learn from their experiences and adapt Cambodia's policies to its specific context. They reported to the ET how learning from regional and global experiences is essential for sharing effective knowledge and practices, which can inform the development of policy measures and their translation into local practices.

149. For instance, the MoEYS reported successfully establishing a Monitoring and Evaluation framework for school feeding programmes as part of a comprehensive capacity assessment conducted two years ago with the support of WFP. This initiative created essential tools and highlighted the need to review and finalise data-collection instruments, such as Kobo, to ensure accurate data analysis.

150. Additionally, during the managing of the final HGSF programme evaluation, the ET received updates from key ministries regarding the government's commitment to adopting a new inter-ministerial Prokas/Proclamation No. 507 (dated September 5, 2024) to replace Prokas/Proclamation No. 090 (dated January 23, 2020). This new Prokas addresses budget allocation per child per meal, cook allowances, and the methods for determining the number of students and cooks, and school kitchens in the NHGSFP, along with a new national policy on school meals for 2024–2035. This initiative not only underscores the government's commitment but also highlights effective coordination by establishing clear roles and responsibilities among key ministries, ensuring resources are aligned and that all stakeholders work collaboratively towards common goals in the school meal programme. This framework supports a well-organised *transition, co-financing, and future sustainability*.

151. A senior staff member in the MoEYS stated, "The school meal programme not only focuses on health and nutrition but also contributes to improving the quality of education. KOICA focuses on food in schools

while other donor programmes emphasise teaching methods.” He added, “Quality education encompasses many factors, not just nutrition. Core values rely on teachers, which is why [the] MoEYS prioritises well-trained, competent, and qualified educators, along with continuous professional development and retention strategies.”

152. The strengthening of policy development and oversight capacities is a direct result of the long-term collaboration between the government, WFP, and other historical partners in school feeding initiatives, which has been happening since 1990. These efforts have laid a solid foundation for effective monitoring of the HGSF programme and NHGSFP, leading to improved educational outcomes and nutritional standards for students. For instance, policymakers and technical officials from the MoEYS and its sub-national offices at the provincial and district levels, including CARD and NSPC staff we met, confirmed that their long-term engagement with the HGSF initiative in Cambodia has enabled them to manage the NHGSFP effectively. Evidence of significantly enhanced institutional capacity includes various comprehensive training programs for local actors, increased budget allocations for school feeding programme (Prokas 507), and the establishment of an SFIS as part of a broader M&E framework. A joint transition strategy was signed, resulting in the successful handover of 70 schools boasting adequate facilities from WFP to the government. The government now funds food for the NHGSFP and will maintain the infrastructure established by WFP and KOICA, as outlined in Proclamation No. 507.

153. To further bolster this capacity, the MoEYS sought to strengthen subnational structures, including the Provincial Offices of Education (POE), District Offices of Education (DoE), school directors, cooks, and suppliers. For example, it was noted in the key interviews that the organisations attempting to hand over 205 schools by the end of 2019 faced challenges, revealing gaps at the local level. In response, the new policy established that WFP and KOICA would provide capacity-building support and develop guidelines, including an M&E framework, to facilitate the programme’s expansion. This expansion aims to increase the number of handovers from 205 schools to over 1,114 schools by 2028. Strengthening capacity and institutional development remains crucial for the future; therefore, the recent NHGSFP process evaluation has recommended that MoEYS establish a dedicated department to oversee the HGSF/NHGSFP programme to lead and guide the institutional building.

154. In the discussions with the Council for Agriculture and Rural Development (CARD), it was emphasised that the programme should refer to sub-decree 65, which is fundamental to ensuring that the collective roles and responsibilities of key ministries involved in the HGSF and NHGSFP are well implemented. The inter-ministerial committee has been established, and it is crucial to enhance its functionality for the efficient and effective implementation of the NHGSFP and to align with local government mandates through the evolving D&D reform process.

155. The ET noted that the intensive capacity building provided through KOICA-HGSF Programme significantly enhances the ability of the government’s core ministries, particularly MoEYS and NSPC, to ensure and sustain the HGSF programme. This support ensures that the programme continues to effectively meet the nutritional and educational needs of students across the country in the future.

156. Some factors have contributed to a supportive environment that enhances the ownership and capacity of the ministries, enabling them to effectively implement and sustain school feeding programmes that meet the nutritional and educational needs of students.

- **Policy frameworks:** The government’s commitment to establishing clear policy frameworks, including sub-decree 65, Proclamation No. 507, and the new national school meal policy (2024–2035), defines roles and responsibilities, guaranteeing accountability, effective implementation, and key aspects for programme sustainability.
- **Long-term partnerships:** Support from collaborations between the government and partners like WFP and KOICA during the 5-year KOICA-HGSF programme is vital for sustaining the government’s efforts through by shared expertise, resources, and best practices.
- **Strategic training:** Study visits, knowledge-sharing workshops, and targeted training for government officials and local stakeholders help grow knowledge of food safety, nutrition, and programme management.

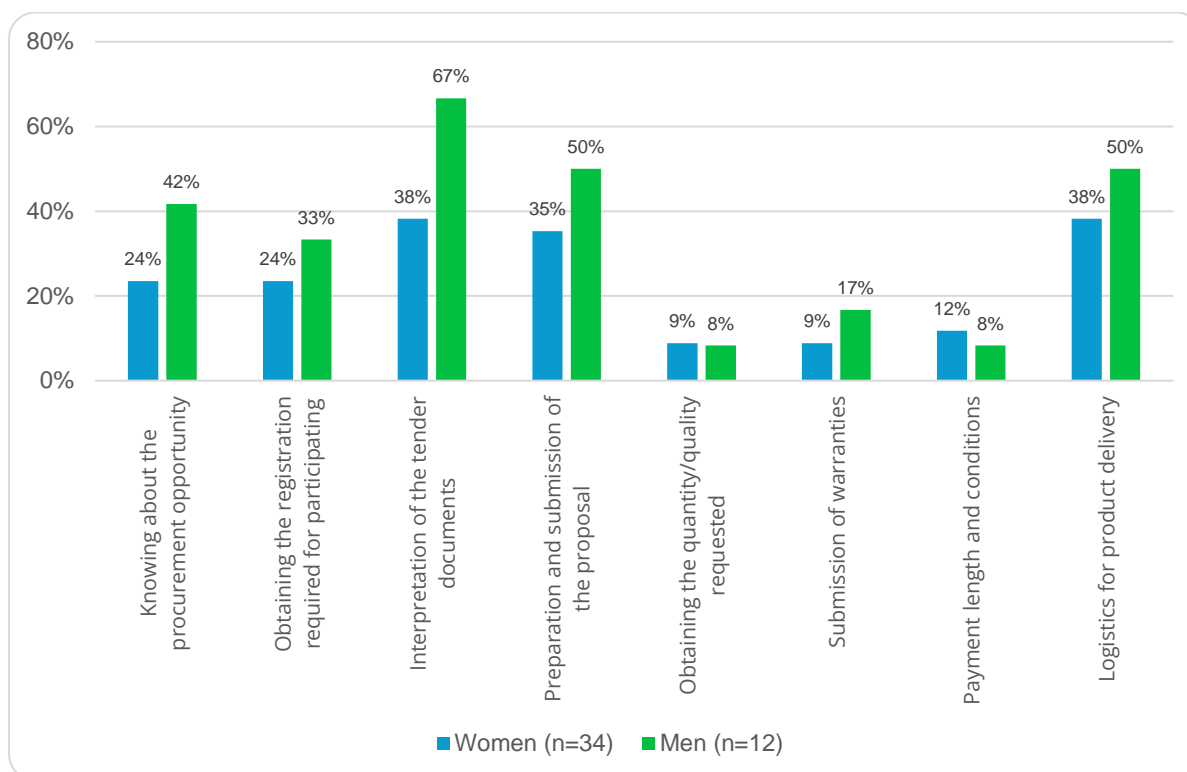
- **Strong commitment to funding:** The government’s unwavering commitment to finance the NHGSFP ensures the sustainability and continuity of school feeding initiatives. This is a major critical assumption of the ToC that allows for a smooth programme transfer to the Cambodian government (see [Annex 4](#)).
- **Cross-ministry collaboration:** While cooperation among various ministries (education, agriculture, health, etc.) is vital to addressing food security and educational needs, it’s often challenging. For instance, these ministries could work together to create dietary guidance and minimum standards, and provide clear guidance for local actors on how to support these initiatives effectively.
- **Infrastructure investment:** Building essential infrastructure, such as kitchens and dining facilities, supports the operational needs of school feeding programmes.
- **Monitoring and evaluation:** Implementing robust M&E frameworks enables ongoing assessment of programme effectiveness, allowing for adjustments and improvements, particularly in the SFIS.
- **Community engagement:** Involving smallholder farmers, local suppliers, cooks, parents, district authorities, and commune councils strengthens support for school feeding programmes and enhances participation through school feeding committees (SFPC) at the commune and district level, as well as other activities, such as “food day,” at the school level. These local mechanisms (SFPC) were established in alignment with the government’s evolving Decentralisation and Deconcentration reform programme, which transferred educational functions in early childhood, kindergarten, and primary schools to the district/municipality authority.

2.3.3. To what extent did the project contribute to the capacities of the local farmers and suppliers to participate in the HGSFP effectively? What factors influenced the results positively or negatively?

Key Findings (Box 13)
<p>Training for suppliers</p> <ul style="list-style-type: none"> • A lack of awareness remained a barrier despite public announcements. • Most suppliers received bidding training, but many needed further support. • Suppliers require more training in procurement processes and price management. <p>Training of farmers</p> <ul style="list-style-type: none"> • Only 28% of farmers received training, mainly in agricultural techniques. • The one-off trainings provided by the district offices of the Ministry of Agriculture, Forestry and Fisheries (DoAFF) are appreciated by farmers but are not sufficient. Continuous training for farmers would better align with their needs. • DoAFF does not have the means to provide further training beyond what is financed by the HGSP Programme.

157. **Awareness amongst farmers and suppliers.** Awareness of school feeding opportunities is crucial for farmer and supplier participation in the HGSP Programme. Although information is disseminated through various channels, such as commune and school notice boards, bid announcements, and word-of-mouth, a significant proportion of suppliers reported, during the quantitative data collection, a lack of awareness as a barrier to participation, with large gender differences (23.5% of women say they lack awareness, versus 41.7% of men. See [Graph 8](#) below).

Graph 8: Suppliers' Lack of Awareness on Different Stages of the School Procurement Process



158. This suggests that current communication strategies may not be reaching all potential suppliers, particularly male suppliers, effectively. Furthermore, the evaluation was unable to assess the reach of information sharing across different communes and districts due to the absence of population-level surveys. This finding is important, as limited awareness of procurement opportunities can hinder the programme's reach and impact and potentially exclude farmers and suppliers who could contribute. The disparity in awareness between male and female suppliers may reflect underlying gender differences in accessing information or participating in market activities, which warrants further investigation.

159. Despite training conducted at the commune level by the bidding committee to clarify the bidding process, suppliers express that paperwork to enter the bid is also an important challenge they face, including the *interpretation of tender documents* and the *preparation and submission of the proposal* to the bidding committees (See [Graph 8](#) above). This finding is supported by qualitative interviews, where suppliers similarly expressed difficulty with the bidding process—namely, in how to propose the lowest price while avoiding potential losses when food prices increase. Since winning bids depend largely on the lowest offer, suppliers do not always feel comfortable, which in turn impacts their willingness to participate.

160. **Training for suppliers.** While the majority of suppliers expressed confidence in their ability to manage the school feeding procurement process, 35.4 percent of men and 42.9 percent of women also indicated a need for further training (see [Graph 9](#), below). This apparent contradiction suggests a potential gap between perceived competence (see [Table 20](#)) and actual skills or knowledge. Despite their confidence, 42.9 percent of male suppliers and 35.4 percent of female suppliers expressed a desire for additional training, even though they had already received some training as part of the programme. The areas of training requested focused primarily on bidding procedures but also extended to food management (food packaging; ensuring food quality, including separating vegetable from any meat/fish; and ensuring timely delivery) and agricultural skills, particularly for suppliers who are also farmers.

Graph 9: Need for Further Training in Food Procurement for School Meal Programmes by Gender

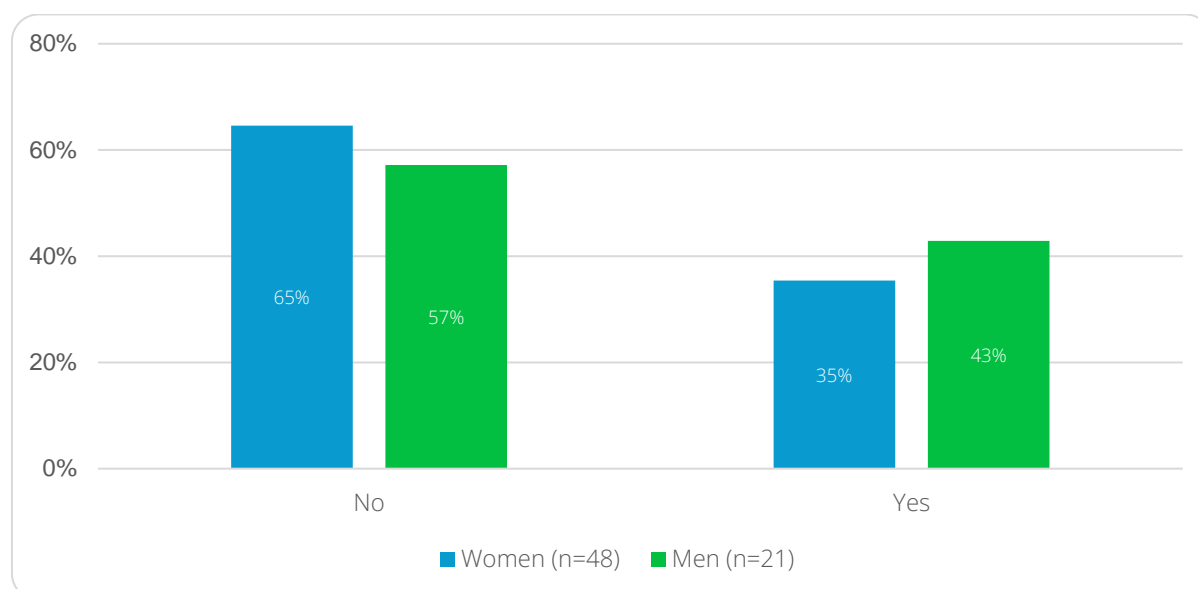


Table 20: Training Received by Suppliers During the Programme

Over the last two years, have you or any of your staff received any training on the following?	Women		Men	
	Yes	No	Yes	No
How to prepare bids for tender	79.2%	20.8%	66.7%	33.3%
Nutrition	62.5%	37.5%	71.4%	28.6%
Food quality	89.6%	10.4%	95.2%	4.8%
Food handling	60.4%	39.6%	71.4%	28.6%
Storage	47.9%	52.1%	57.1%	42.9%
Quality transportation	85.4%	14.6%	81.0%	19.0%

161. **Farmer participation and training.** Farmers participate in the programme by either providing their own grown vegetables, fresh meat, or fish to suppliers, or they may remove the middle person and have direct contracts with schools themselves. In order to support their involvement, the HGSF Programme provides capacity-strengthening trainings for these farmers. Of the 143 farmers interviewed, 28 percent reported receiving training in the past two years. Most interviewees mentioned receiving agricultural production technique training (34.5 percent), followed by training on safe food production (26.6 percent). Only 16.1 percent reported receiving training in farming business management. Notably, a significant percentage of those trained said they applied the methods (see [Table 21](#)), with a high uptake in areas such as agricultural production techniques (97.8 percent) and soil preparation (95.7 percent). This suggests that those trainings were effective. In contrast, the application of farming business management methods (78.3 percent), including food market information (46.7 percent) and crop economic analysis (63.2 percent), was lower.

Table 21: Training and Application of Agricultural Practices Under the HGFS Programme in Cambodia: Participation and Implementation Rates

	Did you receive any training? (n = 143)		Are you applying the training methods? (n = 46 max)		n =
	Yes	No	Yes	No	
Did you or any of your family/household members receive any training in the last two years on the Home-Grown School Feeding Programme (HGSFP) from WFP or from an NGO or the Cambodian Government?	28.0%	72.0%			
Safe food production	26.6%	73.4%	92.1%	7.9%	38
Climate smart agriculture	23.8%	76.2%	88.2%	11.8%	34
Good agricultural practices	25.9%	74.1%	91.9%	8.1%	37
Participatory guarantee systems	21.7%	78.3%	80.6%	19.4%	31
Organic standards	30.1%	69.9%	79.1%	20.9%	43
Agricultural production techniques	31.5%	68.5%	97.8%	2.2%	45
Soil preparation	32.2%	67.8%	95.7%	4.3%	46
Seed selection	30.1%	69.9%	90.7%	9.3%	43
Pest management	29.4%	70.6%	90.2%	9.8%	41
Organic fertiliser production	30.1%	69.9%	93.0%	7.0%	43
Organic pesticide production	28.0%	72.0%	90.0%	10.0%	40
Water management	21.0%	79.0%	90.0%	10.0%	30
Postharvest handling of food	21.7%	78.3%	93.5%	6.5%	31
Proper package and storage	21.0%	79.0%	88.9%	11.1%	27
Proper transportation of food	18.9%	81.1%	88.9%	11.1%	27
Other: Growing crops on water using rafts	1.4%	98.6%	100.0%		2
Farming business management	16.1%	83.9%	78.3%	21.7%	23
Food marketing	14.7%	85.3%	71.4%	28.6%	21
Crop economic analysis	13.3%	86.7%	63.2%	36.8%	19
Food market information	13.3%	86.7%	46.7%	53.3%	15
Food quality standards	11.9%	88.1%	82.4%	17.6%	17

162. Farmers shared mixed experiences with the HGFS Programme-provided training in qualitative interviews as well, highlighting both successes and areas for improvement.

Examples include the following:

- One female farmer in her mid-thirties reported that she did not receive any formal training on vegetable production or financial management, which hindered her ability to manage her farm effectively. In contrast, another woman, also in her mid-thirties, benefitted from sessions provided by NGOs on vegetable production, which improved her farming practices.
- A male farmer who had been farming for the programme for two years found the training on crop

production useful, but he expressed a need for more information on using natural insecticides.

- Despite applying the training they had received; several farmers expressed a desire for additional support. For example, one female farmer who received brief training on planting techniques wanted more information on preventing vegetable rot and pest management. Another farmer emphasised the need for further training in sustainable farming practices, especially natural pest control methods.

163. The training provided to farmers is delivered by the Provincial Departments of Agriculture, Forestry, and Fisheries (PDAFF), whose members receive the ToT through a collaboration between FAO and WFP. According to the annual reports, in 2022 and 2023, the various Provincial Departments of Agriculture, Forestry, and Fisheries conducted over forty training sessions, each with approximately 20 participants. However, the feedback from both farmers and field staff indicates that this level of training is insufficient to ensure effective long-term implementation of the techniques acquired. Additionally, the qualitative interviews with government staff both at the district and commune level, as well as with the staff of the NGOs and WFP, indicate a lack of sufficient human and financial resources at the district level of the Ministry of Agriculture, Forestry and Fisheries to provide further training beyond what is financed by the HGSF Programme.

2.3.4. To what extent was the HGSF Programme effective in promoting GEWE in the HGFS programme local value chains? How have the HGSF Programme activities contributed towards promoting equitable gender norms or perpetuated harmful gender norms to project direct beneficiaries (schoolchildren, farmers/suppliers, government/school authorities)? What factors positively or negatively influenced the achievement?

Key Findings (Box 14)

- The HGSF programme was indirectly effective in promoting GEWE by involving boys and girls in shared responsibilities, challenging traditional gender roles.
- Women, attended in pre-bidding session, showed significant interest in becoming suppliers, but many found the procurement process too complex, limiting their full participation.
- Female suppliers and farmers benefited from improved networking and product sourcing; however, challenges in price negotiation and crop cultivation remain.
- Gender imbalances in school feeding committees could have affected decision making, as men's views have been more prominent
- Female cooks expressed the need for better incentives and health insurance access.

164. Despite the absence of gender-specific indicators, the programme has integrated gender-sensitive approaches in its implementation, promoting equal participation in leadership and value chain roles. Disability inclusion efforts have also been strengthened, with training and recommendations from a WFP regional advisor and a 2024 disability inclusion study with Trinity College.

165. The HGSF programme has proven effective in promoting GEWE principles within local value chains, though this has not been accomplished through direct gender-focused activities. As reported by many teachers and students during qualitative interviews, as well as by some of the WFP staff, the programme indirectly supported gender equality by involving both girls and boys in shared responsibilities, such as dishwashing after meals, which helped shift perceptions of gender roles at the student level. Additionally, outreach and pre-bidding sessions sparked significant interest among women suppliers, who currently comprise a substantial portion of the HGSF programme's suppliers.

166. Capacity-strengthening activities in business literacy and financial management, conducted in partnership with FAO, were mainly targeted at women suppliers. Although these sessions were well received, they were one-off events. As a result, new and existing farmers and/or suppliers still face challenges in applying this knowledge without ongoing support, risking their exclusion or marginalisation. This highlights the need for sustained mentoring and coaching to help women build both the confidence and skills necessary to manage and grow their businesses effectively.

167. Moreover, female suppliers benefitted from the opportunities to establish relationships with farmers, improve communication skills, secure supplies, and learn to source organic products. However, they still require support in areas such as price negotiation and crop cultivation to further improve their profits. While the programme's inclusion of female cooks represents a step forward in empowering women, these same cooks expressed a need for higher incentives and access to health insurance, reflecting an area where further improvement is needed.

168. The government providing an incentive for cooks is a significant achievement in terms of women's empowerment, especially when compared to most countries where cooks' remuneration depends solely on community contributions. However, as discussed in section 2.4.3, this contribution remains too low, preventing women from achieving equal recognition with men.

2.4. EVALUATION QUESTION 4: EFFICIENCY

2.4.1. To what degree were the activities undertaken as part of home-grown procurement of food commodities efficient?

Key Findings (Box 15)

- WFP is dedicating important efforts to constantly improving the local procurement process through dedicated staff and pilot projects.
- The home-grown procurement of food commodities in the HGSF Programme faces some inefficiencies stemming from discrepancies between official price data and actual local market prices.
- While the bidding process is well understood, prioritising the lowest bids can lead to inefficiencies, as quality and long-term sustainability is overlooked.
- Local market dynamics, including the presence of cheaper imported products, undermine the competitiveness of local suppliers, complicating the efficiency of local food procurement.
- Suppliers and farmers involved in cooperatives can be expected to be more efficient, though their advantages are not fully recognised in the current bidding process.
- One-year contracts hinder longer-term investments and capacity strengthening.

169. WFP has been putting significant efforts into the local procurement process with the objective of supporting local farmers and increasing the local economy. WFP staff are fully dedicated to improving the process. The efficiency of the bidding process is key to achieving the desired objectives. All following findings under this evaluation questions have directly implication in the ToC (see [Annex 4](#)).

170. In order to assess the efficiency of the HGSF Programme, the ET examined various aspects of the procurement system, including pricing, bidding, market behaviour, and supplier/farmer involvement.

171. **Pricing (monitoring the local market).** While WFP's mobile Vulnerability Analysis and Mapping (mVAM) is generally effective in monitoring market prices at the provincial and district levels, it has limitations when applied to the local level—namely, within districts and communes.

- Scope: The mVAM covers 58 markets nationwide and provides price information at least monthly.
- Accuracy at the local level: However, the prices provided by the mVAM, which are used to set bidding thresholds for school feeding procurement, do not always reflect accurate prices at the commune level nor do they reflect the fact that the programme promotes low-impact agriculture. This inaccuracy was reported by school feeding committees during the programme's initial phase.⁵⁷

⁵⁷ See recommendation 1.3 of the midline evaluation.

Impact on procurement. The discrepancy between the estimated prices reported by the mVAM⁵⁸ and local market realities can lead to inefficiencies in the procurement process. Suppliers can underbid to win contracts if the estimated price is lower than actual market prices. While bids more than 10 percent below the estimated price are rejected, bids that are still significantly below the *actual* market value may be accepted.

172. The MAFF and the WFP food systems are engaging in an ongoing process of forming partnerships to hand over price monitoring by 2025/26.

173. **Bidding.** The bidding process is well understood and supported by capacity-strengthening efforts at the commune level. However, a major challenge for bidders is incorporating all the incurred costs, which makes it difficult for them to accurately set their final bid prices. Additionally, the current focus on selecting the lowest bids might overlook other important factors, such as quality of food, reliability of suppliers, and timeliness of delivery, all of which will eventually compromise long-term sustainability.

174. **Market.** The market is driven by the forces of supply and demand. Changing these dynamics typically requires adjustments to either demand or supply, each of which presents distinct challenges. For instance, in the HGSF Programme, demand is addressed by creating awareness and financial capacity to influence consumer behaviour, the supply side is tackled through increasing the availability and appeal of locally grown produce. However, changing these market forces is complex. Furthermore, the market environment for food procurement is strongly influenced by local context, underscoring that no single procurement model is universally applicable. One major challenge is the prevalence of cheaper imported products, which undermines the competitiveness of local suppliers and distorts market dynamics. Of the suppliers interviewed, 90 percent cited convenience as an important factor that influences their purchasing decisions in local markets. Consequently, a more flexible and tailored procurement approach that can adapt to specific market conditions is essential for improving local procurement efficiency.

175. **Supplier/farmer involvement.** KIIs show that most WFP stakeholders agree that agricultural cooperatives are more effective and efficient than a system solely comprised of individual traders and farmers in producing and delivering locally grown food in schools. Similar findings led to a recommendation in the process evaluation of the NHGSFP.⁵⁹ This is also a clear finding from the study trip to the Republic of Korea, and since 2023, WFP has been working closely with the MoEYS and MAFF to incentivise agricultural cooperatives to bid for school feeding contracts.⁶⁰ However, the current bidding process prioritises the lowest bid instead of reliability, production capacity, and experience. Short-term contracts also pose a challenge for long-term investment and capacity strengthening. The actual procurement system is, for the moment, not optimal in efficiently reaching the ToC output and outcome related to home-grown food procurement for school feeding activities (see ToC). WFP has been testing procurement pilot projects from January to September 2024,⁶¹ including testing modifications to the supplier selection process (e.g., single supplier of fresh and no fresh food commodities), price variation mechanisms, capacity, and quality control and assurance mechanisms for locally blended fortified rice to tackle issues like food quality, price fluctuations, and supply disruptions. However, as of the current date, the lowest bid remains the most prioritised criterion for supplier selection.

⁵⁸ Estimated prices are calculated based on average prices over 12 months and used for informing decisions made during the bidding process.

⁵⁹ Recommendation 9: The use of a Local Farmer Cooperative model should be considered for providing a reliable and efficient supply of good quality food, especially fresh food, to the schools.

⁶⁰ In 2023, 95 agricultural cooperatives with 436 members (including 229 females) underwent specialised training on the procurement and bidding (supplier selection) process for the HGSF.

⁶¹ WFP, in collaboration with MoEYS, designed and started piloting two models of food procurement in 43 schools in 2 districts in Pursat Province (all KOICA target schools) by centralising/aggregating commodity supply at district and commune levels, including integrating locally blended fortified rice.

2.4.2. What factors impacted the efficiency of the HGSF Programme implementation? What lessons can be learned from the project to improve the efficiency of the National HGSF Programme?

Key Findings (Box 16)

Factors that positively enhanced the efficiency of the programme include the following:

- Strong trust and coordination exist between WFP, the MoEYS, and KOICA.
- WFP staff are positioned within the MoEYS and Korean staff have been recruited to help WFP improve communication and bridge cultural barriers.
- There is stakeholder buy-in.

These factors demonstrate challenges:

- Low pay and lack of formal employment status for cooks affected their commitment.
- School staff took on additional responsibilities without extra compensation, straining efficiency.
- The budget allocation by child per meal is still underestimated.
- The limited budget allocation constrains the procurement system; hence, prioritised suppliers and farmers with the lowest bids undermine those who exhibit other qualities, such as reliability or capacity.

176. **Trust between WFP, KOICA, and the MoEYS.** One critical factor that positively influenced the efficiency of the programme was the strong trust and coordination between WFP; the MoEYS; and KOICA. The trust between WFP and MoEYS has been built over a long period of time, beginning with WFP's involvement in school feeding in Cambodia in 1997. Over the years, both partners have gradually developed school feeding programmes, which culminated in the establishment of a national school feeding policy in September 2024, with the HGSF model as a core component in which the Cambodian Government is fully invested.

177. WFP played a key role in influencing KOICA to adopt the HGSF model, which was not initially a priority for KOICA. The agency's initial focus was on providing meals to schoolchildren, with less emphasis on the source of the food. WFP, with its recognised expertise in school feeding, successfully advocated for the HGSF model, which prioritises local procurement and community involvement. Further, KOICA required that WFP recruit one Korean national for the programme. KOICA and WFP also agreed to have KOICA-funded position as a part of programme implementation and coordination. The presence of Korean staff in WFP facilitated smoother communication and mutual understanding between WFP and KOICA, bridging their cultural differences and fostering trust.

178. In 2024 WFP took a similar approach by positioning one of its national programme and policy officers, who had worked in the WFP school feeding unit for ten years, to work four days a week directly within the Deputy Director of Primary Education office at the MoEYS. Both WFP and the MoEYS staff reported clearly that this arrangement significantly improved communication and efficiency, allowing for smaller issues to be resolved almost instantly, while larger concerns could be better understood and addressed. The physical presence of the WFP staff within the ministry fostered greater fluidity in communication, strengthening the collaboration between the institutions. As shown in the ToC (see [Annex 4](#)), strong communication and trust gradually developed between KOICA, WFP, and the Cambodian government, which has been a key factor (critical assumption) in the success of transferring school feeding activities to the government.

179. This climate of trust, reinforced by open communication, enabled the programme to adapt to two significant changes during its course. The first was the COVID-19 pandemic, where WFP, the MoEYS, and KOICA collaborated to prioritise infrastructure projects while adapting food-distribution methods, shifting from on-site meals to take-home rations as schools closed.⁶² The second major adjustment involved implementing the Joint Transition Strategy. WFP; the MoEYS; and KOICA agreed to modify the KOICA-funded

⁶² As outlined in the inception report, this evaluation did not focus on the take-home ration aspect of the programme, as this had already been examined during both the baseline and midline evaluations.

HGSF Programme to support the growing role of the Cambodian Government in school feeding. This involved transitioning some schools to government management while integrating new schools into the programme to prepare for future handovers.

180. **Strong buy-in from stakeholders.** The programme's strong stakeholder buy-in significantly enhances its efficiency. Parents, local authorities, and school staff value the programme's positive impacts on children's health and education, as well as its broader benefits for the community and local economy. This strong support translates into collaborative problem-solving and a shared commitment to the programme's success, as exemplified by instances where school staff have gone above and beyond to support suppliers facing challenges.

181. **Limited budget towards meals.** While the establishment of a dedicated governmental budget line is a major achievement as well as a key condition for NHGSFP sustainability (see Toc in [Annex 4](#)), a majority of stakeholders met by the ET both in the field and at the national level believe that the budget allocation by child per meal (stipend) is still underestimated. At the beginning of the 2025 school year, the stipend will be raised to KHR 830. This evaluation did not estimate the correct amount that should be allocated, but several key informants mentioned at least KHR 1,000 as a reasonable amount.

182. **Bidding process.** The limited budget allocation described above creates important challenges related to the bidding process, as priority needs to be given to the lowest bids. See the detailed explanation at the end of Section 2.4.1.

183. **Role of cooks.** The role of the cook is also important, as the quality of the meals depends on them. However, the issue of their payment is a recurring concern, with many consistently mentioning the need for proper compensation. Money is a powerful motivator that drives individuals to work hard and invest themselves in their professions. In the case of the school feeding programme, cooks receive a modest incentive rather than a formal salary. This issue led to a specific recommendation in the process evaluation of the NHGSFP in 2023.⁶³

184. The ET gathered data on 78 cooks, which reveals that they work an average of four hours per day, with some working up to six hours. In handed-over schools, cooks receive around USD \$60 per month, paid directly by the school, while in KOICA-supported schools, they receive about USD \$50 per month, partially funded by WFP and the commune council. The issue of payment for cooks is ongoing, with some school directors struggling to find and retain staff. In certain schools, cooks negotiate to work just two hours in the morning, leaving the serving of food and the cleaning to the school staff or students. In one instance, a school director had to ask his wife to work as a cook, as no one else was available. Some cooks reportedly delegate their work when other priorities arise. These findings resonate with the Process Evaluation of the NHGSFP (2023) that highlights how school cooks are typically paid below the minimum wage, making it hard to retain them full-time. The report also states that most cooks are only available in the early morning before they then move on to other jobs. Additionally, cooks do not receive social security contributions, as their employment status is not formalised.

185. While many cooks express satisfaction in preparing meals for the children, it has been difficult for the ET to accurately assess their level of personal investment in the programme. Despite their positive sentiments, the ET observed little evidence of sustained commitment or profound involvement from the cooks, which directly affects the efficiency of the programme. Teachers and directors never appeared full of praise for the quality, efficiency, and enthusiasm of cooks or the cooking team. This is considered a hindering mechanism in the ToC (see [Annex 4](#)). Cooks' commitment and expertise would enhance the quality of the meals provided, ensuring not only better nutrition but also consistency in food preparation. Professional cooks bring a level of discipline and creativity that can elevate the overall experience, positively impacting student engagement and satisfaction with the programme. Their role would be pivotal in meeting the high standards of nutrition and hygiene, ultimately helping the programme reach its broader goals.

186. To some extent, this reasoning applies to all individuals involved in the school feeding process. It is

⁶³ Recommendation 13 in the Process Evaluation of the NHGSFP.

more pronounced regarding the cooks, as they are typically unskilled staff who have been integrated into the existing school system. As such, their introduction into an existing system makes it clear that they require appropriate compensation for their work. In contrast, other individuals involved—directors, teachers, community council members, district and provincial officers, and ministerial staff—were already employed in government positions before the programme began. However, it is important to recognise that they have assumed additional responsibilities without extra compensation. From an efficiency perspective, this situation is suboptimal, as is reflected in the interviews with school directors and storekeepers. This additional burden is also highlighted in the process evaluation of the NHGSFP.

2.4.3. Were the means and resources of the HGSF Programme used efficiently to achieve results in term of improved benefit(s) for both women and men, girls and boys?

Key Findings (Box 17)

- The HGSF programme utilised available resources efficiently to achieve benefits for both women and men, girls and boys.
- Gender equality was efficiently promoted through existing WFP initiatives, despite not being explicitly addressed in the programme.
- The infrastructure investments were efficiently implemented, ensuring accessibility for all students and improving health and hygiene.
- The programme efficiently engaged female suppliers in the local supply chain.
- Gender awareness-raising activities were missing from the design, which could have efficiently used resources to enhance the programme.

187. The HGSF programme utilised available resources efficiently to achieve benefits for both women and men, girls and boys, despite the absence of explicitly funded gender awareness-raising activities in the KOICA-supported initiative. By leveraging existing WFP initiatives, such as social behaviour change communication (SBCC), gender action research, and the gender-transformative approach, the programme maximized resource use and avoided duplication of efforts, indirectly promoting gender equality.

188. The programme's infrastructure investments, including handwashing stations, kitchens, and eating shelters, were implemented cost-effectively and within the planned timeline, ensuring that resources were optimised to provide accessible facilities for all students. The provision of these facilities improved health and hygiene practices while supporting overall well-being by creating a safe and suitable environment for implementing school feeding activities.

189. The programme efficiently engaged female suppliers in the local supply chain, optimizing their existing skills in farming and trading to provide food commodities to schools. By leveraging their pre-existing involvement and family support in these services, the programme minimized additional resource investments while achieving a 58 percent satisfaction rate among female suppliers. However, enhancing resource allocation for long-term contracts could further ensure the sustainability of their investments and continued participation in the school meal programme.

190. The programme's resources were efficiently allocated to provide essential services and infrastructure, demonstrating effective use of available funding. However, limited investment in gender-specific interventions and the absence of gender awareness activities indicate an opportunity to optimize resource allocation to better address gender inequalities in future programme designs.

2.5. EVALUATION QUESTION 5: IMPACT

2.5.1. What impact has the project made in target communities, both positive/negative and intended/unintended? What change has the project made in the lives of direct beneficiaries (schoolchildren, suppliers/farmers) and indirect beneficiaries (government partners, school staff, parents, school cooks, communities)?

Key Findings (Box 18)

- Schoolchildren’s attendance, learning, and health improved, especially for vulnerable students.
- Better nutrition and hygiene practices were observed, benefitting both genders equally.
- Suppliers and farmers gained additional stable income, totalling around USD \$126 per month.
- Farmers’ income increased, with some reporting that up to 60% of their livelihood is supported by the programme.
- Institutional capacity at the Department of Education improved, enhancing school feeding management. However, the Department of Education staff lacks sufficient time for to be consistently involved in the programme.
- Gender equality was reinforced, but further efforts are needed to support women in lower-paid roles.

191. This evaluation question (EQ) consisted of two sub questions: “Were the results equitably distributed across the actors, considering gender, disability, and other factors of exclusion/marginalisation?” and “Particularly, what impact has the project made on the livelihoods of smallholder farmers and local suppliers to improve local economy?”

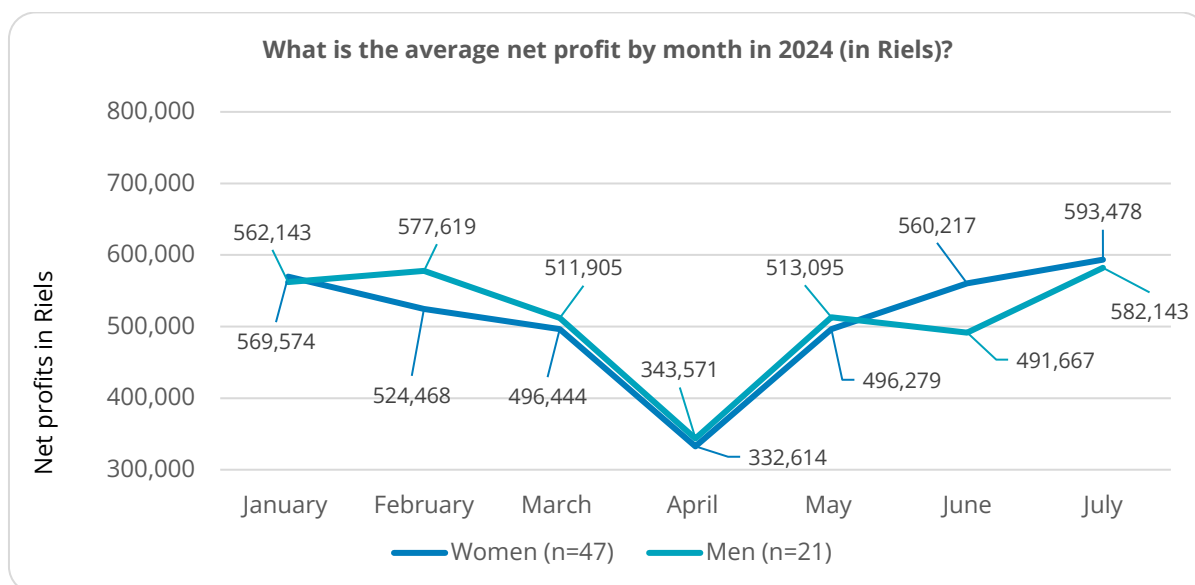
192. **Improved well-being of schoolchildren.** The HGSF Programme has demonstrably improved the well-being of schoolchildren, particularly in terms of nutrition, health, and education, which is consistent with the goals of the programme:

- **Improved nutrition and health:** The programme has led to better nutrition and hygiene practices among students, with parents, teachers, and students themselves acknowledging its positive impact. This aligns with findings from the country strategic plan evaluation (2019–2023), which also reported positive effects of school feeding on children’s lives. DDS has also reached the expected targets (see Section 2.2.1)
- **Enhanced educational outcomes:** School directors and teachers believe the programme has significantly improved school attendance and learning outcomes. This is supported by the fact that the enrolment, attendance, and retention outcome indicators have all reached the programme targets (see Section 2.2.1). Students reported that having breakfast at school helps them concentrate better on their studies, whereas previously, many went without breakfast.
- **Equitable benefits:** The programme has provided equitable benefits to both girls and boys, including the most vulnerable and marginalised students, ensuring access to nutritious meals and improved hygiene facilities.

193. **Suppliers and farmers.** For suppliers and farmers, the programme has provided a stable and reliable market for their produce, thus offering a consistent additional source of income. Female and male suppliers say they make a monthly profit of around USD \$126 and are therefore better off than before the programme. (see [Graph 10](#) below). In April, a reduction in profits is noted. The ET does not find any explanation than the extreme heatwave in April 2024 had a significant impact on Cambodia’s agriculture sector which led to decreased food production and availability.⁶⁴

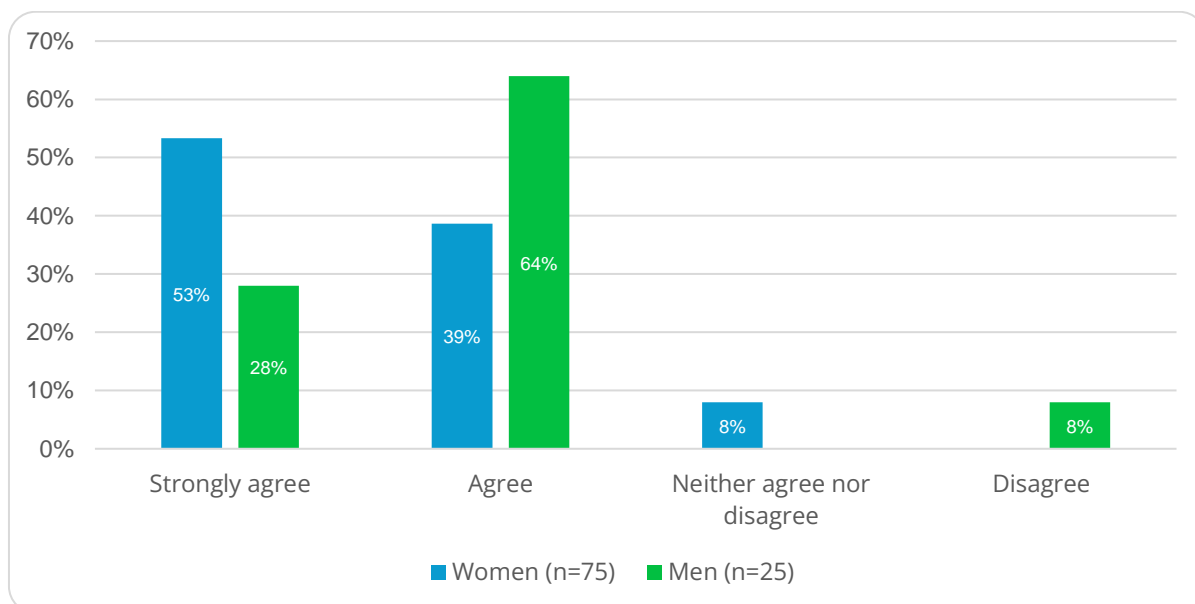
⁶⁴ World Weather Attribution, Climate change made the deadly heatwaves that hit millions of highly vulnerable people

Graph 10: Suppliers' Estimated Monthly Profit by Gender



194. **Farmer income.** Participating in the programme helped farmers to increase their income, providing a stable source. This income represented up to 60 percent of the livelihoods for some of the farmers interviewed (n = 11); however, the impact varied, depending on factors like environmental challenges (drought and pests), lack of training, and/or limited access to resources (financial or material), which sometimes hindered production and led to reduced involvement. Thus, while the project improved livelihoods in the short term (see [Graph 11](#)), its long-term impact may depend on how well these challenges are addressed.

Graph 11: Perceived Impact of School Meal Programme on Household Income by Gender



across Asia more frequent and extreme, May 2024, https://www.worldweatherattribution.org/climate-change-made-the-deadly-heatwaves-that-hit-millions-of-highly-vulnerable-people-across-asia-more-frequent-and-extreme/?utm_source=chatgpt.com (accessed on November 29, 2024)

195. While the economic impact on the farmers and suppliers implicated in the HGSF Programme is undeniably positive, the ET could not quantify the broader impact on the district- or commune-level economic status, as this would require an in-depth macroeconomic study.

196. **Indirect beneficiaries.** The project has also changed the professional lives of indirect beneficiaries, including government partners, school staff, school cooks, and community members. One significant improvement is enhancing institutional capacity, particularly at the District Offices of Education, Youth and Sport and school levels. These institutions have benefitted from stronger management and implementation skills related to school feeding activities, such as the SFIS system and school feeding-related guidelines and procedures, leading to more effective operations overall.

197. In addition, the programme has influenced how indirect beneficiaries allocate their time to various activities. While some beneficiaries, such as school staff, have demonstrated greater flexibility and adaptability to allocate time to the school feeding activities, others, such as cooks (see Section 2.4.2) and the DoEYS staff (see Section 2.5.1), struggle to dedicate sufficient time to the programme.

198. In terms of wider policy impacts, the project has helped reinforce gender equality in areas like nutrition and education, aligning with national efforts to support vulnerable populations. It has also contributed to gender equality by economically empowering women through their roles as farmers and suppliers. However, the long-term effects on gender equality may be limited unless specific efforts are made to address the gaps in women's empowerment, particularly for those in less economically rewarding roles, like cooks.

199. The evaluation findings revealed no significant unintended impacts, either positive or negative.

2.5.2. What were the features of the programme and the context that made the difference?

Key Findings (Box 19)

- The supportive political context in Cambodia, aligned with national social protection policies, has strengthened government engagement with the NHGSFP.
- The programme is highly relevant to local communities, focusing on rural development and economic growth, with local farmers and suppliers driving change.
- Strong collaboration between donors, WFP, and local communities ensures the programme is adaptable to specific local needs and challenges.
- WFP has shifted from direct implementation to capacity strengthening, creating dedicated units for procurement, local food systems, and gender integration to enhance sustainability.
- Capacity building efforts, including training for government staff and local farmers, promote programme sustainability and foster local ownership.

200. According to the evaluation findings, the impact of the HGSF Programme has been shaped by several key features, including the political environment, the relevance of the initiatives to the Cambodian people, collaborative efforts among stakeholders, and the evolving expertise of WFP.

201. **Political context.** Programmes that aim to be implemented via government support are inevitably influenced by the political context. Although WFP has no direct influence over the political sphere, it generally adapts to the prevailing environment, working closely with relevant ministries. This collaborative approach ensures that WFP aligns its efforts with national priorities, allowing for greater impact (see Section 2.2.2).

202. **Relevance to the Cambodian people.** The programme has been highly relevant, particularly in relation to the HGSF Programme aspect. At both the national and community levels, the programme is significant for the government staff and the people involved (see Sections 2.2.4 and 2.2.5).

203. **A programme built in collaboration.** The close collaboration between the donor, implementer, and final beneficiary has been a crucial factor in adapting the programme to the local context, which enhances its relevance (see Section 2.4.2).

204. **Expertise of WFP constantly adapted.** To transition from being an implementing government

partner to an enabling partner, WFP has revised its approach over the years. WFP has evolved its role from direct implementation to supporting the government’s capacity to manage school feeding programmes. This shift involved creating new units focused on procurement, local food systems, and gender integration, ensuring a comprehensive approach to capacity strengthening and sustainability. The appointment of the full-time gender officer, appointed in January 2023, plays a crucial role in ensuring gender integration is treated as a mandatory crosscutting element.

2.6. EVALUATION QUESTION 6: SUSTAINABILITY

2.6.1. Based on the available evidence, to what extent is the HGSF Programme model likely to continue in target districts beyond the scope of the project time line? How sustainable are the GEWE changes made through the HGSF Programme?

Key Findings (Box 20)

- The financial commitment from the Government of Cambodia is critical to the continuation of the HGSF Programme.
- School staff have the skills and procedures necessary to sustain the programme, as well as the community support needed for sustainability.
- Concerns remain about the quality of sustainability in the long run, as it lacks guarantees of high standards.
- The Department of Education, Youth and Sports faces challenges in conducting monitoring due to a lack of resources, which could undermine long-term sustainability.
- Long-term GEWE sustainability relies on addressing broader empowerment needs, such as economic stability and capacity strengthening for women, as well as addressing the gender norms that are root causes of GEWE.
- *Also see EQ2.6.4 regarding the Joint Transition Strategy and its contribution to sustainability.*

205. A key driver of sustainability is the financial commitment provided by the Government of Cambodia. This commitment extends beyond the formal approval of the NHGSF policy, demonstrating the government’s investment in the continuing success of the programme. The financial backing from the government serves as the most substantial evidence of the programme’s sustainability. However, it is important to note that the sustainability of the programme is heavily reliant on continued financial support from the government; should this support cease, the programme’s sustainability would be significantly jeopardised.

206. At the school level, the directors and teachers expressed confidence in the programme’s sustainability. School staff possess the necessary skills to run the programme, procedures are well integrated, and roles are clearly defined. Additionally, the community is actively involved in ensuring the programme’s success. Furthermore, the collected quantitative data shows no major difference in the quality of implementation between the NHGSFP and the HGSF Programme (see Section 2.3.1 regarding the quantitative data collected in schools), which further upholds the belief that the programme is sustainable.

207. While there is strong evidence that the programme is sustainable, there remain concerns about the quality of its sustainability. While the government continues providing funding, food will most probably be bought, cooks will continue to receive their incentives, and children will be fed. However, there are no assurances that the future operations of the programme will follow its current quality concerning the food quantity and quality, hygiene, infrastructure maintenance, M&E, timeliness, and so forth. Further efforts are needed to ensure that sustainability not only continues but that it does so with the highest possible standards.

208. As also identified in the process evaluation for NHGSFP and confirmed by this evaluation, the school director remains a guarantor of sustainability for the time being. They play a central role in the implementation of the programme at the school level, including the responsibilities for supplier selection and cook recruitment, and they sometimes even assume the role of storekeeper. Their ability to manage these tasks effectively directly impacts the sustainability and smooth operation of the programme. If a school

director fails, the ET cannot say the DoEYS would be effective enough in providing support.

209. The coordination of the programme fall under the responsibility of the DoEYS. However, as previously noted, the DoEYS staff have been tasked with supervision responsibilities (including spot checks, visits to schools, specific problem resolution, etc.) without being provided the necessary resources to effectively carry out these activities. Hence, if those activities are not regularly maintained, there is a strong likelihood the programme will stagnate in terms of efficiency and decline in quality over time. The lack of global supervision and feedback can impede the programme's progress, as unresolved challenges prevent continuous improvement and optimisation, ultimately challenging its long-term sustainability.

210. In terms of GEWE, the HGSF Programme has made notable progress by fostering the involvement of local female suppliers and cooks. Female suppliers are well established in the programme, both under the KOICA- and government-funded projects, and they play a crucial role in maintaining the consistent supply of quality food to schools. Their embeddedness in the community enables them to manage supply chains effectively, thus contributing to the long-term sustainability of the programme.

211. Similarly, the involvement of female cooks supports the GEWE agenda by providing employment and reinforcing women's roles in school feeding activities. These women are not only responsible for meal preparation but also for ensuring that food safety standards are upheld, making their role central to the quality and efficiency of the programme. However, challenges remain in ensuring their contributions are fully recognised, particularly in terms of fair financial compensation and access to long-term growth opportunities.

212. While the involvement of female suppliers and cooks highlights progress in GEWE, a deeper analysis of gender norms and structural barriers is necessary. The programme does not sufficiently address the underlying societal norms that perpetuate gender inequalities, such as the undervaluation of women's labour. Female cooks, in particular, face challenges related to low financial incentives, as highlighted in the efficiency analysis. This under compensation reinforces existing gender disparities and limits their ability to achieve long-term economic empowerment. Addressing these structural issues by advocating for fair remuneration, recognition of their contributions, and targeted capacity-building would significantly enhance the programme's impact on gender equality.

213. Cooks, who are mainly women, are essential to the sustainability of the HGSF Programme. However, the programme's lasting impact on GEWE will depend on addressing the broader empowerment needs of these women, such as improving their financial stability, expanding capacity-strengthening initiatives to enhance their economic resilience, and addressing the traditional gender norms. By strengthening the economic position and skill sets of these key players, the programme can further reinforce its sustainability while advancing gender equality and empowerment.

2.6.2. What were the key factors that contributed to or hindered successful ownership in schools, communities, and relevant government departments that were involved in the implementation of the NHGSFP?

Key Findings (Box 21)

Contributing factors

- The community contributions, including small cash donations for groceries, support for establishing temporary dining halls or kitchens, and participation in nutrition days receiving support from another donor project are vital for HGSF's success.
- Capacity building for cooks, staff, and local authorities has empowered effective management.
- School feeding committees have improved governance and collaboration.
- Integrating school feeding into local development plans has secured necessary resource allocation.

Hindering factors

- Budget constraints have hindered monitoring and evaluation.
- High turnover rates due to insufficient incentives for cooks and staff have disrupted programme continuity.
- Lack of training in procurement and management, along with the need to simplify the government's

Key Findings (Box 21)

procurement procedures, has affected operational efficiency.

- Gender imbalances in committees could have affected decision-making, as men's views have been more prominent.

214. The sustainability of the NHGSFP is influenced by several key factors that either contribute to or hinder successful ownership among schools, communities, and relevant government departments.

215. Active community engagement has been crucial; parents and local members have contributed ingredients and organised nutrition days, fostering a sense of ownership. Capacity building through training sessions for cooks, school staff, and local authorities has empowered them to manage and implement activities effectively. Establishment of the School Feeding Programme Committees (SFPCs) at the national and sub-national levels has facilitated stronger governance and collaboration among stakeholders, ensuring effective implementation of the KOICA-HGSF programme. For example, the provincial SFPC is responsible for oversight, the district SFPC handles direct monitoring, and the commune SFPC manages the day-to-day activities of school meals. Additionally, continued financial support from government agencies like the MoEYS has been vital in maintaining and expanding these initiatives. Successful integration of school feeding priorities into local development plans ensures that programmes receive the necessary resources and attention.

216. Budget limitations, staff turnover, and gaps in community capacity threaten the long-term sustainability of the NHGSFP. Addressing these challenges, along with promoting gender balance in decision-making, is crucial for ensuring the programme can continue to effectively support schools and communities.

2.6.3. What roles did the different stakeholders (students, teachers, school staff, communities, relevant ministries at the national and subnational levels) play in the sustainability of the HGSF Programme? What role did they play in the institutionalisation of NHGSF?

Key Findings (Box 22)

- The sustainability and institutionalisation of the NHGSF depends on the involvement of key stakeholders. Students create demand by participating, while teachers and staff integrate nutrition education and ensure meal delivery. Cooks are crucial in meeting food quality and quantity standards.
- Communities provide resources and organise events, fostering local ownership.
- Ministries at national and subnational levels provide support for the programme through policy development, funding, and integration into broader plans.

217. The sustainability of the HGSF programme and the institutionalisation of the NHGSFP have depended significantly on the roles played by various stakeholders, including students, teachers, school staff, communities, and relevant ministries at both the national and subnational levels.

218. The ET observed that students have been actively participating in school feeding activities, which has created a consistent demand for nutritious meals. Their engagement has fostered a sense of ownership and encouraged family and community support for the programme. Teachers and school staff have been integrating nutrition education into the curriculum and ensuring that meals are served efficiently and healthily. Their ongoing dedication has been essential for maintaining the programme's operational standards and for addressing daily implementation challenges. The cooks have been playing a crucial role, which has directly impacted as they are responsible for food preparation, directly impacting the quality of the meal and the overall environment in which the food is prepared.

219. Communities have been contributing resources, such as ingredients and financial support, and participating in organising community events related to nutrition. This involvement has strengthened local ownership and enhanced the programme's visibility and relevance within the community context.

220. At both the national and subnational levels, relevant ministries—including the MoEYS; the National

Social Protection Council; the Ministry of Agriculture, Forestry and Fisheries; and the Ministry of Health—have been playing a crucial role in providing policy support, funding, and oversight. These ministries have been facilitating the integration of school feeding initiatives into broader national policies, such as the newly adopted school meal programme policy (2024–2035), and subnational development plans, ensuring that these initiatives are prioritised and effectively resourced. Their commitment to capacity building through training and support for local authorities has further enhanced the programme’s sustainability.

221. The collective actions of these stakeholders have been helping to institutionalise the NHGSF by embedding school feeding programs into the educational framework and local governance. Their collaboration has fostered a comprehensive approach that addresses nutrition, education, and community involvement, ensuring that the programs are not only sustainable but also adaptable to changing local needs. By working together, these stakeholders have created a resilient framework that supports the long-term success of school feeding initiatives.

2.6.4. To what extent has the project contributed to the transition from HGSF Programmes to the NHGSFP, as outlined in the Joint Transition Strategy?

Key Findings (Box 23)

The capacity-strengthening roadmap for NHGSFP expansion, aligned with the Joint Transition Strategy, is progressing with varying degrees of success across key areas:

- The national school meal policy was adopted in August 2024.
- The Cambodian Government increased its NHGSFP budget, but the per-child meal stipend remains insufficient.
- The interministerial coordination mechanism was formalised in 2024, though its functioning is delayed until 2025.
- The school feeding information system is operational but faces occasional issues.
- WFP launched initiatives to source fortified rice locally as well as to standardise kitchen designs.
- Despite increased community involvement, the NHGSFP has yet to attract private sector investment.

222. The KOICA HGSF Programme handed over 98 schools at the beginning of the 2022–2023 school year, and another 59 the following year. As defined in the Joint Transition Strategy, a capacity-strengthening roadmap outlines the requirements that would ensure systematic expansion of the NHGSFP until 2025. This roadmap is divided into the five SABER-SF quality standards. While the ET did not have the means to undertake a thorough review of all 46 activities planned in the strategy, KIIs and desk review provide a broad overview of the advancements in each of the quality standards.

223. **Policy framework.** The main objective was the consolidation, and the adoption of the national school meal policy grounded on relevant sub-decree and interministerial Prakas.⁶⁵ This major objective was achieved in August 2024, a bit later than initially planned (the start of school year 2022/23).

224. **Stable funding and budgeting.** Under the latest Prakas issued in September 2024, the Cambodian Government increased its NHGSFP budget from USD \$5.6 million to USD \$7.4 million. While many key informants, from government officials to community members, acknowledge that the 840 riel (USD \$0.20) stipend per child per meal is insufficient, it still marks a significant commitment from the government. However, a comparison with the Korean Ministry of Education reveals programme goals: The Korean ministry allocates 7 percent of its budget to school feeding, covering 100 percent of schools, whereas the Cambodian MoEYS dedicates about 0.26 percent of its budget to support less than 10 percent of public primary schools. If the budget allocation were proportional to the number of schools supported, it would account for 2.8

⁶⁵ In Cambodia a Prakas is an official proclamation or ministerial regulation issued by a ministry or government agency. It is a legal instrument used to provide detailed rules, guidelines, or policies within the framework of existing laws and sub-decrees. Prakas are often issued to implement or clarify laws and are legally binding within their scope. Each ministry can issue a Prakas related to its specific areas of responsibility.

percent of the budget of the MoEYS. According to the State of School Feeding 2020,⁶⁶ the yearly average cost for a lower-middle income country is USD \$66. Considering an average of 200 school feeding days per year, this averages out to a cost of USD \$0.33 per meal per child. The Cambodian stipend is theoretically more than 30 percent lower than the lower-middle income country average. Furthermore, a significant portion of the budget is allocated to food procurement; however, key informant interviews indicate a clear shortfall in operational funding, especially at the district level (this is further outlined under the following evaluation criteria).

225. **Institutional arrangement and coordination.** The MoEYS was tasked with establishing a national interministerial coordination mechanism as a critical first step to the handover. Although initially planned for early 2022, the Prakas formalising the National Programme Leadership and Management Committee was promulgated nearly two years later, in February 2024. However, the first interministerial workshop is not expected to take place until the first quarter of 2025, as key ministerial positions remain unfilled following the recent government elections and subsequent changes. As observed during the data-collection phase, interministerial coordination is still functioning, and WFP has organised at least two workshops. However, these workshops have primarily focused on programme implementation rather than high-level interministerial coordination. On the other hand, at the provincial, district, and commune levels, the school feeding committee is functioning, and responsibilities are being endorsed by the people behind its design.

226. **Quality programme design.** WFP has developed an SFIS that allows schools to manage their operations more efficiently by automating tasks like purchase orders and payment calculations. It also supports decision making by ensuring real-time data flow from schools to their corresponding provincial levels. The system has five main user groups: school-level users, commune-level supplier selection committees, district users, provincial users, and administrators. Each group has specific roles, from entering data to reviewing and approving it. While both the visited KOICA-supported and NHGSFP schools use the SFIS, certain schools regularly face difficulties, especially regarding providing information on food purchases. Most problems are solved either at the school level or with the Department of Education. On fewer occasions, assistance from WFP is needed. In the Joint Transition Strategy, WFP also committed to finding alternatives to the USDA-imported fortified rice. In 2023 WFP partnered with Virginia Tech University to develop an investment case for fortified rice. In 2024 a pilot project with the MoEYS for locally blended fortified rice has been implemented in 43 schools. Another commitment of WFP is the establishment of an infrastructure package for schools. A kitchen design was developed by the MoEYS construction department and approved in January 2024. NGOs and WFP now use this design. WFP will use this design for the 200 kitchens to be built this year. Adopting locally purchased commodities for school feeding is also part of quality programme design. In 2023 WFP CO established a new position entirely dedicated to procuring locally produced food to further support the local purchases.

227. **Strong community participation.** The finalisation of the CFM standard operating procedures was required in the Joint Transition Strategy to ensure better community participation. In March 2022, WFP reviewed their Community Feedback and Response Mechanism Standard Operating Procedures. These standard operating procedures are used both by WFP and the NHGSFP but are not fully optimised at the time of this evaluation (see evaluation question 2.2.7.). Another action point was to identify potential private sector partners that would be willing to invest in the NHGSFP. Apart from additional donor complementary resources collected by WFP (USD \$7.1 million) and community participation, no funding has yet been gathered from private local companies.

⁶⁶ WFP, State of School Feeding Worldwide, 2020

2.6.5. For the NHGSFP to run sustainably, is there a continued need for WFP technical assistance to the government beyond the project timeline? What is the potential technical assistance WFP can provide to fill in existing gaps?

Key Findings (Box 24)

- Continued WFP assistance is needed to ensure that the NHGSFP remains effective, addressing evolving needs for long-term sustainability.

Potential technical assistance

- Continue training on school management for both school staff and local authorities.
- Robust monitoring and evaluation systems foster transparency and accountability, which are key to sustainable operations.
- Facilitating partnerships with local suppliers strengthens local economies and improves meal quality, supporting sustainability.
- Advocacy for increased government investment helps secure long-term financial and policy support.

228. As confirmed by many local actors ET met during the data collection, continued technical assistance from WFP beyond the project timeline is essential for the sustainable operation of the NHGSFP. This ongoing support can help bridge existing gaps and ensure that the programme remains effective and responsive to the needs of schools and communities.

229. Therefore, WFP's technical assistance can encompass several areas. First, providing training for local authorities and school staff in programme management and implementation is crucial. This training enhances the capacity of stakeholders to oversee school feeding operations effectively, ensuring that they adhere to nutritional standards and best practices.

230. In a key interview with the MoEYS, it was confirmed that WFP can assist in developing and institutionalizing robust M&E frameworks. By helping establish effective data-collection and analysis systems, WFP enables local entities to effectively assess programme impact, identify areas for improvement, and make informed decisions based on data. This support is vital for maintaining accountability and transparency in the programme's operations.

231. The majority of local actors such as DOE staff, school directors and storage keepers indicate that WFP can play a role in facilitating partnerships between local suppliers and schools, promoting the use of local agricultural products. This not only supports local economies but also improves the nutritional quality of meals provided to students.

232. Stakeholders the ET met viewed the expertise of WFP in logistics and supply chain management can also fill critical gaps. They can assist in streamlining procurement processes and ensuring timely delivery of food supplies, which would mitigate challenges that schools face, particularly in remote areas.

233. Lastly, the majority of local stakeholders ET met expressed that WFP can advocate for increased government investment in school feeding initiatives, helping to secure long-term funding and policy support through evidence-based study and research. By working collaboratively with government ministries, WFP can ensure that school feeding programmes are integrated into national education and health strategies, reinforcing their sustainability.

234. In summary, continued technical assistance from WFP is vital for the NHGSFP's sustainability. The ET considers this assistance a critical assumption in the reconstructed ToC (see [Annex 4](#)). By focusing on capacity building, monitoring, supply chain optimisation, and advocacy, WFP can help create a resilient framework that supports the effective implementation of school feeding initiatives long after the initial project timeline has ended.

3. Conclusions and recommendations

3.1. CONCLUSIONS

235. **Coherence.** WFP implements the HGSF Programme with strong coherence vis-à-vis the objectives laid out by the NHGSFP, as well as the objectives of the Cambodia Pentagonal Strategy, which focuses on sustainable development growth, employment, equity, and efficiency. The programme is distinct in that it aims to both achieve key goals typical of school feeding programmes, such as improving school attendance, education, hygiene, and health, *and* enhance the local economy. This is achieved by prioritising the use of locally produced food wherever possible. Although synergies and linkages among all stakeholders still require strengthening, the KOICA-funded HGSF Programme has established a solid and coherent foundation for the second phase of KOICA funding to confidently build on.

236. **Relevance.** Evaluation findings highlight the strong relevance of the HGSF Programme in education, health, nutrition, and local economic development. At the same time, there is less evidence regarding the impact on local economic development. The KOICA-funded HGSF Programme strongly aligns with the National School Feeding Policy's goal of leveraging school feeding initiatives to stimulate local and national economic growth, particularly with integrating smallholder farmers. Further, the programme strongly aligns with government priorities and is also seen as highly relevant by all stakeholders at the school and community levels.

237. The HGSF Programme additionally demonstrates strong relevance to the strategic priorities of both KOICA and WFP in Cambodia.

238. The school handovers have been relevant and aligned with the government's readiness and capacity to manage the HGSF under the national programme. They have been supported by the government's adequate financing and thorough training and readiness criteria, all of which have facilitated effective transitions. However, ongoing support and resources will be essential to ensure the programme's sustainability.

239. **Effectiveness.** Both the schools with ongoing WFP support and those handed over to the NHGSFP have been effective in achieving project targets, particularly in improving student retention, attendance, and enrolment. Both groups also report positive outcomes, with school feeding contributing to better student concentration and performance. In terms of nutrition, the ongoing research with FAO and WFP is expected to shed light on the means to reach better nutrition results in the near future.

240. While the HGSF Programme has largely achieved its infrastructure objectives, the evaluation revealed concerns about the declining quality of facilities due to a lack of maintenance. This highlights the need for continued investment in infrastructure and the development of sustainable maintenance practices. Despite challenges with insufficient cooking utensils and handwashing facilities, capacity-strengthening efforts have been successful in equipping school staff to manage feeding operations, contributing to improved educational outcomes. However, ongoing training and support for school staff are crucial to ensure continued efficiency and long-term programme sustainability.

241. The HGSF Programme has effectively provided locally purchased food to children. However, it cannot be confirmed that all food supplied to schools is locally grown, as suppliers and farmers sometimes source from local markets when locally-grown food is unavailable or too expensive. Hence, the strengthening of the linkage between schools and local agriculture, as aimed by the policy on school feeding, is not always happening. Despite these challenges, the overall procurement process is effective. Ultimately, additional efforts are needed in agricultural training, as the district offices of MAFF lack the resources to offer continuous support to farmers. The current HGSF Programme funding only allows for one-off training for suppliers and farmers.

242. The KOICA-HGSF Programme has also effectively strengthened the capacity of the MoEYS, the NSFP, and the MAFF provide technical assistance, undertake collective implementation, and facilitate learning

opportunities through field trips. However, as key positions have not yet been assigned within each ministry to assist the National School Feeding Policy activities, the National School Feeding Committee is not yet functional, hindering the effectiveness of a global interministerial collaboration.

243. **Efficiency.** The efficiency of the HGSP Programme has been significantly influenced by the strong trust and coordination built between WFP, the MoEYS, and KOICA. This trust, established over years of collaboration, has allowed for quick adaptation to challenges like COVID-19 and the Joint Transition Strategy. The integration of WFP staff within the MoEYS, as well as the recruitment of Korean nationals at WFP, has greatly enhanced communication, enabling quicker decision making and issue resolution.

244. Stakeholder engagement, particularly from parents and school staff, has contributed to problem solving and ensured the programme's resilience. However, several factors may hamper the efficiency of the programme, including the low pay of cooks (which then impacts their commitment to schools) and the increased workload on school staff, who are not receiving additional support or compensation.

245. The findings are clear that WFP invests a significant amount of effort into implementing the procurement process, which aims to promote the local economy. The procurement process, however, is severely constrained by the budget the programme and how much money is allocated to food. The price of low-impact, locally-grown meals may need to be more thoroughly reviewed in future versions of the programme to better inform bidding committees.

246. **Impact.** Stakeholders clearly acknowledged the impact in terms of school enrolment, attendance, and retention. In contrast, the impact on nutrition is still to be confirmed, even as the DDS has reached the expected target. The HGSP Programme has also provided economic opportunities for female and male suppliers and farmers.

247. The impact of the programme has been shaped by several distinguishing features rooted in both programme design and the surrounding context. The political environment plays a significant role, with the alignment of WFP to national priorities strongly enhancing effectiveness and sustainability. Relevance to the Cambodian people is another crucial aspect, particularly through the HGSP Programme, which empowers communities and promotes rural development. The evolving expertise of WFP has been vital in transitioning from direct implementation to enabling local capacities, exemplified by new roles that have been strengthening procurement, food systems, and gender integration. Together, these factors have contributed to the programme's positive impact and alignment with local needs.

248. **Sustainability.** The sustainability of the HGSP Programme in Cambodia hinges primarily on continued government financial support. This is a critical assumption for any kind of sustainability. The establishment of a dedicated budget line for school feeding is an important step towards sustainability. However, this budget needs to increase significantly given the prior findings of this evaluation.

249. Other than financial support, sustainability requires strong local engagement. Currently, sustainability is primarily assured at the community level, as schools exhibit the capacity and commitment to manage the programme independently. The involvement of school directors, certain teachers, and community members demonstrates a solid foundation for long-term sustainability. However, sustainability also hinges on the ability of the DoEYS and MoEYS to provide consistent support and resources. Without adequate supervision from the DoEYS, the programme risks stagnation, as unresolved issues may go unnoticed, potentially compromising quality and sustainability.

250. The evaluation findings show that cooks are not engaged enough to significantly contribute to the programme's efficiency, hence sustainability. This appears contradictory, as cooks are central to school feeding, being the individuals most actively involved in the programme's daily operations. While it is clear that the government and WFP have made efforts to subsidise cooks, the majority of stakeholders consulted reported that they believe cooks should receive better compensation for their work. The evaluation suggests that improving cook remuneration could not only support GEWE, but also enhance the overall sustainability of the programme.

251. On the procurement side, the process functions well and is relatively well understood by school staff and local government entities. However, there is room for improvement for WFP to invest efforts in improving the process, particularly in selection and training suppliers and farmers. Sustainability will be achieved when

suppliers and farmers can operate efficiently and adapt to market fluctuations effectively.

252. Delays in forming the National School Feeding Management Committee have hindered interministerial coordination. This coordination is critically important for the long-term sustainability of the programme. Despite this, progress at the provincial and district levels is more advanced, with functioning school feeding committees already in place. Additionally, the introduction of the SFIS has enhanced operational efficiency, by providing real time data on all school feeding operation such as the number of meals served, the amount and cost of food bought, the composition of the daily menus, etc. However, some schools continue to face challenges in using the SFIS, which does require a certain degree of training and capacity to use.

253. While the project has laid a strong foundation for the transition to the NHGSFP, ongoing efforts are needed to fully realise the goals outlined in the Joint Transition Strategy, particularly in securing sustainable funding and improving coordination at the national level. To ensure the sustainability of the NHGSFP, continued WFP support is crucial. This support should focus on capacity strengthening for local authorities, strengthening M&E systems, improving logistics, fostering local partnerships, and advocating for increased government investment.

254. **Gender.** The HGSFP shows a commitment to gender equality, promoting women's economic empowerment by participation in agricultural value chains while ensuring equal access to school meals and facilities for girls and boys. However, it lacks explicit initiatives to address gender norms and raise gender awareness. This is a missed opportunity considering the prominent role women are and still could play in this programme. Women's involvement as suppliers and cooks has been significant, but challenges remain in supporting their full engagement. Future improvements should focus on integrating gender-transformative approaches and offer better incentives for cooks which are mainly women. These steps are crucial to addressing gender inequalities and enhancing the programme's overall efficiency, impact and sustainability.

3.2. Lessons

255. The evaluation highlighted several important lessons that are valuable for understanding the specific outcomes of the HGSF Programme and can be applied to similar initiatives, including other efforts in Cambodia.

256. A key takeaway concerns the efficiency of having *interconnected* staff: this dynamic enhances coordination, speeds up decision making, and fosters a deeper understanding of operational challenges. By embedding staff within partner organisations—such as placing WFP personnel directly within the MoEYS office, as well as Korean nationals (in relation to the Korean donor KOICA) within WFP—communication becomes more fluid and responsive. This interconnectedness allows for quick resolution of minor issues and more effective management of larger concerns. It also strengthens relationships between institutions, as staff can directly collaborate, share insights, and align objectives, leading to more efficient and cohesive implementation.

257. Strong stakeholder buy-in significantly enhances programme efficiency. When stakeholders, including parents, local authorities, and school staff, see the broader benefits of the programme (e.g., improved health, education, and economic support), they become more invested in its success. This commitment leads to proactive problem solving, such as school staff and community councils working with suppliers to overcome challenges like seasonal shortages. However, when stakeholder buy-in is not attained it clearly reduce efficiency, which has been sometime noticed with cooks.

258. It would be reasonable to consider the option of recruiting cooks or teams of cooks through a similar bidding system than the one done for traders and farmers. Cooking for 150 children can be considered as skilled a job as that of a builder or a supplier. Cooks (or groups of cooks, as 88 percent of schools have two or more cooks) could coordinate with suppliers, manage the warehouse, ensure hygiene practices for both children and the kitchen, prepare meals, utilise the SFIS reporting tool, and ensure that the nutritional content of the meals is appropriate.

259. The HGSF modality typically has a noticeable economic impact on suppliers and farmers participating in the programme. Spending money within a community helps stimulate the local economy by supporting

businesses, generating employment, and promoting economic growth. However, traders often resort to purchasing cheap imported food when locally grown produce is either scarce or too expensive relative to the budget allocated for school meals. As stipulated in the context section, Cambodia is highly subject to climate variability and change, negatively affecting smallholder farmers.

260. As most farmers participating in the programme are female, the HGSF Programme effectively enhances the economic resilience of women, ensuring that they are included in local supply chains and economic development efforts.

261. Balancing support for vulnerable farmers with efficient food procurement for school feeding presents significant challenges. Farmers and suppliers are both beneficiaries and critical to the programme's success. While supporting the most vulnerable farmers is logical, achieving programme efficiency may require collaboration with experienced actors, such as agricultural cooperatives. This dual role of farmers and suppliers can create misalignment, especially when their role as beneficiaries takes precedence over their enabling function (see recommendation 4).

3.3. Recommendations

262. The following nine recommendations are directly derived from the findings and conclusions of this evaluation. The ET understands that negotiations for the following KOICA funding are partially finalised, and that some of the following recommendations may not be possible to implement under the next KOICA-funded HGSF programme as the budget may already be finalised. The ET has provided recommendations that may ensure better effectiveness, efficiency and sustainability of the efforts already obtained.

263. The ET did not provide recommendations concerning the nutrition content of school meals for the following reasons:

- WFP and KOICA are already aware of the limitation of the programme in terms of the nutrient content of the school meals.
- WFP, in collaboration with the FAO, is already implementing a new approach towards the nutrition content of meals in a number of pilot schools, and new guidelines should be produced before the end of this year.

264. The recommendations provided below (see [Table 22](#)) are presented in order of importance. (A recommendations mapping table can be found in [Annex 16.](#))

Table 22: Recommendations

No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
I	<p>Recommendation 1: To improve the efficiency and effectiveness of the NHGSFP and elevate women’s empowerment, WFP should support the national government in exploring different school feeding models, including ones that give a more prominent and valued role to cooks in school feeding activities.⁶⁷ Note that this recommendation is contingent upon being able to provide cooks with increased and fair remuneration that reflects their workload and responsibilities, and thus has budget implications which may impact the practicality of this recommendation.</p>					
	<p>Sub recommendation 1.1: WFP should advocate for a school feeding model in which cooks have a central role ensuring both greater programme efficiency and long-term sustainability. This includes for example exploring:</p> <ul style="list-style-type: none"> • Full-time employment: Enabling them to dedicate their time solely to the programme⁶⁸. • Expanded responsibilities: Including tasks such as supplier relation/negotiation, hygiene management, and SFIS utilisation if possible. • Comprehensive training: Equipping them with the necessary skills to fulfill their expanded roles. <p>Note that this recommendation is contingent upon being able to provide cooks with increased and fair remuneration that reflects their workload and responsibilities, and thus has budget implications which may impact the practicality of this recommendation.</p>	Operational	WFP CO	NSPC, MoEYS	High	By the end of 2025

⁶⁷ A critical assumption to this recommendation is that the cooks remain predominantly women.

⁶⁸ Recommendation linked to 13 in the Process Evaluation of the NHGSFP (payment of cooks).

No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
	Sub recommendation 1.2: WFP should continue to technically assist the national government for sustainable financing of the national programme and for leveraging funding opportunities with donors or international financial institutions to advocate for school feeding models that are both effective and enhance women's empowerment.	Strategic	WFP CO	NSPC	High	By the end of 2025
	Recommendation 2: WFP can continue to build on the success of the school feeding programme and work to ensure a smooth and efficient transition to the government by exploring existing and additional ways of providing experts and/or embedding staff within relevant government offices. This approach will facilitate continued knowledge transfer, enhance contextual understanding, and strengthen the capacity of government staff to effectively manage the programme.					
II	Sub recommendation 2.1: WFP can continue to collaborate with the MoEYS to identify capacity needs or gaps that would benefit from external expertise. This collaborative process should consider the timeline, required competencies, and specific government offices where WFP expertise would be most beneficial. Potential examples may include continuing to embed staff and/or exploring ways to provide government offices with a suite of experts.	Strategic	WFP CO	Ministry of Education, Youth and Sport	Medium	By the end of 2025
	Recommendation 3: As soon as the National School Feeding Committee (NSFC) members are assigned, technical, administrative, and potentially financial support will be needed for this committee to operate and meet on a regular basis. As a partner of choice for school feeding activities, WFP should strive to mobilise resources to ensure this expertise and funding are available to allow for the good functioning of the committee during its first years. ⁶⁹					
III	Sub recommendation 3.1: WFP should maintain a proactive role as the partner of choice for school feeding programme, ensuring the NSFC has the necessary resources to thrive. In times of limited	Strategic	WFP CO	Donors	High	As soon as the NSFC is functional

⁶⁹ Recommendation aligned with recommendation 2 of the final Mc-Govern Dole evaluation (2023).

No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
	funding, WFP should leverage future funding opportunities by advocating for the critical role of the NSFC in coordinating the NHGSFP at the government level. Collaboration with partners such as the World Bank and the School Meals Coalition could further support these efforts.					
IV	Recommendation 4: To optimise programme efficiency and effectiveness, WFP can consider piloting and documenting different procurement models to inform Government's decisions on the best models for the national programme. These include either collaborating with suppliers, farmers, or agricultural cooperatives with expertise and capacity in food production and distribution or allocating substantial funding to provide strong support for smallholder traders and farmers. This will directly influence the evolution of the procurement process in the coming years even if immediate changes in the bidding process need to be addressed. Capacity building for vulnerable smallholder farmers with limited experience should remain a priority, but it should not come at the expense of the efficiency of the school feeding programme.					
	Sub recommendation 4.1: WFP should internally discuss the balance between ensuring the efficiency of school feeding activities and supporting smallholder traders and farmers, taking into account its mandate, financial capacity, and government objectives. If WFP is willing to continue working with smallholder traders and farmers, this would imply ongoing, year-round training with competent implementing partners and integrating the Ministry of Agriculture, Forestry, and Fisheries (MAFF) into the process.	Strategic	WFP CO	MAFF	High	Before the next bidding session (September 2025)
	Sub recommendation 4.2: WFP should build on the existing procurement pilot in Pursat Province by exploring other bid evaluation methods beyond the lowest bid criteria.	Strategic	WFP CO	NSPC, MAFF, MoEYS	High	Before the next bidding session (September 2025)

No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
	Sub recommendation 4.3: Building on the procurement pilots already in place, WFP should explore to work with the same suppliers over the years. This could be done by adding a criterion based on previous performance within the programme, for example.	Strategic	WFP CO	MAFF, MoEYS	High	As soon as possible so that suppliers and actors can participate in the next bidding session (September 2025)
	Sub recommendation 4.4: As the findings show that the procurement system is constrained by the budget allocated to school feeding by the government, WFP should continue providing technical assistance to the government for programme's sustainable financing to bridge this gap, including exploring opportunities with donors and IFIs. This will allow suppliers to respond to market dynamics without using coping mechanisms that hinder the procurement process.	Strategic	WFP CO	Donors and IFIs	High	As soon as possible so that suppliers and actors can participate in the next bidding session (September 2025)
V	Recommendation 5: The current market monitoring (HGSF commodity price monitoring) carried out by WFP should be re-designed and handed over to the MAFF as per the national sub-decree. This should be implemented in the context of the review and pilot of school feeding models (recommendation 1 and 4) to conceptualize an efficient and sustainable mechanism for the MAFF to continue HGSFP commodity price monitoring.					
	Sub recommendation 5.1: WFP should collaborate with the MAFF to identify and embed HGSF commodity price monitoring mechanism into the MAFF's Agricultural Management Information System. This recommendation should be adapted based on the evolution of the school feeding procurement model (recommendation 4 and its sub-recommendations) for MAFF to have the capacity to support the national programme implementation in coming years. (The commodity price monitoring mechanism should be redesigned to better reflect the market price	Operational	WFP CO	MAFF	High	By the end of 2025.

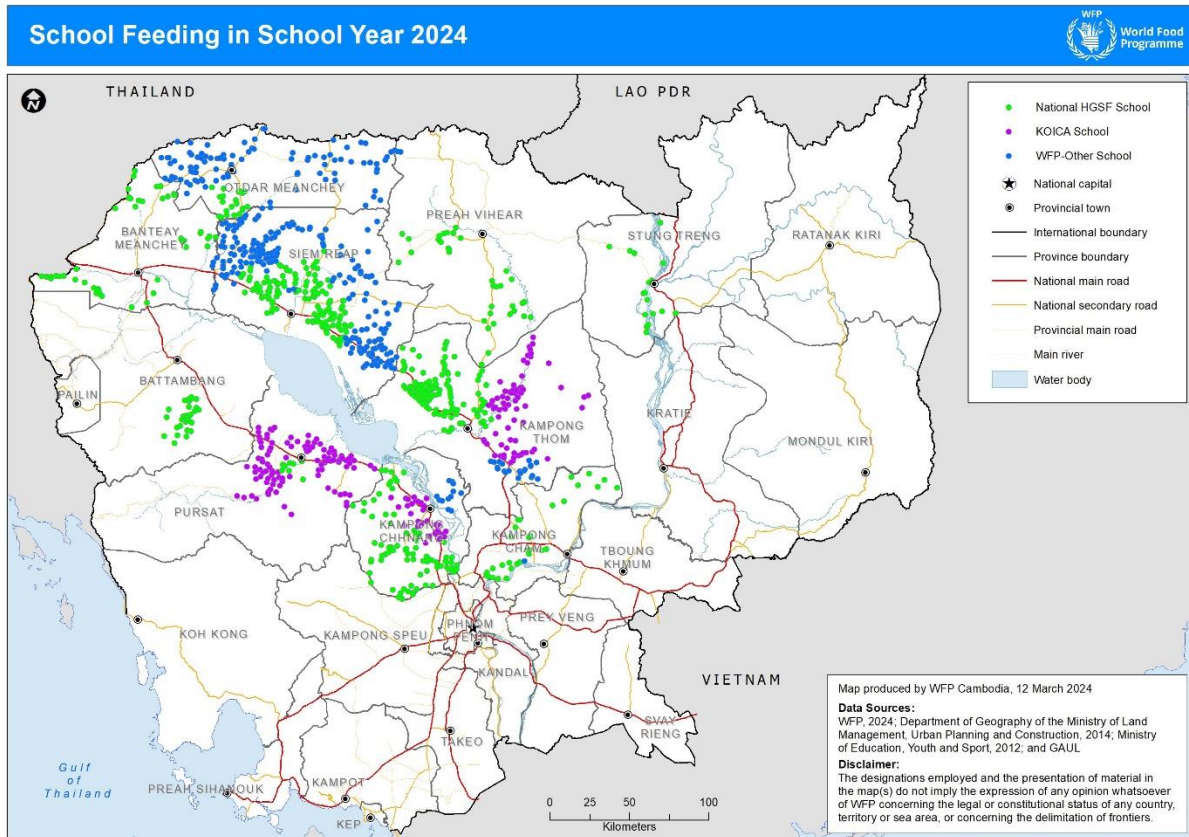
No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
	in remote areas)					
VI	Recommendation 6: WFP should collaborate with and advocate for relevant stakeholders including the NHGSFP, the Ministry of Woman’s Affairs (MoWA), to ensure a coherent and context-adapted gender-responsive approach for all school feeding activities.					
	<p>Sub recommendation 6.1: Through engaging with the established school feeding inter-ministerial coordination committee, which includes MoWA, advocate for at least the following:</p> <ul style="list-style-type: none"> Establish clear and measurable objectives in terms of promotion of gender equity and GEWE in Cambodian school feeding programme Explore advocacy paths to promote GEWE by ensuring that cooks are fairly compensated for the value of the work they perform. 	Strategic	WFP CO	MoWA	High	By the end of Q3 2025
	<p>Sub recommendation 6.2: WFP can work more closely to link national actors dedicated to gender equity (i.e., institutions, NGOs, civil society, UN agencies) with the national programme to ensure the gender aspects of the programme are better embedded</p>	Strategic	WFP CO		High	As soon as possible
VII	Recommendation 7: WFP should continue to advocate for and, when requested, provide technical assistance to the Government of Cambodia to ensure longer-term sustainable financing mechanisms are explored and identified by the government. This should include long-term solutions for key financial components such as food provision and cook compensation as well as addressing others such as infrastructure maintenance. The approach should focus on developing a holistic and feasible financing framework that aligns with the needs of an effective and sustainable school feeding programme.					
	<p>Sub recommendation 7.1: As both food provision and cook compensation are critical for reaching an effective and sustainable programme, WFP should continue advocating for additional funding in these areas. Recognising the limited resources of the Cambodian government, WFP should continue leveraging its network and reputation as a leading actor in school feeding to</p>	Strategic	WFP CO	NSPC	High	Before the end of 2025

No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
	support the Government in exploring financing options from donors, international financial institutions (IFIs), and global initiatives such as the School Meals Coalition (see recommendation 1.2).					
	Sub recommendation 7.2: To ensure the long-term functionality of school feeding infrastructure, WFP can advocate to the Government, and if requested provide technical support for, developing a sustainable maintenance strategy. This may include providing technical assistance on maintenance planning, exploring innovative financing mechanisms, and advocating for increased government investment as budgetary conditions allow. However, this recommendation should not be prioritised over increasing the food budget nor the salary of cooks.	Strategic	WFP CO	<u>NSPC</u>	Medium	Long term
VIII	Recommendation 8: WFP should ensure that all monitoring indicators for the next KOICA phase are more specific, disaggregated, and easily measurable throughout the programme. This will allow more efficient monitoring of the programme, especially for new incoming staff and for external ETs.					
	Sub recommendation 8.1: To enhance the specificity and utility of programme monitoring data, WFP should further disaggregate key indicators. This disaggregation should consider various dimensions, such as: <ul style="list-style-type: none"> • Training Type and Content: Differentiating between various training modalities (e.g., one-off, multi-day, recurring) and topics (e.g., school feeding management, agricultural practices, programme monitoring) to assess the effectiveness of different approaches. • Trainee Categories: Disaggregating data by trainee categories (e.g., national-level staff, sub-national government staff, school personnel) to understand the 	Strategic	WFP CO		Medium	Before the start of the next KOICA phase

No.	Recommendation	Strategic or Operational	Responsibility	Other Contributing Entities (If Applicable)	Priority: High/Medium	By When
	<p>reach and impact of capacity-strengthening efforts.</p> <p>Sub recommendation 8.2: To ensure clarity and comparability, target numbers should be accompanied by explanations detailing:</p> <ul style="list-style-type: none"> • Time frame: Specify whether targets are cumulative over the programme’s duration or if they are yearly targets. • Units: Consider different the units of measurement which could be better adapted depending on the target. This could include: <ul style="list-style-type: none"> ○ Absolute numbers (e.g., number of beneficiaries, quantity of food supplies) ○ Percentages (e.g., percentage of cooks to be trained) ○ Ratios (e.g., number of staff per school to be trained) 	Strategic	WFP CO		Medium	Before the start of the next KOICA phase

Annexes

Annex 1. Map



Annex 2. Summary of ToR

1. Background

1.1. Introduction

1. This term of reference (ToR) is for both the midterm and final activity evaluations of the Home-Grown School Feeding Programme (HGSFP) in Cambodia, supported by the Korea International Cooperation Agency (KOICA) and the Royal Government of Cambodia) from 2020 to 2024⁷⁰. The purpose of this ToR is to provide key information to stakeholders and guide the implementation of the evaluation.
2. The KOICA-funded HGSFP is conducted in three target provinces, Kampong Thom, Kampong Chhnang and Pursat between 1st January 2020 to 31st October 2024. The project aims to link school feeding to improved nutrition, wellbeing and rural development by stimulating agricultural growth and increasing food security through the purchase and use of locally produced food in the preparation of daily school meals.
3. The TOR covers two deliverables: a mid-term and a final activity evaluation. All deliverables will preferably be undertaken in a single assignment/contract.

1.2. Context

4. Economy Grow and Development:

Cambodia experienced impressive economic growth over the past 20 years, transitioning to lower middle-income status in 2016. GDP per capita grew from \$1,730 in 2021 to an expected \$1,842 in 2022. The economy has

sustained high growth rates above 7 percent for over a decade, making Cambodia one of the fastest growing economies globally. However, the COVID-19 pandemic has seriously impacted this growth, with the projected rate declining to 2.4 percent in 2022.⁷¹

5. **Poverty Reduction:** Rapid economic growth has been accompanied by a significant decline in poverty, with the poverty rate dropping 1.6 percentage points per year (as of 2020). The national poverty line is now approximately US\$2.7 per person per day.⁷², with 18 percent of the population identified as poor. Poverty is higher in rural areas at 22.8 percent, compared to 4.2 percent in Phnom Penh areas.⁷³
6. **Food security and nutrition** remain important public health concerns in Cambodia.⁷⁴ The national objectives set for the Cambodia-specific Millennium Development Goals were not met⁷⁵, and malnutrition rates remain higher than most countries in the region.⁷⁶ 14 percent of households consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.
7. The government has enacted multiple policies and programs to address food insecurity and malnutrition, including the National Strategy for Food Security and Nutrition (2019-2023).
8. **Gender** inequality persists in Cambodia, as it is ranked 116 out of the 160 countries in

⁷⁰ WFP is implementing a five-year USD18.6 million HGSF in three provinces, Kampong Thom, Kampong Chhnang, and Pursat funded by KOICA, MoEYS and complementary resources mobilised by WFP.

⁷¹ <https://mef.gov.kh/documents-category/publication/budget-in-brief/>

⁷² Exchange rate of KHR 4,000 = US\$1.00

⁷³ [https://www.worldbank.org/en/country/cambodia/ove](https://www.worldbank.org/en/country/cambodia/overview#)

view#1 Last Updated: Mar 29, 2022

⁷⁴ https://docs.wfp.org/api/documents/WFP-0000112436/download/?_ga=2.113129794.71101732.1589421801-1848541966.1586381573

⁷⁵ Cambodia had an objective of reducing the prevalence of undernourished people to <10%.

⁷⁶ <https://opendevdevelopmentcambodia.net/topics/sdg-2-zero-hunger/>

the Gender Inequality Index (GII) at 0.475⁷⁷, and 89 out of 153 countries in the Global Gender Gap Index 2020.⁷⁸ Cambodia's relative position in the index has been declining in recent years, indicating less progress than other countries in gender equality.

9. **In education**, Cambodia has made progress in improving primary education and reducing gender disparities, particularly in rural areas. The primary net enrolment rose from 81 percent in 2001 to 98 percent in 2019, but school completion remains a challenge, with repetition and dropout rates increasing over the last five years. In 2018, the secondary net enrolment rate was 55.2 percent, but the COVID-19 pandemic caused decreases in 2022 to 81.8 percent for primary, 43.6 percent for lower secondary, and 26.3 percent for upper secondary respectively.⁷⁹
10. **School Meals.** The school meals programme started in 1999 with internationally sourced foods and shifted to a "Home-Grown School Feeding" model in 2014, using local Cambodian products. The programme was temporarily discontinued from March 2020 to November 2021 due to school closures during the pandemic.
11. **National Impacts from COVID-19.** The COVID-19 pandemic led to the closure of schools, and the temporary discontinuation of the school meal programme from March 2020 and November 2021.⁸⁰ The pandemic had widespread socio-economic impacts, increasing poverty and inequality after a decade of declining poverty, especially among poor households.⁸¹ The Government's social assistance scale-up,

including take home rations (THR) under the SMP, moderated the increase in the poverty rate in 2020 to 2.8 percentage points.⁸² The school closures during the pandemic caused learning loss for students, with potential long-term socio-economic consequences.

2. Objectives of the Final Evaluation

12. This evaluation is conducted to ensure accountability to KOICA, while carrying a learning purpose for WFP and key government partners as they assume full management of the programme through the NHGSFP.
 - **Accountability** – The evaluation will (1) assess whether targeted beneficiaries received services as expected, (2) determine if the programme met its goals and objectives, and (3) generate evidence on the long-term outcomes and changes, both intended and unintended.
 - **Learning** – The evaluation will determine the reasons for results, draw lessons, and derive good practices to inform operational and strategic decision-making. Findings will be actively disseminated and incorporated into relevant lesson sharing systems.

2.3. Stakeholder Analysis

13. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. Several stakeholders will be asked to play a role in the evaluation process, based upon their expected interest in the results and relative power to influence the results of the programme. A detailed

⁷⁷ <http://hdr.undp.org/en/composite/GII>; Ratio of women to men HDI values. Gender Development Index scores range from 0 to 1 with a score of 1 indicating equality between men and women.

⁷⁸ World Economic Forum. Global Gender Gap Report 2020.

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

⁷⁹ EMIS

⁷⁹ EMIS 2021-2022 data.

⁸⁰ The MoEYS mandated reopening of the schools from

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

⁸¹ WFP-UNFPA-UN Women-UNAIDS-UNICEF. COVID-19 Socio-economic impact assessment. July 2021

⁸²

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

stakeholder analysis matrix will be developed by the ET as part of the inception phase.

14. Accountability to affected populations is a part of WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity, and inclusion in the evaluation process, with participation and consultation of women, men, boys, and girls from different groups (including persons with disabilities, the elderly, and persons with other diversities such as ethnic and linguistic).

3. Scope of the Final Evaluation

15. **Project beneficiaries-** the number of direct and indirect beneficiaries are listed in the table below. Indirect beneficiaries include the parents of targeted children, community members around the schools, and central and local government staff of the relevant ministries within the project areas.

Direct Beneficiaries	Targeted number
Pre-primary/primary school children	100,216 (49,125 girls)
Schools	379
Suppliers	165
Smallholder Farmers	330
Indirect Beneficiaries	Targeted number
School Staff	1,137
Government Officials	90 Commune Council 500 MoEYS officials (from central, provincial, district levels)

16. **Changes in planned implementation:** KOICA has expanded support to four new districts to replace schools handed over to government management. Technical assistance has been provided to the transferred schools and national/subnational stakeholders to maintain programme quality post-handover. There is an increased focus on promoting good health and nutrition practices,

including developing a Social and Behavioral Change Communication strategy to reduce unhealthy snacking and promote diverse diets in KOICA schools. To ensure continuity and effectiveness, the KOICA-funded Monitoring and Evaluation position has transitioned into a limited fixed-term contract.

17. The final evaluation will cover all geographic areas of intervention, including Pursat (5 districts), Kampong Thom (5 districts), and Kampong Chhnang (3 districts), and considers all the activities outlined within the project proposal/agreement. Each evaluation will assess project progress from project inception to the time of evaluation.
18. All schools that received or will receive project interventions within the project duration, including the schools that have transitioned to NHGSFP, as well as newly targeted schools, will be included in the evaluation sampling frame.
19. Both evaluations will use the OECD-DAC international evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact as the framework for findings.

4. Evaluation approach, methodology and ethical considerations

4.1. Evaluation Questions and Criteria

20. The evaluations will address the evaluation Key questions against the impact, relevance, effectiveness, sustainability, efficiency, and coherence criteria, as clearly indicated in the approved ToR, which will be further developed and tailored by the ET in a detailed evaluation matrix during the inception phase. Specifically, the evaluation questions will be adapted based on a desk review of existing evidence during the inception phase to avoid duplication. Collectively, the questions aim to highlight the key lessons and performance of the HGSFP to inform future strategic and operational decisions.
21. The evaluations will analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were

included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE.

4.2. Evaluation Approach and Methodology

22. The evaluations will use a theory-based, participatory, and gender-responsive evaluation approach. A theory-based evaluation is appropriate since the programme is based on WFP Cambodia's HGSFP theory of change to explain how the interventions are expected to produce its results. A theory-based approach will therefore enable the evaluation analysis to determine whether the theory of change holds true.
23. The ET will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report. The detailed methodology designed at the inception stage should build on top of and complement any existing evidence on the subject, including other recent evaluations commissioned by the CO on its SFP.
24. Quantitative data of all project indicators will be collected. The primary quantitative data collected during mid-term evaluation will serve as the baseline, which will be measured against the final evaluation.
25. For quantitative data collection, stratified random sampling will be utilised based on school groups; (G1) schools that continued receiving project intervention during the entire project life cycle; (G2) schools that were handed-over to the national programme during the project life cycle; (G3) schools that were newly added during the project life cycle.
26. The longitudinal approach will allow for the comparison of results between groups and the investigation of factors that positively and negatively influenced the outcome results, based on when the schools entered and exited the project. Numerous variables, such as socio-demographic factors, quality of implementation and other external factors will be

comprehensively and systematically reviewed using multiple data sources to explain the variation in results between cohorts.

4.4. Ethical Considerations

27. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Evaluation procedures will ensure informed consent, protect privacy and confidentiality, be culturally sensitive, respect respondent autonomy, fairly recruit participants (including women and socially excluded groups), and ensure the results "do no harm" to respondents or their communities.
28. The ET and manager will not be involved in the design, implementation or monitoring of the WFP HGSFP, nor have any other potential or perceived conflicts of interest. All members of the ET will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender.

4.5. Quality Assurance

29. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products, based on a set of [Quality Assurance Checklists](#). Quality assurance will be systematically applied during the evaluation, including checklists for feedback on the quality of each evaluation product.
30. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

5. Organisation of the evaluation

5.1. Phases and Deliverables

31. **Table 238** presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase.

Table 23. Summary Timeline—Key Evaluation

Milestones

Main phases	Tasks and deliverables	Indicative timeline [Final]
Preparation	Preparation of ToR Selection of the ET & contracting	May 2024
Inception	Inception report Comments/ revision process	June - July 2024
Data collection	Fieldwork Exit debriefing	Aug-Sep 2024
Reporting	Data analysis and report drafting Comments process Evaluation report	Oct-Nov 2024
Dissemination and follow-up	Management response Dissemination of the evaluation report	Dec 2024 - Feb 2025

5.2. ET Composition

32. The ET will be made up of 3 to 4 members, including the ET Leader. The ETs will include both national and international members (excluding field enumerators).
33. The ET will conduct the evaluation under the direction of its team leader, and in close communication with the WFP EM. The team will be hired following agreement with WFP on its composition.

5.3. Roles and Responsibilities

34. The WFP CO Management

The evaluation will have an assigned manager, an internal committee and reference group and approved ET. The CO will assure of independence and impartiality, will participate in discussions and in internal and external debriefings, and will oversee the dissemination and follow-up, including a management response.

35. The **evaluation manager** oversees the entire evaluation process, including drafting the ToR, identifying the team, managing the budget, setting up committees, ensuring quality assurance, consolidating comments, facilitating access to information and stakeholders, arranging logistics and security, and conducting initial quality assurance of products, serving as the main liaison between the team and WFP.
36. An internal **evaluation committee**, chaired by the Head of Programme, is formed to ensure the independence and impartiality of the evaluation. The committee will approve the ToR, budget, ET, inception and final reports, to maintain distance from programme implementers.
37. **An evaluation reference group (ERG)** has been formed, as appropriate, with representation from the WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. The ERG members will review and comment on the draft evaluation products and act as key informants to further safeguard against bias and influence.
38. **The regional bureau** will advise the evaluation manager, participate in discussions with the team, provide comments on draft documents, and support the preparation and tracking of the management response to the evaluation recommendations.
39. While the regional evaluation officer will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products, as appropriate.
40. **Relevant WFP Headquarters divisions** will be responsible for:
 - Discussing WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Commenting on the evaluation TOR, inception and evaluation reports, as required.

41. **Other Stakeholders** (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies) will perform the roles and responsibilities of evaluation reference group.
42. **The Office of Evaluation (OEV)** oversees the decentralized evaluation function, defines norms and standards, manages quality support, publishes the final report, and provides a helpdesk to advise the Regional Evaluation Officer, Evaluation Manager, and teams as needed, including on potential impartiality issues or non-adherence to UNEG ethical guidelines. Office of the evaluation helpdesk email: wfp.decentralizedevaluation@wfp.org.
43. KOICA will provide inputs on the ToR, participate in an introductory call with the evaluator and discussions of findings, and give comments on the inception report and final evaluation report

Annex 3. Exhaustive reviews of the HGSF Programme outcome and output indicators

1. **Planned versus actual outcomes.** This section provides an overview of the outcomes reached over the course of the programme. The data has been issued mainly from the WFP annual reports to KOICA unless mentioned otherwise. Achievements are further analysed and triangulated in the “Evaluation Findings” section.

2. It is difficult for the ET to provide the percentage of the target reached versus initially planned. One reason is that the programme has been through significant changes, as explained above. Additionally, some indicators were not clearly defined in the original Project Concept Paper. For instance, the initial target of training 578 school staff in good health and nutrition practices does not align with the number of schools (272; see [Table 24](#) below). There was not a clear relationship established between the two. The revised target of 1,570 staff suggests a shift from an annual to a cumulative approach, but it still lacks a clear correlation with the number of schools. Similarly, the revised target for trained smallholder farmers/suppliers (initially 375) also lacks clarity concerning the number of schools, complicating the assessment of the programme’s effectiveness. Furthermore, the target for training cooks (2,552) appears to be cumulative, unlike the other targets, which seem to be set on an annual basis. This inconsistency creates challenges in tracking progress across different indicators, making it difficult to assess overall effectiveness and consistently compare results.

Table 24: Examples of Targets for Indicators That Required Clearer Definitions

Indicator	Original Target	Revised Target	Observation
1.1.4. Number of school staff trained on good health and nutrition practices	578	1570	Not in relation to the number of schools; has been changed from yearly target to cumulative target
1.1.5. Number of school staff and cooks who received food-safety and hygiene-practice training	2552	2552	Cumulative target
1.1.6. Number of cooks participating in cooking/good kitchen competition	544	544	Two cooks per school (per year supposedly)
2.1.3. Number of smallholder farmers/suppliers supported and trained	375	692	Unclear relation between the number of schools and the number of suppliers to be trained.

3. For indicators related to training, the absence of clearly defined types of training and distinct target groups (farmers or suppliers, who may require different training) makes it difficult to evaluate progress accurately. The indicators would be more measurable if they specified the nature of the training, the type of public and the length of the training. However, the WFP Monitoring & Evaluation (M&E) unit has provided comprehensive biannual reports, enabling clearer measurement of outcomes. As a result, the achievements

have been measured using both the biannual reports and primary data. Nonetheless, the ET prefers to use a colour-coded system (see below) rather than a percentage to measure achievements, as calculating percentages can be challenging:

Target reached	Target almost reached	Target not reached	Difficult for ET to define
----------------	-----------------------	--------------------	----------------------------

4. **Outcome 1: Improved access to education for children in preprimary and primary schools through the provision of nutritious and diversified food.** All first-outcome targets focusing on education statistics (i.e., enrolment, attendance, and retention) were achieved by the end of the 2021–2022 school year. Dropout rates and completion rates were not collected, as was suggested by the 2020 baseline report.⁸³ (See [Table 25](#), below.)

Table 25: Outcome Indicator Achievement for Enrolment, Attendance, and Retention Rates

1.1. Net enrolment rate							
Target: >95%	2020 Baseline: 92.7%	2020 annual report (AR): n/a	2021 AR: 91.8%	2022 AR: 96.8%	2023 AR: 97.5%	2024 AR: %*	
Additional note: The 2020 Baseline data refers to the targeted districts. No enrolment rate was found for pre-primary pupils. Target readjusted after the baseline report in 2020.							
1.2. Attendance rate							
Target: >90%	2020 Baseline: 90.0%	2020 AR: n/a	2021 AR: 75.4%	2022 AR: 90%	2023 AR: 94.1%	2024 AR: %*	
Additional note: Target readjusted after the baseline report in 2020.							
1.3. Retention rate							
Target: >90%	2020 Baseline: 88.8%	2020 AR: n/a	2021 AR: 85.5%	2022 AR: 94%	2023 AR: 98.7%	2024 AR: %*	
Additional note: Target readjusted after the baseline report in 2020.							
Sources: WFP annual reports to KOICA (AR) 2020, 2021, 2022 & 2023 and baseline report 2020.							
* Data not available before next school year.							

5. The target of the average number of school days missed by students due to illness was reached in both the 2020–2021 and 2021–2022 school years, but it was not reached in the 2022–2023 school year. The target is less than one missed day per month, but the 2023 figures showed 1.69 days per month of absenteeism. The target was reached in the 2023–2024 school year; however, that target has been changed from ≤1 to ≤3 in order to adapt to the increase of absenteeism the year before. Hence, it is difficult to say whether the targets have been reached or not. (See [Table 26](#), below.)

⁸³ According to the CO, the government data (Education Management Information System - EMSI) does not provide this information, and WFP does not have the means to easily collect this kind of data from scratch.

Table 26: Outcome Indicator Achievement for Average Number of School Days Missed by Students Due to Illness (1.4.)

Target: ≤3	2020 Baseline: <1	2020 AR: n/a	2021 AR: 0.45	2022 AR: 0.66	2023 AR: 1.69	2024 AR: 2.03*
Additional note: The initial target was <4 days per month. This has been changed over the course of the programme to ≤1 in 2021 and to ≤3 in 2024.						
Sources: WFP annual reports to KOICA (AR) 2020, 2021, 2022 & 2023 and baseline report 2020.						
* The period is from January to June 2024.						

6. Regarding the dietary diversity score (DDS), the target of 5.5 was not achieved until 2023.⁸⁴ The baseline data indicated a DDS of 4.48 (4.50 for girls and 4.46 for boys).⁸⁵ According to WFP, no teams conducted outcome-monitoring analysis on DDS during the project, making it challenging to compare year-on-year data. However, in 2023, WFP CO adopted a standardised methodology, which was also used by the ET during data collection.⁸⁶ By the end of the 2023–2024 school year, a DDS of 5.59 was reached, surpassing the planned target. (See [Table 27](#) below.)

Table 27: Outcome Indicator Achievement for Dietary Diversity Score (Schoolchildren) (1.5.)

Target: 5.5	2020 Baseline: 4.48 (G = 4.50)	2020 AR: n/a	2021 AR: 4.30 (G = 4.30)	2022 AR: 4.85 (G = 4.90)	2023 AR: 4.58 (G = 4.51)	2024: 5.59 (collected by i-APS)
Sources: WFP bi-annual report to KOICA (AR) 2024 baseline report 2020, and primary data collection (2024).						

7. **Outcome 2: Increased national and subnational capacities for the sustainable operation of the HGSF Programme, contributing to a stable income source for smallholder farmers of the target communities.** Each indicator from the second outcome shows a clear improvement over the past two years compared to the COVID-19-affected period of 2020 and 2021.

8. The monthly sales reported by suppliers in the first half of 2022 increased by over 400 percent, compared to those in 2021.⁸⁷ Similarly, the increased monthly sales reported by suppliers in 2023 increased over those in 2022 by 352 percent.⁸⁸ (See [Table 28](#) below). The relevance of this indicator as well as the relevance of the way it is calculated is not very clear for the ET. The ET tried to analyse the background of a 352 percent increase in sales and volumes while the number of schools, the number of students, and the budget allocation per meal are roughly the same between 2022 and 2023. However, it did not manage to find the explanation during this evaluation.

9. Following the same calculation process as for midline, the ET found a 32 percent increase in volumes compared to midline (2022) and a 105 percent increase in price. See [Annex 3a](#) for further analysis on this indicator.

⁸⁴ The dietary diversity score measures the average number of different food groups that schoolchildren consumed the previous day and night.

⁸⁵ The data is from a WFP household survey conducted in 2019.

⁸⁶ See the WFP annual reports to the KOICA for further information on the DDS.

⁸⁷ WFP annual report to the KOICA 2022, p. 9.

⁸⁸ WFP annual report to the KOICA 2023, p. 10.

Table 28: Outcome Indicator Achievement for Percentage Increase of Average Monthly Sales (in Value and Volume) per SFP Supplier of Rice, Vegetables, and Protein Commodities (2.1.)

Target: 20%	2020 Baseline: n/a	2020 AR: 0%	2021 AR: 0%	2022 AR: 421%	2023 AR: 352%	2024: 32% in volume 105% in price	
-------------	--------------------	-------------	-------------	---------------	---------------	--------------------------------------	--

Note: The former title of this indicator was “Increased Type, Volume, and Value of Food Sales from Smallholder Farmers or Local Processors.” Change was approved by KOICA in 2023. Targets for years 3, 4, 5 and 6 have been reevaluated by WPF as so: 5%, 10%, 15% and 20%.

10. The second indicator shows that the programme achieved 100 percent of the timely meal-equivalent cost transfers received by schools compared to its final target of 80 percent. (See [Table 29](#) below.)

Table 29: Outcome Indicator Achievement for Percentage of Meal-Equivalent Cost Transfer Planned Under HGSF Received by Schools in Time (2.2.)

Target: 80%	2020 Baseline: 0%	2020 AR: 0%	2021 AR: 83%	2022 AR: 75%	2023 AR: 100%	2024 AR: 100%*	
-------------	-------------------	-------------	--------------	--------------	---------------	----------------	--

Sources: WFP annual reports to KOICA and baseline report 2020

* The period is from January to June 2024

11. The following indicator measures the funds invested by the government of Cambodia into NHGSFP versus the monetary contribution invested by the HGSF Programme. (See [Table 30](#) below.) In 2023 the target was reached by 10 percent. The 2024 figure is not complete, as it only provides data up to June. However, considering the government has increased its budget allocation for the next school year onwards, it is reasonable to assume that the target will be overreached again by the end of the programme.

Table 30: Outcome Indicator Achievement for Percentage of Domestic Financing as Compared to the Total Programme Budget (2.3.)

Target: 50%	2020 Baseline: 8%	2020 AR: 0%	2021 AR: 20%	2022 AR: 33%	2023 AR: 55%	2024 AR: 40.5%*	
-------------	-------------------	-------------	--------------	--------------	--------------	-----------------	--

Note: This was calculated using the annual budget allocated for the NGHSFP (in USD) divided by the total WFP school feeding programme funds (food, cash transfers, transfer cost, and implementation cost from all provinces) plus the NHGSF budget (in USD).

Sources: WFP annual reports to KOICA and baseline report 2020

* The period is from January to June 2024

12. This indicator measures the percentage of contributions from parents and/or community members to the programme in relation to its overall cost. (See [Table 31](#) below.) There was a marked increase in the community involvement in supporting the school feeding programme until 2023, highlighting the collaborative efforts at the community level. The figures provided for 2024, however, are notably lower, as they only run from January to June. It is important to review the figure for the second half of the 2024, as additional efforts by the community may occur at the beginning of the next school year (November 2024).

Table 31: Outcome Indicator Achievement for Percentage of Programme Schools That Receive Support by Civil Society and Private Sectors (2.4.)

Target: 20%	2020 Baseline: 0%	2020 AR: 0%	2021 AR: 3.5%	2022 AR: 10%	2023 AR: 25%	2024 AR: 9%*	
-------------	-------------------	-------------	---------------	--------------	--------------	--------------	--

Note: This was calculated using the total annual community contribution amount from project target schools divided by the WFP food and transfer cost from those same schools.

Sources: WFP annual reports to KOICA and baseline report 2020

* The period is from January to Jun 2024

13. **Outputs planned versus achieved.** Output 1.1 covers the preprimary and primary schoolchildren who receive nutritious meals. As reported in the KOICA reports, the yearly target for the number of pupils receiving school meals has been exceeded by over 100 percent. (See [Table 32](#) below.)

Table 32: Output Indicator Achievement for the Number of Girls and Boys Who Received School Meals (1.1.1.)

Target: 68,992 (yearly)	2020 Baseline: 0	2020 AR: 0	2021 AR: 29,032	2022 AR: 71,361	2023 AR: 73,546	2024 AR: 60,092*	
The yearly target for 2024 was reduced to 58,255 pupils as schools have been handed over to the government NHGSFP.							
Sources: WFP annual reports to KOICA and baseline report 2020							
* Figures from January to June 2024.							

14. Given that no food was distributed in the first year of the programme and only very little was distributed via take-home rations during the second year, targets have still been reached by 70 percent of the total food to be distributed by the end of the year in 2023. The figures provided for 2024 account for January through June. However, the programme is running until December. For July to September, food has already been distributed to schools. In November the next school year will start, and additional food will be distributed. To anticipate the amount of food that will be distributed by the end of 2024, it has been agreed with the Country Office to extrapolate the 2024 figures based on the 2023 model. Hence, the figures for 2024 in the [Table 33](#), are anticipated figures. While the quantities of rice and oil should be reached by 133 percent and 104 percent, respectively, the other commodities will be reached by around 88 percent.

Table 33: Output Indicator Achievement for Different Food Items Provided Through School Meals

1.1.2. Quantity of total food provided through school meals (in mt)							
Target: 3,463 mt (692.6 mt / Year)	2020 Baseline: 0	2020 AR: 0 Mt	2021 AR: 85.10 mt	2022 AR: 1017.32Mt (T = 1,102.42 mt)	2023 AR: 1,321Mt (T = 2,423.42 mt)	2024 AR: 598.71Mt** (T = 3,022.13 mt)	
Additional note: In 2021, an additional 256 mt of food was distributed through take-home food assistance.							
Making abstraction of the COVID-19 impact leading to school closure, the ET only considers that if WFP distribute the same amount of food than in the last two school year, the objectives will be reached.							
1.1.2a. Quantity of rice provided through school meals (in mt)							
Target: 824 mt (164.8 mt/year)	2020 Baseline: 0	2020 AR: 0Mt	2021 AR: 23.76Mt	2022 AR: 245.31Mt (T = 269.07 mt)	2023 AR: 394.11Mt (T = 663.18 mt)	2024 AR: 270.28Mt* (T = 933.46 mt)	
Additional note: In 2021 an additional 220 mt of rice was distributed through take-home food assistance.							
1.1.2b. Quantity of vegetable oil provided through school meals (in mt)							
Target: 36Mt (72 mt/year)	2020 Baseline: 0	2020 AR: 0Mt	2021 AR: 0.53Mt	2022 AR: 8.32Mt (T = 8.85 mt)	2023 AR: 17.05Mt (T = 25.90 mt)	2024 AR: 11.79Mt* (T = 37.69 mt)	
Additional note: In 2021 an additional 13 mt of vegetable oil were distributed through take-home food assistance.							
1.1.2c. Quantity of meat/egg/fish provided through school meals (in mt)							
Target: 716 mt	2020 Baseline: 0	2020 AR: 0Mt	2021 AR: 20.61Mt	2022 AR: 218.19Mt	2023 AR: 259.72Mt	2024 AR: 132.02Mt*	

(143 mt/year)				(T = 238.8Mt)	(T = 498.52Mt)	(T = 630.54Mt)	
Additional note: In 2021, an additional 23 mt of canned fish were distributed through take-home food assistance.							
1.1.2d. Quantity of fresh vegetables provided through school meals (in mt)							
Target: 1,855 mt (371 mt/year)	2020 Baseline: 0	2020 AR: 0Mt	2021 AR: 39.04Mt	2022 AR: 536.65Mt (T = 575.69 mt)	2023 AR: 639.16Mt (T = 1,214.85 mt)	2024 AR: 412.69Mt* (T = 1,627.54 mt)	
1.1.2e. Quantity of salt provided through school meals (in mt)							
Target: 32 mt (6.4 mt/year)	2020 Baseline: 0	2020 AR: 0 mt	2021 AR: 1.16 mt	2022 AR: 8.85Mt (T = 10.01 mt)	2023 AR: 10.97Mt (T = 20.98 mt)	2024 AR: 7.21Mt* (T = 28.19 mt)	
Sources: WFP annual reports to KOICA and baseline report 2020.							
* The 2024 figures concerning food objectives have been calculated by the ET using data from January until June and extrapolating yearly targets based on the same pattern observed in 2023. The other 2024 figure is from Jan to June.							

15. In terms of the number of meals delivered, the initial target of 31.5 million was reduced to under 28 million in 2023 by agreement with KOICA. By the end of June 2024, the programme reached 26 million meals and should reach 28.1 million by December 2024.

Table 34: Output Indicator Achievement for the Number of School Meals That Were Provided (1.1.3.)

Target: 31,520,000	2020 Baseline: 82.6%	2020 AR: 0	2021 AR: 544,205	2022 AR: 9,305,523 (T = 9,849,728)	2023 AR: 11,142,553 (T = 20,992,281)	2024 AR: 7,125,448* (T = 28,117,729)	
Additional note: The final target was reduced to 27,957,608 in 2024.							
Sources: WFP annual reports to KOICA and baseline report 2020							
* The 2024 figures concerning the number of meals provided have been calculated by the ET using data from January through June and extrapolating yearly targets based on the same pattern observed in 2023. The other 2024 figure is from Jan to June.							

16. Assessing the planned versus achieved targets for training on health and nutrition practices for school staff, as well as food safety and hygiene practices for school staff and cooks, is challenging, as was explained earlier in this section. However, the biannual reports and primary data collection indicate that at the beginning of each school year, the directors, storekeepers, and cooks are trained (or retrained) on health and nutrition practices, food safety, and hygiene practices, in addition to school feeding management training. These annual trainings ensure that all schools receive the minimum essential information and training on basic practices. (See [Table 35](#) below.)

Table 35: Output Indicator Achievement for the Training on Good Health and Nutrition Practices and for Food-Safety and Hygiene-Practice Training

1.1.4. Number of school staff get trained on good health and nutrition practices							
Target: 1,570	2020 Baseline: ∅	2020 AR: 0	2021 AR: 0	2022 AR: 524	2023 AR: 562 (T = 1,086)	2024 AR: 634* (T = 1,720)	
1.1.5. Number school staff and cooks who received food-safety and hygiene-practice training							

Target: 2,552	2020 Baseline: 0%	2020 AR: 0	2021 AR: 596 (W = 220)	2022 AR: 655 (W = 269) (T = 1,251 / W = 489)	2023 AR: 678 (T = 1,929)	2024 AR: 1,044* (T = 2,973)	
Sources: WFP annual reports to KOICA and baseline report 2020							
* Figures from January to June 2024.							

17. Over 280 cooks participated in a school cooking competition during the 2022–2023 school year, and another 527 participated the following year. No competition was hosted in 2024. The set target is 544 participants, which equates to two cooks per school. This suggests that this indicator was planned as a yearly indicator, while the Country Office considers it cumulative. (See [Table 36](#) below.)

Table 36: Output Indicator Achievement for the Number of Cooks Participating in Cooking/Good Kitchen Competition (1.1.6.)

Target: 544	2020 Baseline: 8%	2020 AR: 0	2021 AR: 0	2022 AR: 281	2023 AR: 527 (T = 808)	0 (T = 808)	
-------------	-------------------	------------	------------	--------------	---------------------------	----------------	--

18. Output 1.2. covers schools equipped with a soft and hard infrastructure for the school feeding programme. (See [Table 37](#) below.) The construction and rehabilitation of school infrastructure was the only activity to be during the first implementation year, during the COVID-19 lockdown. By June 2024, 19 out of the 25 planned reservoirs had been built or rehabilitated in the first three years. All planned school kitchens and/or eating shelters were built or rehabilitated as planned.⁸⁹ Concerning the building or renovation of energy-saving stoves, 70 percent of the objective was reached by the end of the 2023–2024 school year. In consultation with KOICA, WFP is planning to construct another 20 kitchens by the end of 2024, using leftover programme funds. Those kitchens will include water reservoirs and energy-saving stoves. Notably, according to WFP, certain schools reported their ability to construct or rehabilitate stoves without requiring additional support from WFP, indicating a level of self-sufficiency and resource management within those school communities.⁹⁰

Table 37: Output Indicator Achievement for Infrastructure Building or Rehabilitation

1.2.1. Number of water reservoirs built or rehabilitated							
Target: 25	2020 Baseline: n/a	2020 AR: 5	2021 AR: 6 (T = 11)	2022 AR: 8 (T = 19)	2023 AR: 0 (T = 19)	2024 AR: 0 (T = 19) Additional 20 planned	
Additional note: WFP has planned to reach the target of 24 reservoir by the end of 2023.							
1.2.2. Number of school kitchen and/or eating shelters built or rehabilitated							
Target: 6	2020 Baseline: n/a	2020 AR: 2	2021 AR: 1 (T = 3)	2022 AR: 3 (T = 6)	2023 AR: 2 (T = 8)	2024 AR: 0 (T = 8) Additional 20 planned	
Additional note: From the WFP annual report to KOICA in 2022, then onwards, the target is raised from 6 to 8.							
1.2.3. Number of hand-washing stations connecting to kitchens built or rehabilitated							

⁸⁹ The initial target (6) was reached by 133 percent, and the revised targets (8) are being reached by 100 percent.

⁹⁰ WFP annual report to the KOICA, 2023, pp. 16–17.

Target: 450	2020 Baseline: n/a	2020 AR: 234	2021 AR: 270 (T = 504)	2022 AR: 320 (T = 824)	2023 AR: 45 (T = 869)	2024 AR: 0 (T = 869)	
1.2.4. Number of energy-saving stoves built or rehabilitated							
Target: 250	2020 Baseline: n/a	2020 AR: 50	2021 AR: 60 (T = 110)	2022 AR: 60 (T = 170)	2023 AR: 7 (T = 177)	2024 AR: 0 (T = 177) Additional 20 planned	
Sources: WFP annual reports to KOICA and baseline report 2020							

19. The planned school-garden activity aimed to provide 2.6 mt of vegetable seeds (at least 2 kg of vegetable seeds per school in each school year) for school gardens at 260 KOICA-supported schools. A partnership comprising the Ministry of Agriculture, Forestry and Fisheries; the Food and Agriculture Organisation (FAO); and nongovernmental organisations (NGOs) that specialise in agriculture provided the technical support needed for establishing these vegetable gardens. In 2020 WFP purchased 920 kg of morning glory seeds, which were distributed to 272 schools with the expectation that they could establish their own vegetable gardens as soon as they reopened. Similarly, 271 kg of morning glory seeds were provided to each school in 2021, as well as another 206 kg in 2022.

20. In the first year, a budget revision was proposed to KOICA to reallocate funds from the school gardening component towards capacity strengthening for farmers and producers, as well as for policy and strategy development. This adjustment came in response to changes in the country context, such as COVID-19 school closures and the need to enhance government ownership of the NHGSFP. As the government allocated funding to schools for agricultural activities, WFP shifted its support to avoid duplication. The data below (see [Tables 38](#) and [39](#)) represents the number of functioning school gardens as reported under the School Feeding Information System (SFIS).

Table 38: Output Indicator on the Number of School Gardens Rehabilitated or Constructed (1.2.5.)

Target: 272	2020 Baseline: n/a	2020 AR: Ø	2021 AR: 0	2022 AR: 268	2023 AR: 194 (T = 462)	2024 AR: 133 (T = 595)	
-------------	--------------------	------------	------------	--------------	------------------------	------------------------	--

21. As schools are expected to promote food safety, the practice of storing food off the ground was selected as an indicator. Since the objectives were reached early in the programme, the target was raised from 90% to 95%.

Table 39: Output Indicator Achievement of the Percentage of Schools Storing Food Off the Ground (1.2.6.)

Target: 90%	2020 Baseline: n/a	2020 AR: Ø	2021 AR: 92%	2022 AR: 98%	2023 AR: 98.7%	2024 AR: 96%	
Sources: WFP annual reports to KOICA and baseline report 2020							

22. In 2023, in response to the request of KOICA, a new indicator was added to track the distribution of information, education, and communication (IEC) materials. For the 2022–2023 school year, a total of 292 packages of HGSF Programme posters and good-practice kitchen posters were distributed, along with 279 cookbooks and flip books (counted as 279 packages), 106 packages of school health curriculum (for grades 1 and 4), and 10 educational videos. For the 2023–2024 school year, 222 HGSF Programme posters and 218 good-practice kitchen packages, including booklets, posters, and banners, were distributed.

Table 40: Output Indicator Achievement on the Number of IEC Materials Distributed (1.2.7.)

Target: n/a	2020 Baseline: n/a	2020 AR: 0	2021 AR: 0	2022 AR: 0	2023 AR: 966	2024 AR: 440
Additional note: No targets have been set regarding this indicator.						
Sources: WFP annual report to KOICA (2023)						

23. Output 2.1 pertains to the quantity of purchased commodities provided for the HGSF Programme. In 2022, 1,017 mt of food commodities were locally procured, generating a market value of USD \$1,240,210 for local farmers and suppliers. In 2023 this amount increased to 1,321 mt of food, creating a market worth USD \$1,493,831. By 2024 approximately 589 mt of food, valued at USD \$656,008, were locally procured from 103 suppliers (71 female) and delivered to schools between January and June for the preparation of home-grown school meals, supporting 60,092 students (29,471 girls) in KOICA-target provinces (Pursat, Kampong Thom, and Kampong Chhnang).

24. Since the school feeding activities began in 2021—and only then with take-home rations, which did not fully compensate for on-site food distribution—and became fully operational in 2022, it is unrealistic to expect the programme to achieve its initial cumulative objectives. However, over the past three years, the programme has successfully met its annual targets.

Table 41: Output Indicator Achievement for the Value and Quantity of Food Locally Purchased

2.1.1. Value of food type procured from local service providers						
Target: USD 4,463,779	2020 Baseline: n/a	2020 AR: USD 0	2021 AR: USD 303,034	2022 AR: USD \$1,240,210	2023 AR: USD \$1,493,831	2024 AR: USD \$929,345*
				(T = USD \$1,543,086)	(T = USD \$3,037,075)	(T = USD \$3,966,420)
2.1.2. Quantity of food purchased from local service providers (in mt)						
Target: 3,466 Mt	2020 Baseline: n/a	2020 AR: 0Mt	2021 AR: 341.05Mt	2022 AR: 1,017.3 mt	2023 AR: 1,321 mt	2024 AR: 834 mt*
				(T = 1,374.48 mt)	(T = 2,679.35 mt)	(T = 3,513.35 mt)
Sources: WFP annual reports to KOICA and baseline report 2020						
* The 2024 figures concerning food objectives have been calculated by the ET using data from January through June and extrapolating yearly targets based on the same pattern observed for 2023. Other 2024 figure are from January to June. Otherwise, the figures from January to June 2024 are 656 mt and 589 mt, respectively.						

25. The indicator on the number of smallholder farmers and suppliers who were supported and trained was not clearly defined from the beginning. Various annual reports described different types of training, ranging from bidding techniques to agriculture, food safety to business literacy. Sometimes, only suppliers were trained, while in other cases, both suppliers and farmers participated. Starting in 2022, WFP and KOICA agreed to scale up activities for smallholder farmers and suppliers, increasing the target from 375 to 692. However, this indicator lacks the specificity and measurability needed to accurately assess whether it has been achieved. The absence of clearly defined types of training and distinct target groups (farmers vs. suppliers, each possibly requiring different training) complicates the evaluation progress. In total, WFP reports having trained 963 farmers and suppliers over the course of the programme on the different topics described below (see also [Table 42](#)):

- In 2021, 69 farmers/suppliers were trained, which corresponds to the number of suppliers who were selected to provide for 188 schools in Kampong Thom and Kampong Chhnang Provinces. However, the annual reports lack precise information about the nature of the training received, and there is no institutional memory available to provide further details.

- In 2022, 85 farmers/suppliers were trained through the cascade trainings held by the District Office of Agriculture (DOA) and the Provincial Departments of Agriculture (POA), which specifically targeted 85 smallholder farmers (66 female). Training included vegetable production techniques (including crop rotation, diversification, compost making, postharvest), management techniques, good hygiene practices, key principles of Good Agriculture Practices (GAP) implementation, and climate-resilient practices.
- In 2023, 446 individuals were trained in business literacy and financial management, and 136 participants were trained in HGSF operations, with some overlap in participants across these sessions.
- In 2024, there were 103 contracted suppliers.

Table 42: Output Indicator Achievement on the Number of Smallholder Farmers/Suppliers Supported and Trained (2.1.3.)

Target: 375	2020 Baseline: n/a	2020 AR: 0	2021 AR: 69	2022 AR: 85 (T = 154)	2023 AR: 706 (T = 860)	2024 AR: 103* (T = 963)	
Sources: WFP annual reports to KOICA and baseline report 2020							
* Figures from January to June 2024.							

26. Output 2.2 focuses on the developed capacities of national and subnational stakeholders for the effective operation of the HGSF Programme. By supporting local food suppliers and smallholder farmers, the project aimed to increase their agricultural productivity and market access.⁹¹ WFP and FAO conducted a Training of Trainers (ToT) process for the Provincial Departments of Agriculture, Forestry, and Fisheries; the Provincial Department of the MoEYS; and the district offices of agriculture. This initiative aimed to train the agricultural cooperatives and producer organisations on the HGSF Programme supplier selection process, including calculating production and supply costs, as well as to encourage them to become school feeding suppliers. The following activities started in 2022:

- 2022: Four training sessions completed (average of 20 persons per session) in two districts.
- 2023: Planned 30 sessions, achieved 37 sessions (average of 20 persons per session) in six districts.
- 2024: Planned 105 sessions across 35 districts, but no achievements yet.

27. The target for this indicator has changed throughout the programme, starting with 800, then dropping to 0 in 2021, 5 in 2021, 24 in 2023, and 105 in 2024. (See [Table 43](#) below.) The significant reduction from 800 to 5 suggests that either the initial activity for this indicator was adjusted following the impact of COVID-19 or the indicator was not properly set at the beginning of the programme. There is no institutional memory, data, nor records available to provide further clarification.

Table 43: Output Indicator Achievement on the Number of Extension Events Conducted by Provincial Departments of Agriculture, Forestry, and Fisheries and Supported by WFP Partners (2.2.1.)

Target: 800	2020 Baseline: n/a	2020 AR: 0	2021 AR: 0	2022 AR: 4	2023 AR: 37 (T = 41)	2024 AR: 0 (T = 41)	
-------------	--------------------	------------	------------	------------	-------------------------	------------------------	--

28. The following indicator is difficult for the ET to evaluate clearly. The annual reports do not provide detailed explanations of the figures reported for this indicator, which represent a mix of staff from various levels (ministries, provincial officials, district officials, and government staff at the commune level). The challenge for the ET lies in disaggregating the types of training received (such as field visits, exchange visits,

⁹¹ Project Concept Paper, 2020, p. 19.

SFIS trainings, ToT trainings for farmers, ToT trainings for school feeding management, etc.). Below is a brief description of the activities directly related to this indicator, as outlined in the annual reports:

- 2021: WFP supported the development of a transition strategy and national school meal policy, and the organisation enlisted multiple ministries to oversee effective coordination. Additionally, they organised a technical workshop to discuss capacity gaps and steps towards a nationally owned programme.
- 2022: In late 2022 Cambodian representatives participated in the Global Child Nutrition Forum in October, which was followed by a study tour to Thailand in November; this included 21 participants from the MoEYS; the National Social Protection Council; KOICA; and WFP. These events provided valuable insights into best practices and strengthened regional collaboration.
- 2023: In January 2023 the 2022 School Feeding Annual Workshop took place on 5–6 January, with 103 participants, including 25 women, from the Provincial Office of Education, Youth and Sport; Department of Education, Youth, and Sport; commune authorities; schools; and civil society. In April 2023, a two-day consultative workshop was held that involved representatives from the MoEYS; the Ministry of Economy and Finance; the Ministry of Agriculture, Forestry and Fisheries; the Ministry of Health; the Ministry of the Interior; the provincial administration; communes; schools; and FAO. In June 2023, WFP and MoEYS conducted a two-day SABER workshop with five relevant ministries to assess the NHGSFP. By the end of 2023, over 200 school feeding stakeholders, including subnational officials, were trained on the SFIS manual.
- 2024: In 2024 WFP supported the training of national and subnational government staff on the implementation, monitoring, and reporting of the HGSF Programme. A total of 3,237 individuals, including government staff, received training on HGSF operations and the SFIS. Additionally, in March 2024, WFP and MoEYS conducted joint monitoring visits to evaluate the programme's implementation in post-handover schools, focusing on supply chain management and operational effectiveness.

Table 44: Output Indicator Achievement on the Number of National and Subnational Government Staff Who Receives Training on the Programme Implementation, Monitoring, and Reporting and Who Attended Exchange Visits (2.2.2.)

Target: 993	2020 Baseline: n/a	2020 AR: 0	2021 AR: 257	2022 AR: 456 (T = 713)	2023 AR: 1,556 (T = 2,269)	2024 AR: 225* (T = 2,494)	
Sources: WFP annual reports to KOICA and baseline report 2020							
* Figures from January to June 2024.							

29. When the programme started in 2020, the MoEYS, in partnership with WFP, was developing digitisation and data-integration technologies to ensure that information could flow more efficiently from schools to the relevant officials, enabling evidence-based decision making and investment.⁹² All schools are now equipped with the SFIS, which has new functions added regularly, such as information on utensil inventories, cooks' profiles, and the payment and tracking of schools' performance (added in 2023). The SFIS is also being used to schools transferred to the government NHGSFP.

Table 45: Output Indicator Achievement on the Number of Schools in HGSF Programme That Use the Digitalised Monitoring and Learning Systems (2.2.3.)

Target: 272	2020 Baseline: n/a	2020 AR: 0	2021 AR: 0	2022 AR: 272	2023 AR: 281	2024 AR: 222	
----------------	--------------------------	------------	------------	--------------	--------------	--------------	--

⁹² Project Concept Paper, 2020, p. 21.

30. The Output 2.2 indicators do not provide a comprehensive overview of the capacity-strengthening activities of WFP across various levels, such as the enabling environment and the organisational and individual domains. For instance, with the organisation's technical support, the MoEYS conducted Training of Trainers (ToT) and cluster refresher trainings on HGSF Programme operations and the SFIS for 553 post-handover schools and 222 KOICA-target schools during the 2023–2024 school year. A total of 144 trainers, including 29 women, were trained to lead the cluster-level refresher sessions, and 3,237 individuals received training on HGSF operations and SFIS. These achievements are not reflected in KOICA indicators despite being representative of the work done throughout the programme.

31. Another significant achievement is the approval of sub-decree no. 65 on HGSF, endorsed by the prime minister on 13 March 2023. Supported by WFP through KOICA funding, this sub-decree serves as the highest-level legislative instrument for the NHGSFP. It institutionalises the NHGSFP, outlines the responsibilities of various line ministries, and ensures a dedicated budget line for school feeding. Additionally, in August 2024, the Government of Cambodia approved the National HGSF Policy, providing a robust legislative framework to continue strengthening HGSF activities.

32. To provide a more comprehensive picture of the work undertaken by the programme, [Annex 3a](#) provides a summary of the main capacity-strengthening activities outlined in the various annual reports that WFP and its partners completed throughout the programme.

Annex 3a. Indicator 2.1. Suppliers' average monthly sales

The outcome indicator achievement for the percentage increase of average monthly sales (in Value and Volume) per supplier of rice, vegetables, and protein commodities is not very clear for the ET.

The steps for calculation used by the ET for this indicator are the following.

1. Quantities of food sold to schools as well as prices the food sold to schools are collected by the ET (data collection)
2. Then the averages of volumes and prices are calculated. isited by the ET, it is very clear that the average of sales will increase drastically.
3. However, as per WFP's calculating method, these averages are then compared to the previous years. With the data collected by the evaluation at both midline and endline, the following figure are provided for endline in the last column. For midline, the figures were compared with data previously collected by WFP in 2021.

Percentage increase in volume between 2022 figures vs 2024 figures - Average annual sales in volume (mt) per supplier per month	2022 Midline <i>(compared to 2021)</i>	2024 Endline <i>(compared to midline)</i>
Rice	378%	153%
Oil	500%	1%
Vegetables	614%	1%
Protein	567%	7%
Canned Fish	274%	1%
Total	467%	32%

Source: Midline and Endline quantitative surveys by ET

Percentage increase in price between 2022 figures vs 2024 figures - Average annual sales value (USD) per supplier per month	2022 Midline <i>(compared to 2021)</i>	2024 Endline <i>(compared to midline)</i>
Rice	29%	359%
Oil	881%	14%
Vegetables	531%	16%
Protein	543%	103%
Canned Fish	228%	36%

Source: Midline and Endline quantitative surveys by ET

Total	442%	105%
--------------	-------------	-------------

Annex 3b. Capacity strengthening activities

Table 46: Capacity-Strengthening Activities Supported by WFP and MoEYS from 2020 Until December 2023

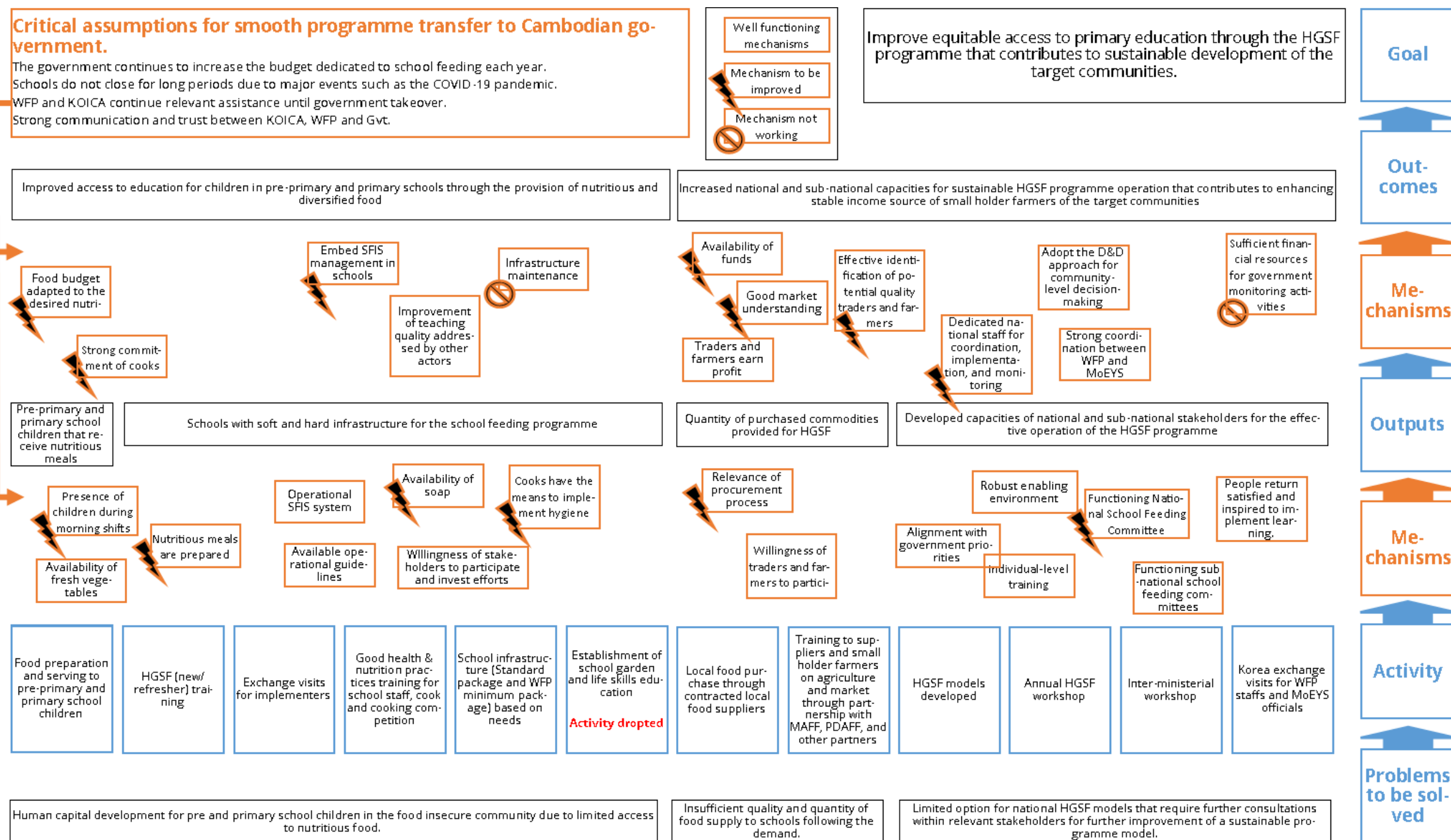
2020
The following Remote-learning tools were developed: i) an instruction video for the HGSF supplier selection process, and 2) a recipe book for the HGSF Programme. (Funded by KOICA and other donors).
Testing (20 users at 9 schools) and update of the School Feeding Information System (SFIS) . (Funded by KOICA and other donors).
The NSPC conducted a programme audit of the NHGSF Programme to assess implementation progress.
2021
Development of a joint transition strategy.
Development of a national school meal policy.
Development of a sub-decree for the NHGSF Programme.
Review of the MoEYS structure to determine if a specific department for the management social assistance activities needs to be created (including oversight of the national HGSF Programme management).
MoEYS led consultations on the school feeding policy , with 11 ministries and mandates relevant to the HGSF Programme.
Technical workshop with MoEYS and the NSPC to discuss the necessary steps required toward a nationally owned and domestically financed national school feeding programme. (December)
Technical input into the Education Strategic Plan midterm review and the National Action Plan for School Health 2021 to 2030.
2022
Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme signed and endorsed by both WFP and the MoEYS. (March)
Technical assistance to MoEYS to develop their M&E framework for the NHGSF Programme (consultations, theory of change, budget preparation, advocacy to MoF)
Finalisation of the school feeding sub-decree . Endorsement by the NSPC executive committee in January 2023.
Continued drafting and consultations on the National Policy on School Meals .
Study tour to Thailand with 21 representatives from the departments under MoEYS, NSPC, KOICA, and WFP. (November)
Government's participation in the Global Child Nutrition Forum , a global forum for school feeding implementers held in Cotonou, Benin. (October)
2023
School Feeding Annual Workshop with 103 participants (25 women) from Province and District offices of the MoEYS (PoEYS & DoEYS), commune authorities, schools, and civil society. (January)

2023
WFP and the MoEYS conducted a Systems Approach for Better Education Results (SABER) -SF exercise. A 2-day consultative workshop with 5 relevant ministries was held to discuss findings, gaps and recommendations. (June)
Final high-level consultation on the National School Feeding Policy . (August)
Revision of the HGSF Operational Manual .
Final inter-ministerial consultation to finalise the standards on food safety and quality . (October)
Process evaluation of the NHGSFP at the request of the General Secretariat of NSPC (GS-NSPC).
WFP and MoEYS conducted a joint review of the public procurement regulatory framework.
Two-day consultative workshop with representatives from MoEYS, MEF, MAFF, MoH, Ministry of Interior, provincial administration, communes, schools, and the FAO. The workshop put forward recommendations for cost-efficiency, ease of implementation, fairness, transparency, and accountability to achieve the programme's multi-sectoral objectives . (April)
Two pilots for new procurement models.
Update the nutrition standards for school meals with FAO. (baseline food consumption survey and food practices and an assessment of national capacities).
Development of an M&E framework to ensure sustainability of the NHGSF Programme (validation workshop is scheduled for March 2024).
Development a transition checklist to monitor the readiness of schools for handover to NHGSF.
Development of a SFIS manual specifically for the HGSF operations.
Study visits to the Republic of Korea , aimed at exploring the evolution and institutionalisation of a school feeding programme at various levels.
2024
In January 2024, WFP coordinated with the Primary Education Department (PED) to organise a Programme Coordination Committee meeting to assess achievements and address critical ongoing tasks for the transition and programme management of the NHGSFP.
In February, WFP launched a partnership engagement workshop with the Ministry of Agriculture, Forestry and Fisheries (MAFF) to establish a long-term collaboration framework aimed at achieving transformative food systems in Cambodia.
WFP prepared the first co-creation workshop , bringing together key stakeholders from MoEYS, MAFF, the community, and NGOs with successful experiences in HGSF market linkages that support smallholder farmers.
The MoEYS has issued Prakas No. 149 regarding the establishment of a school feeding committee for the implementation of the NHGSFP at national and sub-national levels .
In coordination with MoEYS, NSPC led a workshop focusing on lessons learned from implementing the NHGSFP (included 40 participants, with 13 female representatives from various schools).
In March 2024, WFP and MoEYS conducted a joint monitoring visit to NHGSFP schools to evaluate the implementation of the programme in post-handover schools
In June 2024, WFP partnered with MoEYS to host the annual school feeding workshop focused on shaping the future vision of NHGSFP
WFP in collaboration with MoEYS designed and started piloting two models of food procurement in 43 schools in 2 districts in Pursat province (all KOICA target schools) by centralising / aggregating commodity supply at district and commune levels,
With technical support from WFP, the MoEYS conducted Training of Trainers (ToT) and cluster refresher trainings on the HGSFP operation and the School Feeding Information System (SFIS) for 553 post-

2023

handover schools as well as 222 KOICA target schools during the 2023-2024 school year. A total of 144 trainers, including 29 females, were trained to lead the refresher sessions at the cluster level. In total, 3,237 individuals received training on HGSF operations and the SFIS system as part of this initiative.

Annex 4. Reconstructed Theory of Change



Reconstruction of the Theory of Change of the KOICA supported Home-Grown School Feeding Programme in Cambodia (2020 to 2024), jointly implemented by MoEYS and WFP.

Mechanisms have been identified during the endline evaluation allowing to understand how activities may or may not contribute towards achieving expected outputs and eventually expected outcomes. ToC reconstructed during endline evaluation using the problem and solution tree constructed during the conception phase in 2019.

Annex 5. Related Reports and Evaluation

Table 47: Related Reports and Evaluation Undertaken Since 2020 and Related to School Feeding

Date of Release		Title of Evaluation	Author/Consultancy Firm
1	December 2020	Baseline Evaluation of the KOICA -supported HGSF Programme in Cambodia in Kampong Thom, Kampong Chhnang, and Pursat	S.Dunn
2	January 2021	Baseline Evaluation of USDA McGovern-Dole Grants FFE-442-2019-013-00 in Cambodia, FY 2019 (January 2021)	The KonTerra Group
3	February 2021	Baseline Evaluation of USDA Local and Regional Food Aid Procurement LRP-442-2019-011-00 in Cambodia, FY 2019	The KonTerra Group
4	November 2022	Midterm Evaluation of USDA McGovern Dole Grants FFE-442-2019-013-00 in Cambodia, FY 2019	The KonTerra Group
5	November 2022	Midterm Evaluation of USDA Local and Regional Food Aid Procurement LRP-442-2019-011-00 in Cambodia, FY 2019	The KonTerra Group
6	March 2023	Midterm Activity Evaluation of the KOICA -supported Home Grown School Feeding programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat	I-APS
7	September 2023	Baseline Activity Study of USDA McGovern-Dole Grant for WFP School Feeding FFE-442-2022-009-00 in Cambodia, FY 2022	The KonTerra Group
8	November 2023	Endline Evaluation of USDA McGovern Dole Grants FFE-442-2019-013-00 in Cambodia, FY 2019	The KonTerra Group
9	December 2023	Process Evaluation of the NHGSFP in Cambodia	WFP
10	Early 2024	World Food Programme Cambodia: Supplier survey for KOICA project Final Report	WFP

Annex 6. Evaluation questions

1. COHERENCE:⁹³The compatibility of the intervention with other interventions in a country, sector, or institution.

1.1. How coherent is the HGSF Programme implemented under this project to the NHGSFP?

1.2. How coherent were the interventions carried out by the different ministries under the HGSF Programme? What are the factors that positively and negatively influenced the synergies and interlinkages?

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

2.1. How relevant was the design of the ToC of Cambodia's NHGSFP in achieving the project's long-term outcomes and, ultimately, the project goal?

2.2. How relevant were the project activities in meeting the government's priorities/targets on education, health, nutrition of primary school children, as well as social inclusion and local economic development?

2.3. How relevant were the project activities in meeting the KOICA Country Partnership Strategy and/or the Country Plan for Cambodia, as well as the country strategic plan priorities of WFP?

2.4. How relevant were the implemented activities in addressing the needs of food security, nutrition, and education needs of primary school children and their families?

2.5. How relevant were the project's home-grown activities in supporting the livelihoods of local suppliers/farmers in target communities, especially the most disadvantaged (based on gender, disability, and other factors of marginalisation)?

2.6. How relevant/adequate were the school handovers vis-à-vis the government's readiness and capacities to manage the HGSF under the national programme? How relevant was the school readiness criteria in facilitating an effective handover of schools?

2.7. To what extent has data from project monitoring and the complaint feedback mechanism (CFM) been utilised to improve project relevance throughout the project?

2.8. To what extent does the HGSF Programme align with and respond to the context of the gender mainstreaming strategy plan or gender action plan of the government of Cambodia, as well as with the gender policy of WFP?

- Did the intervention promote men's and boy's understanding of gender-related inequalities and violence against women and girls?
- Are there any specific activities planned to address existing gender-related inequalities against women and girls?

⁹³ These definitions of criteria are provided by the OECD web page: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>, accessed 3 June 2024.

- Do activities include opportunities for raising awareness of the benefits of gender equality for women, men, girls and boys?

3. EFFECTIVENESS: The extent to which the intervention achieved or is expected to achieve its objectives and its results, including any differential results across groups.

3.1. To what extent did the schools from all three groups (schools with ongoing WFP support, schools handed over to NHGSFP, and schools newly added to the project) achieve project targets?

- How did the results differ between the three groups? Why?
- What were the variables that influenced the results either positively or negatively?
- What was the difference in results for the various beneficiary groups (by gender, where applicable) and by type of activity? Were the results (positive or negative) equitably distributed across the actors, considering gender, disability, and other factors of exclusion/marginalisation?

3.2. To what extent did the project contribute to the capacities of the relevant ministries (at the national and subnational levels) to run the NHGSFP effectively and sustainably? What factors influenced the results positively or negatively?

3.3. To what extent did the project contribute to the capacities of the local farmers and suppliers to participate in the HGSF Programme effectively? What factors influenced the results positively or negatively?

3.4. How effective were the project activities in improving availability, affordability, and consumption of healthy diets for school children?

3.5. To what extent was the HGSF Programme effective in promoting GEWE in the local value chains of the HGFS programme? How have the HGSF Programme activities contributed towards promoting equitable gender norms or perpetuated harmful gender norms to project-direct beneficiaries (schoolchildren, farmers/suppliers, and government/school authorities)? What factors positively or negatively influenced the achievement?

- How have the different groups of women and men, girls and boys, been involved in the HGSF Programme implementation equally? Is there any aim to change structures, norms, and relations in favour of gender equality?
- How does the project explore the needs, interest, and concerns of relevant beneficiaries, particularly women and men, girls and boys (schoolchildren, schoolteachers, school management committees, farmers/suppliers, and local communities and governments)?
- Have there been any specific efforts made to encourage participants from the underrepresented sex for their active participation?
- Did the HGSF Programme turn out to be effective in achieving gender equality?

4. EFFICIENCY: The extent to which the intervention delivers or is likely to deliver results in an economic and timely way.

4.1. To what degree were the activities undertaken as part of home-grown procurement of food commodities efficient?

4.2. What factors impacted the efficiency of the HGSF Programme implementation? What lessons can be learnt from the project to improve the efficiency of the National HGSF Programme?

4.3. Were the means and resources of the HGSF Programme used efficiently to achieve results in term of improved benefits for both women and men, girls and boys?

- What services, infrastructures, and/or goods were received respectively by women and men, girls and boys, as a result of the project intervention?
- Were the resources of the HGSF Programme (finance, time, people, and technical expertise) sufficient to address the gender inequalities defined during the design of the intervention or gender-transformation study?

5. IMPACT: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

5.1. What impact has the project made in target communities, both positive/negative and intended/unintended? What change has the project made in the lives of direct beneficiaries (schoolchildren, suppliers/farmers) and indirect beneficiaries (government partners, school staff, parents, school cooks, communities)?

a. Were the results equitably distributed across the actors, considering gender, disability, and other factors of exclusion/marginalisation?

- What has been the impact of the project's outcomes on wider policies, processes, and programmes that enhance gender equality?
- What are the possible long-term effects of the intervention on gender equality?

b. Particularly, what impact has the project made on the livelihoods of smallholder farmers and local suppliers to improve local economy?

5.2. What were the features of the programme and context that made the difference?

6. SUSTAINABILITY: The extent to which the net benefits of the intervention continue or are likely to continue.

6.1. Based on available evidence, to what extent is the HGSF Programme model likely to continue in target districts beyond the scope of the project time line?

a. How sustainable are the gender equality and women's empowerment (GEWE) changes made through the HGSF Programme?

- To what extent have the strategic gender needs of women and men, girls and boys, been addressed through the intervention, and has this resulted in the sustainable improvement of gender equality?
- To what extent has the capacity for gender mainstreaming through the project been built and institutionalised for school, School Management Committee, farmer's associations, and supplier?

6.2. What were the key factors that contributed to or hindered a successful ownership in schools, communities, and relevant government departments that were involved in the implementation of the NHGSFP?

6.3. What roles did the different stakeholders (students, teachers, school staff, communities, relevant ministries at the national and subnational levels) play in the sustainability of the HGSF Programme? What role did they play in the institutionalisation of NHGSFP?

6.4. To what extent has the project contributed to the transition of HGSFP to the NHGSFP, as outlined in the Joint Transition Strategy?

6.5. For the NHGSFP to run sustainably, is there a continued need for WFP technical assistance to the government beyond the project time line? What is the potential technical assistance WFP can provide to fill in existing gaps?

Annex 7. Evaluation Matrix

1. COHERENCE ⁹⁴ : The compatibility of the intervention with other interventions in a country, sector or institution.					
Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
1.1. How coherent is the HGSF Programme implemented under this project to the NHGSFP?	<ul style="list-style-type: none"> Scope and level of coherence of the HGSF Programme with the national HGSF Programme Level of compatibility and integration of the KOICA HGSF Programme with the NHGSFP. Discrepancies between both programmes 	<ul style="list-style-type: none"> NHGSFP documentation MoEYS, MoAFF, MoH, MoWA staff WFP staff UN agencies (FAO) National Social Protection Policy Framework (SPPF, 2016-2025) NSSF 	<ul style="list-style-type: none"> Desk review of both HGSF and NHGSFP programme documents and relevant policy documents under national social protection framework Qualitative survey (G1) 	Triangulation of qualitative analysis primary source of key informant interviews and with findings of secondary analysis of related documents	High
1.2. How coherent were the interventions carried out by the different ministries under the HGSF Programme? What are the factors that influenced positively and negatively	<ul style="list-style-type: none"> Level of involvement of the lead ministry and different competent ministries Level of synergies between the different 	<ul style="list-style-type: none"> National Social Protection Council (NSPC) Ministry of Agriculture, Forestry and Fisheries (MoAFF), including its provincial department 	<ul style="list-style-type: none"> Document review Qualitative survey (G1 & G1a) 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High

⁹⁴ Definitions of criteria as provided by the OEDC web page : <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>, (accessed on June 3, 2024)

1. COHERENCE⁹⁴: The compatibility of the intervention with other interventions in a country, sector or institution.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
the synergies and interlinkages?	<p>ministries directly involved in HGSF program.</p> <ul style="list-style-type: none"> External actors (eg. WFP and KOICA and/or other DPs such as WB, ADB, JICA, UNESCO etc) feeling about the synergies and interlinkages between ministries in implementing the programme. 	<ul style="list-style-type: none"> Sub-national administrations at all levels. Ministry of Economy and Finance (MEF) Ministry of Woman Affairs (MoWA) Relevant departments of the MoEYS both at centralised and decentralised levels WFP & KOICA staff 			

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
2.1. How relevant was the design of Cambodia's NHGSFP ToC in achieving the project long-term outcomes and ultimately the project goal?	<ul style="list-style-type: none"> Comparison between the ToC and the reality observed in the field Level of buy-in and integration into national programme (e.g.; education, agriculture, health, etc) 	<ul style="list-style-type: none"> ToC All beneficiaries, direct and indirect NSPC, MoEYS, MoAFF, MoH, MoWA staff WFP staff UN agencies (FAO) 	<ul style="list-style-type: none"> Document review – evidence on the project design and impacts Indirectly through answers gathered in the qualitative questionnaires 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
			<ul style="list-style-type: none"> Field observation Validation of ToC against key findings from the field with WFP and KOICA team 		
2.2. How relevant were the project activities in meeting government's priorities/targets on education, health, nutrition of primary school children as well as social inclusion, local economic development?	<ul style="list-style-type: none"> Collective stakeholder view on the level of relevance of the project activities in meeting the government priorities and targets Number/type of activities that are not relevant for the government WFP staff, other UN agencies and implementing partners' views 	<ul style="list-style-type: none"> Government policies in terms of education, health and nutrition of primary school children. Different government policies in terms of social inclusion and local economic development. Government key informants UN Agencies (FAO) key informants 	<ul style="list-style-type: none"> Document review Qualitative survey (G1) 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High
2.3. How relevant were the project activities in meeting the KOICA Country Partnership Strategy and/or Country Plan for Cambodia, and WFP country strategic plan priorities?	<ul style="list-style-type: none"> Opinion of the KOICA staff about the relevance of the activities in meeting the KOICA country plan. Opinion of WFP staff about the relevance of the activities in meeting the KOICA country plan. 	<ul style="list-style-type: none"> KOICA staff WFP staff WFP CSP 2019-23 & 2024-28 KOICA Country Strategy 	<ul style="list-style-type: none"> Document review Qualitative survey (G1) 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
2.4. How relevant was the implemented activities in addressing the needs of food security, nutrition and education needs of primary school children?	<ul style="list-style-type: none"> ▪ List of relevant and not relevant activities that address the needs of primary school children and families ▪ Cooks, school directors and pupils' views on the relevance of the activities in addressing food security, nutrition and education needs. ▪ Opinion of WFP staff about most and less relevant activities related to food security, nutrition and education needs. ▪ Opinion of different ministries (MoEY, MoH, MAFF, MoWA) about the relevance of the activities related to food security, nutrition and education needs. 	<ul style="list-style-type: none"> ▪ Government key informants ▪ WFP staff ▪ Pupils, school directors and cooks 	<ul style="list-style-type: none"> ▪ Qualitative survey (G1 G1a, G6 & G7) ▪ Quantitative survey (students/childern) 	Triangulation of qualitative /quantitative analysis primary source of key informant interviews and survey and secondary analysis of related documents	High

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
2.5. How relevant were the project's home-grown activities in supporting the livelihoods of local suppliers/farmers in target communities, especially the most disadvantaged (based on gender, disability and other factors of marginalisation)?	<ul style="list-style-type: none"> Stakeholder/beneficiaries perception of the relevance of the activities in supporting farmers/supplier's livelihood Stakeholder/beneficiaries perception of the relevance of the activities in supporting the livelihood of most disadvantaged people (farmers/suppliers) Number of disadvantaged people (farmers/suppliers) involved in the HGSFP 	<ul style="list-style-type: none"> Farmers and local suppliers Government key informants (MAFF & local authorities) WFP staff 	<ul style="list-style-type: none"> Qualitative survey (G1, G1a, G2, G3, G4 & G5) Quantitative survey (suppliers, farmers) 	Triangulation of qualitative/quantitative analysis primary source of key informant interviews and surveys) and secondary analysis of related documents	High
2.6. How relevant was the project activities in improving availability, affordability, and consumption of healthy diets for school children and their families?	<ul style="list-style-type: none"> WFP and implementing partner perception of the relevance of the activities on the matter Beneficiary perception of the relevance of the activities on the matter (directors, teachers, cooks, pupils) 	<ul style="list-style-type: none"> Pupils, cooks, school directors WFP staff MoEYS, NSPC and MoH staff WFP staff 	<ul style="list-style-type: none"> Document review Qualitative survey (G1, G1a, G6 & G7) 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
2.7. How relevant/adequate was the school handovers vis-à-vis the government's readiness and capacities to manage the HGSP under the national programme? How relevant was the school readiness criteria in facilitating an effective hand-over of schools?	<ul style="list-style-type: none"> Comparison of the readiness described in the Joint Transition Strategy (capacity, infrastructure & equipment) with the reality of needs in the field⁹⁵. Level of achievement of the readiness criteria Level of government's commitment and capacity to fully finance NHGSFP, 	<ul style="list-style-type: none"> School staff (directors, teachers & cooks) NSPC and MoEYS staff and national and departmental level. WFP staff National budget allocations for SF programme breakdown by years in the past and future (if any) 	<ul style="list-style-type: none"> Document review (including the Joint Transition Strategy & Process evaluation of the NHGSFP, 2023) Qualitative survey (G1, G1a, G4, G5 & G7) 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High
2.8. To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilised to improve project relevance throughout the project?	<ul style="list-style-type: none"> Use of the CFM by direct or indirect beneficiaries Number of complaints or feedback received targeting criteria/selection process Number of measures taken that result of the CFM 	<ul style="list-style-type: none"> WFP staff in charge of CFM and M&E NSPC and MoEYS staff in charge of CFM and or M&E WFP M&E reports WFP annual reports 	<ul style="list-style-type: none"> Document review CFM reports Qualitative survey (G2 to G6 on the use of the CFM) Addition specific KIIs (WFP M&E staff and programme manager) 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High

⁹⁵ MoEYS & WFP, Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme, March 2022, page 56 (Box 1)

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
	<ul style="list-style-type: none"> Level of data use to inform the decision—making. 				
<p>2.9. To what extent does the HGSP Programme align and respond to the context with the Gender Mainstreaming Strategy Plan or Gender Action Plan of the government of Cambodia and with WFP gender policy?</p> <ul style="list-style-type: none"> Did the intervention promote men’s and boy’s understanding of gender-related inequalities or violence against women and girls? Are there any specific activities planned to address existing gender-related inequalities against women and girls? <p>Do activities include opportunities for raising awareness of the benefits of gender equality for</p>	<ul style="list-style-type: none"> Collective stakeholder view on the level of relevance of the project activities in meeting the government priorities and targets especially on gender equality WFP staff, other UN agencies and implementing partners’ views 	<ul style="list-style-type: none"> Government policies in terms of gender mainstreaming strategic plan or gender action plan. Different government policies in terms of social inclusion and local economic development. Government key informants UN Agencies (FAO) key informants 	<ul style="list-style-type: none"> Document review Qualitative survey (G1) 	<p>Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents</p>	High

2. RELEVANCE: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
women, men, girls and boys?					

3. EFFECTIVENESS: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
<p>3.1. To what extent did the schools with on-going WFP support and the ones handed over to NHGSFP achieve project targets?</p> <p>a. How did the results differ between the schools and why?</p> <p>b. What were the variables that may have influenced the results either positively or negatively?</p> <p>c. What were the difference in results for various beneficiary groups (by gender where applicable) and by type of activity? Were the results</p>	<ul style="list-style-type: none"> ▪ All HGSP outcome and output programme indicators ▪ Opinion of various direct and indirect beneficiaries ▪ Extent of variation of outcomes across different beneficiary groups ▪ Extent of variation of outcomes by gender and age group ▪ Extent of fairness results distributed among beneficiaries' groups 	<ul style="list-style-type: none"> ▪ Annual project progress reports, oversight functions and minutes of Project Steering Committee meetings etc. ▪ Stakeholders/beneficiaries ▪ WFP annual report to KOICA ▪ WFP ACRs ▪ Implementing partner reports ▪ Ministiries (NSPC, MoWA, MoEYS; MAFF) 	<ul style="list-style-type: none"> ▪ Desk review (including Gender assessment report 2021 & Operational study on gender transformative approaches 2024) ▪ Quantitative Surveys (Student, School staff: cooks storekeepers, observation) ▪ Qualitative surveys (G4, G5 & G7): ▪ KII with MoEYS and other relevant government 	<ul style="list-style-type: none"> ▪ Disaggregation of data by school groups ▪ Disaggregation of data by gender when relevant ▪ Disaggregation of data by disability when relevant ▪ Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents 	High

3. EFFECTIVENESS: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
(positive or negative) equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation?	<ul style="list-style-type: none"> List of positive and negative variables that has influenced the results Degree of Implication of the MoWA and its sub-national office at provincial and district level as well as commune committee for women and children committee 		<ul style="list-style-type: none"> stakeholders, WFP staff FGDs with SFPC/SMC, teachers 		
3.2. To what extent did the project contribute to the capacities of the relevant ministries (at national and sub-national level) to run the NHGSFP effectively and sustainably? What factors influenced the results positively or negatively?	<ul style="list-style-type: none"> Degree of achievement of the Joint Transition Strategy Capacity Strengthening Action Plan. Perception of relevant ministries at national, province and district levels Level of ministries capacity to run the NHGSFP effectively in terms of financial commitment to the program, capacity and institutional 	<ul style="list-style-type: none"> NSPC and MoEYS at national, province and district levels MoAFF at national, province and district levels MoH at national, province and district levels Oher relevant ministries depending on their involvement (MoW, MoF, etc.) School directors and teachers Programme reports 	<ul style="list-style-type: none"> Document review (including the Capacity Strengthening Action Plan, needs assessments) Qualitative survey (G1, G1a, G4, G5) Review of Cambodia's macro-economic performance during and post covid-19 and potential implications on 	Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents	High

3. EFFECTIVENESS: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
	<p>strengthening, cross-ministerial coordination, and the overall expansion targets including enhancement of linkage or engagement between schools and smallholder farmers</p> <ul style="list-style-type: none"> ▪ Extent of ministries capacity to run the NHGSFP in a sustainable way ▪ List of factors that influenced positively and negatively the project results ▪ Perception of beneficiaries (school director and teachers) 	<ul style="list-style-type: none"> ▪ SABER and related documentation 	<p>education and other sectors</p>		
<p>3.3. To what extent did the project contribute to the capacities of the local farmers and suppliers to participate in the HGSFP effectively? What factors influenced the results positively or negatively?</p>	<ul style="list-style-type: none"> ▪ Farmers' and suppliers' view about their capacities to participate effectively in the programme ▪ External stakeholder's view (relevant 	<ul style="list-style-type: none"> ▪ Local farmers and suppliers ▪ Member of the local bidding committees 	<ul style="list-style-type: none"> ▪ Document review (WFP consultation with farmers and suppliers in 2023) ▪ Qualitative survey (G2, G2a, G3, G4, G5 & G7) 	<p>Triangulation of quantitative/qualitative analysis primary source of key informant interviews and survey and secondary analysis of related documents</p>	<p>High</p>

3. EFFECTIVENESS: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
	<ul style="list-style-type: none"> authorities, relevant implementing partners) ▪ Outcome indicators (related to the training) ▪ List of positive and negative factors that has influence the capacity of farmers/supplier to participate in HGSFP 		<ul style="list-style-type: none"> ▪ Quantitative survey (suppliers, farmers, schools staff) 		
<p>3.4 To what extent was the HGSFP effective in promoting GEWE in the HGFSP local value chains? How has the HGSFP activities contributed towards promoting equitable gender norms or perpetuated harmful gender norms to project direct beneficiaries (school children, farmers/suppliers, government/school authorities). What factors positively or negatively influenced the achievement?</p> <ul style="list-style-type: none"> ▪ How have the different group of women and men, 	<ul style="list-style-type: none"> ▪ Opinion of women farmers and suppliers. ▪ Opinion of relevant implementing partners ▪ Number of women (farmers and suppliers) involved in the HGSFP local value chain ▪ Type of activities that promote GEWE in HGSFP local value chain ▪ List of factors that contribute in the promotion of gender norms among the project beneficiaries 	<ul style="list-style-type: none"> ▪ MoWA and national and province levels (if relevant) ▪ Local farmers and suppliers ▪ Member of the local bidding committees 	<ul style="list-style-type: none"> ▪ Document review (including Gender assessment report 2021 & Operational study on gender transformative approaches 2024) ▪ Qualitative survey (G2, G2a, G3, G4, G5, G6 & G7) ▪ Quantitative survey (suppliers, farmers, schools staff, observation) 	<p>Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents</p>	High

3. EFFECTIVENESS: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
<p>girls and boys been involved in the HGSP Programme implementation equally? Any aim to change structures, norms and relations in favour of gender equality?</p> <ul style="list-style-type: none"> ▪ How does project explore the needs, interest, and concerns of relevant beneficiaries particularly women and men, girls and boys (schoolchildren, schoolteachers and school management committee, farmers/supplier, local community, and government)? ▪ Are there any specific efforts made to encourage participants for their active participation from the underrepresented sex? ▪ Did the HGSP Programme turn out to be effective in achieving gender equality? 	<ul style="list-style-type: none"> ▪ List of factors that have positively or negatively influenced the achievement of gender norms promotion among the beneficiaries 				

4. EFFICIENCY: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
4.1. To what degree were the activities undertaken as part of home-grown procurement of food commodities efficient?	<ul style="list-style-type: none"> ▪ Easiness for suppliers and farmer to apply ▪ Economic cost for WFP versus economic profit for suppliers and farmers ▪ Timeliness of contracting, delivery and payment 	<ul style="list-style-type: none"> ▪ WFP activity and financial reports ▪ HGSF expenditure report per activity ▪ Suppliers and farmers ▪ Members of the supplier selection committees and local bidding committees 	<ul style="list-style-type: none"> ▪ Document review (eg.: financial reports, former suppliers/farmer evaluation) ▪ Suppliers/farmer survey ▪ Qualitative survey (G2a & G4) ▪ Quantitative survey (suppliers, farmers, schools staff) 	<ul style="list-style-type: none"> ▪ Triangulation of quantitative/qualitative analysis primary source of key informant interviews and survey and secondary analysis of related documents ▪ Disaggregation of data per gender, province and type of school 	High
4.2. What factors impacted the efficiency of the HGSFP implementation? What lessons can be learnt from the project to improve the efficiency of the National HGSF Programme?	<ul style="list-style-type: none"> ▪ Feedback of direct and indirect beneficiaries. ▪ Feedback from main implementors ▪ List of factors and challenges that have positively or negatively affected the efficiency of the programme implementation ▪ Observed barriers to local suppliers or smallholder farmer engagement (e.g.; 	<ul style="list-style-type: none"> ▪ Document review (form evaluations of school feeding programmes) ▪ Relevant ministries at national, province and district levels ▪ School directors, teachers, cooks and pupils ▪ Suppliers and farmers 	<ul style="list-style-type: none"> ▪ Document review ▪ Potentially all qualitative questionnaires ▪ Quantitative survey (suppliers, farmers) 	<ul style="list-style-type: none"> ▪ Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents ▪ Disaggregation of data per gender, province and type of school 	High

4. EFFICIENCY: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.					
Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
	procurement processes, access to payment, etc)				
<p>4.3. Were the means and resources of the HGSF Programme used efficiently to achieve results in term of improved benefit for both women and men, girls and boys?</p> <ul style="list-style-type: none"> ▪ What services, infrastructures and/or goods were received respectively by women and men, girls and boys as result of the project intervention? ▪ Were resources of HGSF Programme (finance, time, people, and technical expertise) sufficient to address the gender inequalities defined during the design of the intervention or gender transformation study? 	<ul style="list-style-type: none"> ▪ Feedback of direct and indirect beneficiaries. ▪ Feedback from main implementors ▪ List of factors and challenges that have positively or negatively affected the efficiency of the programme implementation ▪ Observed barriers to local suppliers or smallholder farmer engagement (e.g.; procurement processes, access to payment, etc.) 	<ul style="list-style-type: none"> ▪ Document review (form evaluations of school feeding programmes) ▪ Relevant ministries at national, province and district levels ▪ School directors, teachers, cooks and pupils ▪ Suppliers and farmers 	<ul style="list-style-type: none"> ▪ Document review ▪ Potentially all qualitative questionnaires ▪ Quantitative survey (suppliers, farmers) 	<ul style="list-style-type: none"> ▪ Triangulation of qualitative analysis primary source of key informant interviews and secondary analysis of related documents ▪ Disaggregation of data per gender, province and type of school 	High

4. EFFICIENCY: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.					
Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence

5. IMPACT: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.					
Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
<p>5.1. What impact has the project made in target communities, both positive/negative and intended/unintended? What change has the project made in the lives of direct beneficiaries (school children, suppliers/farmers) and indirect beneficiaries (government partners, school staff, parents, school cooks, communities)?</p> <p>a. Were the results equitably distributed across the actors,</p>	<ul style="list-style-type: none"> ▪ Positive or negative impact acknowledged by implementing partners and WFP ▪ Positive or negative impact acknowledged by beneficiaries ▪ Evidence of impacts on local economic development, and school enrolment including overall student nutrition, health and well-being 	<ul style="list-style-type: none"> ▪ Farmers ▪ Suppliers ▪ School staff ▪ Pupils ▪ Members of local bidding committees ▪ Government partners ▪ WFP staff 	<ul style="list-style-type: none"> ▪ Qualitative questionnaires (G1, G1a, G2, G2a & G3). ▪ Quantitative survey (students/children, suppliers, farmers, schools staff) 	<ul style="list-style-type: none"> ▪ Triangulation between qualitative and quantitative data. ▪ Gender disaggregated analysis. 	<p>Medium to High</p> <p>The impact of the programme on the local economy can be difficult to make, as local economy can be influenced by a variety of factors that cannot be explored through this evaluation. However, the ET will try and focus more on the impact on farmers' and suppliers'</p>

5. IMPACT: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
<p>considering gender, disability, other factors of exclusion/ marginalisation?</p> <ul style="list-style-type: none"> ▪ What has been the impact of the project's outcomes on wider policies, processes and programmes that enhance gender equality? ▪ What are the possible long-term effects on gender equality of the intervention? <p>b. Particularly, what impact has the project made in livelihoods of small holder farmers and local suppliers to improve local economy?</p>					businesses and livelihoods.
5.2. What were the features of the programme and context that made the difference?	<ul style="list-style-type: none"> ▪ Change markers put forward by different sources interviewed. 	<ul style="list-style-type: none"> ▪ Potentially, all informants. 	<ul style="list-style-type: none"> ▪ Potentially all qualitative interviews. 	<ul style="list-style-type: none"> ▪ Analysis of different factors emerging in different qualitative interviews. 	<p>Medium to High.</p> <p>Linking programme and context features to impacts</p>

5. IMPACT: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
				<ul style="list-style-type: none"> ▪ Triangulation of information 	may have a certain degree of uncertainty.

6. SUSTAINABILITY: he extent to which the net benefits of the intervention continue, or are likely to continue.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
<p>6.1. Based on available evidence, to what extent is the HGSF model likely to continue in target districts beyond the scope of the project timeline?</p> <p>a. How sustainable are the GEWE changes made through the HGSF Programme?</p> <ul style="list-style-type: none"> ▪ To what extent have strategic gender needs of women and men, girls and boys been addressed through the intervention, and has this resulted in 	Sustainability evidence backed	<ul style="list-style-type: none"> ▪ Farmers ▪ Suppliers ▪ School staff ▪ Members of local bidding committees ▪ Government partners ▪ Government partners (NSPC, MoEYS) 	<ul style="list-style-type: none"> ▪ Document review ▪ Qualitative survey (G1, G1a, G2, G2a, G3 & G4) 	<ul style="list-style-type: none"> ▪ Triangulation of information provided by different sources ▪ Disaggregation of data by gender 	<p>Medium to High</p> <p>Sustainability of programme depends on a variety of factors that are difficult to grasp in such evaluation, especially concerning gender-related and SBC changes. Also, SBC activities have only started in a limited amount of school in late 2023.</p>

6. SUSTAINABILITY: he extent to which the net benefits of the intervention continue, or are likely to continue.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
<p>sustainable improvement of gender equality?</p> <ul style="list-style-type: none"> ▪ To what extent has capacity for gender mainstreaming through the project been built and institutionalised of school, SSC, farmer's associations, supplier <p>b. How likely is it that the behaviour changes of students and families achieved through the HGSP Programme will be sustained?"</p>					
<p>6.2. What were the key factors that contributed to or hindered a successful ownership in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, NSPC, MAFF, MoH (TBD), etc.)?</p>	<ul style="list-style-type: none"> ▪ Degree of ownership of the programme perceived by the different stakeholders ▪ Perceived factors of success or failure of ownership 	<ul style="list-style-type: none"> ▪ School staff ▪ Pupils ▪ School feeding committee ▪ Government partners ▪ Government partners (NSPC, MoEYS) 	<ul style="list-style-type: none"> ▪ Document review ▪ Qualitative survey (G1, G1a, G4, G5 & G7) ▪ Observation in schools (infrastructure) 	<p>Triangulation of information provided by different sources</p>	<p>High</p>
<p>6.3. What roles did the different stakeholders (students, teachers, school</p>	<ul style="list-style-type: none"> ▪ Facts provided by the different stakeholders in terms of role played 	<ul style="list-style-type: none"> ▪ School staff ▪ Pupils 	<ul style="list-style-type: none"> ▪ Document review 	<p>Triangulation of information provided by different sources</p>	<p>High</p>

6. SUSTAINABILITY: he extent to which the net benefits of the intervention continue, or are likely to continue.

Questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Availability and reliability of evidence
staff, communities, relevant ministries at national and subnational level) play in the sustainability of HGSFP? What role did they play in the institutionalisation of NHGSF?		<ul style="list-style-type: none"> ▪ School feeding committee ▪ Government partners ▪ Government partners (NSPC, MoEYS) 	<ul style="list-style-type: none"> ▪ Qualitative survey (G1, G1a, G4, G5 & G7) 		
6.4. To what extent has the project contributed the transition of HGSFP to the NHGSFP as outlined in the Joint Transition Strategy?	<ul style="list-style-type: none"> ▪ Opinion and fact provided by different line ministries ▪ Opinion and fact provided by WFP staff 	<ul style="list-style-type: none"> ▪ Government staff at province and district levels (NSPC, MoEYS) ▪ WFP school feeding division 	<ul style="list-style-type: none"> ▪ Document review (including joint strategy) ▪ Qualitative survey (G1 & G1a) ▪ Observation 	Triangulation of information provided by different sources	High
6.5. For the NHGSFP to run sustainably, is there a continued need for WFP technical assistance to the government beyond the project timeline? What is the potential technical assistance, WFP can provide to fill in existing gaps?	<ul style="list-style-type: none"> ▪ Opinion and fact provided by different line ministries ▪ Opinion and fact provided by WFP staff ▪ Opinion and fact provided by KOICA staff 	<ul style="list-style-type: none"> ▪ Government staff at province and district levels (NSPC, MoEYS) ▪ WFP school feeding division ▪ KOICA staff 	<ul style="list-style-type: none"> ▪ Document review (including former similar evaluations) ▪ Qualitative survey (G1 G1a) 	Triangulation of information provided by different sources	High

Annex 8. Detailed stakeholder analysis

Who are the stakeholders?	What is their role in the intervention?	What is their interest in the evaluation?	Level of Involvement importance
Internal Stakeholders			
Country Office (CO) Cambodia	<p>Duty-bearers</p> <p>Responsible for the planning, management implementation, data gathering, and reporting at the country level.</p> <p>Direct stake in the evaluation as the evaluation result will be valuable to inform decision-making, particularly around programme implementation, design, and capacity strengthening. The evaluation result will help align WFP Country Strategy and partnerships.</p> <p>It is also called upon to account internally as well as to its beneficiaries and partners for the performance and results of the programme.</p>	<p>WFP CO would be interested would be interested in understanding the impacts and effectiveness of the Home-Grown School Feeding (HGSF) programme in relation to the improvement of student enrolment, learning outcomes, as well as local or household economic development.</p> <p>The evaluation of the HGSF Programme will provide the WFP CO with new findings and recommendations to inform the design and implementation of current and future HGSF initiatives, ensuring they are responsive to the needs and priorities of the Cambodian context and other evolving reform programmes.</p>	High
The Office of Evaluation (OEV)	<p>Duty-bearers</p> <p>OEV supports regional bureaux and country offices in managing evaluations themselves. This approach shortens the learning cycle, strengthens partners and beneficiary accountability, and provides donors and partners with greater detail a but he effectiveness, efficiency, relevance, impacts and sustainability of WFP's work.</p>	<p>The OEV would be interested in using the results of the HGSF Programme evaluation for enhancing the accountability, learning and performance of WFP, ultimately contributing to its mission of ending global hunger and malnutrition.</p> <p>OEV would report directly to the Executive Board for consideration.</p>	Medium
Evaluation Reference Group (ERG)	<p>Duty-bearers</p> <p>As a collective responsibility, the (ERG plays an important role in the evaluation process. The ERG is responsible for reviewing and providing comments on the draft</p>	<p>The ERG would be interested in providing feedback to the ET on the overall design of the evaluation framework to ensure it aligns with the HGSF Programme objectives and WFP's evaluation policy.</p>	High

Who are the stakeholders?	What is their role in the intervention?	What is their interest in the evaluation?	Level of Involvement importance
	<p>evaluation report. Also, ERG acts as an informant to ensure the findings and recommendations respond to the needs and scope of the evaluation. This helps ensure that the evaluation result is valuable for improving the future implementation of the Home-Grown School Feeding program.</p>	<p>The ERG would also be interested in exploring opportunities to leverage the evaluation findings to enhance policy coherence and synergies between the HGSF Programme and other school feeding initiatives in Cambodia.</p>	
<p>Regional Bureau (RB) Bangkok</p>	<p>Duty-bearers</p> <p>The RB will advise the evaluation manager, provide support to the evaluation process, and participate in discussions with the ET as needed.</p> <p>The RB is also responsible for reviewing and providing comments on the draft terms of reference, inception report, and final evaluation report.</p> <p>RB will support the WFP CO in the preparation of a management response and track the implementation of the evaluation recommendations.</p>	<p>The Regional Bureau (RB) in Bangkok would likely be interested in using the recommendations from the evaluation of the HGSF Programme in Cambodia to: (i) align with regional and global priorities, (ii) support monitoring of HGSF in Cambodia and organisational learning across country offices, and (iii) explore potential mechanisms to sustain the results of the HGSF Programme in Cambodia</p>	<p>Medium</p>
<p>WFP Headquarters (HQ)</p>	<p>WFP Headquarters in Rome programming and specifically the Office of School Based Programmes (SBP) is responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities, and modalities, as well as of overarching corporate policies and strategies.</p>	<p>Interest in the lessons that emerge from reviews, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modalities with wider relevance to WFP programming.</p>	<p>Low</p>

Who are the stakeholders?	What is their role in the intervention?	What is their interest in the evaluation?	Level of Involvement importance
The Executive Board of WFP	<p>Duty-bearers</p> <p>The Executive Board provides final oversight of WFP programmes and guidance to programmes.</p>	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.	Low
External Stakeholders			
The National Social Protection Council (NSPC)	NSPC representing the Government has demonstrated a strong commitment to ensuring the transition, co-financing, and sustainability of the NHGSFP from 1999 until this present. This commitment aims to ensure the future coverage of all schools by 2028.	The NSPC; as collective responsibilities of relevant ministries and institutions would be especially interested in strengthening coordination and collaboration with MoYES, and other ministries regarding the transition of HGSF Programme and ensuring the sustainability of the NHGSFP.	High
National (MoEYS, and other Ministries) and Sub-National Administrations (SNAs) and provincial and district sectoral offices	<p>Duty-bearers</p> <p><u>Strategic Leadership & Ownership:</u> Ministry of Education Youth and Sports (MoEYS) is the implementing entity of the national HGSF program.</p> <p><u>The roles of other ministries:</u></p> <p>The involvement and coordination of other ministries and sub-national government agencies are crucial for the successful and sustainable implementation of the KOICA-HGSF program. These entities leverage their expertise and resources to address the multifaceted aspects of the school feeding initiatives and policies.</p>	<p>MoYES and relevant ministries and institutions involved in the NHGSFP would be especially interested in:</p> <p>Strengthening partnerships with WFP, KOICA</p> <p>Providing leadership guidance to sub-national administrations at all level</p> <p>Collaborating with provincial sectoral departments of national ministries</p> <p>Ensuring efficient and effective implementation of the NHGSFP's priorities</p> <p>Supporting the transition and sustainability of the national HGSF program</p>	High
United Nations Country Team	<p>Duty-bearers</p> <p>The UNCT's harmonized action</p>	UNCT and other UN agencies have an interest in ensuring WFP	Medium

Who are the stakeholders?	What is their role in the intervention?	What is their interest in the evaluation?	Level of Involvement importance
(UNCT)	<p>should contribute to realising the government's food security programmes.</p> <p>As FAO and WFP partner on some food security activities, including the USDA Local Procurement Programme (LPR). FAO's experience could be drawn on. FAO is a partner on the LRP and would have a direct interest in the evaluation. Various agencies are also direct partners of WFP at policy and activity levels, e.g. UNICEF and UNDP on education and capacity-strengthening initiatives.</p>	<p>programmes are effective in contributing to the United Nations' concerted efforts for sustainable development.</p>	
Donor: KOICA	<p>Duty-bearers</p> <p>KOICA will use the evaluation findings to inform project strategy, results frameworks, and critical assumptions.</p>	<p>KOICA has an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their strategies and programmes</p>	High
NGO	<p>No particular role in the implementation of the KOICA-funded HGSF Programme. However, some NGOs such as World Vision and Plan International are involved in other school feeding programme implemented by WFP.</p>	<p>NGOs like World Vision and Plan International, as well as USDA, would be interested in the evaluation findings related to donors' support programmes for promoting child well-being and community development as well as the government's investment in these areas.</p>	Medium
<p>Beneficiaries</p> <p>School children, parents, teachers, school administrators, school management committees</p>	<p>Rights-holders</p> <p>The ultimate recipients are the school children and their parents.</p> <p>Beneficiaries have a stake in determining the appropriateness and effectiveness of the assistance. Their participation in the evaluation, across women, men, boys and girls from different groups, will be assessed, and their perspectives combined and considered.</p>	<p>The beneficiary groups would have a diverse range of interests and perspectives to share regarding the implementation of the HGSF program. Their open feedback and genuine suggestions could provide valuable input to the ET to help improve the remaining elements of the HGSF Programme within their local areas and schools.</p>	High

Who are the stakeholders?	What is their role in the intervention?	What is their interest in the evaluation?	Level of Involvement importance
<p>Beneficiaries Suppliers, Farmers</p>	<p>Rights-holders</p> <p>Farmers are not only producing local food commodities and supplying them to schools through local procurement, but they are also parents/guardians of the school children. Hence, consultation with them will provide the ET with better perspectives on how to: improve engagement with farmers, enhance the quality of services and foods, and contribute to local economic development and livelihoods</p> <p>Engaging with the farmer-parents will give the ET a more comprehensive understanding of the programme's impact and opportunities for improvement.</p>	<p>Farmers and local food suppliers would be interested in using the opportunity of the HGSP Programme evaluation to share their perspectives on the progress and ongoing challenges related to the HGSP program. They may be willing to suggest ways they could contribute to making a positive difference and also improve their household economy by engaging more effectively with the HGSP program.</p> <p>The beneficiaries may provide feedback on aspects such as the procurement and supply chain processes,</p> <p>meaningful participation of smallholder farmers and women, and capacity-strengthening efforts for long-term sustainability of local economic development.</p>	<p>High</p>

Annex 9. Rationale for each of the quantitative surveys

The core of the evaluation consisted of five comprehensive quantitative surveys covering five groups of beneficiaries, including the assessment of the level of infrastructure building or rehabilitation: (i) preprimary and primary school children, (ii) suppliers, (iii) smallholder farmers, (iv) school staff (teachers, principals, cooks, etc.), and (v) school observation.

Survey 1: Preprimary/Primary Schoolchildren. The endline considered two strata, divided by the population of interest as follows:

Group 1 (G1): Students attending schools that received continued project support throughout the project lifecycle.

Group 2 (G2): Students attending schools that were handed over to the national programme during the project lifecycle.

The strata analysis was conducted to enable a detailed comparison between these groups—those in schools with continued project support and those in schools handed over to the national programme. This approach allowed for a precise assessment of the project’s impact and effectiveness, highlighting specific areas of success and identifying opportunities for improvement. The findings enhanced accountability by providing evidence-based insights into how different levels of support influenced educational outcomes and informed future programme decisions and resource allocation.

For endline data collection, 381 students were reached in 33 handed over schools, and 382 students in 45 KOICA schools (see table below for sampling and for the actual number of surveys, refer to the [Table 50](#) in Methodology [Annex 12](#)). On average, 8–12 students per school were surveyed, with approximately 50 percent being girls, at least 20 percent being ID Poor (one per school if possible), and 15 percent being students with disabilities (at least one per school). This stratified sample ensured gender and inclusion considerations.

Table 48: School Sample Size (SS) and Student Sample Size

Strata	No. of Schools	SS of Schools per Strata (Z = 95%, d = 10%)	No. of Girls and Boys	SS Students (HH) Survey per Strata (Z = 95%, d = 5%)
G1 Government (handed over)	157 (41%)	33	40,287 (Girls: 19,726)	381 students (187 girls, 194 boys)
G2 KOICA	222 (59%)	45	60,097 (Girls: 29,474)	382 students (187 girls, 195 boys)
Total	379	78	1,000,384 (Girls: 49,200)	763

For This survey collected basic information on how school feeding was perceived by pupils and incorporated the latest Dietary Diversity Score (DDS) questionnaire from WFP. Only children from grade 4 and above were interviewed to ensure the data collection was meaningful.

Survey 2: Suppliers. One supplier per target school was interviewed, with a total of 78 suppliers. The quantitative survey captured data on the quality and quantity of business generated by the HGSP Programme, as well as detailed information on the training received. Topics covered included the suppliers' business operations, annual trading volumes, experiences in the competitive tender process for the HGSP, volumes of business with the HGSP, and feedback on WFP's capacity-strengthening efforts.

Survey 3: Smallholders/Farmers. In the absence of a list of farmers involved in the HGSP, the ET could not use random sampling. Instead, the ET collected referrals from suppliers to implement an exponential discriminative snowball sampling method for the farmers'/smallholders' survey. The final evaluation selected two farmers/smallholders from those referred by suppliers, reaching a total of 143 interviewees. The ET ensured that the selected sample reflected the overall population in terms of crop types, gender, disability status, and geographical location. The survey focused on various topics, including the selection process, types of crops produced (before and after the project), perceived implementation quality, the impact of additional sales on household income and food security, and market prices in the area.

Survey 4: School Staff. The ET selected five staff members from each sampled school for interviews: the school director, two teachers (one male, one female), the cook, and the storekeeper. If there were multiple cooks or storekeepers, the ET ensured equal representation of males and females, as well as consideration of other characteristics such as disability status and geographical location. In smaller schools, where one person may hold multiple roles, adjustments were made. The survey focused on various topics, including overall programme implementation, the quantity and quality of food, the perceived impact on attendance and school performance, additional activities supporting school feeding (e.g., stoves, water, rehabilitations), and the training received.

Survey 5: School Observation. This survey was conducted in all sampled schools, focusing on rehabilitation and construction activities. It also provided an overview of health and hygiene facilities in the schools, such as the availability of separate toilets for children, adults, and different genders, with easy access for people of all ages or disabilities, and the presence and use of water and soap in the toilets. It was agreed with the WFP country office that data on school attendance and enrolment would not be collected through the survey; these indicators were instead gathered directly from the national Education Management Information System (EMIS) data.

Annex 10. Tools

CHILD SURVEY QUESTIONNAIRE

This replaces the household survey done during midline.

Instruction for Field Enumerators

Before this introduction section, the enumerator needs to collect either the director's or a teacher's consent to talk to the child. Has this been done

1= yes [If yes, continue] - 2= no [If no, do before the survey]

Hello. I am XXXXXX.

Today I would like to talk to you about the school canteen. I would like to talk to you because I would like to know what is good and what is not so good concerning the school canteen. It is important to understand what is not working to be able to make things better. Do you understand?

You need to know that I am no part of the people that organised the school canteen activities. Those activities are organised by WFP / the Government [enumerator has to choose or get it automatic if possible, depending on the type of school]. I have been employed just to see how all this works. This means that if you are not happy about school canteens, this will not affect me. This is because I am independent to this programme.

Do you know what anonymity is?

[Wait and see what children answer. See what they say and build on it if you want. You can also continue with the following]

We will never tell anyone who said such and such thing during our discussion. Your ideas will be reported, but nobody will know which child said what. I will not say that this girl said the food is good, or that boy says the food is not enough. I will only listen and maybe say that some children like or do not like certain aspects of the programme. This is anonymity. Anonymity is very important for my work, because this ensures that what is said here will not be repeated to anyone else, except the people that will write the report. This means that no one will come and tell you that what you say here is good or bad. This is what ensures you can talk freely. Also, you do not have to tell any adult what was said during this meeting. Do you understand what anonymity is?

This said, you do not have to participate in this survey. If you do not want to answer certain of the questions, you do not have to. Do you want to participate?

1=yes [If yes, continue]

2=no [Thank the child and select another one in replacement]

SECTION A: GENERAL INFORMATION

A1. Date:Start time: End time:

A2. Interviewer ID:

A3. Interviewee name:

A4. Interviewee Gender:

1. M
2. F

A7. School Name

A8. Village

A9.: Commune

A10. Province

A11. Age:

1. 2-5 years
2. 6 -8 years
3. 9 - 11 years

A12 Schools Grade

- G1
- G2
- G3
- G4
- G5

A13 Parents Occupations

SECTION B: INFORMATION ON SCHOOL MEALS (not other snacks pupils may have)

<p>B.1 How often do you receive food at the school canteen</p>	<ol style="list-style-type: none"> 1. I receive food every day from the school canteen 2. The day I do not receive from the school canteen are very rare 3. I sometimes receive food 4. I rarely receive food from the school canteen (go straight to DDS survey) 5. I never receive school from the school canteen (go straight to DDS survey)
<p>B.2 Does the food you get at the school canteen taste good?</p>	<ol style="list-style-type: none"> 1. Yes, always 2. Yes, it is rarely bad 3. It varies, sometimes it tastes good, sometimes not 4. It often tastes bad 5. It is always bad
<p>B.3 After a meal at the school canteen are you still hungry</p>	<ol style="list-style-type: none"> 1. I am never hungry after the breakfast 2. I am rarely hungry after the breakfast 3. I am sometimes still hungry after the breakfast 4. I am often still hungry after the breakfast 5. I am always hungry after the breakfast
<p>B.4 Would you still come to school if there was no breakfast served at the school canteen</p>	<ol style="list-style-type: none"> 1. Yes, always 2. Maybe I would come a bit less 3. I imagine I would come less 4. I would definitely come less 5. I would not come at all 6. I do not know.
<p>B.5 Yesterday (or last Friday if the day of the interview is on Monday), did you eat breakfast provided by the school?</p>	<ol style="list-style-type: none"> 1. Yes 2. No 3. I do not remember

Nutrition – Sample child

10.1 Minimum Dietary Diversity for School Age Children

Introduction

Now I'd like to ask you about foods and drinks that you consumed yesterday during the day or night, whether you ate or drank it at home or somewhere else. Please think about snacks and small meals as well as main meals. I will ask you about different foods and drinks, and would like to know whether you ate the food even if it was combined with other foods. Yesterday during the day or at night, did you eat or drink:

<p>10.1.1 <i>PWMDDWStapCer</i>, <i>select_one</i>: Rice, Khmer rice pancake, Khmer noodles, glass noodles, bread, or porridge</p>	<ol style="list-style-type: none"> 0. No 1. Yes 2. Don't know/don't remember
<p>10.1.2 <i>PWMDDWWholeGrain</i>, <i>select_one</i>: Brown rice, corn, or popcorn</p>	<ol style="list-style-type: none"> 0. No 1. Yes 2. Don't know/don't remember

10.1.3 <i>PWMDDWStapRoo</i> , <i>select_one</i> : Potato, cassava, noodles, taro, damlong daikla, or green banana	0. No 1. Yes 2. Don't know/don't remember
10.1.4 <i>PWMDDWPulse</i> , <i>select_one</i> : Soybeans, soymilk, peas, pigeon peas, red mung beans, or mung beans	0. No 1. Yes 2. Don't know/don't remember
10.1.5 <i>PWMDDWNuts</i> , <i>select_one</i> : Peanuts, sunflower seeds, pumpkin seeds, or watermelon seeds	0. No 1. Yes 2. Don't know/don't remember
10.1.6 <i>PWMDDWMilk</i> , <i>select_one</i> : Fresh milk, UHT milk, or powdered milk	0. No 1. Yes 2. Don't know/don't remember
10.1.7 <i>PWMDDWDairy</i> , <i>select_one</i> : Yoghurt,	0. No 1. Yes 2. Don't know/don't remember
10.1.8 <i>PWMDDWPrMeatO</i> , <i>select_one</i> : Liver, kidney, heart, intestine or congealed blood	0. No 1. Yes 2. Don't know/don't remember
10.1.9 <i>PWMDDWPrMeatF</i> , <i>select_one</i> : Beef, buffalo, lamb, or goat	0. No 1. Yes 2. Don't know/don't remember
10.1.10 <i>PWMDDWPrMeatNonRuminant</i> , <i>select_one</i> : Pork, frog, turtle, rat, mice, or wild animal?	0. No 1. Yes 2. Don't know/don't remember
10.1.11 <i>PWMDDWPrMeatPro</i> , <i>select_one</i> : Sausages or ham	0. No 1. Yes 2. Don't know/don't remember
10.1.12 <i>PWMDDWPrMeatWhite</i> , <i>select_one</i> : Chicken, duck, or goose	0. No 1. Yes 2. Don't know/don't remember
10.1.13 <i>PWMDDWPrFish</i> , <i>select_one</i> : Fish, seafood, eel, small shrimp, canned fish, or fermented fish Fish and Seafood like	0. No 1. Yes 2. Don't know/don't remember
10.1.14 <i>PWMDDWPrEgg</i> , <i>select_one</i> : Duck eggs or chicken eggs	0. No 1. Yes 2. Don't know/don't remember
10.1.15 <i>PWMDDWVegGre</i> , <i>select_one</i> : Ivy gourd leaves, moringa leaves, green amaranth, water spinach, bok choy, or mustard greens?	0. No 1. Yes 2. Don't know/don't remember
10.1.16 <i>PWMDDWVegGre2</i> , <i>select_one</i> : pumpkin leaves, sweet leaf bush, choy sum, spinach, kale, or broccoli	0. No 1. Yes 2. Don't know/don't remember
10.1.17 <i>PWMDDWVegOrg</i> , <i>select_one</i> : Carrots, pumpkin that are orange inside	0. No 1. Yes 2. Don't know/don't remember
10.1.18 <i>PWMDDWFruitOrg</i> , <i>select_one</i> : Ripe mango, ripe papaya, or passion fruit	0. No 1. Yes 2. Don't know/don't remember
10.1.19 <i>PWMDDWVegOth</i> , <i>select_one</i> : Eggplant, cauliflower, long beans, cabbage, bean sprouts, tomatoes, or okra?	0. No 1. Yes 2. Don't know/don't remember
10.1.20 <i>PWMDDWVegOth2</i> , <i>select_one</i> : Wax gourd, sponge gourd, bitter gourd, ridge gourd, bottle gourd, ivy gourd, or cucumber	0. No 1. Yes 2. Don't know/don't remember

10.1.21 <i>PWMDDWVegOth3, select_one:</i> Lettuce, banana flower, mushrooms, bamboo shoots, white radish, green mango, or green papaya?	0. No 1. Yes 2. Don't know/don't remember
10.1.22 <i>PWMDDWFruitOth, select_one:</i> Orange, mandarin, grapefruit, or pomelo	0. No 1. Yes 2. Don't know/don't remember
10.1.22a <i>PWMDDWFruitOth2, select_one:</i> Banana, watermelon, custard apple, pineapple, jackfruit, star fruit, or avocado?	0. No 1. Yes 2. Don't know/don't remember
10.1.22b <i>PWMDDWFruitOth3, select_one:</i> Mangosteen, durian, rambutan, longan or langsat, guava, dragon fruit, or apple?	0. No 1. Yes 2. Don't know/don't remember
10.1.23 <i>PWMDDWOptSalty, select_one:</i> Potato chips or shrimp chips	0. No 1. Yes 2. Don't know/don't remember
10.1.24 <i>PWMDDWOptFried, select_one:</i> Fried chicken, fried banana, fried sweet potato, or French fries	0. No 1. Yes 2. Don't know/don't remember
10.1.25 <i>PWMDDWInstaNoodl, select_one:</i> Instant noodles	0. No 1. Yes 2. Don't know/don't remember
10.1.26 <i>PWMDDWFastFood, select_one:</i> Food from places like Burger King, KFC, Pizza Company, Five Star, Lucky Burger, or other places that serve burgers, fried chicken or pizza	0. No 1. Yes 2. Don't know/don't remember
10.1.27 <i>PWMDDWOptSugarFood, select_one:</i> Cakes, donut, cookies, coconut sticky rice, sticky rice with coconut and egg, sticky rice with durian, sticky rice layer cake, or sweet sticky rice balls	0. No 1. Yes 2. Don't know/don't remember
10.1.28 <i>PWMDDWOptSugarFood2, select_one:</i> Candy, chocolates, ice cream, lot svet, mung bean pudding, or coconut jellies	0. No 1. Yes 2. Don't know/don't remember
10.1.29 <i>PWMDDWOptSugarBev, select_one:</i> Sweetened tea, sweetened coffee, coffee frappe, chocolate frappe, or green tea frappe	0. No 1. Yes 2. Don't know/don't remember
10.1.30 <i>PWMDDWOptSugarBev, select_one:</i> Fruit juice, fruit drinks, sugarcane juice, or fruit shake	0. No 1. Yes 2. Don't know/don't remember
10.1.31 <i>PWMDDWOptSugarBev, select_one:</i> Soft drinks such as Coca-Cola, Fanta, Sprite, Bacchus, or M-150	0. No 1. Yes 2. Don't know/don't remember

Thank you /end of survey/

SUPPLIERS QUESTIONNAIRE

My name is and I ...[NAME] and my colleague(s) [NAME(s)]..... work for We are part of a team carrying out a survey to gather information from suppliers who supply food commodities to schools or suppliers for the Home-grown School Feeding Programme, which we will refer to this as School Feeding Programme from now on for short (if necessary, elaborate on what this programme is about - providing hot meals to students at schools). I/we would like to get information about the quantity and quality of food commodities delivered by suppliers and any trainings received by you or your family member and any problems experienced during the procurement process. The objective of the survey is to understand the situation of local procurement better to improve the School Feeding Programme.

The interview usually takes around 45 minutes to complete. Any information that you provide will be kept strictly confidential and I will not share whom I talked with to 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

Do you agree to the interview? 1. Yes ↓ (go to the following questions)
2. No → Refused (end of interview)

Are you currently a selected supplier to a school for the Home-Grown School Feeding Programme	Yes No -----> end interview
---	--------------------------------

SECTION A: GENERAL INFORMATION	
A1. Date:Start time: End time:	A2. Interviewer ID:
A3. Interviewee name:	A4. Interviewee Gender: 1. M 2. F 3. With disability
A5. Interviewee is: Owner / Manager / Both	A6. Interviewee Tel:
A7. Province:	A8. District:
A9. Commune:	A10. Village:
A11. Age: 1. 18-35 year 2. 36-55 year 3. Over 55 year	A12. Education (highest education level attained): 1. Never attended school 2. Vocational training 3. Primary 4. Secondary 5. BA/BSc pass 6. MA/MSc and above
A13. On average, how much would you say your annual household income is (in Riel)?	
PWD	
A14. In your household do you have people with disabilities	1. Yes 2. No
A15. if yes who?	1. Elder (male) 2. Elder (female) 3. Mother 4. Father 5. Chil (girl) 6. Child (boy) 7. Other

A16. Does that person have difficulty seeing, even if wearing glasses?	<ol style="list-style-type: none"> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
A17. Does that person have difficulty hearing?	<ol style="list-style-type: none"> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
A18. Does that person have difficulty walking or climbing steps?	<ol style="list-style-type: none"> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
A19. Does that person have difficulty remembering or concentrating?	<ol style="list-style-type: none"> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
A20. Does that person have difficulty with self-care, such as washing all over or dressing?	<ol style="list-style-type: none"> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
A21. Does that person have difficulties using usual language or communicating, for example understanding or being understood?	<ol style="list-style-type: none"> 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
SECTION B: BUSINESS INFORMATION	
B1. Full name of business:	
B2. Business type:	<ol style="list-style-type: none"> 1. A village vendor 2. A rice miller 3. A retailer 4. A middleman A wholesaler 5. A food producer (a farmer) 6. Others (specify)
B3. Which year did the business begin?	
B4. Please tell me the total number of employees in your business.	
B5. How many of them are men and how many are women?	<ol style="list-style-type: none"> 1. Number of men 2. Number of women
B6. How many of them are full-time (regular) staff and how many of them are part-time staff?	<ol style="list-style-type: none"> 1. Number of full-time staff 2. Number of part-time staff
B7. How many of them are PWD? How many of them are men and how many are women?	<ol style="list-style-type: none"> 1. Total number of PWD staff 2. Number of men 3. Number of women
B8. Does your business have the following licenses?	<ol style="list-style-type: none"> 1. Valid trade license 2. A business registration certificate 3. Any other related licenses (specify)
B9. For the school year 2023-24, for how many schools do you supply food commodities for the school meal programme through a competitive tender?	
B9a. Number of children in the schools you supplied	<ol style="list-style-type: none"> 1. School one 2. School two 3. School three
B10. Please tell us the name and address of	<ol style="list-style-type: none"> 1. School one

schools you sold commodity through a competitive tender?	<ol style="list-style-type: none"> 2. School two 3. School three
B11. 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)?	
SECTION C: TRADING	
<p>C1. In calendar year 2024 (Jan-July), what commodities did you trade in?</p> <p>C2a. Please tell us the total volume of each commodity you sold this year 2024 (Jan-July 2024)?</p> <p>C2b. What is the total amount (in Riel) of each commodity you sold this year (2024)?</p>	<ol style="list-style-type: none"> 1. Rice (fortified) 2. Rice (non-fortified rice) 3. Morning glory 4. Pumpkin (yellow) 5. Spinach (contextualise) 6. Moringa 7. Long bean (green) 8. Eggs (chicken) 9. Eggs (duck) 10. Meat (pork) 11. Meat (chicken) 12. Fish 13. Vegetable oil 14. Iodised salt 15. Other (specify)
SECTION D: COMPETITIVE TENDER PROCESS (FOR HGSFP)	
D1. Were the supplier contracts signed before the start of the school year?	<ol style="list-style-type: none"> 1. Yes 2. No
D2. During the school year 2023-24, how did you know about the tender?	<ol style="list-style-type: none"> 1. School and commune public billboard 2. Bid announcement banner 3. Public space announcement 4. Through local bid committee 5. Facebook 6. Public speakers 7. Through other villagers 8. From students etc. 9. School and commune public billboard 10. Others (specify....)
D3. During the school year 2023-24, were you aware of the process and rules for preparing bids for the tender for school supply?	<ol style="list-style-type: none"> 1. Yes 2. No
D4. During the school year 2023-24, did you receive the 'monthly purchase order' from the school to supply food commodities for the school meal programme?	<ol style="list-style-type: none"> 1. Yes 2. No
D4a. On average, how many days before the start of the month did you receive the 'monthly purchase order' from the school?	<ol style="list-style-type: none"> 1. Less than a week 2. Between one and two weeks. 3. More than two weeks in advance
D5. During the school year 2023-24, did you deliver food commodities to the school as per the 'monthly purchase order (verbal or written)?	<ol style="list-style-type: none"> 1. Yes, delivered all food commodities as per the monthly purchase order [<i>go to D7</i>] 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. Yes, rarely delivered as per the monthly purchase order 5. No, it was never delivered as per the monthly purchase order

<p>D6. What was/were the reason(s)? <i>[Multiple answers – Mark as they apply]</i></p>	<ol style="list-style-type: none"> 1. Time was too short to deliver the commodity 2. Specified commodity was not available on time from the farmers or in the market 3. The monthly purchase order was not received on time 4. Other reasons (specify)
<p>D7. How many times was the commodity returned to you by the school this year because the delivery was not as per the monthly purchase order?</p>	<ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-4 times 4. 5 or more
<p>D8. During the school year 2023-24, was there any agreed upon (verbal or written) commodity specification with the school to supply food commodities for the school meal programme?</p>	<ol style="list-style-type: none"> 1. Yes, written 2. Yes, verbal 3. No, agreed upon specifications
<p>D11. During the school year 2023-24, was any food commodity refused and returned to you by the school because the delivery did not meet standard specifications (whether agreed verbally or in writing or not)? (The purpose of collecting this information is to improve the HGSFP and for no other purposes)</p>	<ol style="list-style-type: none"> 1. Yes 2. No
<p>D12. During the school year 2023-24, was any of your food commodity returned to you by the school because of the following reasons? <i>[Multiple response, read all items and mark as they apply - Skip if D11=No]</i></p>	<ol style="list-style-type: none"> 1. Bags arrived in poor condition (e.g. open/torn) 2. Food was infested 3. Incorrect amount arrived (i.e. not as ordered) 4. Supplier/farmer refused to bring food items to deliver 5. No food label or food label was not clear or out of date 6. Food delivered was not fresh or was stale 7. Food was not delivered on time 8. Others (specify...)
<p>D13. During the school year 2023-24, were you able to submit the monthly payment request 'food received note' to the school as per the agreed (verbal or written) upon time?</p>	<ol style="list-style-type: none"> 1. Yes 2. No
<p>D14. During the school year 2023-24, 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?</p>	<ol style="list-style-type: none"> 1. Yes 2. No
<p>D15. During the school year 2023-24, did you get paid from the school on time after you submitted the payment request to the school?</p>	<ol style="list-style-type: none"> 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
<p>D16. Overall, how effective is the payment system while delivering food commodities for school meal? Would you say it is very effective, effective, ineffective or very ineffective? <i>[If effective or very ineffective Go to D18]</i></p>	<ol style="list-style-type: none"> 1. Very effective 2. Effective 3. Neither effective nor ineffective 4. Ineffective
<p>D17. What are the reasons for ineffectiveness?</p>	
<p>D18. How would you rate your experience in the school/public procurement process?</p>	<ol style="list-style-type: none"> 1. Simple 2. Normal 3. Complex

<p>D19. In which steps of the school procurement process do you consider that there have been difficulties?</p>	<ol style="list-style-type: none"> 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
<p>D20. Would you/your organisation be interested in participating again at school markets or continue as a supplier to other public institutions?</p>	<ol style="list-style-type: none"> 1. Yes 2. No, please explain
<p>D21. Overall, what do you consider the main benefits of supplying to the school meals programme?</p>	<ol style="list-style-type: none"> 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
SECTION E: SUPPLY OF FOOD COMMODITIES	
<p>E1a. For the school year 2024 (Jan-July 2024), did you supply this commodity to a school as part of the school meal programme? E1b. For the school year 2024 (Jan-July 2024), 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 2024 (Jan-July 2024), what was the price per kg for each commodity you sold to the supplier of the school meal programme? E1d. For the school year 2023/24 (Jan-Oct 2023), what was the average price per kg between harvest and leaning seasons for each commodity you sold to the school meal programme?</p>	<ol style="list-style-type: none"> 1. Rice (fortified) 2. Rice (non-fortified rice) 3. Morning glory 4. Pumpkin (yellow) 5. Spinach 6. Moringa 7. Long bean (green) 8. Eggs (duck) 9. Eggs (chicken) 10. Meat (pork) 11. Meat (chicken) 12. Fish 13. Vegetable oil 14. Iodised salt 15. Others (specify)
<p>E2a. For the school year 2023-24, did you buy the following food commodities from individual farmers? E2b. For the school year 2023-24, did you buy the following food commodities from farmer organisations/cooperatives? E2c. For the school year 2023-24, did you buy the following food commodities from retailers, suppliers, middlemen, millers? E2d. For the school year 2023-24, from how many of the following actor have you purchased food commodities for the school meal programme? E2e. For the school year 2023-2024, from how many of the following actors were women?</p>	<ol style="list-style-type: none"> 1. Rice/paddy 2. Vegetables 3. Eggs 4. Meat (pork) 5. Fish 6. Vegetable oil 7. Iodised salt
<p>E3. For the school year 2023-24 (Jan-July), what percentage of these sources are based within the same district of the school you procure to? 1. farmers</p>	<ol style="list-style-type: none"> 1. Rice/paddy 2. Vegetables (disaggregate) 3. Eggs 4. Meat (pork)

<ol style="list-style-type: none"> 2. market 3. producer organisation 4. retailer 5. self-produced 	<ol style="list-style-type: none"> 5. Meat (chicken) 6. Fish 7. Vegetable oil (see following table to specify type of vegetable) 8. Iodised salt 9. Total
<p>Disaggregate vegetable as so: Morning glory / Chinese flowering cabbage / Frilly leaf pak choi / Sponge gourd / Mustard green / Pumpkin leave / Amaranths / Gourd / Brassica juncea / Yard long bean / Headley / Long eggplant / Ivy gourd leaf / Wax gourd / Pumpkin / Young papaya / Ridge gourd / Moringa leaves / Banana pod / Tomato / Ngob leaves / Cauliflower / Yellow potatoes / Chinese kale / Roasted peanuts / Carrots</p>	
E3a1. Reasons of buying directly from farmer <i>[Multiple response, read all items and mark as they apply]</i>	<ol style="list-style-type: none"> 1. Cheaper price. 2. Freshness of commodities 3. Farms are just close to my house. 4. I am the grower myself. 5. Other.
E3a2. Reasons of buying directly from PO/AC <i>[Multiple response, read all items and mark as they apply]</i>	<ol style="list-style-type: none"> 1. Cheaper price. 2. Large volume for sale. 3. To get local products 4. I can pay later in a week or so. 5. Other
E3a3. Reasons of buying directly from, markets <i>[Multiple response, read all items and mark as they apply]</i>	<ol style="list-style-type: none"> 1. Cheaper price. 2. Easy shopping (one step for all). 3. It is close to my house. 4. I can pay later in a week or so. 5. Other
E3b. Is the pork you buy prepared by a certified slaughterer?	<ol style="list-style-type: none"> 1. yes, always 2. sometimes 3. not really 4. I do not know
E3c. Is the fish you buy alive?	<ol style="list-style-type: none"> 1. yes, always 2. sometimes 3. not really 4. I do not know
E3d. Is the pork, fish, veg and other are kept and delivered separately in cool boxes?	<ol style="list-style-type: none"> 1. yes, always 2. sometimes 3. not really 4. I do not know
E4. For the school year 2023-24, how many supplier/middlemen/rice miller/farmer/farmer organisations are you in business to supply food commodities for the school meal programme?	
E5. For the school year 2023-24, do you have verbal or written agreement with all the supplier/middlemen/rice miller/farmer/farmer organisations to supply food commodities for the school meal programme?	<ol style="list-style-type: none"> 1. Yes, written agreement with all 2. Yes, written agreement with some _____specify how many and who they are 3. No Written nor verbal agreement. <i>[Go to E18]</i>
E6. If yes, does the agreement (verbal or written) with the farmer or supplier (supplier/middlemen/rice miller or farmer/farmer organisation) specify a fixed volume of food commodity for the school meal?	<ol style="list-style-type: none"> 1. Yes 2. No <i>[Go to E9]</i>
E7. During the school year 2023-24, was the volume of food commodity delivered by the	<ol style="list-style-type: none"> 1. Yes, always delivered as per the agreement

farmer (supplier/middlemen/rice miller) as per the agreement (verbal or written) to supply for the school meal?	<ol style="list-style-type: none"> 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 6. Not applicable
E8. During the school year 2023-24, was any commodity returned to the supplier (supplier/middlemen/rice miller or farmer) because the delivery was not as per the agreed volume (verbal or written)?	<ol style="list-style-type: none"> 1. Yes 2. No
E9. During the school year 2023-24, was there any agreed upon time frame (verbal or written) with the supplier (supplier/middlemen/rice miller or farmer) to supply food commodities on time for the school meal?	<ol style="list-style-type: none"> 1. Yes 2. No [Go to E12]
E10. During the school year 2024, was the food commodity delivered to you by the supplier (supplier/middlemen/rice miller or farmer) as per the agreed upon (verbal or written) time frame?	<ol style="list-style-type: none"> 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 6. Not applicable
E11. During the school year 2023-24, was any commodity returned to the supplier (supplier/middlemen/rice miller or farmer) because the delivery was not as per the agreed upon (verbal or written) time frame?	<ol style="list-style-type: none"> 1. Yes 2. No
E12. During the school year 2023-24, was there any agreed upon (verbal or written) commodity specification with the farmer or supplier (supplier/middlemen/rice miller) to supply food commodities for the school meal?	<ol style="list-style-type: none"> 1. Yes 2. No (Go to e16)
E13. During the school year 2023-24, was the food commodity delivered by the supplier (supplier/middlemen/rice miller or farmer) as per the agreed upon (verbal or written) commodity specification?	<ol style="list-style-type: none"> 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 the agreed upon commodity specification 5. No, it was never delivered as per the agreed upon commodity specification 6. Not applicable
E14. In general, do you separate vegetable and meat in different package during your supply chain?	<ol style="list-style-type: none"> 1. Yes 2. No
E15. During the school year 2023-24, have you returned any commodity to the farmer because of the following reasons?	<ol style="list-style-type: none"> 1. Bags arrived in poor condition (e.g. open/torn) 2. Food was infested 3. Incorrect amount arrived (i.e. not as ordered)

	<ol style="list-style-type: none"> 4. No food label or food label was not clear or out of date 5. Food delivered was not fresh or was stale 6. Food was not delivered on time 7. Others (specify)
E16. During the school year 2023-24, was there any agreement (verbal or written) about time frame for payment to the farmer after the delivery of food commodities for the school meal?	<ol style="list-style-type: none"> 1. yes 2. no [Go to e18]
E17. During the school year 2023-24, did you pay to the farmer after the delivery of food commodities as per the agreed upon (verbal or written) time frame	<ol style="list-style-type: none"> 1. Yes, I have always paid to the farmer as per the agreed upon time frame 2. Yes, I have paid to the farmer 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
E18. Has your involvement with the school meal programme helped you expand your business?	<ol style="list-style-type: none"> 1. Yes, it expanded a lot 2. Yes it expanded some 3. No difference
E19. During the school year 2023-24, what problems have you experienced while purchasing food items from the supplier (supplier/middlemen/rice miller or farmer) for school meal?	<ol style="list-style-type: none"> 1. No problem encountered 2. Problem 1 3. Problem 2 4. Etc.
E20. Overall, how satisfied are you with the service provided by the suppliers (supplier/ 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? [If satisfied or very satisfied - Go to F. Cost of Food DELIVERY]	<ol style="list-style-type: none"> 1. Very satisfied 2. Satisfied 3. Neither satisfied nor dissatisfied 4. Dissatisfied
E20a. What are the reasons for dissatisfaction?	<ol style="list-style-type: none"> 1. Reason 1 2. Reason 2 3. Etc.
E23. On average how many hours do you spend each day on business of supplying food to school?	<ol style="list-style-type: none"> 1. 0 to 2 hours 2. 3 to 4 hours 3. 5 to 8 hours. 4. >8 hours
E24. Between what time of the day did you normally deliver food to school?	<ol style="list-style-type: none"> 1. 7 to 9 a.m. 2. 10 a.m. to 12 p.m. 3. 12 to 2 p.m. 4. 3 to 5 p.m.
E25. During the school year 2023-24, what means of transportation you usually used when delivering food commodities to school? [Multiple response, Mark as they apply]	<ol style="list-style-type: none"> 1. Porter (carried on back) 2. Bicycle/motorcycle 3. Pick-up truck 4. Tuk tuk 5. Lorry 6. Public transport 7. Others (specify)
E26. During the school year 2023-24, for what	<ol style="list-style-type: none"> 1. Loading/unloading

other services payment is required to deliver food commodities to school?	<ol style="list-style-type: none"> 2. Storage 3. Other (specify)
E27. Who bears the cost of food delivery (transportation cost) for school meal supply?	<ol style="list-style-type: none"> 1. Our business pays 2. School pays
E28. If your business pays, can you give an estimation of the percentage transport weighs on the total sell value of the commodities?	<ol style="list-style-type: none"> 1. 5 to 10 percent 2. 10 to 15 percent 3. 15 to 20 percent 4. over 20 percent
E29. Have you experienced any difficulties/problems while delivering food items to school for school meal?	<ol style="list-style-type: none"> 1. Yes/ Explain 2. No
E30. Overall, how satisfied are you with the commodities' delivery process to the schools? [If satisfied or very satisfied --- Go to G. CAPACITY BUILDING]	<ol style="list-style-type: none"> 1. Very satisfied 2. Satisfied 3. Neither satisfied nor dissatisfied 4. Dissatisfied
E31. What are the reasons for dissatisfaction?	<ol style="list-style-type: none"> 1. Reason 1 2. Reason 2 3. Etc.
E32. During the school year 2023-24 (Jan-July), for what other services payment is required to run your school feeding business? How much (riel) per month on average?	<ol style="list-style-type: none"> 1. Fuel and gasoline 2. Staff salary 3. Equipment and consumables (ice, etc.) 4. Interest payment 5. Other (specify) 6. I don't know
E.33 During the school year 2023-24 (Jan-July), what is the average net profit by month during the rainy and dry season?	<ol style="list-style-type: none"> 1. January (Dry & Rainy) 2. February (Dry & Rainy) 3. March (Dry & Rainy) 4. April (Dry & Rainy) 5. May (Dry & Rainy) 6. June (Dry & Rainy) 7. July (Dry & Rainy)
SECTION G. CAPACITY BUILDING	
G1. Did you or any of your staff receive training in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the NGO or the Government?	<ol style="list-style-type: none"> 1. Yes, WFP 2. Yes, NGO (which ones?) 3. Yes, Government 4. No training received [go to G3]
G2. How many staff received training in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government? How many of them were women?	<ol style="list-style-type: none"> 1. Total number 2. Number of women
G3. In the past two years, have you or your staff ever received any training on how to prepare bids for tender, or any similar training?	<ol style="list-style-type: none"> 1. Yes 2. No [Go to G6]
G4. How many staff received training on how to prepare bids for tender or any other trainings from WFP or the Government? How many of them were women?	<ol style="list-style-type: none"> 1. Total number 2. Number of women
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 NGO or the Government? G5b. How many staff have received these trainings in the past two years from WFP or the Government?	<ol style="list-style-type: none"> 1. Nutrition 2. Food quality 3. Food handling 4. Storage 5. Quality transportation 6. Business literacy 7. Agriculture production techniques

G5c. How many female staff have received these trainings in the past two years from WFP or the Government?	8. Others (specify)
G6. How satisfied are you with the trainings you or your staff received on HGSP procurement process? <i>[If satisfied or very satisfied - Go to G8]</i>	1. Very satisfied 2. Satisfied 3. Neither satisfied nor dissatisfied 4. Dissatisfied 5. Very dissatisfied
G7. What are the reasons for dissatisfaction?	1. Reason 1 2. Reason 2 3. Etc.
G8. How confident are you or your business/organisation is to handle and manage food procurement process for school meal? Would you say very confident, confident not very confident or not confident at all?	1. Very confident [Go to G10.] 2. Confident [Go to G10.] 3. Not very confident 4. Not confident at all
G9. Can you tell me why are you not confident?	1. Reason 1 2. Reason 2 3. Etc.
G10. Do you think you or your staff need further training to effectively handle and manage food procurement process for school meal programme?	1. Yes 2. No
G11. In what areas do you expect more trainings to you or your staff to effectively handle and manage food procurement process for school meal programme?	

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/supplier. 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				

END OF THE SURVEY.

Thank you for your valuable time and information.

FARMERS QUESTIONNAIRE

My name is _____ and I _____ [NAME] and my colleague(s) [NAME(s)] _____ work for _____. We are part of a team carrying out a survey to gather **information from farmers who** supply food commodities to schools or suppliers for the Home-grown School Feeding Programme, which we will refer to this as School Feeding Programme from now on for short (if necessary, elaborate on what this programme is about - providing breakfast to students at schools). 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 and any problems experienced during the procurement process. The objective of the survey is to understand the situation of local procurement better to improve the School Feeding Programme.

The interview usually takes around 45 minutes to complete. Any information that you provide will be kept strictly confidential and will not be shared to 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

Do you agree to the interview? 1. Yes ↓ (go to the following questions) 2. No → Refused (end of interview)

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)

Yes, through one supplier
 Yes, through multiple suppliers
 Yes, directly to the school (go to the following questions)
 No -----> end interview

SECTION A: GENERAL INFORMATION

A1. Date: Start time: End time:

A2. Interviewer ID:

A3. Interviewee name:

A4. Interviewee Gender:

1 M
 2 F

A5. Interviewee is:

- 1 the head of the family
- 2 Spouse
- 3 Other adult family member

A6. Interviewee Tel:

A7. Province:

A8. District:

A9. Commune:

A10. Village:

A11. Age of household head:

- 1. 18-35 year
- 2. 36-55 year
- 3. Over 55 years

A12. Education of household head: (highest education level attained)

- 1 Never attended school
- 2 Vocational training
- 3 Primary
- 4 Secondary
- 5 BA/BSc pass
- 6 MA/MSc and above

A13. If interviewee is not household head, Age of interviewee

- 1. 18-35 year
- 2. 36-55 year
- 3. Over 55 year

A14. If interviewee is not the HH head, Education of interviewee

- 0. Never attended school
- 1. Vocational training
- 2. Primary

4. N/A if interviewee is HH head	3. Secondary 4. BA/BSc pass 5. MA/MSc and above 6. N/A – if interviewee is HH Head
A15. IDPOOR	Yes ID poor 1. Id poor 2 2. no
PWD	
a.16 In your household do you have people with disabilities	
a.16A if yes who? Selected code	
VISION [code = VIS_SS] [Do/Does] [you/he/she] have difficulty seeing, even if wearing glasses?	Would you say... [Read response categories] 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
HEARING [code = HEAR_SS] Do/Does] [you/he/she] have difficulty hearing?	Would you say... [Read response categories] 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
MOBILITY [Code = MOB_SS] [Do/Does] [you/he/she] have difficulty walking or climbing steps?	Would you say... [Read response categories] 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
COGNITION (REMEMBERING) [Code = COG_SS] [Do/does] [you/he/she] have difficulty remembering or concentrating?	Would you say... [Read response categories] 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
SELF-CARE [Code = SC_SS] Do/does] [you/he/she] have difficulty with self-care, such as washing all over or dressing?	Would you say... [Read response categories] 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
COMMUNICATION [Code = COM_SS] Using [your/his/her] usual language, [do/does] [you/he/she] have difficulty communicating, for example understanding or being understood?	Would you say... [Read response categories] 1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
SECTION B: HOUSEHOLD INFORMATION (General)	
I will now ask some basic questions about your family members HH composition	
B1a. How many members are there in your family?	
B1b. Number of female family members are females?	
B2a. Members of age 65 years and over?	
B2b. Number of females of age 65 years and over?	
B3a. Members of age 14 years and below?	

B3b. Number of females of age 14 years and below?	
I will now ask some basic questions about your main source of income in this HH HH Income	
B4. On average, how much would you say your annual household income in KHR is?	
B4.1 Who is the main person to earn the income?	<ol style="list-style-type: none"> 1. Husband 2. Wife 3. Children
B5. What is the main source of your household income (choose one)?	<ol style="list-style-type: none"> 4. Agriculture/farming 5. Fishing 6. Livestock rearing 7. Casual labor 8. Remittance 9. Grants Other _____
B6. How much land do you own? land size [in Khmer]*
B6.1 Who own the land title?	<ol style="list-style-type: none"> 1. Both husband and wife 2. Only husband 3. Only wife
B7. How much land is suitable for crop production? land size [in Khmer]*
B7.1 Who are the decision maker to cultivate crop production	<ol style="list-style-type: none"> 1. Both husband and wife 2. Only husband 3. Only wife
B8. How much of this land is rented? land size [in Khmer] *
B8.1 Who are the main person in family to make decision of land renting?	<ol style="list-style-type: none"> 1. Both husband and wife 2. Only husband 3. Only wife
B9. Who are the persons to manage household income?	<ol style="list-style-type: none"> 1. Both husband and wife 2. Only husband 3. Only wife
SECTION C: ANNUAL PRODUCTION	
Now let's talk about household's overall yearly production.	
C1. Do you keep a record of your production?	<ol style="list-style-type: none"> 1. Yes 2. No
C1a. If yes, have you received training on record keeping?	<ol style="list-style-type: none"> 1. Yes 2. No
C1b. If yes, can we see your records?	<ol style="list-style-type: none"> 1. Yes >> if record was provided for the enumerator to cross-check answers 2. No, if not available/or enumerator was denied access to records
C2a. In year 2024 (Jan-July), what commodities did you produce <u>overall</u> (for both sales and consumption)? C2b. What is the area under ... (crop name, for example, rice) in 2024? (ask for each crop listed in the table) C2c. What is the total production in 2024? (ask for each crop listed in the table) C2d. Did you sell any produce of (name of	<ol style="list-style-type: none"> 1. Rice (fortified) 2. Rice (non-fortified rice) 3. Morning glory 4. Pumpkin (yellow) 5. Spinach (contextualise) 6. Moringa 7. Long bean (green) 8. Eggs (chicken) 9. Eggs (duck)

crop) in 2024? C2e. Please tell us the total estimated volume of each commodity you sold in 2024? C2f. What was the total amount (in Riel) of each commodity you sold in 2024?	10. Meat (pork) 11. Meat (chicken) 12. Fish
SECTION D: CAPACITY BUILDING	
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 form an NGO 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/NGO/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: Ask the following questions and record the answer in the following table. Please be prepared to explain what each training is about. D4a. Did you or your family/household members receive training in the following toolkit areas? (ask for each training area) 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?	1. Safe food production a. Climate Smart Agriculture b. Good agricultural practices c. Participatory guarantee systems d. Organic standards e. Other:..... 2. Agricultural production techniques a. Soil preparation b. Seed selection c. Pest management d. Organic fertiliser production e. Organic pesticide production f. Water management g. Post-harvest handling of food h. Proper package and storage i. Proper transportation of food j. Other:..... 3. Farming business management a. Food marketing b. Crop economic analysis c. Food market information d. Food quality standards e. Other:..... 4. Others (specify)...
D5a. Are you GAP certified (you have received and completed a GAP training and received the government certificate)?	1. Yes 2. No
D5b. If yes, when did you 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?	----- Number of family members

D6b. How many female members received training on how to prepare bids for tender?	----- Number of female family members
D6c. Who organised/delivered the training on how to prepare bids for tender?	<ol style="list-style-type: none"> 1 Government (MoEYS); 2 Government (MAFF); 3 Government (Other specify ___); 4 WFP; 5 NGO (specify which _____); Other _____(specify)
D7a. How satisfied are you with the trainings you or your family members received on HGSP procurement process?	<ol style="list-style-type: none"> 1. Very satisfied; go to section D8 2. Satisfied; go to section D8 3. Neither satisfied nor dissatisfied go to section D8 4. Dissatisfied; continue D7 b Very dissatisfied continue D7 b
D7b. What are the reasons for dissatisfaction?	<ol style="list-style-type: none"> 1. _____ 2. _____
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?	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree
SECTION E: SUPPLY OF FOOD COMMODITIES FOR SCHOOL MEAL PROGRAMME	
<p>E1a. For the current year jan 2024 until July 2024, what commodities have you been supplying to the School Feeding Programme (if supplied at least once during Jan-October, please tick yes)?</p> <p>E1b. For the year jan 2024 until July 2024, please tell us the monthly average volume (kg) of each commodity you supplied to the supplier of the school meal programme?</p> <p>E1c. For the school year 2024, what was the price per kg for each commodity you sold to the supplier of the school meal programme?</p>	<ol style="list-style-type: none"> 1. Rice (fortified) 2. Rice (non-fortified rice) 3. Morning glory 4. Pumpkin (yellow) 5. Spinach 6. Moringa 7. Long bean (green) 8. Eggs (duck) 9. Eggs (chicken) 10. Meat (pork) 11. Meat (chicken) 12. 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?	<ol style="list-style-type: none"> 1. Very satisfied; go to E3 2. Satisfied; go to E3 3. Neither satisfied nor dissatisfied go to E3 4. Dissatisfied; continue E2b 5. 5. Very dissatisfied continue E2b
E2b. If you are dissatisfied, how does the price compare to the local market price?	<ol style="list-style-type: none"> 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
E3. Compared to previous years would you say that this year your sales have increased compared to last year and the year before a result of your agreement to sell your produce to support the school meals programme?	<ol style="list-style-type: none"> 1. Yes 2. No
E3a. If yes, can you tell me approximately how much your production has increase because of new agreement to produce for school meal programme?	<ol style="list-style-type: none"> 1. Less that 10 % 2. Between 10 and 25 % 3. Between 25 to 50 % 4. Between 50 to 75 % 5. Over 75 %

SECTION F: CONTRACTUAL AGREEMENT, MODE AND FREQUENCY OF DELIVERY

<p>F1. During the school year 2023-24, 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?</p>	<ol style="list-style-type: none"> 1. Yes- verbal 2. Yes – written 2.a Spot contracts 2.b short term contract (1 to 3 months) 2.c long term contract (more than 3 months) 2.d framework agreement 2.e Other. Please specify_____ <p>No ----- Go to F3</p>
<p>F2. For the school year 2023-24, when did you make the agreement (verbal or written)? Was it before the start of the term or after the term?</p>	<ol style="list-style-type: none"> 1. Before the school term began 2. After the school term began
<p>F2.1 Who make the agreement with supplier?</p>	<ol style="list-style-type: none"> 1. Husband and wife 2. Only husband 3. Only wife
<p>F3a. Does the agreement (verbal or written) with the supplier specify a fixed volume of food commodity for the school meal?</p>	<ol style="list-style-type: none"> 1. Yes 2. No ----- Go to F4a
<p>F3b. What is the agreed upon (verbal or written) <u>frequency of delivery</u>? Is it daily or weekly?</p>	<ol style="list-style-type: none"> 1. 1. Daily 2. 2. Weekly 3. 3. Other _____
<p>F3c. During the school year 2023-24, 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?</p>	<ol style="list-style-type: none"> 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 6. Not applicable
<p>F3d. During the school year 2023-24, 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.</p>	<ol style="list-style-type: none"> 1. Yes 2. No
<p>F4a. During the school year 2023-24, 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?</p>	<ol style="list-style-type: none"> 1. Yes 2. No ----> Go to F5a
<p>F4b. During the school year 2023-24, was the food commodity delivered by you to the supplier of School Meals Programme as per the agreed upon (verbal or written) time frame?</p>	<ol style="list-style-type: none"> 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 6. 9 = Not applicable
<p>F4c. During the school year 2023-24, was any commodity returned to you by the supplier of</p>	<ol style="list-style-type: none"> 1. Yes 2. No

School Meals Programme because the delivery was not as per the agreed upon (verbal or written) time frame?	
F5a. During the school year 2023-24 was there any agreed upon (verbal or written) quality specification on food commodities for the school meal?	<ol style="list-style-type: none"> 1. Yes 2. No ----> Go to F6
F5b. During the school year 2023-24, was the food commodities delivered by you to the supplier as per the agreed upon (verbal or written) quality specification?	<ol style="list-style-type: none"> 3. Yes, delivered all the time as per the agreed upon commodity specification 4. Yes, delivered most of the time as per the agreed upon commodity specification 5. Yes, delivered half of the time as per the agreed upon commodity specification 6. Yes, rarely delivered as per the agreed upon commodity specification 7. No, it was never delivered as per the agreed upon commodity specification 8. 9 = Not applicable
F5c. During the school year 2023-24 was any commodity returned to you by the supplier because the delivery was not as per the agreed upon (verbal or written) quality specification?	<ol style="list-style-type: none"> 1. Yes 2. No
F6. During the school year 2023-24, have your commodity been returned to you because of the following reasons? <u>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.</u>	<ol style="list-style-type: none"> 1. Bags arrived in poor condition (e.g. open/torn) 2. Food was infested 3. Incorrect amount arrived (i.e. not as ordered) 4. Supplier/farmer refused to bring food items to deliver 5. No food label or food label was not clear or out of date 6. Food delivered was not fresh or was stale 7. Food was not delivered on time
F7a. During the school year 2023-24, 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?	<ol style="list-style-type: none"> 1. Yes 2. No ----> Go to F8
F7b. If yes, have you received payment by the supplier (supplier/middlemen/rice miller or farmer) after the delivery of food commodities as per the agreed upon (verbal or written) time frame?	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

<p>F7d. What was the form of payment</p>	<ol style="list-style-type: none"> 1. Cash 2. Bank deposit 3. Other. Please, specify: _____
<p>F8. What problems have you experienced while delivering your commodities to the suppliers for the school meal programme?</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>F9. Overall, what do you consider the main benefits of supplying to the school meals programme?</p>	<ol style="list-style-type: none"> 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: _____
<p>F10. Overall, your involvement with the school meal programme has helped increase your household production. Do you strongly agree, agree, disagree or strongly disagree with this statement?</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree
<p>F11. Overall, your involvement with the school meal programme (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?</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree
<p>F12. I would be very interested to hear if you have any other feedback you want to provide in regard to the HGSP Programme?</p>	<p>OPEN:</p>

END OF THE SURVEY. Thank you for your valuable time and information.

SCHOOL STAFF SURVEY (SCHOOL DIRECTORS, TEACHERS, COOKS STOREKEEPERS)

My name is and I [NAME] and my colleague(s) [NAME(S)]..... work for We are part of a team carrying out a survey to gather information from school staff that participate in the Home-grown School Feeding Programme, which we will refer to this as School Feeding Programme from now on for short (if necessary, elaborate on what this programme is about - providing breakfast to students at schools). I/we would like to get information from you about the programme you perception of the quality of the food that is being served to the students, the interest and benefit you believe it has on the students' overall performance. Also, I would like your opinion on the quality of the other services this school as received such as the rehabilitation of the school facilities (like the kitchen, the canteen, the school vegetable garden etc.) the quality of the training that you and or your staff have received in connection with the school feeding programme.

The objective of the survey is to collect information from the beneficiaries of the school feeding programme in order to improve where and if necessary.

The interview usually takes around 45 minutes to complete. Any information that you provide will be kept strictly confidential and will not be shared to 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

Do you agree to the interview? 1. Yes ↓ (go to the following questions)
2. No → Refused (end of interview)

SECTION A SCHOOL ID

A1. Province	<ul style="list-style-type: none">1. Pursat2. Kampong Thom3. Kampong
A2. District	<ul style="list-style-type: none">1.1 Bakan1.2 Kandieng & Krakor2.1 Kampong Svay2.2 Stoung,3.1 Kampong Tralach3.2 Rolea B'ier3.3 Tuek Phos.
A3. Village	<ul style="list-style-type: none">1.1 _____1.2 _____1.3 _____
A4. School id # (from sampling)	
A5. School name	
A6. School group	<ul style="list-style-type: none">1. KOICA-funded2. Handed Over
A7. Type of assistance received	<ul style="list-style-type: none">1. HGSF only2. HGSF + HYBRID

SECTION AA: IDENTIFICATION OF THE RESPONDENT

AA1. What is the name of the respondent?	Name: _____
AA2. What is the gender of the respondent	<ol style="list-style-type: none"> 1. male 2. female
AA3. Does he/she has a disability?	<ol style="list-style-type: none"> 1. Yes 2. No
AA3a. [Skip if AA3=no] If yes specify the disability	Which disability?
AA5. What is the function of the respondent?	AA5a = School director/Principal/Headteacher AA5b = Teacher (specify the grade taught) AA5c = Cook AA5d = Storekeeper AA5e = Gardner (responsible for the vegetable school garden) AA5f = Other
AA6. ID POOR	<ol style="list-style-type: none"> 1. Yes 2. No

SECTION B: PERCEPTION OF THE SCHOOL FEEDING PROGRAMME - SCHOOL DIRECTORS AND TEACHERS

I would like to talk with you about your opinion on the school feeding programme

School Directors and Teachers	
B5. In your opinion, what is the quality of the meals that are being prepared in this school?	<ol style="list-style-type: none"> 1. Good 2. Average explain 3. Bad explain
B6. From your observations do you think that children are more responsive/attentive in class when they receive food at school?	<ol style="list-style-type: none"> 1. yes, a lot 2. Yes, a little bit 3. No 4. I do not know
B7. From your observations and based on your experience, do you think that students are more likely to attend class when they receive food every day at school?	<ol style="list-style-type: none"> 1. Yes 2. No, the fact that there is food at school does not influence pupil attendance 3. I do not know
B8. From your observations and based on your experience, do you think that students are more likely to complete the school year when they receive food every day at school?	<ol style="list-style-type: none"> 1. Yes, students are more likely to complete the school year when they receive food 2. No students are equally likely to drop out whether they receive food or not 3. I do not have an opinion/I do not know
B9. From your observations and based on your experience, do you think that parents are more likely to send all their children at school when they receive food every day at school?	<ol style="list-style-type: none"> 1. Yes, parent are more likely to send all their school aged children at school if they receive a meal everyday 2. No Parents will still choose which one of their school aged children to send at school even though they receive a meal every day 3. I do not have an opinion/I do not know

<p>B10. If the answer is “b” In your opinion and based on your experience and observations how do parents choose which one of their school aged children to send to school (gender preference, disability obstacle etc..)?</p>	<p>Open question</p>
<p>B11. Let’s take for example this current school year, have you noticed if your students have been less absent at school due to illness than previous years (non-covid years)?</p>	<ol style="list-style-type: none"> 1. Yes, my students have been less absent because of illness when they receive food at school every day 2. No, I have not noticed any less absence caused by illness simply because the students receive food every day at school 3. I do not have an opinion/I do not know 4. N/A
<p>B12. Do you agree strongly agree or disagree with the following statements</p>	<p>HGSF is good for</p>
<p>a. educating parents and children on nutrition and healthy food habits</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
<p>b. boosting local economies especially for local farmers and small holders</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
<p>c. improving students’ performance at school</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
<p>d. reducing parents’ financial burden</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
<p>e. giving equal opportunity for boys and girls to get an education</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
<p>f. encouraging parent to send “disabled” child to school</p>	<ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
<p>B13. Can you tell us what are the benefits you expect as a result of being connected to the HGSFP?</p>	<ol style="list-style-type: none"> 1. Health and nutrition benefits for the children 2. Improved school performance 3. Improved school facilities with construction and rehabilitation 4. Increase school enrolment 5. Increase school retention 6. Reduced drop out 7. Increase chances for primary education completion for students 8. Increased equal access to school children of vulnerable HH (ID POOR or other marginalised groups) 9. Other benefits

SECTION B: PERCEPTION OF THE SCHOOL FEEDING PROGRAMME - SCHOOL DIRECTORS AND TEACHERS

AA1. What is the name of the respondent?	Name: _____
AA2. What is the gender of the respondent	1. male 2. female
AA3. Does he/she has a disability?	1. YES 2. NO
AA3a. [Skip if AA3=no] If yes specify the disability	Which disability?
AA5. What is the function of the respondent?	AA5a = School director/Principal/Headteacher AA5b = Teacher (specify the grade taught) AA5c = Cook AA5d = Storekeeper AA5e = Gardner (responsible for the vegetable school garden) AA5f = Other
AA6. ID POOR	1. Yes 2. No
C2. Are you the only cook in the school?	3. Yes, I am alone 4. No, there are other cooks
C3. [If C2=a, then skip] How many other cooks are there?	# of cooks in total _____ of which are women _____ are disabled
C4. [If C2=a, then skip] How do you organise the work?	1. We rotate by shift (morning shift/afternoon shift) 2. We rotate daily 3. We rotate weekly 4. We rotate monthly
C5a. How many hours do you work per day?	5. _____ H/D
C5b. How many days do you work per week?	6. _____ D/W
C5c. Are you or your colleagues getting any compensation for your work?	1. Yes can you tell me how much a1 _____riels 2. No
C6. [Skip if C5c=b] From whom do you get compensation?	1. from the school 2. from the community 3. from other parents 4. from and NGO _____ specify which on e 5. I don't know
C7. Are you a parent of a student in this school?	1. Yes 2. No
C8. Is/Are your colleague(s) a parent(s) of a student in this school?	1. Yes 2. No
C9. Do you enjoy cooking for the students?	1. Yes 2. No
C10. Are you satisfied with the variety of food available for you to prepare food?	1. Yes 2. No
C11. Do you participate in the decisions regarding which produce to buy from the local suppliers?	1. Yes 2. No
C12. Generally, do you find the products fresh and of good quality	1. Yes 2. No

C13. If No which products are usually less good?	<ol style="list-style-type: none"> 1. Vegetables 2. Meat [specify which kind] 3. fish 4. Fruits 5. It depends on it varies
C14. Based on your observations and in your opinion can you tell whether all students like/enjoy the meals that are being prepared and served in this school?	<ol style="list-style-type: none"> 1. Yes, they generally do enjoy their meal 2. NO, not all children enjoy their meal 3. Not at all
C15. Based on your observation do students usually eat all the food that is served or do they leave some food untouched?	<ol style="list-style-type: none"> 1. Yes, eat all go to C17 2. No, leave food specify hereafter C16 3. c = I don't know
C16. If they leave food what kind of food they seem more reluctant to eat?	<ol style="list-style-type: none"> 1. Vegetables 2. Meat [specify which kind] 3. fish 4. Fruits 5. It depends on it varies 6. Other [specify]
C17. Are the portions served to students different for each age group?	<ol style="list-style-type: none"> 1. Yes, each age group gets a different size meal 2. NO everyone gets the same size meal 3. I don't know
C18. In your opinion do you think that generally all students are getting sufficient food?	<ol style="list-style-type: none"> 1. Yes, I think the portions are correct according to their age 2. No, I think the portion are not appropriate for some of the students 3. I don't know
C19. In your opinion, is the food served in this school healthy	<ol style="list-style-type: none"> 1. Yes, the food is healthy 2. Yes, but it could be better 3. No, the food is not healthy 4. I don't know
C20. Have you noticed if sometimes children take the prepared food home?	<ol style="list-style-type: none"> 1. Yes, some do 2. No, never 3. I don't know/haven't noticed
C21. If yes, why do you think they bring the food at home?	<ol style="list-style-type: none"> 1. to help the rest of the family 2. because they don't like the food but they don't want to waste it 3. because their parents ask them to 4. c= I don't know
C22. Do you think this kitchen is well appointed / easy to work in?	<ol style="list-style-type: none"> 1. Yes go to C24 2. No
C23. If No what do you think should be improved?	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
C24. Are you satisfied with the quality of the stoves?	<ol style="list-style-type: none"> 1. Yes go to C26 2. No
C25. If no what do you think should be improved?	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
C26. Do you think that the vegetable garden is useful to complement the products the school buys?	<ol style="list-style-type: none"> 1. Yes go to C28 2. No
C27. If no can you tell me why you think it is not useful?	

C28. If yes which product you use the most from the school garden	
C28b. Who is regularly tending to the garden?	<ol style="list-style-type: none"> 1. the school director 2. the teachers 3. the cook (s) 4. the students' parents (volunteers) 5. the students 6. the storekeeper(s) 7. other community members (volunteers) 8. Other [specify] 9. I don't know
C29a. Who decides about the menus? <i>Allow for multiple answers</i>	<ol style="list-style-type: none"> 1. the school director 2. the teachers 3. The cook (s) 4. the students' parents 5. the students 6. All the above in consultation 7. g= I don't know
C29b0. How many different menus do you use in this school?	_____ # different menus
C29c1. How often do you change the menus?	<ol style="list-style-type: none"> 1. Every day 2. Every week 3. Every month 4. Other
C29d. Are the menus displayed in public areas	<ol style="list-style-type: none"> 1. A = Yes, Can I See It? 2. B = No,
C29e. what is on the menu the day of the visit?	3. Describe Menu
C30. Did you participate in the Cooking good kitchen competition this year	<ol style="list-style-type: none"> 1. Yes 2. No Why?
C31. Do you have plan to participate for next school year?	<ol style="list-style-type: none"> 1. Yes 2. No Why?
C32. Do you have a key to access the school food stocks or do you need to always ask the storekeeper?	<ol style="list-style-type: none"> 1. Yes, I have a key and can Access when I need to 2. No, I have no key and have to ask the storekeeper
STOREKEEPERS	
SECTION AA: IDENTIFICATION OF THE RESPONDENT	
AA1. What is the name of the respondent?	Name: _____
AA2. What is the gender of the respondent	<ol style="list-style-type: none"> 1. Male 2. Female
AA3. Does he/she has a disability?	<ol style="list-style-type: none"> 1. Yes 2. No
AA3a. [Skip if AA3=no] If yes specify the disability	Which disability?
AA5. What is the function of the respondent?	AA5a = School director/Principal/Headteacher AA5b = Teacher (specify the grade taught) AA5c = Cook AA5d = Storekeeper AA5e = Gardner (responsible for the vegetable school garden) AA5f = Other

AA6. ID POOR	<ol style="list-style-type: none"> 1. Yes 2. No
C31. Are you the only storekeeper in the school?	<ol style="list-style-type: none"> 1. Yes, I am alone 2. No, there are other storekeepers
C32. [Skip of C31=a] How many other storekeepers are there?	<ol style="list-style-type: none"> 1. _____ # of storekeepers in total 2. _____ of which are women 3. _____ are disabled
C31a. [Skip of C31=a] How do you divide your work?	<ol style="list-style-type: none"> 1. We rotate by shift (morning shift/afternoon shift) 2. We rotate daily 3. We rotate weekly 4. We rotate monthly
C32a. How many hours do you work per day?	_____ H/D
C33b. How many days a week do you work?	_____ D/W
C34. Are you or your colleagues getting any compensation for your work?	<ol style="list-style-type: none"> 1. Yes can you tell me how much a1 _____ riels 2. No
C35. [Skip if C34 = b] From whom do you get compensation?	<ol style="list-style-type: none"> 1. from the school 2. from the community 3. from other parents 4. from and NGO _____ specify which one 5. I don't know
C36. Are you a parent of a student in this school?	<ol style="list-style-type: none"> 1. Yes 2. No
C37. Do you think that this storage facility is of appropriate size for the quantity of food the school needs?	<ol style="list-style-type: none"> 1. It is an appropriate size for the quantity of produce stored 2. It is a little too small 3. It is much too big
C39. Do you keep an inventory of the produces received?	<ol style="list-style-type: none"> 1. Yes can I see it 2. No
C40. Do you think the food is safely kept in this storeroom?	<ol style="list-style-type: none"> 1. Yes 2. No
C41. If no, can you tell me why?	<ol style="list-style-type: none"> 1. Not enough ventilation 2. Not enough shelves, pallets 3. Other
C42. DO you think the food is secure (likelihood of it being stolen)?	<ol style="list-style-type: none"> 1. Yes, there is a good security system 2. There is no security issues here 3. No there is always a possibility of the food being stolen
C43. Does the cook also have a key to the stocks?	<ol style="list-style-type: none"> 1. Yes 2. No 3. I do not know
SECTION D. CAPACITY BUILDING: SCHOOL DIRECTORS TEACHERS COOKS AND STOREKEEPERS	
D1. Did you receive training in the last two years on management of operation of the school feeding programme from WFP or the NGO or the Government?	<ol style="list-style-type: none"> 1. Yes Government 2. Yes WFP 3. Yes NGO (which one) 4. No training received go to D
D2. In the past two years have you received training on any of the following topics listed below from either WFP or and NGO or the Government? <ol style="list-style-type: none"> 1. Food safety and hygiene 2. Food Quality 3. Food Handling 4. Food storage 	D2a. Training <ol style="list-style-type: none"> 1. Yes 2. No
	D2b. If D2a=Yes, which agency/entity provided you with the training <ol style="list-style-type: none"> 1. Government 2. WFP 3. NGO [SPECIFY WHICH ONE]

<p>5.Menu design (Cost efficient and nutritious menu)</p> <p>6.Safe school meals preparation</p> <p>7.Good health and nutrition practices</p> <p>8.School Feeding Information System (SFIS)</p> <p>9.Reporting and financial management</p> <p>10.Accountability, roles and responsibilities of all school feeding programme partners</p> <p>11.Others (specify..)</p>	
<p>D4. [Skip if D1=1, 2 or 3 OR/AND D2=yes] How satisfied are you with the trainings you or your staff received on HGSP procurement process? Are you very satisfied, satisfied, dissatisfied or very dissatisfied?</p>	<p>1. Very satisfied</p> <p>2. Satisfied</p> <p>If satisfied or very satisfied --- Go to G6</p> <p>3. Neither satisfied nor dissatisfied</p> <p>4. Dissatisfied</p> <p>5. Very dissatisfied If dissatisfied or very dissatisfied - --> Continue</p>
<p>D5. What are the reasons for dissatisfaction?</p>	<p>1. R1</p> <p>2. R2</p> <p>R3_____</p>
<p>D6. How confident are you to correctly manage role and responsibility in the good operation of the school feeding programme? Would you say very confident, confident not very confident or not confident at all?</p>	<p>1. Very confident Go to D8</p> <p>2. Confident Got to D8</p> <p>3. Not very confident</p> <p>Not confident al all</p>
<p>D7. Can you tell me why are you not confident?</p>	<p>1. R1</p> <p>2. R2</p> <p>R3_____</p>
<p>D8. Given your position/work can you briefly summarise what to you understanding is your key roles/Duties and main responsibilities in the good operation of the SFP?</p>	<p>D8a Key Duties(s)/Role(s)</p> <p>1.</p> <p>2.</p> <p>3.</p>
	<p>D8b Key responsibilities</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>D9. Do you think you need further training to effectively handle and manage your overall duties and responsibilities for the good operation of the school feeding programme?</p>	<p>1. Yes</p> <p>2. No</p>
<p>D10. [Skip if G9=2] In what areas do you expect more trainings for you to effectively fulfill your overall duties and responsibilities for the good operation of the school feeding programme?</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>D11. At this point and based on your experience do you have any advice, suggestion or recommendation on how to improve the current school feeding programme</p>	<p>Open question</p>

END OF THE SURVEY.

Thank you for your valuable time and information.

SCHOOL OBSERVATION / ASSESSMENT

My name is and I[NAME] and my colleague(s) [NAME(s)]..... work for We are part of a team carrying out a survey to gather information from school staff that participate in the Home-grown School Feeding Programme, which we will refer to this as School Feeding Programme from now on for short (if necessary, elaborate on what this programme is about - providing breakfast and lunch meals to students at schools). This school has been selected among all the schools supported by the programme. I would like to visit the school and collect information regarding the infrastructure (like the kitchen, the canteen, the school vegetable garden etc.) that were constructed or rehabilitated with the support of the school feeding programme. Also, I would need to collect some information about the students and the school staff. The objective of the survey is to collect information from the beneficiaries of the school feeding programme in order to improve where and if necessary.

The interview usually takes around 45 minutes to complete. Any information that you provide will be kept strictly confidential and will not be shared to 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

Do you agree to the interview? 1. Yes ↓ (go to the following questions)
2. No → Refused (end of interview)

Are you currently a selected supplier to a school for the Home-Grown School Feeding Programme	Yes No -----> end interview
---	--------------------------------

The school visit is going to be done accompanied by the Principal, Headteacher or the OIC the day of the visit

SECTION AA: IDENTIFICATION OF THE RESPONDENT

AA1. What is the name of the accompanying person

Name: _____

AA2. What is the gender of the respondent

a= male b = female

AA3. Does he/she have a disability?

1.Yes
2.No

AA3a. If yes specify the disability

Which disability?

A3. What is the function of the respondent?

AA3a. School director/Principal
AA3b. Head teacher
AA3c. Officer in charge the day of the visit (specify hi/her function)

SECTION A SCHOOL ID

A1. Province

Pursat
Kampong Thom
Kampong Chnanag

A2. District

1.1 Bakan
1.2Kandieng & Krakor
2.1 Kampong Svay
2.2 Stoung,
3.1 Kampong Tralach
3.2 Rolea B'ier
3.3 Tuek Phos.

A3 Village	1.1 _____ 1.2 _____ 1.3 _____
A4 School id #	
A5 School name	
A6. School group	1.1 Remain 1.2 Handed Over
A7. Types of assistance received	1.1 HGSF only 1.2 HGSF + HYBRID

Section C1, C2, D, F Ask the director to provide this data

SECTION C1: TOTAL TEACHERS REGISTERED AT THIS SCHOOL

School levels	# Male teachers	# Female teachers	Male teachers wd	Female teachers wd	Total teachers per grade
G1					
G2					
G3					
G4					
G5					
G6					
Total TEACHER PER GENDER					

SECTION C2: OTHER SCHOOL STAFF WORKING AT THE SCHOOL

The respondent will be the principal / head teacher or Officer in Charge (OIC) the day of the visit

Function * C2.1	Status C2.2	Gender 1= Male 2= Female	WD 1= Yes 2= No
C2.1 a. Principal / Head teacher b. Cook list one staff per row (ie 2 cooks = 2 rows) c. Gardner looking after the school garden d. Cleaning / maintenance staff list one staff per row (2 cleaning staff = 2 rows) e. Security staff f. Food storekeeper g. Other staff (specify)		C2.2 1. Government Employee 2. other staff contracted by the school 3. Volunteer (community member or student parent) 4. Other	

SECTION D: SCHOOL MEAL PROVIDED (23/24)

The respondent will be the principal / head teacher or Officer in Charge (OIC) on the day of the visit

Months 2021/22	Total # of school days	# Total number of school meals provided during the month	# Children total (Record max # of children in any given months)	Boys record # of boys for the max # retained)	Girls record # of girls for the max # retained)	WD record # WD for the max # retained
1.Dec						
2.Jan						
3.Feb						
4.March						
5.April						

6.May						
7.June						
8.July						
Total						

SECTION F SCHOOL OPERATIONAL BUDGET

ENUMERATOR: ask the respondent if he/she has an operational budget for the school. Ask the respondent if you can see it and if she/he can detail the current funding situation as per questions below

F1 For the SY 23/24 can you tell me how much if the operational budget for this School?	<ol style="list-style-type: none"> Total amount of the school meals per year _____riels (convert in USD) I do not know
F2 [Skip if F1=2] For the SY 23/24 can you tell me what % of the total school budget does the school meal represent?	_____ % of the total budget
F3 For the SYr 23/24 can you tell where the money needed to cover the cost of providing school meals in this school comes from?	<ol style="list-style-type: none"> Sources of funding at the school level Government Civil society (Communities/ parents / local associations / organisations) WFP Other International IN/NGOs (specify) Other sources of funding (specify) Total
F3.1 For this current SY 23/24 were there any delays or difficulties receiving funds to cover the cost of meals from any of these donors/sponsors	<ol style="list-style-type: none"> Sources of funding at the school level Government Civil society (Communities/ parents / local associations / organisations) WFP Other International IN/NGOs (specify) Other sources of funding (specify) Total
Public Private International	
F3.2 What were the reason for the delays/difficulties (allow multiple answers)	R1 _____ R2 _____ R3 _____

SECTION B2: STUDENTS' ATTENDANCE drop out and completion rates

The respondent will be the teacher or the person in charge of that class the day of the visit

From each school visited, **three classrooms from different grades (between G1-6)** will be randomly selected and the classroom teacher will be asked what the attendance rate of that day is.

Attendance rate :

	Grade	Present the day of the visit			
		B	G	MWD	FWD
Class 1					
Class 2					
Class 3					
Total					

SECTION C2: TEACHERS' PRESENCE THE DAY OF THE VISIT

From each school visited, **three classrooms from different grades (between G1-6)** will be randomly selected and the classroom OBSERVE HOW MANY TEACHERS ARE IN THE CLASS s.

	Grade	TEACHER WAS PRESENT THE DAY OF THE VISIT			
		M	F	MWD	FWD
Class 1		1 Yes 2 No			
Class 2					
Class 3					
Total					

SECTION C3: OTHER SCHOOL STAFF WORKING AT THE SCHOOL

The respondent will be the principal / head teacher or Officer in Charge (OIC) on the day of the visit

ONGOING AROUND PLEASE OBSERVE THE OTHER STAFF WORKING IN THE SCHOOL ON THE DAY OF THE VISIT

Function *	PRESENT THE DAY OF THE VISIT 1= YES 2= NO

- a. Principal / Head teacher
- b. Cook list one staff per row (ie 2 cooks = 2 rows)
- c. Gardner looking after the school garden
- d. Cleaning / maintenance staff list one staff per row (2 cleaning staff = 2 rows)
- e. security staff
- f. Food storekeeper
- g. Other staff (specify)

SECTION D: HGSF CONSTRUCTION/ REHABILITATION

The enumerator will be accompanied by the principal/head teacher or OIC on the day of the visit. Each facility must be inspected

D1 Is there a separated sheltered kitchen structure at the school on the day of the visit?	<ol style="list-style-type: none"> 1. Yes New (2023-24) build according to approved design 2. Yes New but not built according to approved design 3. Yes not new* but sheltered 4. No kitchen go to D2
D1a What is the observed condition of the kitchen the day of the visit?	<ol style="list-style-type: none"> 1. Good 2. Fair (not too well organised) 3. Poor (disorganised and dirty) 4. Heavily damaged (the structure needs of urgent repair)
D1b Which funds were used to construct/ rehabilitate the school kitchen	<ol style="list-style-type: none"> 1. Yes KOICA alone

	<ol style="list-style-type: none"> 2. Yes KOICA + another donor (specify_____) 3. Other donor (specify _____) 4. Do not know
D1c Do cooks have cooking utensils in the kitchen to prepare food properly	<ol style="list-style-type: none"> 1. Yes 2. Yes but not enough 3. No
D1d if YES in D1c who contributed to these cooking utensils (pot pans etc...)	<ol style="list-style-type: none"> 1. KOICA alone 2. KOICA + another donor (specify_____) 3. Community / Parents
D2 Are the Energy saving stoves in the kitchen?	<ol style="list-style-type: none"> 1. Yes New (2023-24) 2. Yes not new* 3. No energy saving stove – go to D3
D2a What is the observed condition of the item on the day of the visit?	<ol style="list-style-type: none"> 1. Good 2. Fair 3. Poor 4. Heavily damaged 5. No item" in the school
D2b Which funds were used to build energy saving stoves?	<ol style="list-style-type: none"> 1. Yes KOICA alone 2. Yes KOICA + another donor (specify_____) 3. Other donor (specify _____)
D3 Is there a sheltered school canteen/eating space at the school?	<ol style="list-style-type: none"> 1. Yes New (constructed between 2023-24) 2. Yes New but NO wall 3. Yes but not new* 4. No eating space/canteen go to D4
D3a What is the observed condition of the item on the day of the visit?	<ol style="list-style-type: none"> 1. Good 2. Fair 3. Poor 4. Heavily damaged
D3b Which funds were used to build/rehabilitate the canteen / eating space?	<ol style="list-style-type: none"> 1. Yes KOICA alone 2. Yes KOICA + another donor (specify_____) 3. Other donor (specify _____)
D3c How are students seated while eating?	<ol style="list-style-type: none"> 1. Tables and Chairs/benches 2. Chairs/Benches but no tables 3. on the floor mats 4. on the floor with no mats
D3d Are there eating utensil for children	
Plates Utensils (spoon fork etc..) Glasses/cups Napkins	<ol style="list-style-type: none"> 1. Yes 2. No
D4 Is there a Handwashing station adjacent to the kitchen at the school?	<ol style="list-style-type: none"> 1. Yes New (2023-24) 2. Yes not new* 3. No handwashing station Go to D5
D4a What is the observed condition of the item the day of the visit?	<ol style="list-style-type: none"> 1. Good 2. Fair 3. Poor heavily damaged/not functioning the day of the visit
	<ol style="list-style-type: none"> 3. Yes

D4b Is there soap for handwashing?	4. No		
D4c Which funds were used to build/rehabilitate the canteen / eating space?	1. Yes KOICA alone 2. YES KOICA + another donor (specify_____) 3. Other donor (specify _____)		
D5 is there a water tank/reservoir in the school?	1. Yes New (2023-24) 2. Yes not new* 3. No water reservoir Go to D6		
D5a What is the observed condition of the item the day of the visit?	1. (broken)		
D5b Which funds were used to build/rehabilitate the canteen / eating space?	1. Yes KOICA alone 2. Yes KOICA + another donor (specify_____) 3. OTHER DONOR (SPECIFY)		
D6 Is there a school vegetable garden at the school garden at the school?	1. Yes New (2023-24) 2. No not new* 3. No Vegetable school garden Go to E		
D6a Is the vegetable garden planted/ growing vegetables?	1. Yes good 2. Yes but No all planted 3. No nothing planted		
D6b If yes in D6a give the list of planted vegetables (Ex. Morning glory, Onion, tomato, aromatic plants, etc..)	1. _____ 2. _____ 3. _____ 4. _____ 5. _____		
D6c Who contributed to the seeds and garden tools? 1. KOICA alone; 2. YES KOICA + another donor (specify_____) 3. Voluntary contributions from community / parents; 4. Other SPECIFY Allow for multiple (both may have contributed)	<table border="1"> <tr> <td>D6c1 Seeds</td> <td>D6c2Tools</td> </tr> </table>	D6c1 Seeds	D6c2Tools
D6c1 Seeds	D6c2Tools		
D7 Is there a food storage room at the school	1. Yes 2. No		
D7a [Skip if D7=2] Is the food storage room equipped with pallets or other equipment that allow storing food away from the floor?	1. Yes 2. No		
D7b [Skip if D7=2] Is the food storage room sufficiently ventilated?	1. Yes 2. No		
D7b What is the observed condition of the food the day of the visit?	1. Good (food is well organised and kept away from the floor) 2. Fair (the food is not well organised and 3. And/or on the floor)		
D7d Which funds were used to build/rehabilitate the canteen / eating space?	1. Yes KOICA alone 2. Yes KOICA + another donor (specify_____) 3. Other donor (specify _____) 4. 4= I do not know		
SECTION E: HEALTH AND HYGIENE			
E1 Are there toilets at school?	1. Yes 2. No		
E1a [Skip if E1=2] Are there separate toilets for students and school staff? School staff	1. Yes 2. No		

Students	1. Yes 2. No
E1b [Skip if E1=2] Are the toilets separated by gender for students and teachers? School staff	1. 2. Yes 3. No
Students	1. Yes 2. o
E1c [Skip if E1=2] Are the toilets accessible by PWD/limited mobility?	1. Yes 2. No
E1d [Skip if E1=2] Is there water for washing hands in/next to the toilet?	1. Yes 2. No
E1d [Skip if E1=2] Is there soap in the toilet	1. Yes 2. No
E2 Are their poster or any educational material posted in the eating cooking facilities promoting healthy eating?	1. Yes 2. No

END OF THE SURVEY.

Thank you for your valuable time and information

Annex 11. List of stakeholders interviewed

List of KIIs at national level

Date	Stakeholders	KIIs	F	M
10/09/2024	KOICA Representative	1	2	1
24/08/2024	CARD	1		2
22/08/2024	MoEYS	1	3	3
21/08/2024	NSPC	1		
09/09/2024	MoH	1	1	
05/09/2024	UN Agencies: FAO	1		1
09/09/2024	NGO Plan International	1	1	1
04/09/2024	NGO World Vision	1		2
23/08/2024	WFP RB	1	1	
21/08/2024	WFP Head of school feeding	1	2	1
23/08/2024	WFP SFIS	1	1	1
03/09/2024	WFP Price monitoring	1		1
22/08/2024	WFP Food system and nutrition	1	3	1
22/08/2024	WFP M&E	1	2	1

Date	Stakeholders	KIIs	F	M
02/09/2024	WFP Logistic	1		1
21/08/2024	WFP CDC - Head of programmes	1	1	1
04/09/2024	WFP Country sub office	1	1	2
21/08/2024	WFP CD	1	1	
05/09/2024	WFP Budget depart.	1	1	2
Total		19	20	21

List of KIIs at province level

Date	Stakeholders	Province	District	Schools	KII	F	M
24/08/2024	POEYS	Kampong Chhnang			1		2
23/08/2024	POEYS	Pursat			1		2
26/08/2024	POEYS	Kampong Thom			1		2
15/08/2024	DOEYS	Kampong Chhnang	Rolea B'ier		1		1
16/08/2024	DOEYS	Kampong Chhnang	Tuek Phos		1		3
22/08/2024	DOEYS	Pursat	Krakor		1	1	2
23/08/2024	DOEYS	Pursat	Pursat		1	1	1
27/08/2024	DOEYS	Kampong Thom	Stoung		1		2

Date	Stakeholders	Province	District	Schools	KII	F	M
30/08/2024	DOEYS	Kampong Thom	Prasat Sambour		1	1	2
16/08/2024	Commune Council Prasnoeb	Kampong Chhnang	Rolea B'ier		1		3
21/08/2024	Commune council Kbal Trach	Pursat	Krakor		1	2	
23/08/2024	Commune council Lolork Sar	Pursat	Pursat		1	1	1
27/08/2024	Commune council Popok	Kampong Thom	Stoung		1		2
30/08/2024	Commune council Koul	Kampong Thom	Prasat Sambour		1	2	
18/08/2024	School Directors	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1		1
20/08/2024	School Directors	Kampong Chhnang	Tuek Phos	Thnal Keng	1		1
22/08/2024	School Directors	Pursat	Krakor	Kralanh	1		1
24/08/2024	School Directors	Pursat	Pursat	Wat Luong	1		1
27/08/2024	School Directors	Kampong Thom	Stoung	Anlong Kranh	1		1
28/08/2024	School Directors	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1		1
17/08/2024	School staff	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1		
17/08/2024	School staff	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1		1
20/08/2024	School staff	Kampong Chhnang	Tuek Phos	Thnal Keng	1	3	

Date	Stakeholders	Province	District	Schools	KII	F	M
20/08/2024	School staff	Kampong Chhnang	Tuek Phos	Thnal Keng	1		1
22/08/2024	School staff	Pursat	Krakor	Kralanh	1	1	
22/08/2024	School staff	Pursat	Krakor	Kralanh	1	1	
24/08/2024	School staff	Pursat	Pursat	Wat Luong	1		1
24/08/2024	School staff	Pursat	Pursat	Wat Luong	1	1	1
27/08/2024	School staff	Kampong Thom	Stoung	Anlong Kranh	1	2	
27/08/2024	School staff	Kampong Thom	Stoung	Anlong Kranh	1		1
28/08/2024	School staff	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1	1	
28/08/2024	School staff	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1	1	
17/08/2024	Teachers	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1	1	
17/08/2024	Teachers	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1		1
20/08/2024	Teachers	Kampong Chhnang	Tuek Phos	Thnal Keng	1	1	
20/08/2024	Teachers	Kampong Chhnang	Tuek Phos	Thnal Keng	1		1
21/08/2024	Teachers	Pursat	Krakor	Kralanh	1	1	
21/08/2024	Teachers	Pursat	Krakor	Kralanh	1	1	
23/08/2024	Teachers	Pursat	Pursat	Wat Luong	1		1
24/08/2024	Teachers	Pursat	Pursat	Wat Luong	1	1	

Date	Stakeholders	Province	District	Schools	KII	F	M
27/08/2024	Teachers	Kampong Thom	Stoung	Anlong Kranh	1		1
27/08/2024	Teachers	Kampong Thom	Stoung	Anlong Kranh	1		1
28/08/2024	Teachers	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1	1	
28/08/2024	Teachers	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1		1
16/08/2024	Suppliers	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1	1	
19/08/2024	Suppliers	Kampong Chhnang	Tuek Phos	Thnal Keng	1		1
21/08/2024	Suppliers	Pursat	Krakor	Kralanh	1	1	
23/08/2024	Suppliers	Pursat	Pursat	Wat Luong	1	1	
26/08/2024	Suppliers	Kampong Thom	Stoung	Anlong Kranh	1		1
30/08/2024	Suppliers	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1	1	
15/08/2024	Farmers/FA	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1		1
16/08/2024	Farmers/FA	Kampong Chhnang	Rolea B'ier	Prey Sampeuv	1	1	
19/08/2024	Farmers/FA	Kampong Chhnang	Tuek Phos	Thnal Keng	1	1	
21/08/2024	Farmers/FA	Pursat	Krakor	Kralanh	1	4	
21/08/2024	Farmers/FA	Pursat	Krakor	Kralanh	1	1	
23/08/2024	Farmers/FA	Pursat	Pursat	Wat Luong	1	4	
23/08/2024	Farmers/FA	Pursat	Pursat	Wat Luong	1	1	

Date	Stakeholders	Province	District	Schools	KII	F	M
27/08/2024	Farmers/FA	Kampong Thom	Stoung	Anlong Kranh	1	1	
27/08/2024	Farmers/FA	Kampong Thom	Stoung	Anlong Kranh	1	1	
30/08/2024	Farmers/FA	Kampong Thom	Prasat Sambour	Chheu Teal Chrum	1	1	
30/08/2024	Farmers/FA	Kampong Thom	Prasat Sambour		1	1	
Total					62	40	43

Annex 11a: Risk Matrix

Table 49: Risk Matrix for Home Grown School Feeding Programme

Risk Description	Likelihood	Impact	Potential Impact	Risk Mitigation	Risk Owner
Natural Hazard (Flooding which obstruct access to the target area)	Medium/High-4	High - 5	Personnel Delays in data collection	<p>Integrate multiple data collection methodologies to support data triangulation, in case of movement restrictions.</p> <p>Regularly monitoring real-time flood monitoring tools and similar websites.</p> <p>Build upon readiness capacity to adapt tools for remote (phone-based interviews) collection, based on i-APS existing workflow processes that have been used during COVID pandemic.</p>	<p>Team Leader (TL) - Evaluation coordinator (EC)</p> <p>HQ-Support (Executive Director)</p>
Data collection proximity to the school exam period (1-15 September)	Medium - 3	High - 5	Gaps in data collected and /or delays	<p>Division of field work plan into the two phases (first phase- surveys in the schools, and second phase- qualitative data collection with high-ranking stakeholder (Gov. WFP, etc.).</p>	<p>TL- EC</p> <p>Field Co.</p>

Risk Description	Likelihood	Impact	Potential Impact	Risk Mitigation	Risk Owner
Unavailability of stakeholders (Government to cooperate with data collection - refusal or change in the personal)	Medium - 2	Medium - 3	Gaps in data collected and /or delays	<p>Early communication with stakeholder</p> <p>WFP ensures that the interview schedule is communicated early.</p> <p>Provide several date/time options</p> <p>Identification of alternative key ministry staff within WFP</p>	<p>TL- EC</p> <p>WFP EM</p>
Data collection team experiences road traffic accident during site visits.	Medium - 1	High - 5	<p>Personnel</p> <p>Delay to data collection.</p>	<p>Transport & Movement Protocols in place and staff trained to adapt.</p> <p>i-APS trained on Incident Reporting and Communication Systems.</p> <p>Travel Policy and Health Insurance provisions reviewed quarterly.</p>	<p>TL- EC</p> <p>HQ-Support (Executive Director- ED)</p>
Refusal of beneficiaries to cooperate with data collection and/or inability to contact/reach beneficiary	Medium - 1	Medium - 2	Gaps in data collected and /or delays	<p>Include non-response rate into survey sample size to accommodate for refusals.</p> <p>Train staff on informed consent protocols and drafted tools to be context and gender sensitive.</p> <p>Gender-balanced teams in which only women interview women beneficiaries; data collection by Cambodian nationals who understand local culture and context.</p> <p>Conduct repeated calls to the beneficiary (if needed).</p>	<p>TL- EC</p> <p>WFP EM (for support/approval on any methodology changes)</p>

Risk Description	Likelihood	Impact	Potential Impact	Risk Mitigation	Risk Owner
Lack of field permission for data collection	Low - 2	High - 5	Gaps in data collected and /or delays	Field plan shared at the at planning phase Close coordination with WFP	TL- EC WFP EM
Safety and security of women	Low - 2	Medium - 3	Personnel	Senior technical experts (male) supported colleagues who are female, Cambodia-natives who understand the local context. Gender awareness is integrated from methodology design through data collection and field activities, including in all movement protocols. Teams travel in pairs (at least 2 people) when travelling to data collection sites.	TL- EC Field coordinators (Field Co.) HQ-Support (Executive Director)
Safety (Political instability, violence and civil unrest)	Low - 1	Medium - 3	Personnel Delays in data collection	Transport and movement protocols in place and staff trained. Team Leader conducts continuous real-time monitoring of security situation, based on the Cambodian/knowledge of country context. Seek/maintain adequate security information/permission with Cambodian authorities through data collection via Cambodian based Team.	TL- EC HQ-Support (Executive Director)

Risk Description	Likelihood	Impact	Potential Impact	Risk Mitigation	Risk Owner
Epidemic outbreak	Low - 1	Medium - 3	<p>Personnel</p> <p>Delay in data collection due to illness and/or movement restriction</p>	<p>Integrate multiple data collection methodologies to support data triangulation in case of movement restrictions. All teams trained on COVID-19 protocols and guidelines.</p> <p>Build on readiness capacity to adapt tools to remote (phone-based interviews), based on i-APS existing work flow processes that have been used during COVID pandemic.</p>	<p>TL- EC</p> <p>HQ-Support ED</p>
Poor mobile and internet coverage in target districts	Low - 1	Medium - 2	<p>Communication functionality might be lost between the field and the server.</p>	<p>Field team members will be provided with more than one SIM card for data upload options.</p>	<p>TL, EC</p> <p>Field Co.</p>
Resignment of key team members (i.e. Team leader)	Low - 1	Medium - 2	<p>Delay in the evaluation process</p>	<p>I- APS maintains flexibility from its HQ to allocate technical back-stopping and ensure we fully meet WFP standards; i-APS stands ready to replace key Team members in circumstances where needed.</p>	<p>EC</p> <p>HQ-Support (Executive Director)</p>

Annex. 12 Methodology

Methodology

1. **Document review.** The endline evaluation document review involved a thorough analysis of the relevant programme monitoring and evaluation reports from throughout the evaluation process. The primary sources were the WFP annual and biannual donor reports, which provided insights into school meals provision, training and capacity-strengthening activities, school infrastructure updates, garden activities, and project-support activities. Other reports that were reviewed include the WFP annual country reports, McGovern-Dole reports, price-monitoring data, and the monitoring reports from the MoEYS, UNICEF, FAO, and other partners.

2. **Quantitative data collection.** For quantitative data collection, the ET captured demographic data, allowing for disaggregation by gender, age, disability, socioeconomic vulnerability, and geographical location. A two-stage stratified sampling approach was used, focusing on schools as the primary sampling units and students as secondary units. The 78 schools surveyed in the midterm evaluation were revisited, with the endline focusing on two strata: group 1 (schools with continued project support) and group 2 (schools handed over to the government).

3. The evaluation consisted of five comprehensive quantitative surveys assessing infrastructure and the following groups: preprimary and primary schoolchildren, suppliers, smallholder farmers, school staff, and school observations. [Annex 9](#) provides a detailed rationale for each survey. The ET was unable to complete all the planned quantitative interviews (see [Table 50](#) below). Some suppliers were serving multiple schools, and as a result, only 68 out of the 78 supplier surveys could be conducted. Similarly, 143 out of the planned 156 farmers were surveyed. However, this did not affect the reliability of the findings, as the data collected from this smaller sample still is representative. All surveys are available in [Annex 10](#).

Table 50: Quantitative Data Collected vs. Planned

Survey	Kampong Chhnang		Kampong Thom		Pursat		Total	
	Planned	Achieved	Planned	Achieved	Planned	Achieved	Planned	Achieved
Children	211	211	324	324	228	229	763	764 (+1)
Suppliers	22	19	34	28	22	21	78	68 (-10)
Farmers	44	38	68	63	44	42	156	143 (-13)
School staff	110	111	170	168	110	110	390	389 (-1)
School visits	22	22	34	34	22	22	78	78

4. **Qualitative data collection.** The qualitative data collection for the endline evaluation was obtained through a mix of key informant interviews (KIIs) and focus group discussions (FGDs). The ET selected two schools per province, one from Group 1 (G1) and one from Group 2 (G2), for a total of six schools. Schools were chosen from those assessed during midline, ensuring comparability. For students, five boys and five girls per school were randomly selected, with a focus on one grade per school, changing the grade for each visit.

5. Key informant interviews were conducted throughout the evaluation with various programme stakeholders, including WFP staff at RBB and CO, relevant line ministries, implementing partners, school directors, teachers, and other UN agencies and development partners. The ET developed a semi-structured

interview plan to ensure consistent data collection from key informants. The evaluation matrix facilitated the triangulation of findings by ensuring that multiple stakeholders were asked the same questions. The ET conducted around 85 KIIs, with participants selected purposefully.

6. Focus group discussions (38 women and 45 men) were held with school feeding committees, pupils, and cooks (if more than one cook was available). Separate interviews for men and women were conducted where needed to capture both perspectives. Semi-structured guides were also used to lead FGDs. The tables below provide the number of qualitative interviews and FGDs done both at the field level and in the capital (including remote interviews). [Annex 11](#) provide a detailed list of all stakeholders meet for qualitative data collection. Most of provincial stakeholders have been meet, expected one council representative that was not available the day of the visit, one farmer as certain schools do not deal with more than one farmer, and one school staff member who was not available.

Table 51: KIIs and FGDs with Provincial Stakeholders

Stakeholders	KII/FGD	Planned	Achieved
POEYS (1 per Province)	KII	3	3
DOEYS (2 per Province)	KII	6	6
Commune Council members	KII	6	5
School Directors	KII	6	6
Teachers	KII	12	12
School staff	KII	12	11
Children Grade 3-6 (boys and girls)	FGD	12	12
Farmers	KII	12	11
Suppliers	KII	6	6
G1- G2 School Feeding Programme Committee	FGD	6	6

Table 52: KIIs with National Stakeholders

Stakeholders	Plan	Actual
WFP CO members	Depending on needs	15
WFP Regional Bureau Bangkok members	Depending on needs	2
KOICA representative	1	1
Ministries (Ministry of Education, Youth and Sport; National Social Protection Council; Council for Agricultural and Rural Development; Ministry of Health)	Depending on possibility	4
UN Agencies: FAO	1	1
NGO	2	2

7. **Data quality and cleaning.** Data quality control started with developing the tools and ensuring they were linked to the evaluation methodology. To reduce errors during data collection, i-APS imposed data restrictions for specific questions and required responses to all questions before submitting the survey. The team leader (TL) was the overall person responsible for the field data collection and the supervision of the field coordinators, who reported any logistical or quality problems for the team leader to raise with WFP. During the data collection phase, data was uploaded directly into KOBO software (provided there was network coverage) on a safe/secure server, where it was stored. Although the collected data did not contain personal details of the respondents, it was only accessible to a restricted number of i-APS ET staff. The i-APS data analysis unit (DAU) and the TL conducted daily quality tests on the data to ensure that high-quality and complete data was being collected. Once the data collection was completed, the DAU cleaned, reviewed, and,

if necessary, translated the data before the data analysis.

8. The quantitative data was analysed using statistical tools and methods. i-APS measured differences between groups, assessed relationships between variables, and tested hypotheses. Data collected in KOBO Collect was downloaded into Microsoft Excel and exported to Statistical Package for Social Scientists (SPSS) version 25 for analysis.

9. i-APS used the disaggregated findings (per activity, per population group, and/or per gender) to identify any significant differences between various population groups and contexts and to explore the likely reasons/causes for these differences. These findings were triangulated with KII findings and/or WFP secondary data to determine the likelihood that these contributions could be attributed to the interventions.

10. The analysis covered descriptive and inferential statistics. Descriptive statistics were generated for social demographics and other variables. The mean and mode for the two groups were determined. Data was plotted to identify outliers. Various data components were presented using tables, graphs, and maps. Endline data was compared to baseline and midline data to show changes over time.

11. Qualitative data analysis started in the field during data collection, whereby respondents helped the research team interpret their own situation through visualization, ranking, and personal experiences. During this process, detailed field notes and other observations were recorded (written notes in English) during and after each interview. Due to the semi-structured nature of the data collection instruments, the ET developed a codebook to reflect key themes (including GEWE aspects and contributions) and subthemes from the transcripts. Each KI and FGD transcript was grouped by individual, group, and code. The data analysis software Atlas-Ti was used in the subsequent process of qualitative data management and analysis.

12. The ET finally applied a mixed-methods triangulation with the integration of quantitative and qualitative research, providing a broader understanding of the evaluation findings.

13. A data collection dashboard shared with WFP was created to monitor the evaluation's progress.

14. The **quantitative data** was analysed using statistical tools and methods. The i-APS ET measured the differences between groups, assessed the relationships between variables, and tested hypotheses. Data collected in KoBoCollect was downloaded into Microsoft Excel and exported to Statistical Package for Social Scientists (SPSS) version 25 for analysis.

15. The i-APS ET used the disaggregated findings (by activity, population group, and gender) to determine if significant differences existed between population groups and contexts, which helped identify the likely causes for these differences. These findings were triangulated with the KII results and/or the WFP secondary data to assess the likelihood that results could be attributed to the interventions.

16. The analysis covered both descriptive and inferential statistics. Descriptive statistics were generated for social demographics and other variables. The mean and mode for the two groups were calculated, and the data was plotted to identify outliers. Various data components were presented using tables and graphs.

17. **Qualitative data analysis** began in the field during data collection, where the respondents' answers helped the research team interpret what they'd experienced—their situation—through visualisation, ranking, and sharing personal experiences. Detailed field notes and observations were recorded (written in English) during and after each interview. Due to the semi-structured nature of the data-collection instruments, the ET developed a codebook to reflect key themes (including GEWE aspects and contributions) and subthemes from the transcripts. Each KII and FGD transcript was grouped by individual, group, and code. The team then used data analysis software Atlas-Ti in the subsequent qualitative data-management and analysis process.

18. The ET applied a mixed-methods triangulation, integrating quantitative and qualitative research to provide a broader understanding of the evaluation findings.

19. **Ethical considerations.** The evaluation adhered to the ethical guidelines of the 2020 UN Evaluation Group (UNEG). i-APS was responsible for upholding ethical standards throughout all stages of the evaluation. This included the following:

- Ensuring informed consent
- Protecting privacy, confidentiality, and anonymity of participants
- Maintaining cultural sensitivity
- Respecting participant autonomy

- Securing fair recruitment of participants (including women and socially excluded groups)
- Ensuring that the evaluation results did no harm to participants or their communities.

20. These commitments were confirmed by each ET member during their contracting and work-assignment process. All team members signed a pledge of ethical conduct, agreeing to protect the anonymity and confidentiality of interviewees, as well as to confirm data security. Additionally, the i-APS internal compliance staff conducted vetting that was aligned with the UN security and excluded-persons lists through use of the Visual Compliance online database. i-APS confirmed that no conflicts of interest existed for any members of the ET.

21. When data collection involved children, their rights were integrated into consent scripts, and data collectors received special training. Consent was obtained from both the child and their teacher or school director, following UN best practices. Enumerators were trained on how to obtain a child's freely given consent, ensuring that interviews were conducted in a supportive and child-friendly environment.

22. **Quality assurance.** WFP developed a Decentralised Evaluation Quality Assurance System (DEQAS) based on UNEG norms and standards, including those from ALNAP⁹⁶ and DAC. DEQAS outlines process maps with built-in steps for quality assurance, as well as templates for evaluation products. Additionally, it includes checklists for providing feedback on the quality of each evaluation product. DEQAS was systematically applied during this evaluation, and relevant documents were shared with the ET.

23. i-APS ensured quality assurance for WFP's decentralised evaluation by implementing ISO 9001:2015 certified processes. Trained personnel managed data security in line with WFP DEQAS checklists and standards. The i-APS president, Ms. Ferati, acted as the long-term agreement designated point of contact (LTA POC) via home-office evaluation support and handled quality assurance for all deliverables.

24. To ensure the utility of the evaluation, WFP developed a clear communication and knowledge-management plan based on the one provided in the ToC. All draft reports were shared with WFP for feedback, review, and consultation with stakeholders, as requested. The final evaluation report included a presentation of the main findings and consolidated the different inputs from WFP and key stakeholders. The final version was circulated in accordance with the WFP plan.

25. **Gender-responsive approach.** GEWE was integrated throughout the evaluation, during the planning, data collection, analysis, and results phases. This meant recruiting female data collectors, developing gender-sensitive tools, and implementing gender-sensitive training. Where appropriate, quantitative data was disaggregated by gender, and the qualitative results highlighted differences in perspectives and needs.

26. The evaluation methodology enabled GEWE considerations by measuring indicator achievements and programme objectives from a gender-disaggregated perspective, as well as considering how gender influenced programme implementation and results. Both the participation and representation of men and women in decision making and resource allocation were also noted. The approach adhered to UN Women's good practices for gender-responsive evaluation.⁹⁷

⁹⁶ Active Learning Network for Accountability and Performance in Humanitarian Act

⁹⁷ UN Women (2020), Gender-Responsive Evaluations: Good Practice Approaches and Methods, *Transform* (18), 1–40.

Annex 13. Additional Dietary Diversity Score Tables

This data was collected by the ET during the data collection phase in September 2024. Raw data has been provided to WFP.

Row Labels	Percentage		Total Count	Average DDS
	Five or more	less than five		
Kampong Chhnang	77.73%	22.27%	211	5.90
Kampong Thom	67.59%	32.41%	324	5.45
Pursat	70.31%	29.69%	229	5.48
Grand Total	71.20%	28.80%	764	5.59

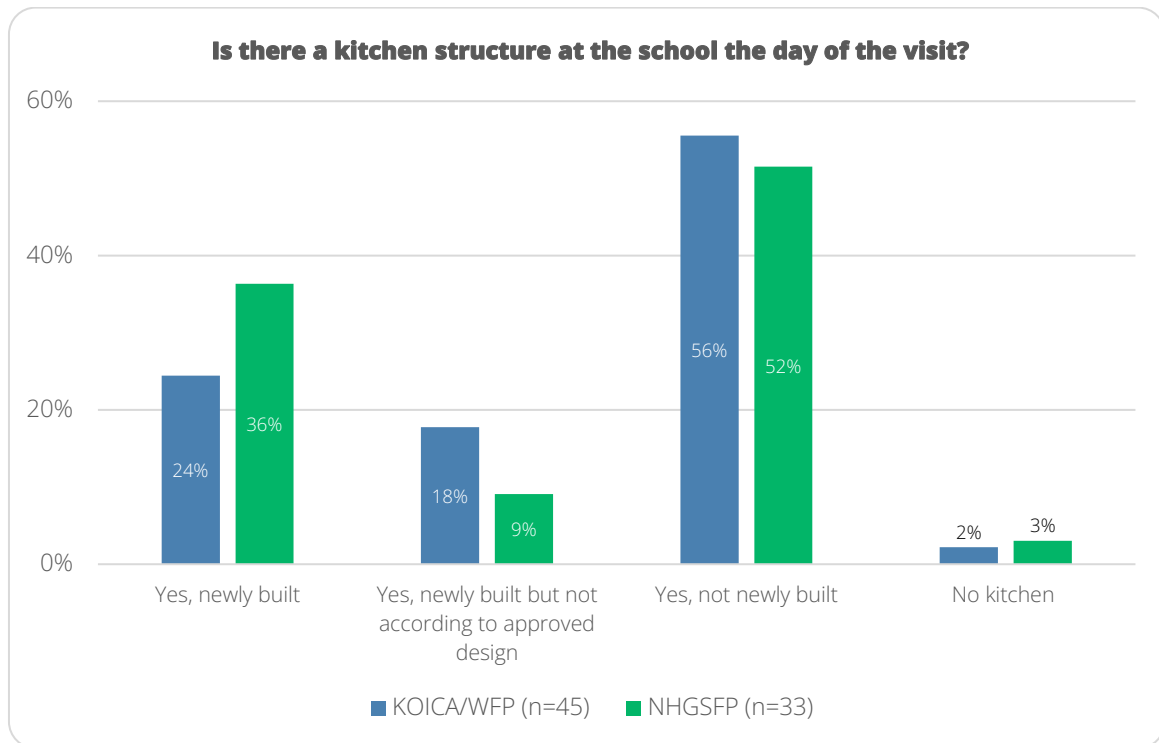
Row Labels	Percentage		Total Count	Average DDS
	Five or more	less than five		
G1-gov	70.22%	29.78%	319	5.59
G2-KOICA	71.91%	28.09%	445	5.58
Grand Total	71.20%	28.80%	764	5.59

Row Labels	Percentage		Total Count	Average DDS
	Five or more	less than five		
Girls	70.76%	29.24%	383	5.69
Girls WD	88.89%	11.11%	9	6.00
Boys	71.55%	28.45%	355	5.47
Boys WD	64.71%	35.29%	17	5.41
Grand Total	71.20%	28.80%	764	5.59

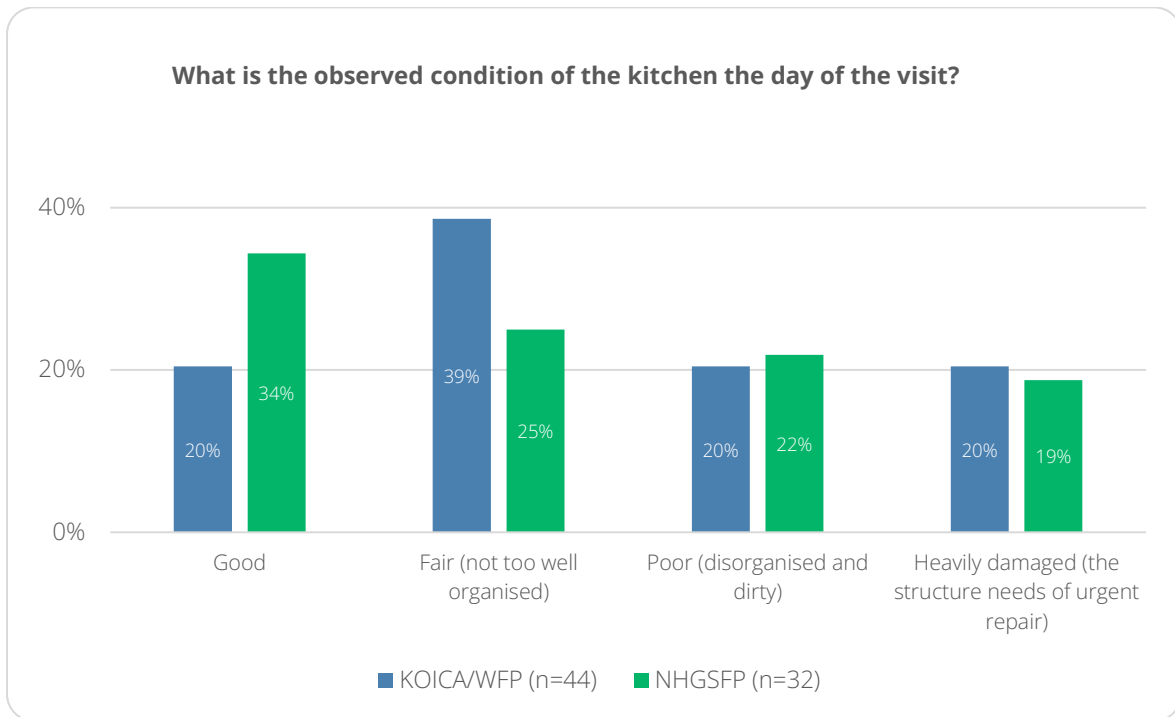
Annex 14. Graphs- Schools facilities and condition

Kitchens

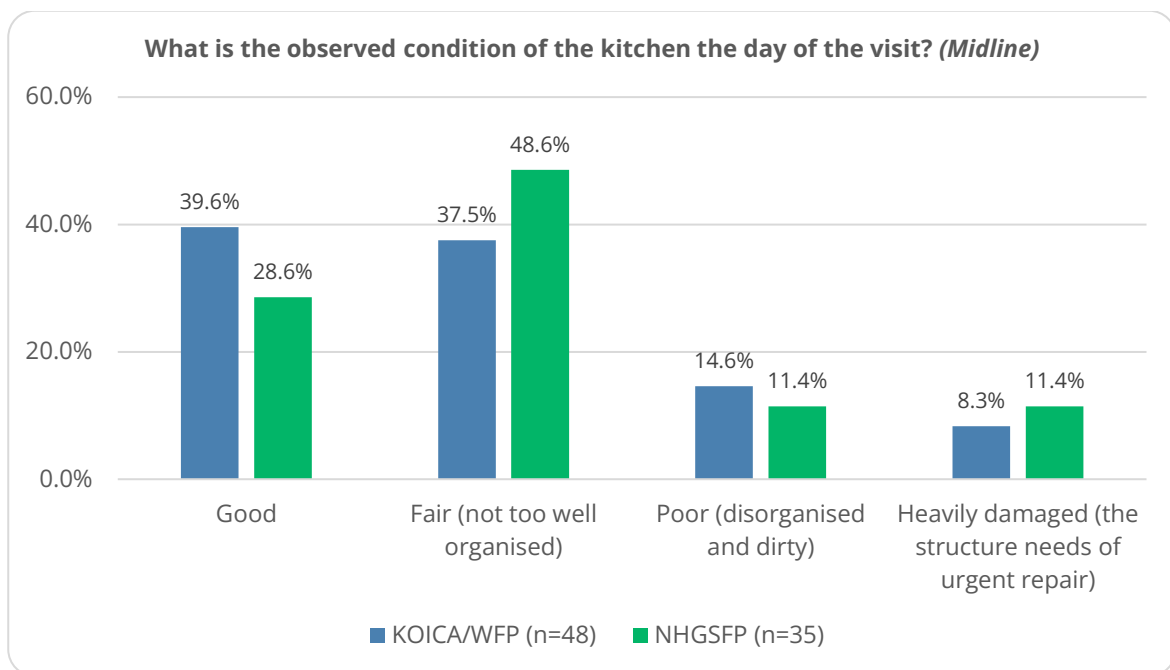
Graph 12: Existence of Kitchens in Schools Visited (Endline)



Graph 13: Condition of Kitchens in Schools Visited (Endline)

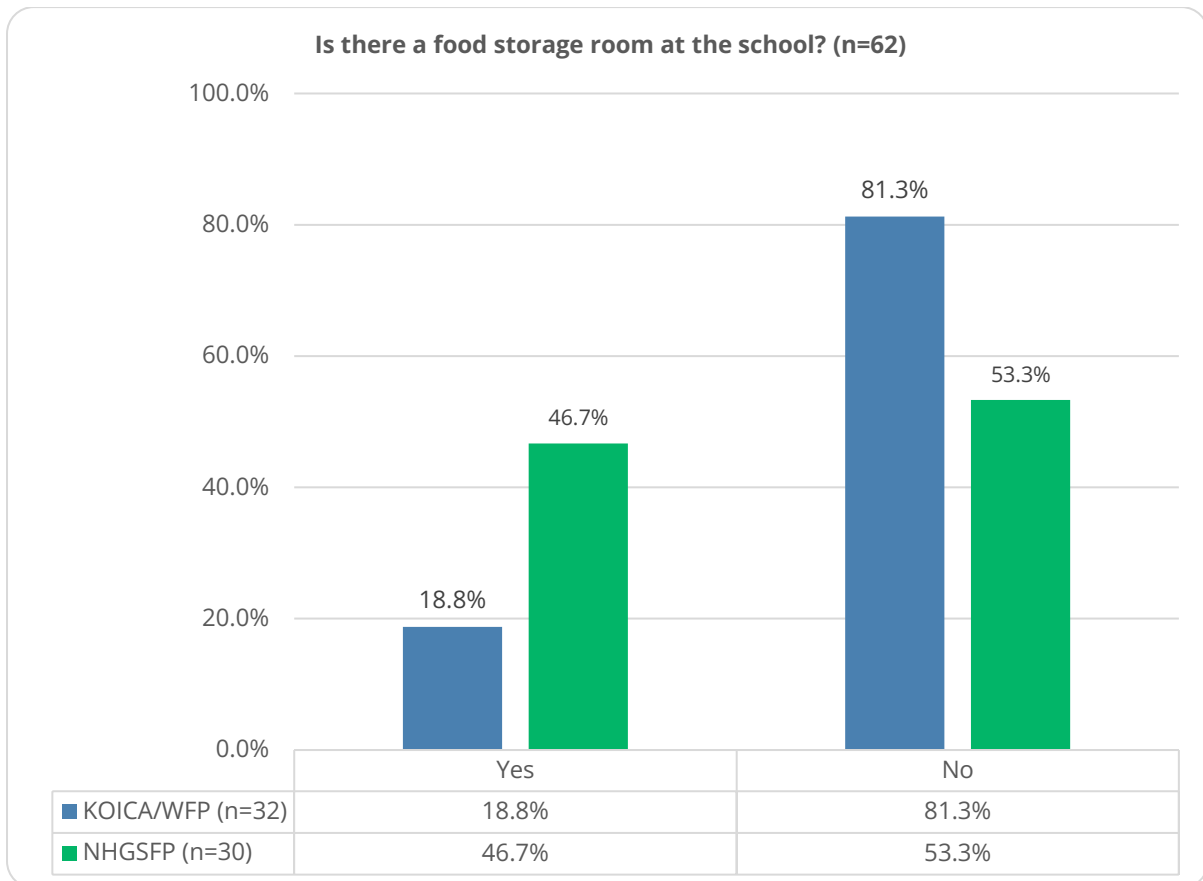


Graph 14: Condition of Kitchens in Schools Visited (Midline)

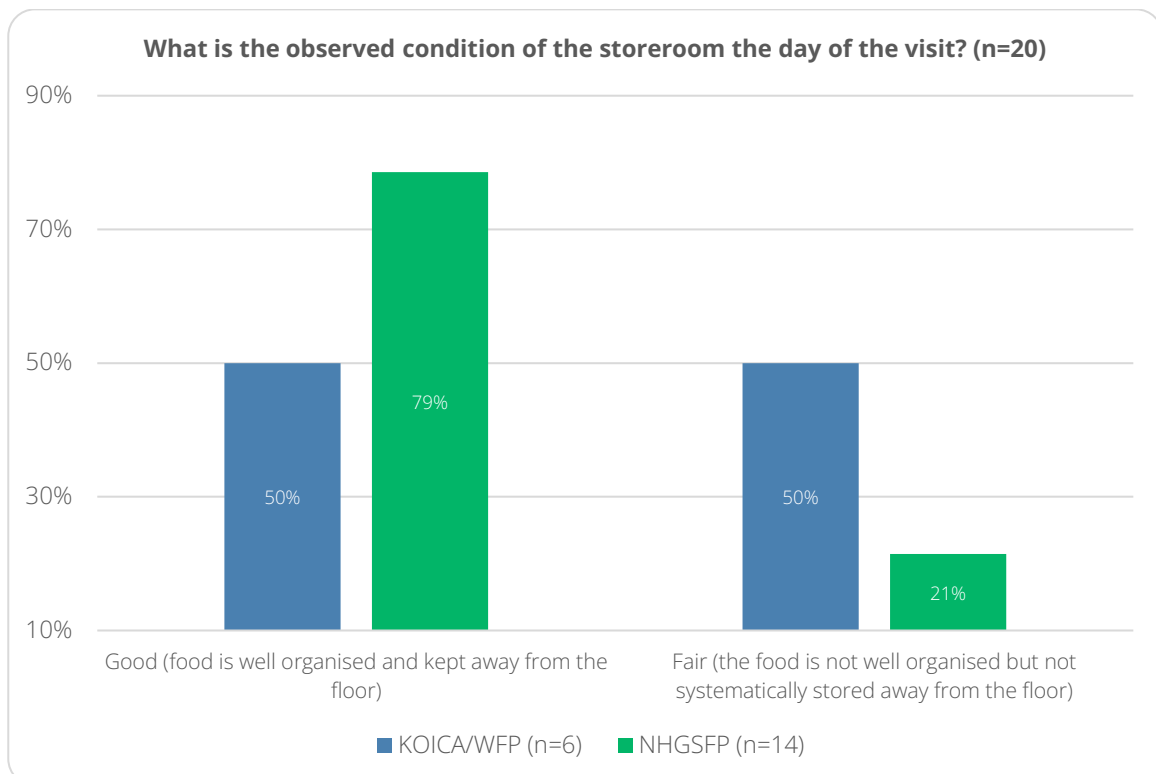


Storage facility

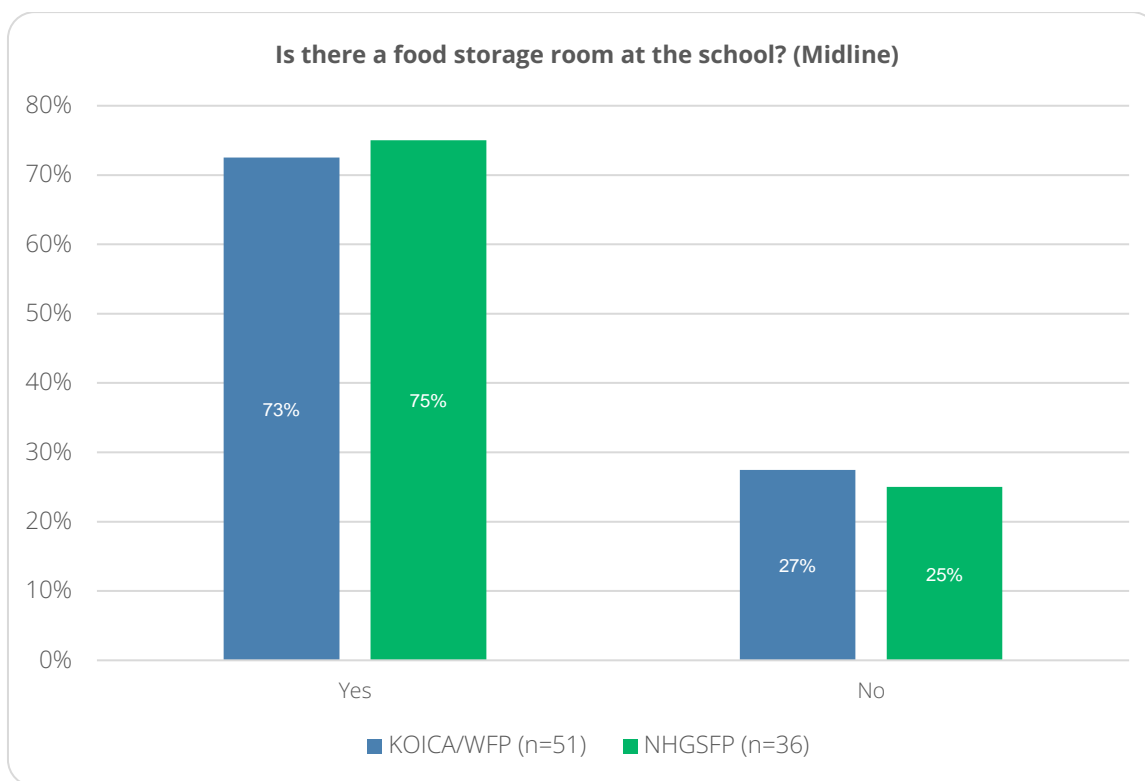
Graph 15: Existence of Storage Facilities in Schools Visited During Endline



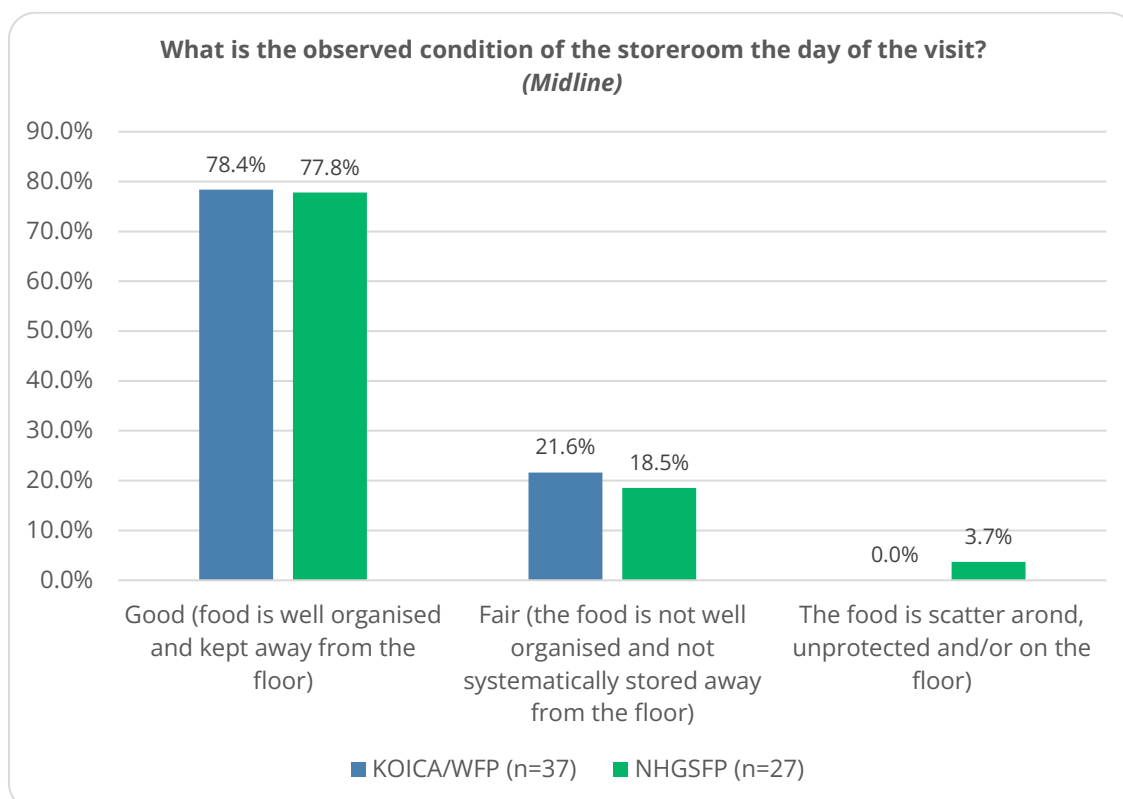
Graph 16: Condition of Storage Facilities in Schools Visited During Endline



Graph 17: Existence of Storage Facilities in Schools Visited During Midline

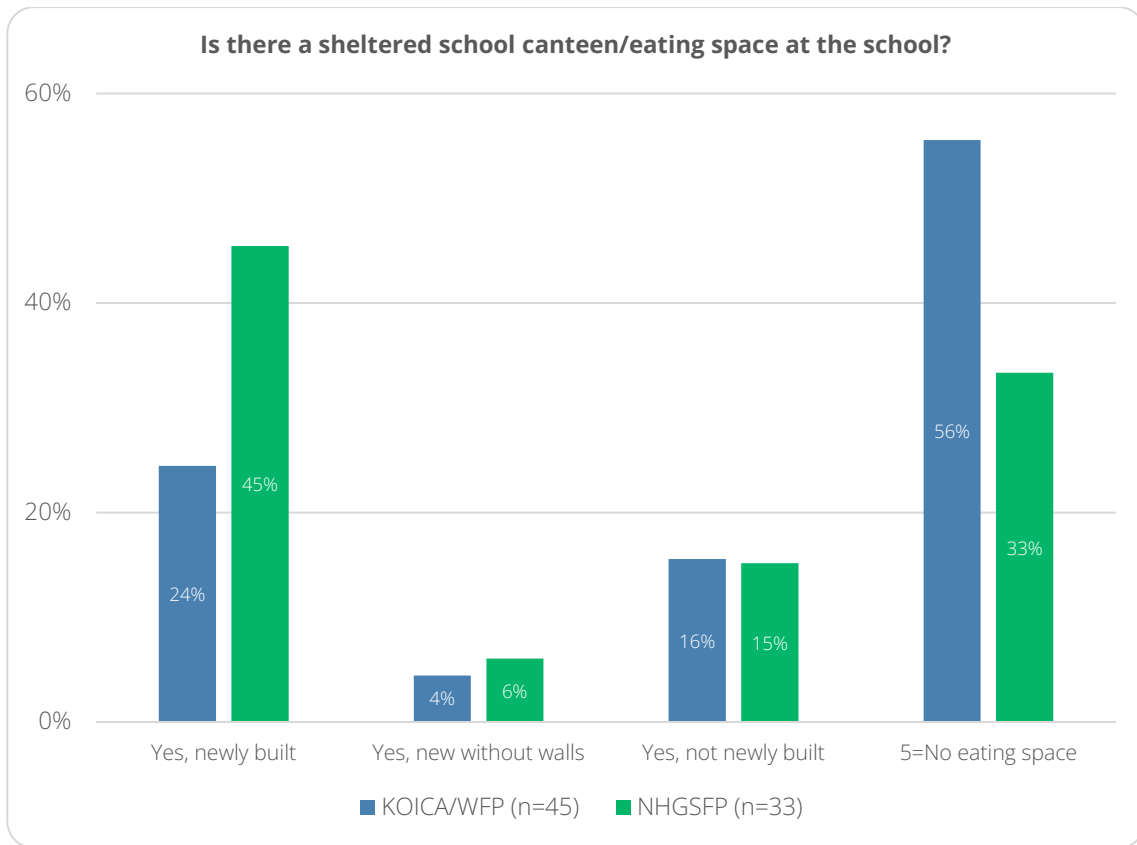


Graph 18: Condition of Storage Facilities in Schools Visited During Midline

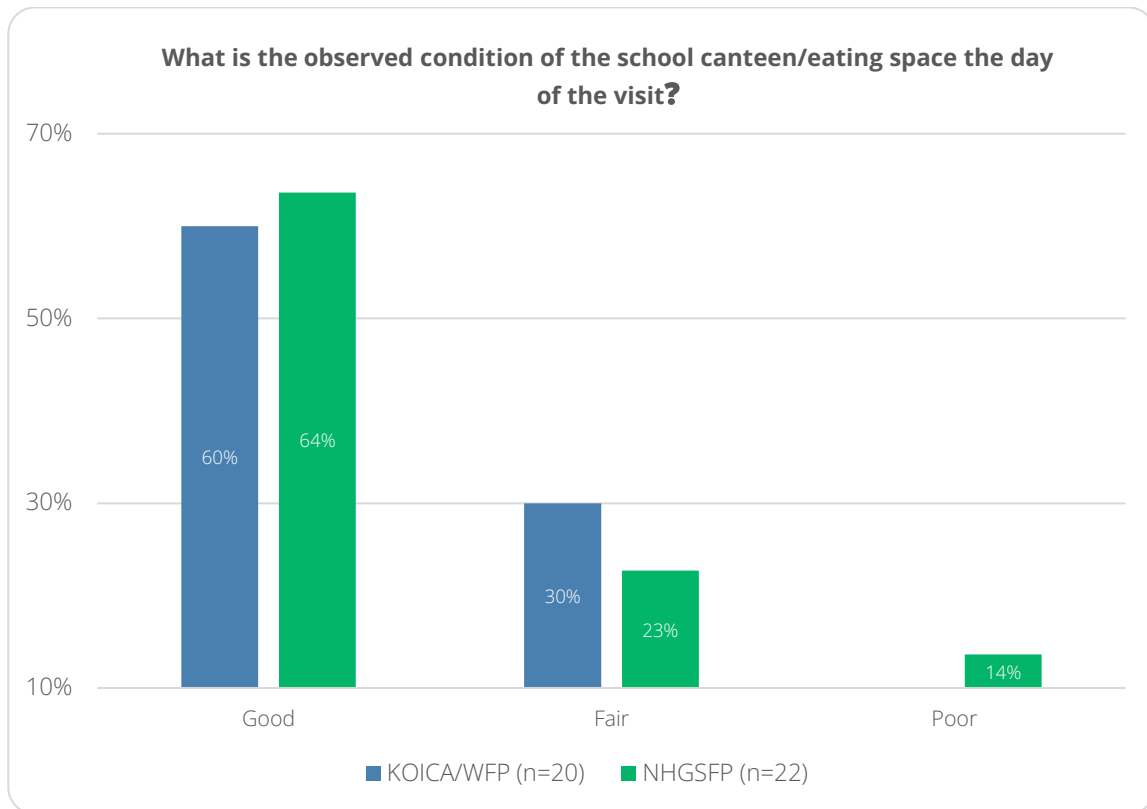


Eating space for meals

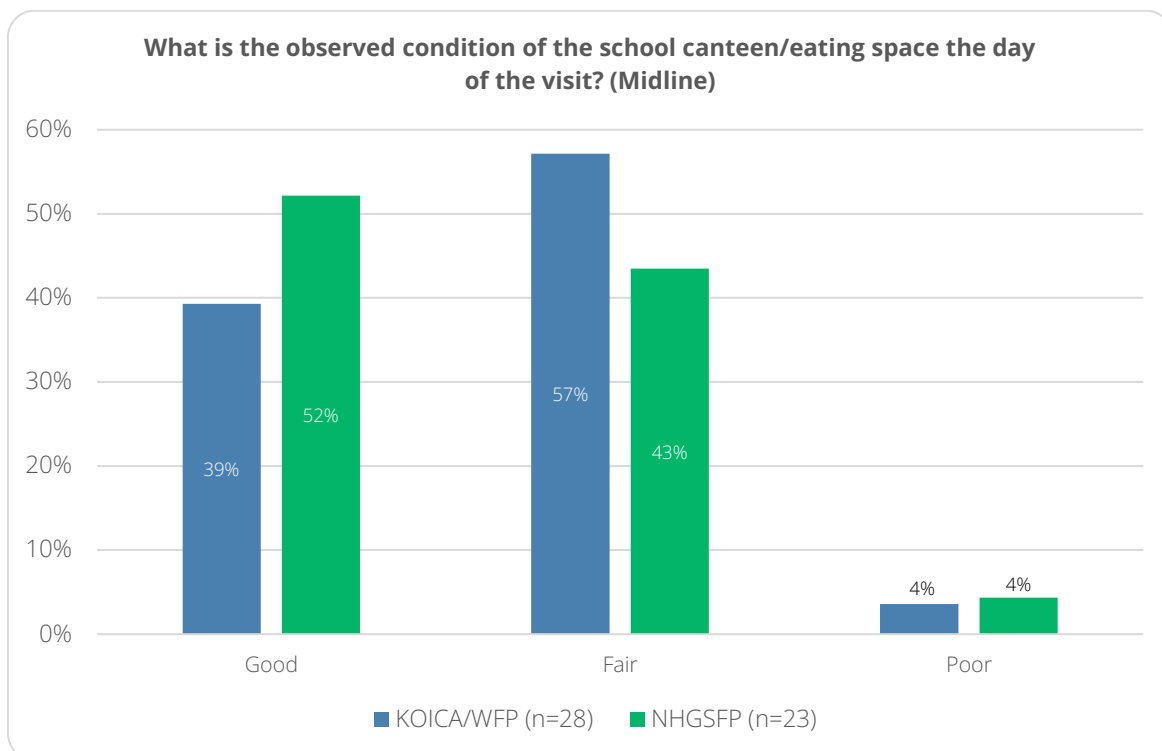
Graph 19: Existence of Sheltered Eating Space in Schools Visited During Endline



Graph 20: Condition of Sheltered Eating Space in Schools Visited During Endline

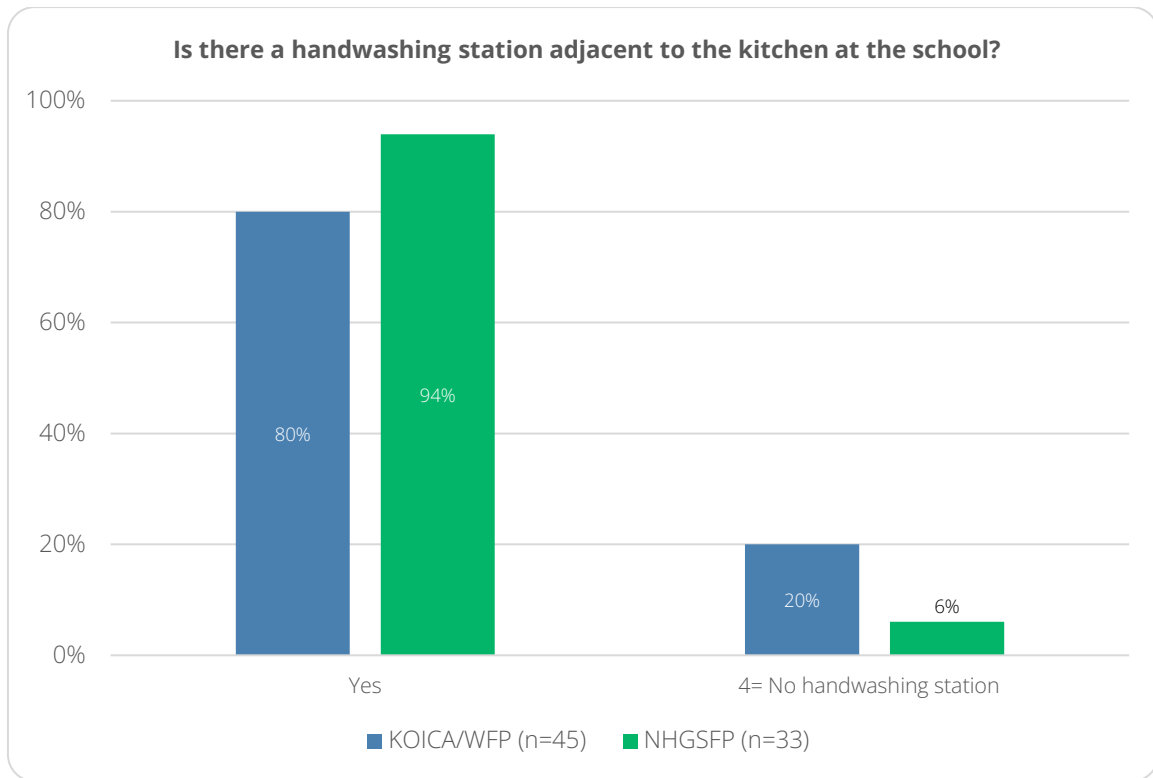


Graph 21: Sheltered Eating Space Condition in Schools Visited During Midline

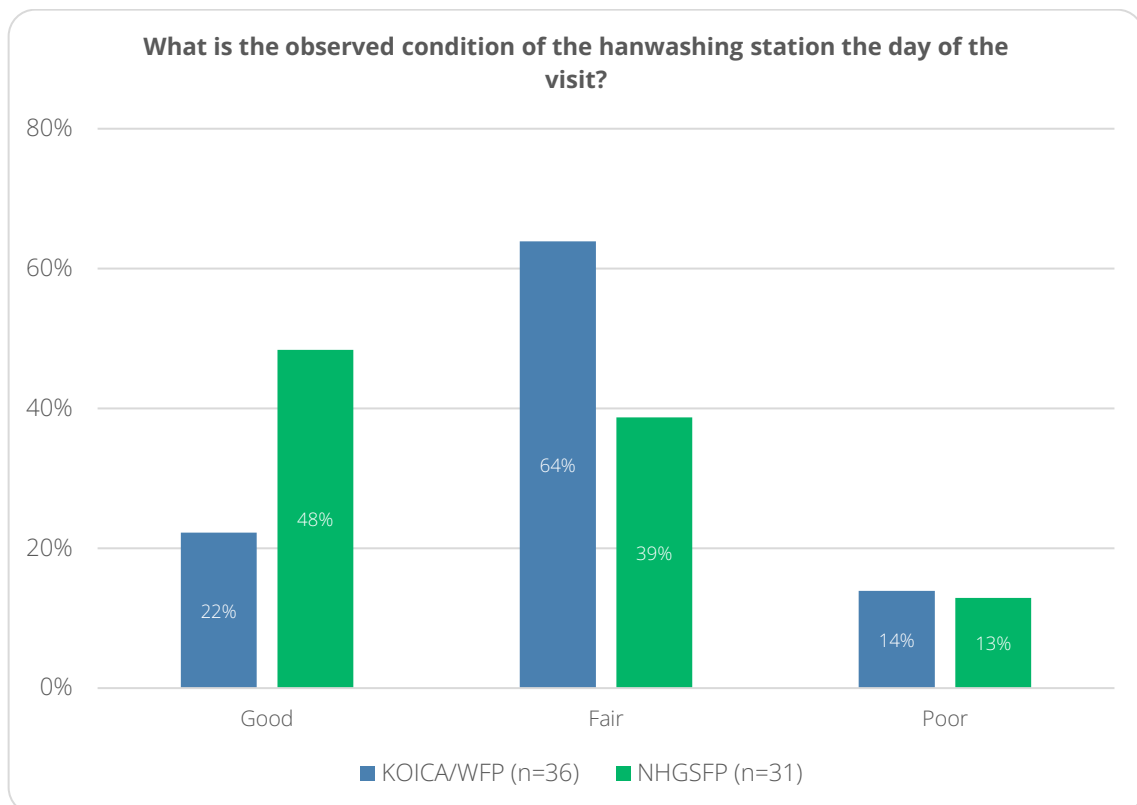


Handwashing stations

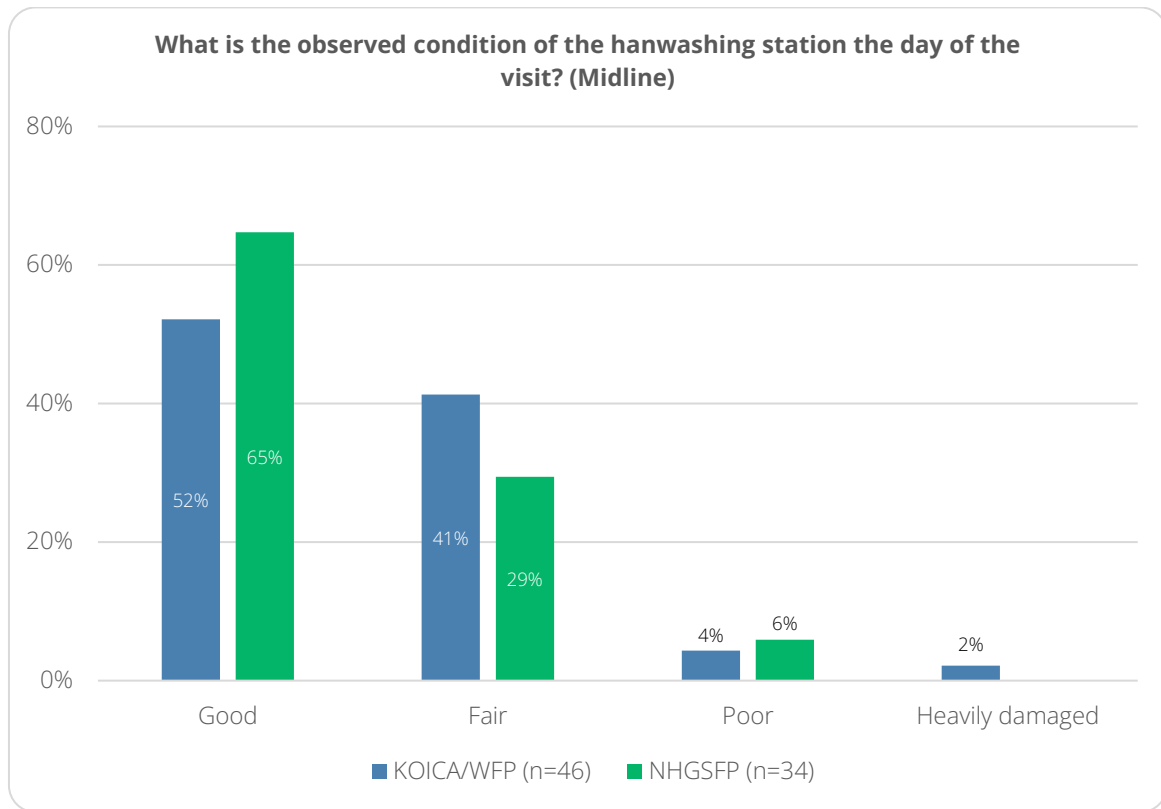
Graph 19: Existence of Handwashing Station Adjacent to Kitchens in Schools During Endline



Graph 20: Condition of Handwashing Station Adjacent to Kitchens in Schools During Endline

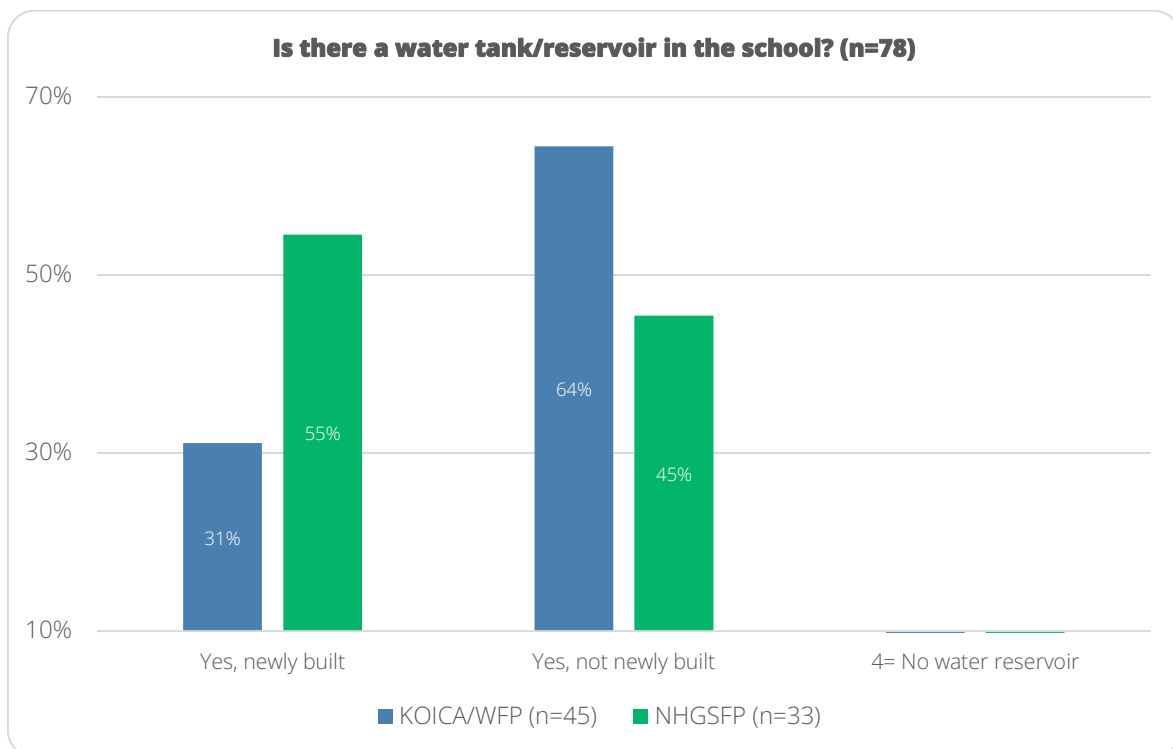


Graph 21: Condition of Handwashing Station Adjacent to Kitchens in Schools During Midline

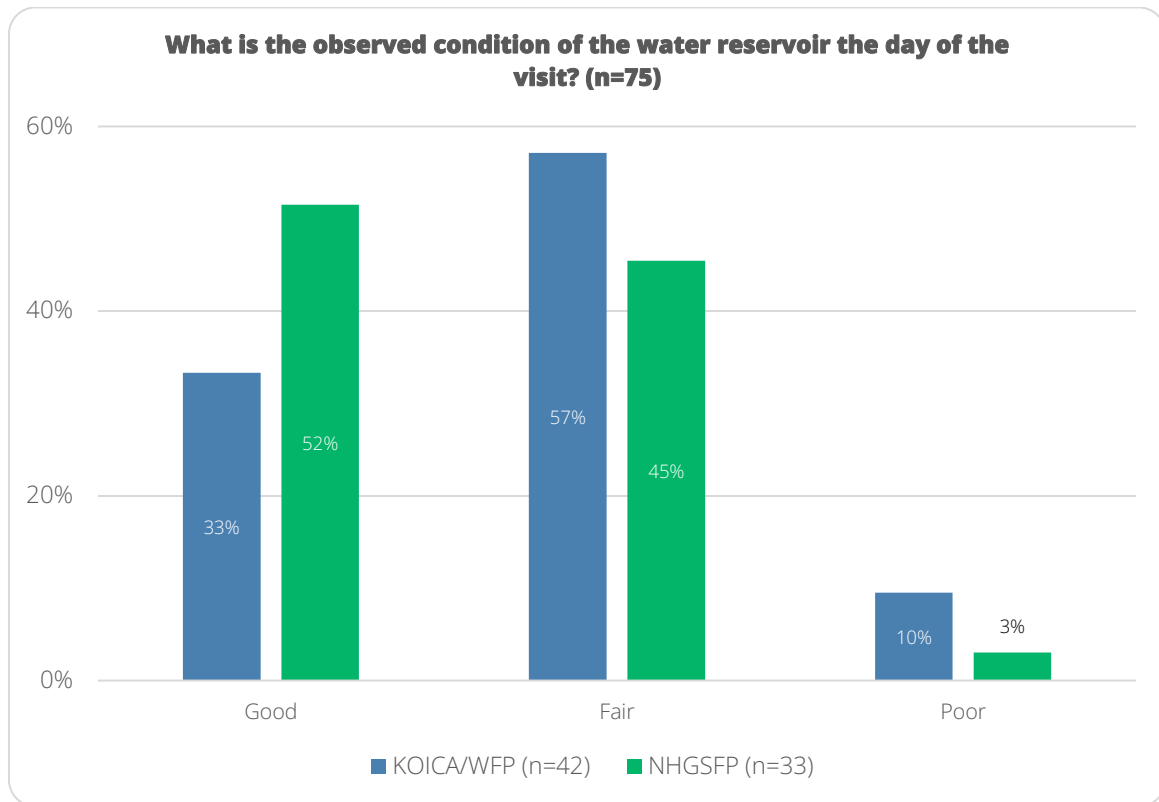


Water reservoirs

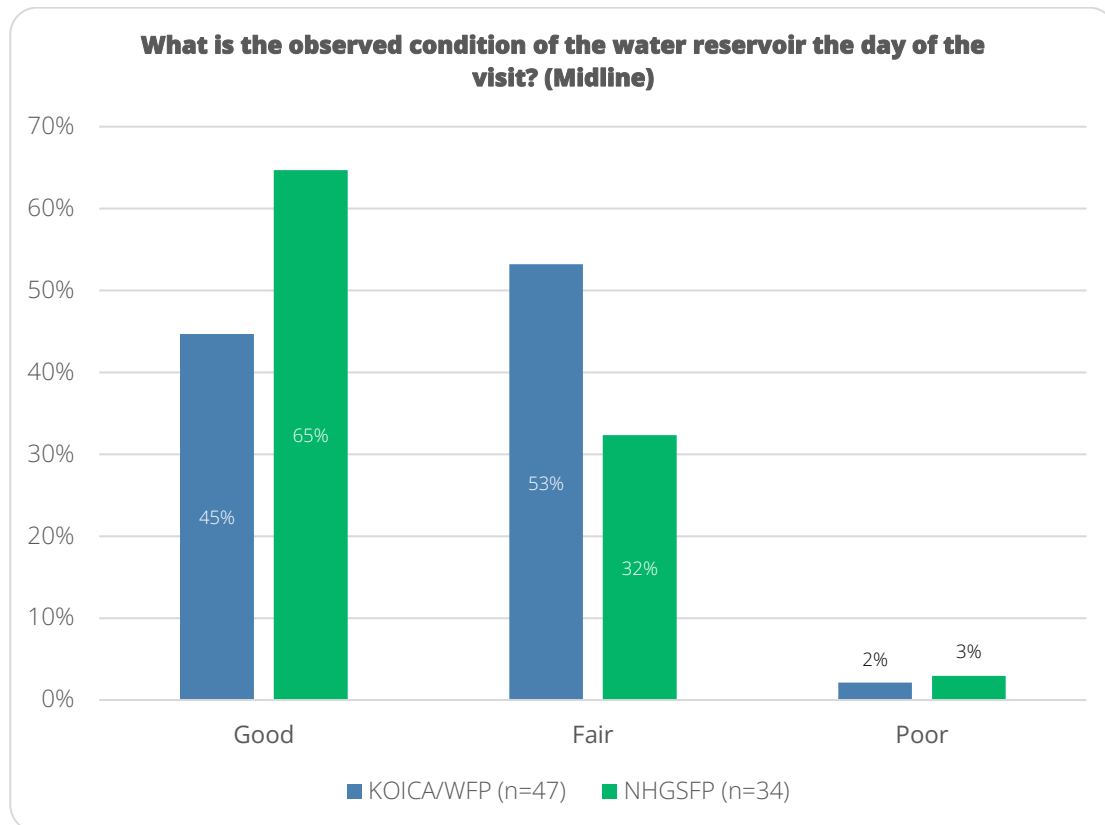
Graph 22: Existence of Water Reservoirs in Schools During Endline



Graph 23: Conditions of Water Reservoirs in Schools During Endline

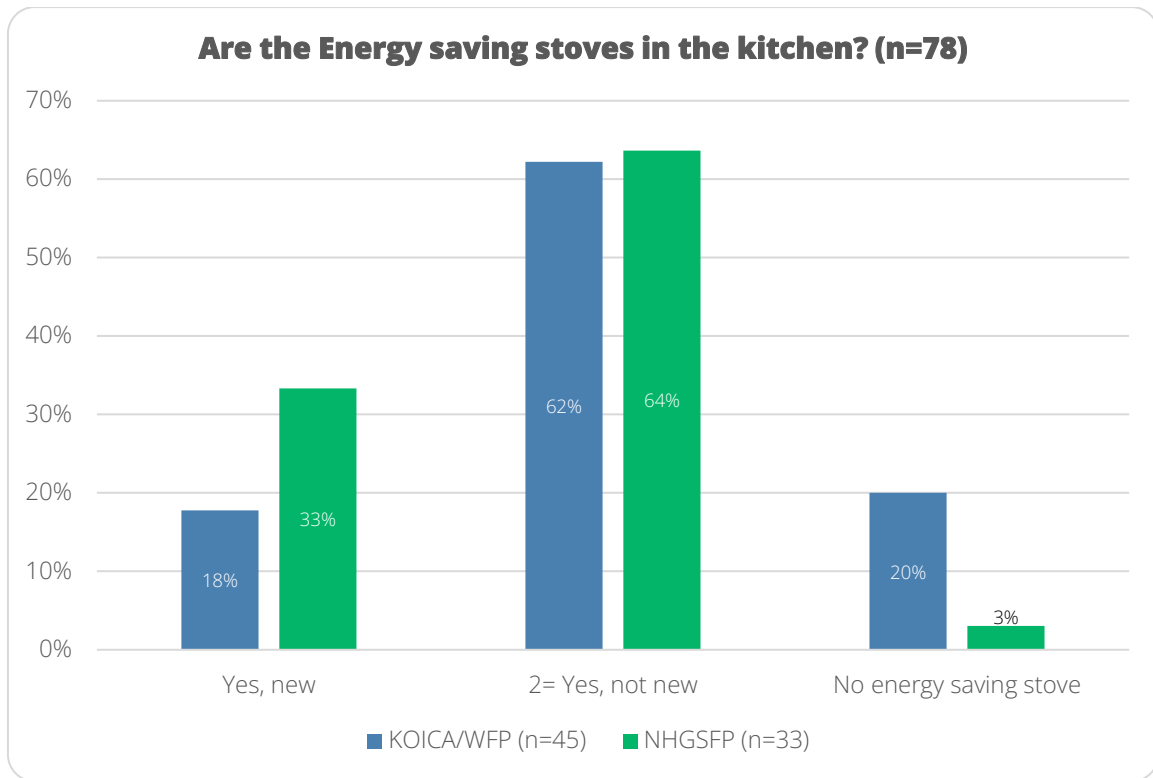


Graph 24: Conditions of Water Reservoirs in Schools During Midline

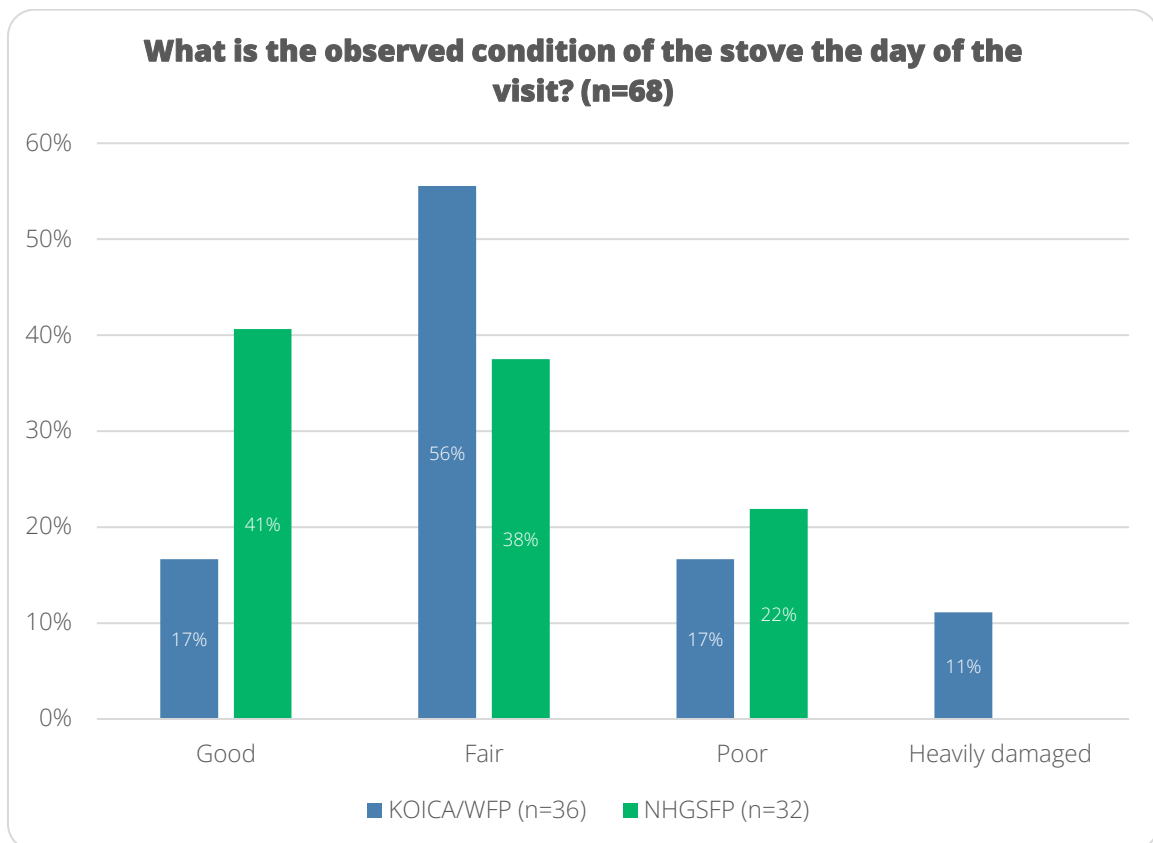


Energy saving stoves

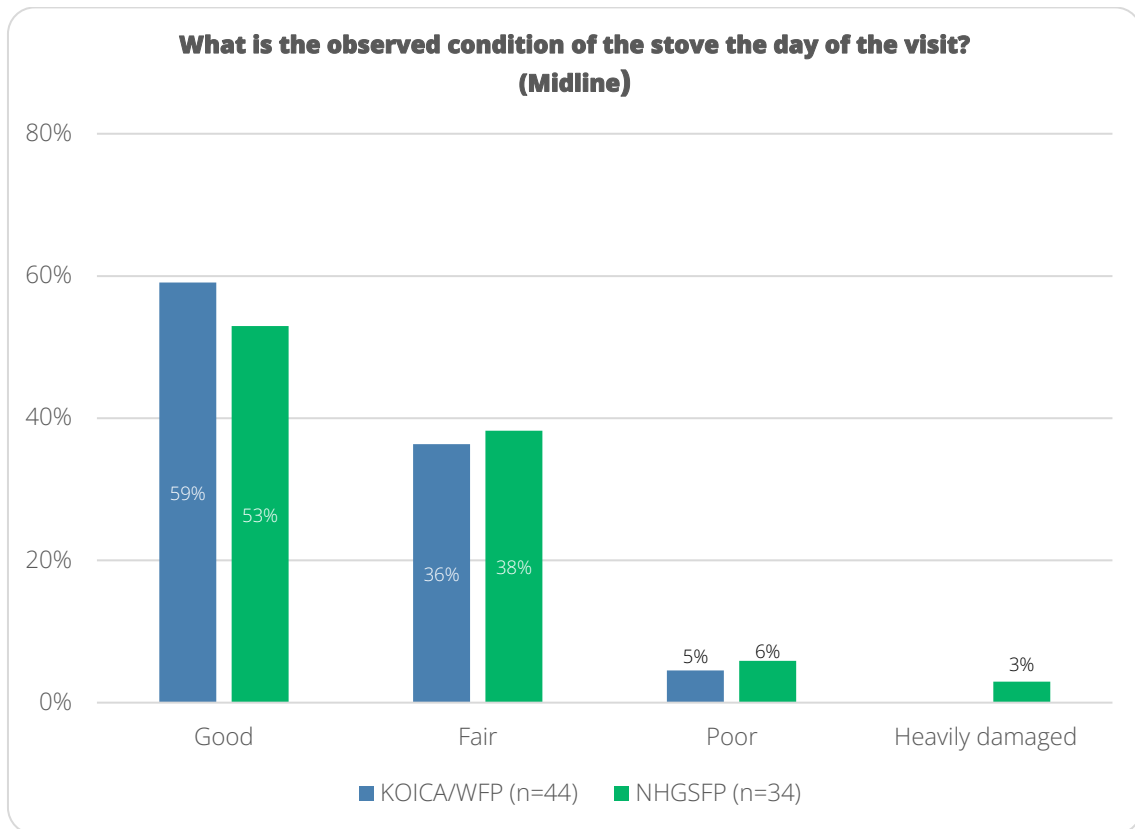
Graph 25: Existence of Energy-Saving Stoves in the Schools Visited During Endline



Graph 29: Condition of Energy-Saving Stoves in the Schools Visited During Endline

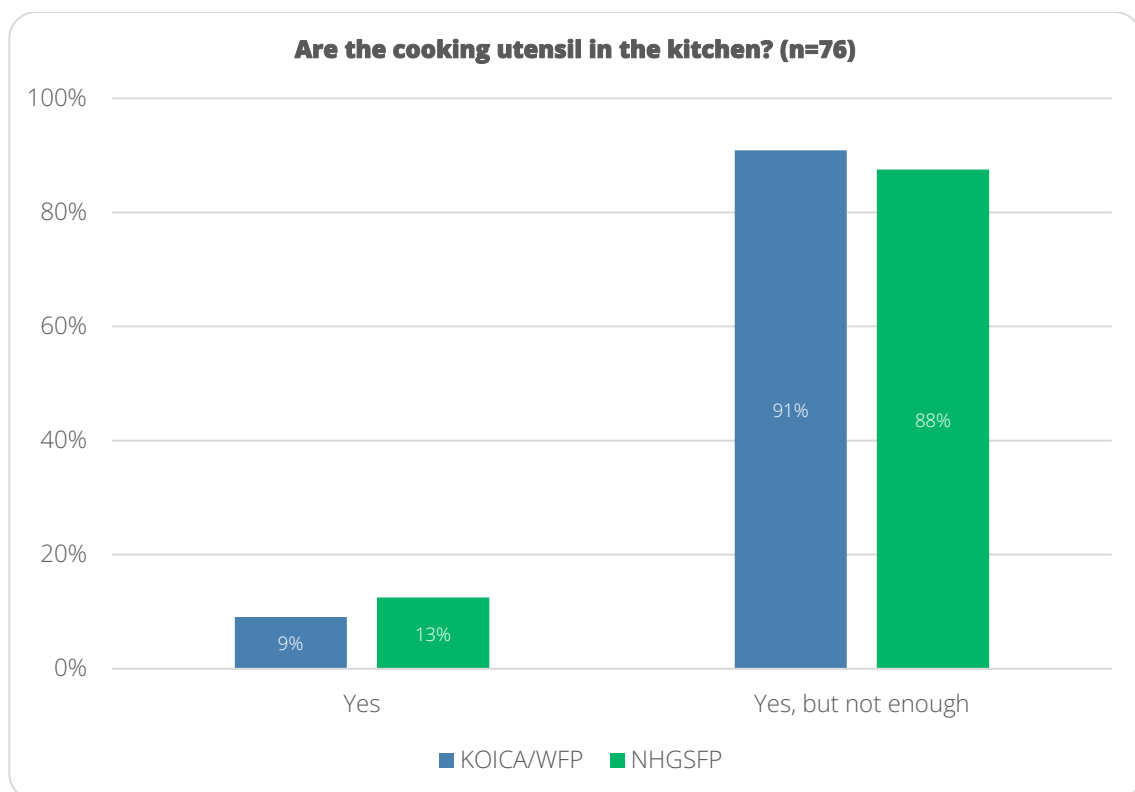


Graph 30: Condition of Energy-Saving Stoves in the Schools Visited During Midline

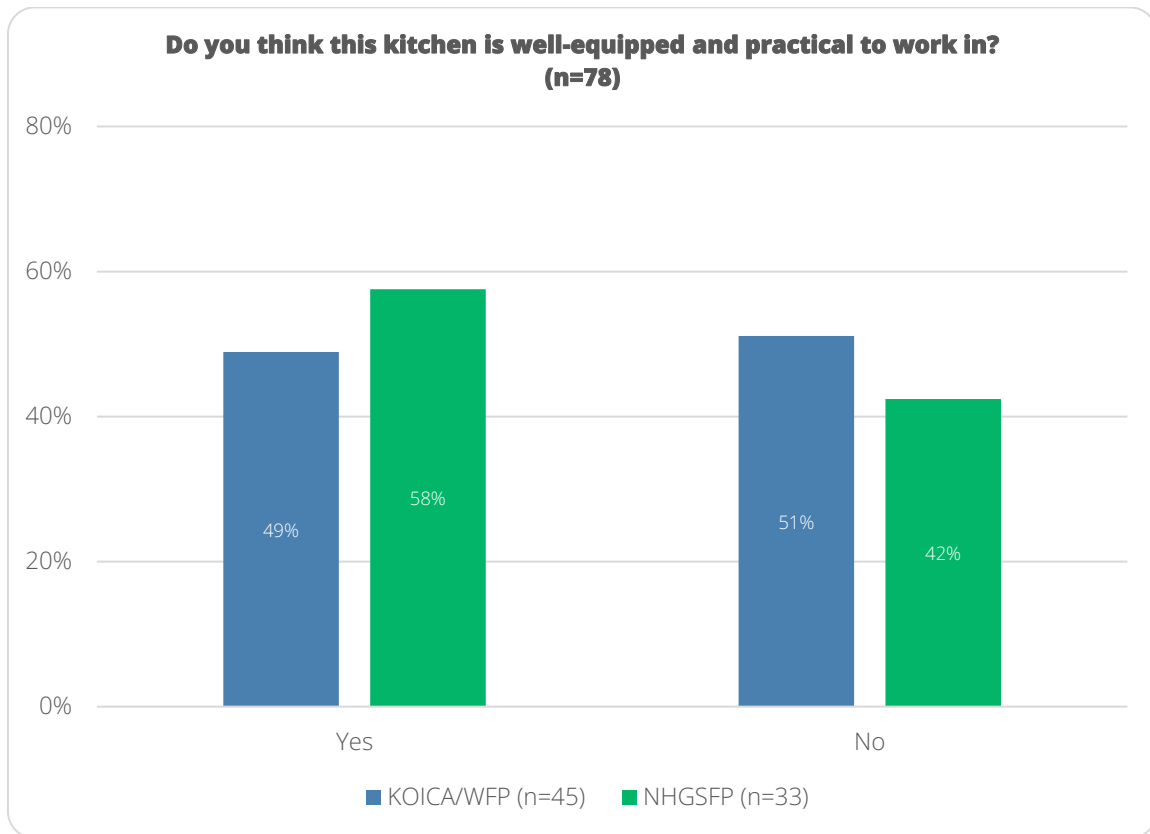


Cooking Utensils and Material

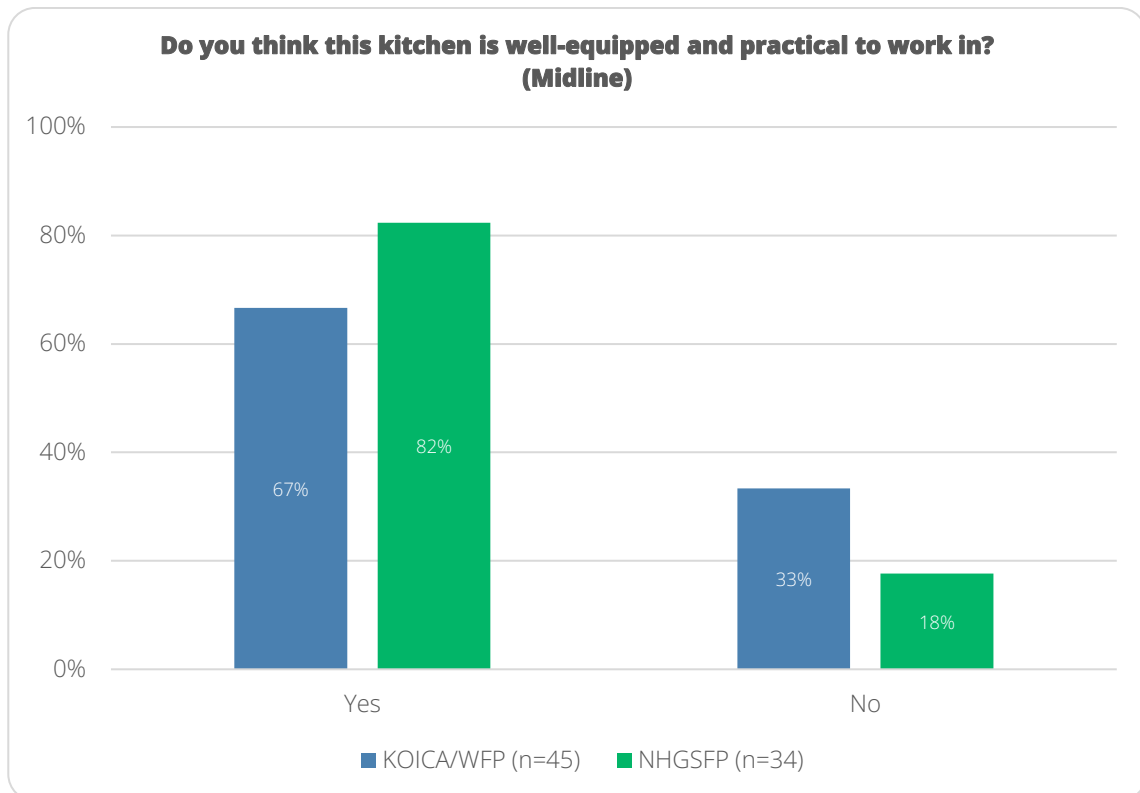
Graph 26: Presence of Cooking Utensils in School Kitchens Visited



Graph 27: Cooks' Assessment of Cooking Material During Endline

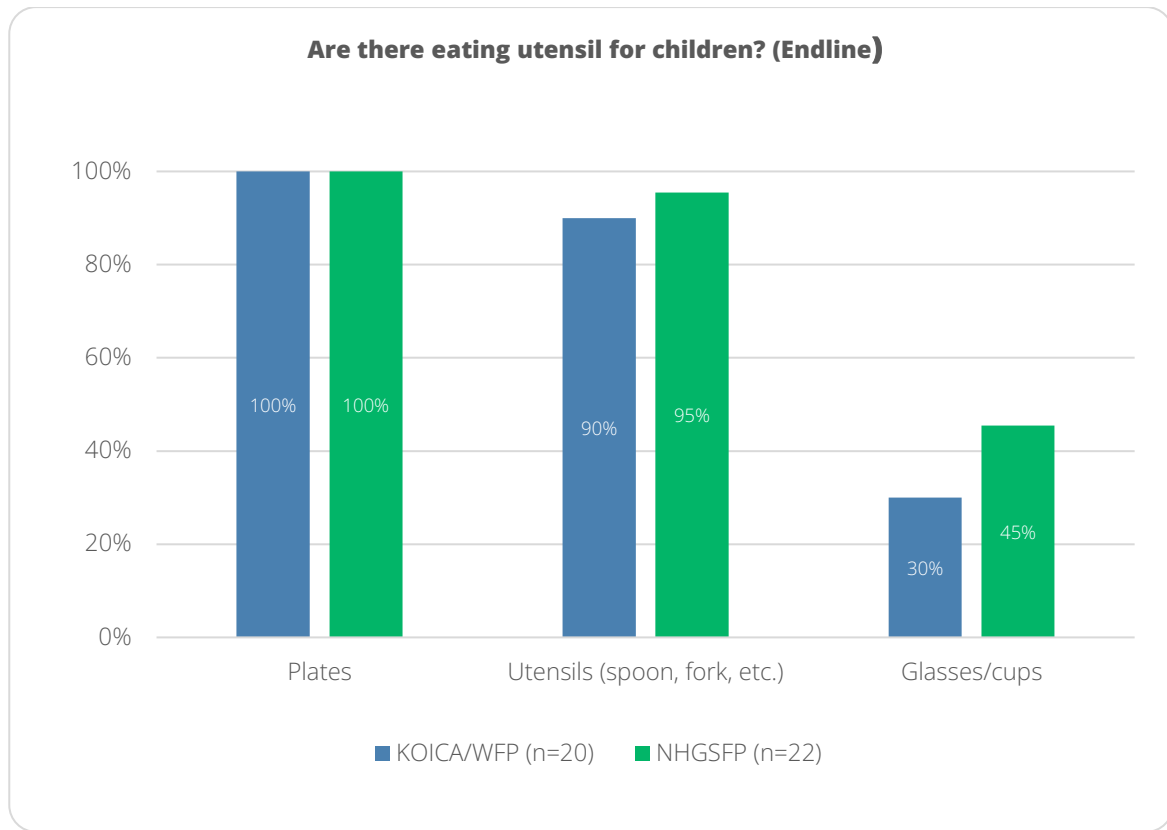


Graph 28: Cooks' Assessment of Cooking Material During Midline

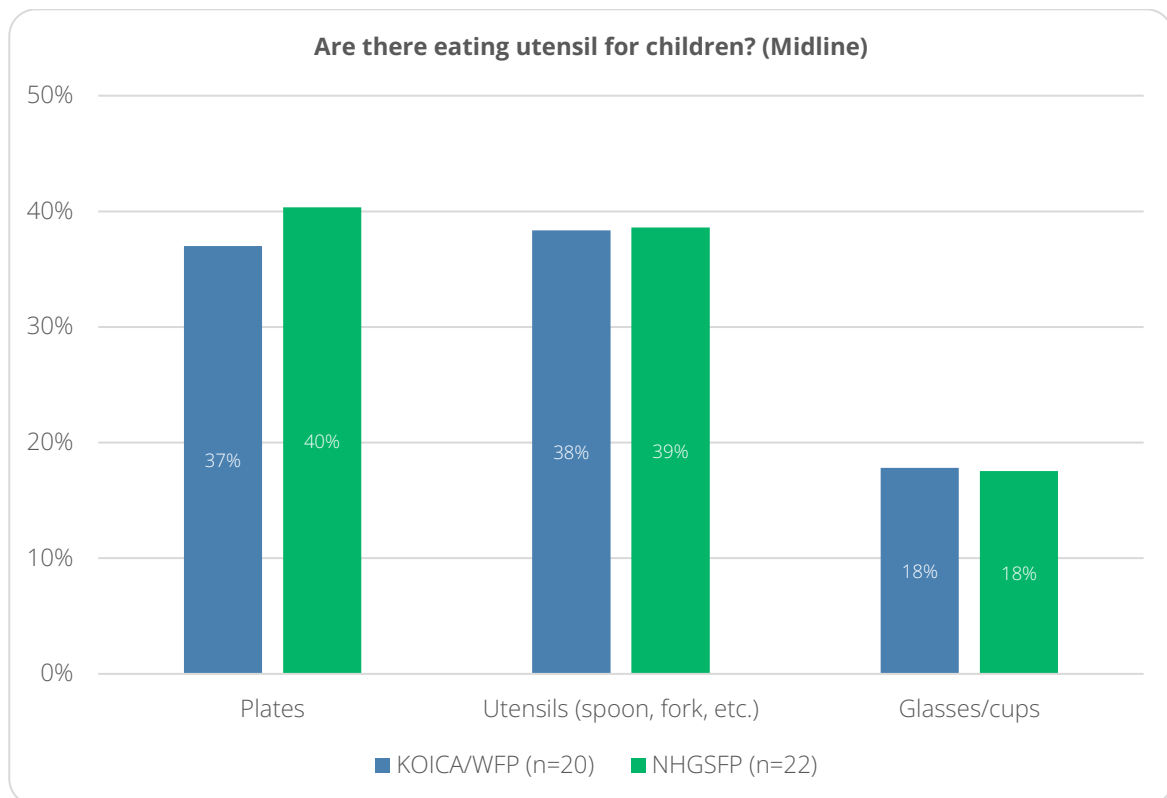


Plates and Cutlery

Graph 29: Presence of Eating Utensil in Visited Schools at Endline

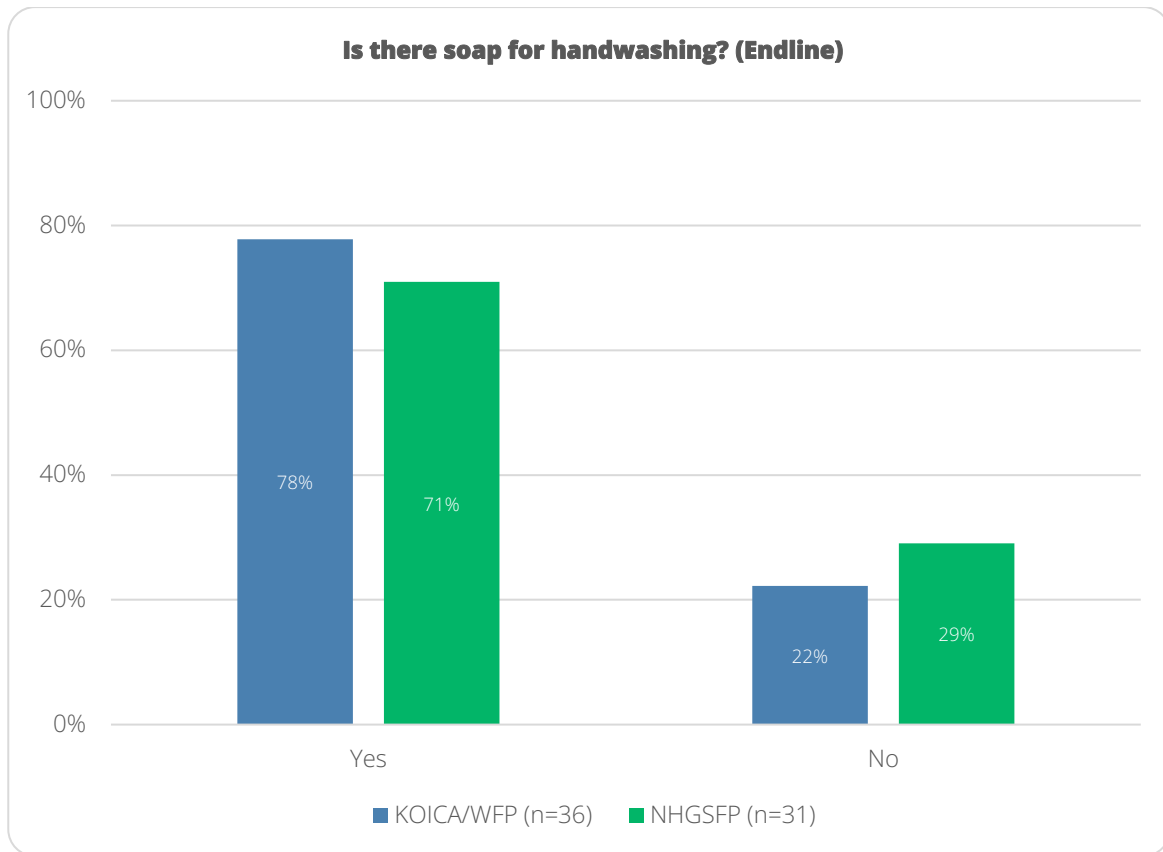


Graph 30: Presence of Eating Utensil in Visited Schools at Midline

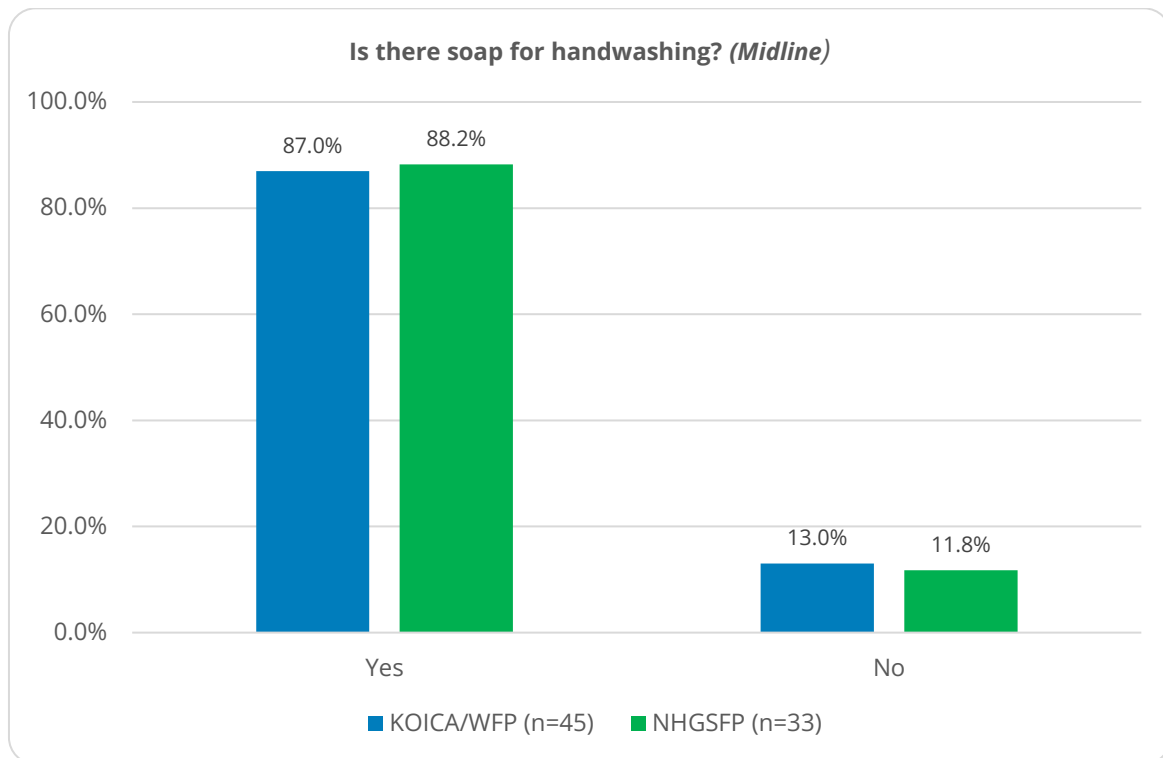


Soap in Schools

Graph 31: Availability of Soap in Visited Schools During Endline



Graph 32 Availability of Soap in Visited Schools During Midline



Annex 15. Mains cooks complaints regarding the cooking environment

Data collected in the field in 23 WFP/KOICA schools and 14 NHGSFP schools

Complaints provided by cooks in KOICA-supported visited	
Lack of Cooking Material	Need to add new kitchen materials because the current ones are old and broken.
	The cooking pan is almost penetrated, and there is only one, the knife was stolen.
	Lack of a cupboard for storing material, the stove is old.
	Lack of a colander.
	Cutting board is too old and looks unhygienic, need a new one.
	Lack of 2 knives, currently using knives from home.
	Lack of 2 ladles.
	Lack of a pan, currently borrowing one from others.
	The knife is difficult to use for preparing food.
	The pan for making soup is broken, so it can only hold a little water when cooking.
	A lot of materials are old.
	Lack of knife, pot, colander, ladle, metal pot, storage facilities.
	Lack of knives, mortar, scales.
	Lack of a colander for washing vegetables.
	The consumption materials are gone.
	Lack of consumption materials.
	A lack of cooking pot, ladle.
Kitchen utensil, plate, ladle, and cooking pots.	
Knife, mortar.	
Lack of Adequate Cooking Space	Want to have a more hygienic place for washing pots, plates, and vegetables.
	The kitchen is old and there are no storage facilities.
	Lack of storage to keep dishes, and the stove is broken.
	Do not have a kitchen yet, the stove is not appropriate.

Complaints provided by cooks in KOICA-supported visited	
Cooking Tools or Equipment Issues	Need a cart for carrying firewood for cooking.
	No axe for cutting firewood, need one.
	The new stove cannot ignite the fire.
	A larger ladle, stainless steel bowl.
Requests for Repairs	Request to repair a roof.
	Have asked for a new kitchen.

Complaints provided by cooks in NHGSFP schools visited	
Lack of Cooking Material	Lack of a cupboard to store ingredients, a colander to wash vegetables and meat, a wooden cutting board, a knife, and a large pan for washing rice.
	Lack of a knife to cut fish, lack of tongs, the pan is too thin and almost penetrated, lack of 2 baskets for vegetables, lack of 2 containers to wash rice, and the cutting board is almost broken.
	Lack of a lot of materials, small stove.
	The pans for cooking rice are broken, no colander for washing vegetables, and lack of a metal pot for cleaning plates and pots.
	The pots and pans are old.
	There is a lack of one pot for cooking rice, and a ladle, and need extra one.
	Lack of a cupboard for storing material, the stove is old.
	Lack of 2 knives, lack of 2 ladles, and lack of a pan.
	The cooking pan is almost penetrated, and there is only one, the knife was stolen.
	A lack of consumption materials.
	Lack of knife, pot, colander, ladle, metal pot, storage facilities.
	Lack of knives, mortar, and scales.
	A lack of cooking pot, ladle, and kitchen utensils.
	Kitchen utensil, plate, ladle, and cooking pots.
	A larger ladle, stainless steel bowl.
	All consumption materials are old.
A lot of materials are old.	

Complaints provided by cooks in NHGSFP schools visited	
Lack of Adequate Cooking Space	Want to have a kitchen hall and store to keep things or food.
	The kitchen is old and there is no storage facilities.
	The sink for washing plates, the cupboard, and the stove are not properly organised.
	Lack of storage to keep dishes, and the stove is broken.
	There is a proper room, made with concrete.
Cooking Tools or Equipment Issues	The stove is broken.
	The new stove cannot ignite the fire.
	A new stove exists, but the water has not been connected to it.
Requests for Repairs	The lean-to roof attached to the kitchen is broken.
	Request to repair a roof.
	Have asked for a new kitchen.
Insufficient Material	Insufficient material for the kitchen.
Hygiene Concerns	There should be soap for cleaning plates every day, a dipper for water, and ladle for cooking rice.

Annex 16. Findings, conclusions and recommendations mapping

Recommendation	Conclusions	Findings
<p>Recommendation 1: To improve the efficiency and effectiveness of the NHGSFP and elevate women’s empowerment, WFP should support the national government in exploring different school feeding models, including ones that give a more prominent and valued role to cooks in school feeding activities.</p>	<p>Paragraphs: 214, 252 & 256</p>	<p>Boxes 14, 16, 18, 20, 21, 22</p>
<p>Recommendation 2: WFP can continue to build on the success of the school feeding programme and work to ensure a smooth and efficient transition to the government by exploring existing and additional ways of providing experts and/or embedding staff within relevant government offices. This approach will facilitate continued knowledge transfer, enhance contextual understanding, and strengthen the capacity of government staff to effectively manage the programme.</p>	<p>Paragraph: 243</p>	<p>Boxes 16, 19</p>
<p>Recommendation 3: As soon as the National School Feeding Committee (NSFC) members are assigned, technical, administrative, and potentially financial support will be needed for this committee to operate and meet on a regular basis. As a partner of choice for school feeding activities, WFP should strive to mobilise resources to ensure this expertise and funding are available to allow for the good functioning of the committee during its first years.</p>	<p>Paragraph: 254, 255</p>	<p>Box 2</p>
<p>Recommendation 4: To optimise programme efficiency and effectiveness, WFP can consider piloting and documenting different procurement models to inform Government’s decisions on the best models for the national programme. These include either collaborating with suppliers, farmers, or agricultural cooperatives with expertise and capacity in food production and distribution or allocating substantial funding to provide strong support for smallholder traders and farmers. This will directly influence the evolution of the procurement process in the coming years even if immediate changes in the bidding process need to be addressed. Capacity building for vulnerable smallholder farmers with limited experience should remain a priority, but it should not come at the expense of the efficiency of the school feeding programme.</p>	<p>Paragraph: 245</p>	<p>Box 15</p>
<p>Recommendation 5: The current market monitoring (HGSF commodity price monitoring) carried out by WFP should be re-designed and handed over to the MAFF as per the national sub-decree. This should be implemented in the context of the review and pilot of school feeding models (recommendation 1 and 4) to conceptualize an efficient and sustainable mechanism for the MAFF to continue HGSFP commodity price monitoring.</p>	<p>Paragraphs: 246</p>	<p>Box 15</p>

Recommendation	Conclusions	Findings
<p>Recommendation 6: WFP should collaborate with and advocate for relevant stakeholders including the NHGSFP, the Ministry of Woman’s Affairs (MoWA), to ensure a coherent and context-adapted gender-responsive approach for all school feeding activities.</p>	<p>Paragraph: 256</p>	<p>Box 15</p>
<p>Recommendation 7: WFP should continue to advocate for and, when requested, provide technical assistance to the Government of Cambodia to ensure longer-term sustainable financing mechanisms are explored and identified by the government. This should include long-term solutions for key financial components such as food provision and cook compensation as well as addressing others such as infrastructure maintenance. The approach should focus on developing a holistic and feasible financing framework that aligns with the needs of an effective and sustainable school feeding programme.</p>	<p>Paragraphs: 240, 255</p>	<p>Box 15</p>
<p>Recommendation 8: WFP should ensure that all monitoring indicators for the next KOICA phase are more specific, disaggregated, and easily measurable throughout the programme. This will allow more efficient monitoring of the programme, especially for new incoming staff and for external ETs.</p>	<p>Paragraph: n/a</p>	<p>Boxes 11, 21</p>

Annex 17. Timeline

Phases and activities		Date agreed with EM	Tasks and deliverables
By whom	Phase 2 - Inception (Up to 7 weeks)		
EM/TL	Brief core team	21 June	<ul style="list-style-type: none"> Document review/ briefing Inception report (Draft) Inception report (final) addressing DEQA, ERG, RB, WFP CO comments Field work plan finalized
ET	Desk review of key documents	21 June -5 July	
ET	Draft inception report	8-12 July	
EM	Share draft IR with quality support service (DEQS), REO, ERG, KOICA	15-19 July	
ET	Revise IR based on feedback from DEQS, EM, REO, ERG	19 July -1 Aug	
EC Chair	Approve final IR and share with ERG for information	29 Jul -2 Aug	
ET and EM	Coordinate and finalize schedule	5-8 Aug	
By whom	Phase 3 - Data collection (Up to 3 weeks)		
EM	Brief the ET at CO	12 Aug	<ul style="list-style-type: none"> Data collection completed Preliminary finding presentation at CO
ET	Data collection	12 Aug – 12 Sep	
ET	In-country debriefing (s)	12 Sep	
By whom	Phase 4 - Reporting (Up to 11 weeks)		
ET	Draft evaluation report	13 Sept – 24 Oct	<ul style="list-style-type: none"> Final Report (draft) Final report (final) addressing DEQA, ERG, RB, WFP CO comments Raw data shared
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	24 – 31 Oct	
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	21Oct – 31 Oct	
EM	Consolidate comments received	4 – 8 Nov	
ET	Review draft ER based on feedback received and submit final revised ER	11- 22 Nov	
EM	Review final revised ER and submit to the evaluation committee	25- 29 Nov	
EC Chair	Approve final evaluation report and share with key stakeholders for information	2 -6 Dec	
By whom	Phase 5 - Dissemination and follow-up (Up to 4 weeks)		
EC Chair	Prepare management response		
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call		

Annex 18. Fieldwork agenda

Field work agenda for qualitative and quantitative data collection – Field level

Province	District	Commune	Village	School name	School EMIS	Strata	Date
Phnom Penh	Training – field enumerators						12 - 14 Aug.24
PP-KCG	Kampong Tralach	Kampong Tralach	Kampong Tralach Kroam	Kampong Tralach Kroam	4050402019	Hand-Over	15.Aug.24
Kampong Chhnang	Kampong Tralach	Thma Edt Ampil Tuek Kampong Tralach	Trapeang Kda Snang Mom Bak Phnum Samretthi Chey Kampong Kda Neak Ta Hang	Trapeang Kda Ang Serei Bak Phnom Samrith Chey Kompong Kda Neakta Hang	4051002038 4051002038 4050108007 4050404021 4050406023 4050403020	Hand-Over	16.Aug.24
	Rolea B'ier	Teuk Huot Cheung Kreav Andaung Snay Prey Moul Svay Chrum	Praeak Reaeng Darnak Kei Tbaeng Klaeng Poar Thnal Taseng Utumpor	Praeak Reaeng Hun Sen Darnak Kei Tbeng Pahy Khleng Por Thnal Ta Seng Outumpor	4061305044 4060309006 4060106057 4060907058 4061218040 4061204034	Continued WFP support	17.Aug.24
	Rolea B'ier	Krang Leav Prasnoeb Kbal Teuk Akphiwat Cheab	Krang Leav Prasnoeb Prey Chrov Teuk Chum Boeung Steng Chhak Kandaol	Kraing Leav Prasnep Prey Chrov Teuk Chum Boeung Steng	4060601015 4080408036 4080105003 4080204033	Continued WFP support	19.Aug.24
	Tuek Phos						
	Tuek Phos	Choang Moang Tang Krasang	Doun Mao Chaong Maong Srae Uk Veal Sbov	Chhak Kandoal Tuol Vihear Sampan Sre Uk Veal Sbov	4080207005 4080302023 4080301006 4080706019 4080709041	Handed-over	20.Aug.24

Province	District	Commune	Village	School name	School EMIS	Strata	Date	
Kampong Chhnang-Pursat	Krakor	Svay Sar Chheu Tom	Boeng Smok Kbal Teahean	Koh Kandal Kbal Teahean	15031005029 15030409016	Continued WFP support	20.Aug.24	
Pursat	Krakor	Kbal Trach Anlung Tnot Sna Ansa Boeung Kantuot Tnot Chum	Toteung Papet Beng Por Khoeun Bangkong Khmum	Kbal Trach Tuol Khpuos Samdech Yuos Boeung Kantuot Koh Chum	15030701020 15030111038 15030903027 15030308010 15031103035	Continued WFP support	21.Aug.24	
	Kandieng	Kandieng	Stung Leu	Hun Sen Phoum Stung	15020313014			
	Kandieng Phnum Kravanh	Kanhchor Sya Svay Luong Prongel Santreae Samrong	Kanhchor Kbal Chheu Puk Chheu Teal O Bak Tra Kset Borei Tades	Suy Sem Kanhchor Samdech Hun Sen Kbal Chheu puk Hun Sen Kangan O Bak Tra Kset Borei Ta Des	15020401007 15020807029 15020713027 15040405019 15040603023 15040704026	Continued WFP support	22.Aug.24	
	Phnum Kravanh Bakan		Phtas Rung Ta Lo Snam Preah Me Teuk O Ta Pong	Bot Rumduol	Bot Rumduol	15040307013	Continued WFP support	23.Aug.24
				Chongruk	Chungrouk	15040312033		
				Kranham	Kraghnam	15040303009		
				Tang Kouk	Boeung Tnot	15010919083		
				Khmar	Khmar	15010713039		
				Chen Tay	Koh Khsach	15010407019		
	Bakan		Anlong Kray	Anlung Kray	15010506023			24.Aug.24
		Ou Ta Paong	O Ta Pong	15010505022				

Province	District	Commune	Village	School name	School EMIS	Strata	Date
Siem Reap-Kampong Thom							26.Aug.24
Kampong Thom	Stoung	Popok Pralay Msa Krang Banteay Stoung Trea	Krasang Kanthean Kampreal Kampong Veang Chi Meas Bar Veang Tum Pich	Krasaing Kunthean Kampreal Kampong Veang Chi Meas Baveng Tum Pich	6080804042 6080908049 6080907050 6080902048 6080610032 6080111082 6081316080	Handed-over	26.Aug.24
	Stoung Kampong Svay	Preah Damrei Rung Roeung Banteay Stoung Chamna Leu Tbaeang	Prasat Pou Bos Ta Saom Kok Kruos Ka-in Sragae	Prasat (Lekchaes) Phoum Po Bos Ta Som Po Raung Ka-in Sragnae	6081007058 6081108064 6081101060 6080105004 6080309016 6020812056	Handed-over	27.Aug.24
	Stoung Kampong Svay Prasat Sambour	Chamna Leu Chamna Kraom Damrei Slab San Kor Kampong Svay Sambour	Trapeang Choar Sandan Voa Yeav Ampil En Komar At Su Koun K'aek	Trapeang Choar Sandan Vor Yeav Ampil (San Kor) In Komar At Sou Kaun Ka-ek	6080303021 6080206013 6020204057 6020710063 6020404014 6050315044 6050305043	Handed-over Continued WFP Support	28.Aug.24
	Sandan	Sandan Sochet	Danghet Pren	Danghet Pren	6060701033 6060805049	Continued WFP Support	29.Aug.24
	Prasat Sambour	Mean Chey Koul Sraeung Chhuk Tang Krasau	Phtoul Ou Ta Siev Tumnob Krabau Trapeang Sala Tuek Andoung Kouk Srok	Phtorl Rumpos O Ta Seav Andaung Bay Krabao Trapeang Sala Teuk Andaung Kauk Srok	6060510022 6050202015 6050407049 6050109005 6050102008 6050507040 6050509034	Continued WFP Support	30.Aug.24
	Santuk	Tang Krasang Kraya Ti Pou	Chambak Khang Cheung Dang Kdar Thma Samlieng Phlong	Chambak Khang Cheung Dang Kdar Thmar Samleang Phlong	6070806032 6070504019 6070507045 6070908039	Continued WFP Support	31.Aug.24

Field work agenda for qualitative collection at central level and meeting

SKIs at central level and Meeting	Stakeholders	Date
KIIs at central level	CARD	24.Aug.
	MoH	9 Sept.
	MOEY	22.Aug.
	NSPC	22.Aug.
	FAO	5 Sept.
	NGO Plan International	9 Sept.
	NGO World Vision	6 Sept.
	WFP CO/RBA	21 Aug- 6 Sept
	KOICA	11 Sept.
Preliminary Findings presentation	WFP, ERG, KOICA	12 Sept

Annex 19. Bibliography

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

"Damayanti D. Soekarjo, Chandara Gnim ..." This is WFP publication. Hence, please write such as". S

'Education | UNICEF Cambodia' <<https://www.unicef.org/cambodia/education?xml=#programme-solution>> [accessed 5 July 2024]

'Gender Equality and Human Rights | OHCHR' <<https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>> [accessed 5 July 2024]

Ian MacAuslan, Maham Farhat, Seng Bunly, Russell Craig, Saroeun Huy, and Pratima Singh, 'Country-Led Evaluation of the National Education Scholarship Programmes of the Ministry of Education, Youth and Sports in Cambodia (2015-2018)' (UNICEF, 2019)

ILO, UNDP, and Royal Government of Cambodia, 'Understanding the Paths to Formalization in Cambodia_An Integrated Vision', 2023

Kingdom of Cambodia, 'Cambodia's Voluntary National Review 2019 on the Implementation of the 2030 Agenda for Sustainable Development', 2019

———, 'Education Congress Report. Overall Achievements for 2021-2022 and Directions for 2022-2023' (Ministry of Education, Youth and Sports)

———, 'General Population Census of Cambodia 2019 Series Thematic Report on Literacy and Education Attainment in Cambodia' (National Institute of Statistics, Ministry of Planning, 2022)

———, 'Public Education Statistics & Indicators 2020 - 2021' (Ministry of Education, Youth and Sports, 2021)

Kingdom of Cambodia, and KOICA, 'Record of Discussion Between the KOICA of the Republic of Korea and the MoEYS of the Kingdom of Cambodia for the HGSF Programme', 2020

Kreng Heng, Soth Sok, and Fata No, 'School Dropout in Cambodia: A Case Study of Phnom Penh and Kompong Speu' (RUPP Faculty of Education, 2016)

Nong Monin, 'The Impacts of Climate Change on Agriculture and Water Resources in Cambodia: From Local Communities' Perspectives' (Cambodia Development Research Institute, 2021)

Pedro Conceição, 'Human Development Report 2023/24' (United Nations Development Programme)

'Reforms Improve Education Quality Benefitting Half a Million Students in Cambodia', *World Bank* <<https://projects.worldbank.org/en/results/2023/08/16/reforms-improve-education-quality-benefitting-half-a-million-students-in-cambodia>> [accessed 5 July 2024]

"WFP. 2023, Midterm Activity Evaluation of the KOICA Supported Home- Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces" (i-APS, 2023)

Sophia Dunn, 'Baseline Assessment of the KOICA Supported Home Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces', 2020

UNESCO, and UNICEF, 'End of Decade Notes on Education for All – EFA Goal #5' (UNESCO Bangkok, UNICEF EAPRO and UNICEF ROSA, 2012)

World Bank Group, 'Cambodia Poverty Assessment Toward A More Inclusive and Resilient Cambodia', 2022

'World Bank Open Data', *World Bank Open Data* <<https://data.worldbank.org>> [accessed 5 July 2024]

World Food Programme, 'Annual Country Repot', 2022

———, 'Annual Country Repot', 2023

———, 'Country Brief (April-June 2024)', 2024

———, 'Empowering Women in Vegetable Producer's Groups Through HGSF'

- , 'Guide to Implementing School Nutrition Day Events', 2023
- , 'KOICA Annual Progress Report', 2020
- , 'KOICA Annual Progress Report', 2021
- , 'KOICA Annual Progress Report', 2022
- , 'KOICA Annual Progress Report', 2023
- , 'Midterm and Final Activity Evaluations of the KOICA Supported Home Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces from 2020 to 2024', 2024
- , 'Quick Action Project Empowering Women and Local Communities Final Report', 2021
- , 'Report: Home Grown School Feeding Programme (HGSF) – Gender Action Research Report: Home Grown School Feeding Programme (HGSF) – Gender Action Research in Cambodia', 2021
- World Food Programme, and KOICA, 'Grant Agreement between the Korea International Cooperation Agency and the World Food Programme on "Home Grown School Feeding"', 2020
- World Food Programme, and Ministry of Education, Youth and Sports, 'Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme', 20

Acronyms and Abbreviations

ACR	Annual country report
CARD	Council for Agriculture and Rural Development
CFM	Complaint feedback mechanism
CO	Country office
CSP	Country strategic plan
DDS	Dietary diversity score
DOEYS	District Office of Education, Youth and Sport
ET	Evaluation team
FAO	Food and Agriculture Organisation
FGD	Focus group discussion
GEWE	Gender equality and women's empowerment
HGSF	Home-Grown School Feeding
IEC	Information, education, and communication
KI	Key informant
KII	Key informant interview
KOICA	Korea International Cooperation Agency
MAFF	Ministry of Agriculture, Forestry and Fisheries
M&E	Monitoring and Evaluation
MEF	Ministry of Economy and Finance
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
MoWA	Ministry of Woman Affairs
NHGSFP	National Home-Grown School Feeding Programme
NGOs	Nongovernmental Organisations
NSPC	National Social Protection Council

PDAFF	Provincial Department of Agriculture Forestry and Fisheries
POEYS	Provincial Office of Education, Youth and Sport
PWD	Persons with disabilities
RGC	Royal Government of Cambodia
SABER	Systems Approach for Better Education Results
SBCC	Social behaviour change communication
SDGs	Sustainable Development Goals
SFIS	School Feeding Information System
SFPC	School feeding committees
ToC	Theory of Change
ToR	Terms of reference
ToT	Training of Trainers
VAM	Vulnerability Analysis and Mapping
WFP	World Food Programme

Office of Evaluation

World Food Programme

Via Cesare Giulio Viola 68/70,
00148 Rome, Italy - T +39 06 65131

wfp.org/independent-evaluation