

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



Addendum to the Terms of Reference

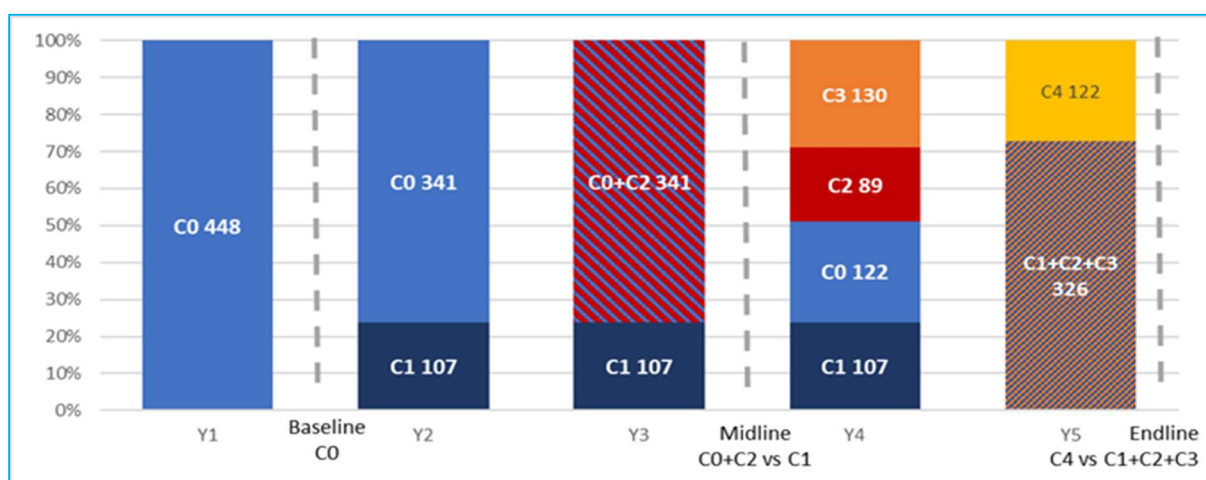
WFP Cambodia country office

February 2025

1. During the baseline evaluation assessment WFP Home Grown School Feeding (USDA McGovern Dole Grants FFE-442-2022-009-00) in Cambodia from 2022 to 2027, some changes have been proposed by the evaluation team and WFP country office agreed. Subsequently, these changes were communicated to the USDA (US Department of Agriculture) as a part of the baseline assessment report approval process. At the same time, since the baseline evaluation, there were evolution of the school feeding programme implementation and National Home Grown School Feeding Programme (NHGSFP). This addendum intends to document those changes to the approved ToRs. Below paragraphs describe key changes.
2. Sub-chapter 2.3 **Stakeholder analysis**: In the list of external stakeholders, NSPC (National Social Protection Council) should be added as one of key government stakeholders, with its pivotal role in future transition and ownership of the national school feeding programme. In the cooperating partners, FAO (Food and Agriculture Organization) is deleted as there is no valid activity implement under MGD project.
3. Sub-chapter 3.2 Scope of evaluation – Evaluation **timeline**: Midterm evaluation was planned to be conducted in April – September 2025. Considering the current school year 2024/25, the field phase is expected in June. Based on previous CO experience of conducting activity evaluations, original timeline is assessed to be ambitious which leads to change of the timeline to April – October 2025 to ensure completion of quality and participatory evaluation report, endorsed by ERG (Evaluation Reference Group, EC (Evaluation Chair) and USDA. Timeline is subject to be further adjusted during the inception stage, in consultation with the evaluation team and key stakeholders.
4. Chapter 4 Evaluation approach, methodology and ethical considerations – **Evaluation questions**: Based on the proposed changes to the midterm and endline evaluation questions in the final approved baseline assessment report, Annex 1 presents the revised evaluation questions for the midterm and endline evaluation.
5. Sub-chapter 4.2 Evaluation approach and methodology – **Analysis model/ Evaluation design**: The updated analysis model/ evaluation design is illustrated in the figure below. To address the learning objective of the evaluation and particularly to assess the effect of the handover process on project performance, the analysis model was updated during the baseline assessment stage. The original four school cohorts (please refer to the original ToRs page 9, para 51) are put into two groups presenting similarities considering the time elapsed since their handover to the Government. The benefit of this approach will be to simplify the analysis between only two groups in the midterm and endline evaluations ('schools not yet handed over or handed over a year ago' versus 'schools handed over two

years ago or more'). These two groups have been defined based on which groups would be more homogenous. The revised model is expected to increase the confidence level of the survey, thanks to larger samples for each comparison group.

Figure 1 Analysis model for quantitative data collection under MGD



- Annex 5 of the ToRs Role and Composition of the **Evaluation Committee**: Due to staff changes, evaluation committee membership is update as below.

WFP Country office	
1.	Claire CONAN, Country Director: Chair, at claire.conan@wfp.org
2.	Anne-Laure DUVAL, Deputy Country Director: at annelaure.duval@wfp.org
3.	Fumitsugu Tosu, Head of Programme (SO Lead): at fumitsugu.tosu@wfp.org
4.	Jaehwi Kim, Head of RAM/M&E; as Evaluation manager; at jaehwi.kim@wfp.org
5.	Annalisa Noak, Programme Policy Officer (head of nutrition and foods systems); at Annalisa.noak@wfp.org
6.	Nisith Um, head of Field Operations at nisith.um@wfp.org

WFP Regional Bureau and Headquarter	
1.	Mari Honjo; Regional Evaluation Officer at mari.honjo@wfp.org

7. Annex 6 of the ToRs Role and Composition of the **Evaluation Refence Group**: Due to staff changes, evaluation committee membership is update as below.

WFP Country office
<ul style="list-style-type: none"> Fumitsugu Tosu, Head of Programme (SO Lead): Chair, at fumitsugu.tosu@wfp.org Jaehwi Kim, Head of RAM/M&E; as Evaluation manager; at jaehwi.kim@wfp.org Sokunvatanak Sek, Programme Support Assistant; at sokunvatanak.sek@wfp.org Lina In, Senior M&E Associate, as a technical officer, at lina.in@wfp.org Ahneseu Seo, Programme Policy Officer (school feeding); at ahneseu.seo@wfp.org Martin Mphangwe, Programme Policy Officer (school feeding) at martin.mphangwe@wfp.org Sreyrith Phan, Programme Policy Officer (Area Office) at sreyrith.phan@wfp.org Yav Long, Programme Policy Officer (VAM); at yav.long@wfp.org Jyoti Felix, Programme Policy Officer (Nutrition); at jyoti.felix@wfp.org Megumi Ohira, Gender and protection officer; at megumi.ohira@wfp.org
WFP Regional Bureau (RBB)
<ul style="list-style-type: none"> Mari Honjo; Regional Evaluation Officer at mari.honjo@wfp.org Chitraporn VANASPONGSE, PPO, SFP at chitraporn.vanaspongse@wfp.org
WFP Headquarter (HQ)/Washington
<ul style="list-style-type: none"> Julia Kammermeier , Evaluation Officer -Programme Policy and Guidance - School Meals and Social Protection Service (PPGS), julia.kammermeier@wfp.org Elizabeth Edwards, Partnerships Officer, elizabeth.edwards@wfp.org
Government of Cambodia
<ul style="list-style-type: none"> H.E. Chan Sophea, Under Secretary of State, MoEYS; at chansopheaped@gmail.com H.E. Ung Chinna, Director General, MoEYS; at chinnaung@gmail.com Dr. Kann Puthy, Director, PED, MoEYS; at puthy_kann@yahoo.com Mr. Ven Thol, Deputy Director, PED, MoEYS; at venthol16@gmail.com
Cooperating Partners
<ul style="list-style-type: none"> World Vision: Ravuth at Lyna_nga@wvi.org; Seine Ol at seine_ol@wvi.org Plan International: An Saman; at Saman.An@plan-international.org World Education International: Dara Kim; at dara_kim@kh.worlded.org
Donor – USDA
<ul style="list-style-type: none"> Bobbi Kraham, Senior International Program Specialist, USDA; at Bobbi.Kraham@usda.gov Erkin Yalcin, Program Analyst, USDA; at Erkin.Yalcin@usda.gov

8. Annex 8 of the ToRs **Detailed Timeline:** As per the section 3 of this addendum, below is updated detailed timeline which is assessed to be more realistic and enables quality and participatory completion of the evaluation activity.

MID-TERM EVALUATION		
Timeline	Phases	Led by
PREPARATION AND INCEPTION STAGE		
April-May 2025	Preparation call	EM
	Evaluation team orientation	EM
	Finalise evaluation design through consultative inception stage	ET
	Draft and submission of inception report	ET
	Review by DEQs, ERG, EC	EM
	Revision and submission of final inception report	ET
IN-COUNTRY DATA COLLECTION		
June 2025	Briefing of evaluation team at CO	EM
	Data collection	ET
	Debriefing of evaluation team at CO	ET
	Participation of SABER annual review	ET
ANALYSIS AND REPORT WRITING		
July-September 2025	Prepare report draft and submission	ET
	Review by DEQs and ERG	EM
	Revision and submission of advanced drafts	ET
	Review and approval by EC	EM
	Review and approval by USDA	USDA
	Finalization and submission of final report	ET
DISSEMINATION		
October 2025	Dissemination products developed and shared to WFP	ET

9. Annex 10 of the ToRs: List of Documents/Data available is updated as below.

Title
USDA McGovern-Dole International Food for Education and Child Nutrition Program 2023-2027 Project Design Documents, Agreement
Cambodia Country Portfolio Evaluation Reports, 2011-2017, 2018 (Transitional Interim Country Strategic Plan), 2019-2023
Baseline, Midterm, and Endline evaluation reports of the USDA McGovern-Dole FFE Programme, 2017-2019, including survey tools and data set
Baseline, Midterm evaluation reports of the USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023, including survey tools and data set
Quantitative results, Endline evaluation of the USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023
Baseline evaluation report of literacy outcome for USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023
USDA McGovern-Dole International Food for Education and Child Nutrition Program 2019-2023, - all Project Semi-Annual, Annual reports, monitoring data set

KOICA-funded Home Grown School Feeding Programme midline and endline evaluation report
WFP Cambodia school feeding programme technical assistance package (draft)
School Nutrition SBCC KAP survey draft report (2022) – sections on vendors & school directors only
“Snack Research” Final (internal) Report + draft Summary Report
MoEYS Health Education Curriculum for Primary Schools (KH only, EN summary available)
MoEYS Wash-in-Schools (WinS) Standards
FAO Baseline Report on School Meal Nutrition Standards (SMNS) Pilot. [Endline report expected Q3-4 2025]
School Feeding Programme Outcome Monitoring results and data set (2023, 2024)
School Feeding Programme Supplier Survey results and data set (2023)
Cambodia school feeding evaluation findings (Summary of Evaluative Evidence)
Joint Transition Strategy Towards A nationally owned Home-Grown School Feeding Programme Phase 1: 2022-2025.
Sub-Decree on Home Grown School Feeding Programme Implementation (2023)
National Home Grown School Feeding Policy 2024-2035 (2024)
National Home Grown School Feeding Monitoring and Evaluations Framework (2024)
National Home Grown School Feeding Operational Guideline (draft)
National Social Protection Policy Framework 2025-2035 (2025)
National Policy on School Health 2019
National Action Plan on School Health 2021-2030
School Feeding Roadmap between WFP and MoEYS (signed in May 2015)
Guideline on Food Safety in Schools-May 2019
MoEYS School Feeding Cookbook 2022 (KH only)
NSFSN 2019-2023, updated policy (draft)
Home Grown School Feeding Programme Gender study (2024)
Successes and Challenges of Implementing USDA McGovern-Dole Funded Food for Education Programmes in the Asia/Pacific Region (A review of key findings from WFP programme Evaluations in Bangladesh, Cambodia, Lao PDR, and Nepal during 2013-2018)
Cambodia Market and Seasonal Monitoring Bulletins (monthly 2023-2024)
Cambodian Rice Landscape Analysis Generic (2019)
Fill the Nutrient Gap Cambodia (2023)
Micronutrient challenges and solutions (2019)
Leave No One Behind Analysis Cambodia (2023)
Celebrating the continued transition of school feeding programme in Cambodia. (2022)
Operational study on gender transformative approaches for WFP supported school-based health and nutrition programmes in Asia and the Pacific
WFP School Feeding disability inclusion study
Southeast Asia School Meals Coalition Summit Final Report
State of School Feeding Worldwide (2024)

Ministry of Planning (2022) Cambodian Sustainable Development Goals (CSDGs) 2016-2030 Revised List of Targets and Indicators by Goals
Royal Government of Cambodia Demographic and Health Survey 2021-2022 Full Report
<p>WHO Global Health Observatory data on anthropometry for Cambodian school age children:</p> <ul style="list-style-type: none"> • Prevalence of overweight among children and adolescents, BMI > +1 standard deviations above the median (crude estimate) (%) • Prevalence of thinness among children and adolescents, BMI < -2 standard deviations below the median (crude estimate) (%)
Perignon et al 2014 Stunting, Poor Iron Status and Parasite Infection Are Significant Risk Factors for Lower Cognitive Performance in Cambodian School-Aged Children, PLOS One, Volume 9, Issue 11, e112605 [<i>includes estimates of micronutrient deficiency in school age children</i>]
Royal Government of Cambodia Socio-Economic Survey 2021-22 Key indicators report
Royal Government of Cambodia Education Strategic Plan 2024-2028. Ministry of Education, Youth and Sport
Royal Government of Cambodia General Population Census of the Kingdom of Cambodia 2019: National Report - Final Census Results. Ministry of Planning, Phnom Penh (2020)
Royal Government of Cambodia Inter-Censal Population Survey 2024: Preliminary Report (2024)
Royal Government of Cambodia. Dashboard and database of Poor Households Programme in Cambodia. Department of Identification of Poor Households.
Royal Government of Cambodia. Pentagonal Strategy Phase 1 for Growth, Employment, Equity, Efficiency and Sustainability: Building the Foundation Towards Realizing the Cambodia Vision 2050

Annex 1. Revised evaluation questions

As per the Annex 16 Proposed modifications to midterm and endline evaluation questions in the baseline assessment of the MGD FY22 evaluation, the below table present updated evaluation questions for the midterm evaluation and endline evaluation.

Midterm ToR Questions	Revised Midterm Questions	Endline ToR questions	Endline proposed adjustments
Relevance			
1. How relevant is the project design in contributing towards a sustainable, effective implementation of the NHGSFP vis à vis the government readiness and capacities to manage the NHGSFP?	1. To what extent the project design has remained relevant in contributing towards a sustainable, effective implementation of the NHGSFP vis à vis the government readiness and capacities to manage the NHGSFP? Already covered at baseline. Focus on changes since baseline.	1. How is relevant is the project design in contributing towards a sustainable, effective implementation of the NHGSFP vis à vis the government readiness and capacities to manage the NHGSFP?	1. To what extent the project design has remained relevant in contributing towards a sustainable, effective implementation of the NHGSFP vis à vis the government readiness and capacities to manage the NHGSFP? Already covered at baseline. Focus on changes since baseline and midterm
2. To what extent was the project aligned to the overall policies, strategies and normative guidance of institutions with supporting role for the NHGSFP, such as MAFF and MoH?	2. What have been the main policy changes relevant to the project since baseline and to what extent the project has remained aligned with key policies and strategies, including on gender? Already covered at baseline. Focus on changes since baseline.	2. To what extent was the project aligned to the overall policies, strategies and normative guidance of institutions with supporting role for the NHGSFP, such as MAFF and MoH?	2. What have been the main policy changes relevant to the project since baseline and midterm evaluation and to what extent the project has remained aligned with key policies and strategies, including on gender? Already covered at baseline. Focus on changes since baseline and midterm.
3. How relevant were the school readiness criteria in facilitating an effective handover of schools?	3. How relevant were the school readiness criteria in facilitating an effective handover of schools? No change	3. How relevant were the school readiness criteria in facilitating an effective handover of schools?	3. How relevant were the school readiness criteria in facilitating an effective handover of schools? No change
4. To what extent has data from project monitoring and complaint feedback mechanism been utilized to improve project relevance throughout the project?	Removed: as it is conceived to date, the complaint and feedback mechanism only applies to WFP direct assistance and is not relevant to the transition process	4. How relevant is the project's complaint feedback mechanism in sustainably ensuring that the needs of the target beneficiaries (girls, boys, men, women in target areas) are met?	Removed and replaced by a question on WFP effectiveness to promote the inclusion of a gender approach in the NHGSF programme.
Effectiveness			
1. To what extent did the project in target schools, including both the schools receiving WFP and NGO partners' direct implementation (cohort 1) and 85 schools that were handed over in year 2 (cohort 2), enhance the literacy and school health/nutrition outcomes (MGD SO 1 and 2) - How did the results differ between cohort 1 and 2 and why? - What were the differences in results for various beneficiary groups and by type of activity? How did gender GEWE outcomes vary by stakeholder group?	1. What are the performances of the project in both WFP managed and already handed over schools in enhancing the literacy and health/nutrition outcomes (MG SO1 and 2)? Are there any differences between the schools assisted by WFP and already handed over and among girls, boys, men, women and vulnerable groups, and why? Modified for more clarity.	1. To what extent did the project in target schools, which were all progressively transitioned into the NHGSFP over the project timeframe, enhance the literacy and school health/nutrition outcomes (MGD Strategic Objectives 1 and 2)? - How did the results differ across all four cohorts and why? How did the schools' readiness level according to the handover criteria as defined by WFP (experience in running HGSF, infrastructure, equipment) influence results, if at all? What were other variables (socio-demographic, quality of implementation, external factors, etc.) that	1. What are the performances of the project in handed over schools in enhancing the literacy and health/nutrition outcomes (MG SO1 and 2)? Are there any differences between the schools handed over at different moments and among girls, boys, men, women and vulnerable groups, and why? Modified for more clarity.

		<p>influenced the results either positively or negatively?</p> <p>- What were the difference in results for various beneficiary groups and by type of activity? How did GEWE outcomes vary by stakeholder group?</p>	
<p>2. To what extent did the transition to the NHGSFP, including the activities to enhance the five SABER pillars through WFP technical assistance implemented under the project's Foundational Results, contribute to the government's capacity to run the national programme effectively and sustainably? In view of the SABER assessment findings, what preliminary results were achieved in each of the five dimensions? What factors influenced the results positively or negatively?</p>	<p>2. What are the performances of the project in supporting the transition strategy? Have schools been handed over as planned and if not, why? What are the results achieved on the five pillars of SABER? To what extent GEWE is mainstreamed in the NHGSF programme?</p> <p>Modified for more clarity.</p>	<p>2. To what extent did the transition to the NHGSFP, including the activities to enhance the five SABER pillars through WFP technical assistance implemented under the project's Foundational Results, contribute to the government's capacity to run the national programme effectively and sustainably? Review the effectiveness of all five pillars of SABER, including:</p> <ul style="list-style-type: none"> - Capacity for design and implementation of NHGSFP: To what extent do stakeholders at national, subnational level have the capacities to manage, supervise and monitor the NHGSFP after handover? - Inter-ministerial coordination: To what extent is there cooperation between necessary government ministries and public programmes to successfully run and sustain the NHGSFP? - Policy and budget: Are there a national-level policy and budget to effectively run the NHGSFP? Why or why not? - Community engagement: To what extent has NHGSFP been successful in engaging national stakeholders and local communities (PTAs, farmers groups, etc) towards school feeding activities? Has the role of the communities and local stakeholders been institutionalized? 	<p>2. What are the performances of the project in supporting the transition strategy? Have schools been handed over as planned and if not, why? What are the results achieved on the five pillars of SABER? To what extent GEWE is mainstreamed in the NHGSF programme?</p> <p>Modified for more clarity.</p>
<p>3. To what extent has progress been made on the overall handover process against the project plan and Transition Strategy agreed with and endorsed by the Government? Were the capacity needs, gaps and priorities at the national and sub-national levels clearly identified and addressed by the project's Capacity Strengthening activities?</p>	<p>Removed as already covered by question 2</p>		
<p>4. What are the mid-course corrections to improve project effectiveness in terms of i) activities that provide support directly to schools, ii) handover process, iii) technical assistance to the NHGSFP?</p>	<p>Removed: the identification of necessary corrections to improve the project effectiveness is included in the evaluation's objectives and applied to all evaluation criteria. Replaced by a question on the factors that have supported or affected the effectiveness.</p> <p>3. What implementation and context factors have supported or affected the implementation and achievements of the project for the 2 SOs and</p>		<p>3. What implementation and context factors have supported or affected the implementation and achievements of the project for the 2 SOs and foundational results, including the achievements on GEWE??</p>

	foundational results, including the achievements on GEWE?		
Midterm ToR Questions	Midterm proposed adjustments	Endline ToR questions	Endline proposed adjustments
Efficiency			
1. Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities?	1. Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities? No change	1. Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities?	1. Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities? No change
2. What factors impacted the cost efficiency of the project implementation? What measures can improve the efficiency for the remaining implementation period?	2. What factors impacted the cost efficiency of the project implementation? Removed the second question as the identifications of measures/corrections is included in the objectives of the evaluation.	2. What factors impacted the cost efficiency of the project implementation? What are the lessons learned that can be applied to improve the efficiency of NHGSFP in the future?	2. What factors impacted the cost efficiency of the project implementation? To what extent the NHGSFP is based on a cost-efficient procurement model? Reformulated the second question for more clarity.
Coherence			
1. To what extent has the project sought complementarities with the priorities and systems of different governing bodies relevant to the NHGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages?	1. To what extent has the project sought complementarities with the priorities and systems of different governing bodies relevant to the NHGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages? No change	1. How coherent were the interventions carried out by the different ministries that contributed towards a successful NHGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages?	Removed: The issue of participation of government institutions in the MHGSFP is addressed under effectiveness question 2.
2. To what extent has the project sought complementarities with other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?	2. To what extent has the project sought complementarities with other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country? No change	2. To what extent has the project sought complementarities with other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?	1. To what extent has the project sought complementarities with other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country? No change
Midterm ToR Questions	Midterm proposed adjustments	Endline ToR questions	Endline proposed adjustments
Impact			
NA	No change	1. To what extent has the project achieved the intended and unintended impacts, both positive and negative? What effect has the project made on beneficiaries, schools, communities, and government partners in target areas? What were the particular features of the program and context that made a difference?	1. What is the expected or already observed impact, intended and unintended, positive and negative of MGD projects and the NHGSF programme on beneficiaries, schools, communities, institutions, in particular on the development of human capital, on the local economy and on GEWE? Integrated the three questions on impact in one as it would be difficult to isolate the impact of the project from the impact of the NHGSF programme. Added impact in GEWE,
		2. What is the potential future impact of a sustained National Home-Grown School Feeding Programme (NHGSFP) to the development of human capital and the local economy of Cambodia based on evidence so far? Which particular features of this project should be incorporated/strengthened in the NHGSFP to ensure sustainability?	Integrated to question 1
		3. To what extent has the project had an effect on the local economy and the development of human capital in Cambodia?	Integrated to question 1

Midterm ToR Questions	Midterm proposed adjustments	Endline ToR questions	Endline proposed adjustments
Sustainability			
1. What were the key factors that contributed to or hindered a successful ownership and readiness in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, MAFF, etc.)?	1. What is the level of ownership and participation of all relevant stakeholders (government, communities, schools, farmer, etc.) vis à vis the NHGSF programme? Rather than starting with the factors that have influenced the ownership, it is proposed to first assess the level of ownership.	1. Based on available evidence, to what extent were the benefits (literacy, school health, nutrition and others) of the NHGSFP likely to continue beyond the scope of the project timeline? Which particular features of this project should be incorporated/strengthened in the National Home-Grown School Feeding Programme (NHGSFP) to ensure sustainability?	1. What are the perspectives of continuity after the full hand over to the government of the activities and processes supported by the project, and their respective benefit, including on GEWE? Simplified the question for more clarity
2. What roles did the different stakeholders of the NHGSFP (students, teachers, school staff, communities, relevant ministries at national and subnational level) play in the institutionalization of NHGSFP?	2. What factors may affect the sustainability of the NHGSF programme and the achievements of the project? Broader question on the factors that may affect the sustainability instead of two questions (1 and 3)	2. What are the prospects of the national school feeding programme expanding to nationwide coverage?	2. What achievements have been made on the 5 pillars of SABER? What are the remaining capacity gaps for each pillar and to what extent they can affect the sustainability of the NHGSF programme? Added this question as there was no question on the progress on SABER pillars despite them defining a sustainable school feeding programme
As above	No change	4. What roles did students, teachers, school staff and the communities play in institutionalization of NHGSFP?	4. What is the level of ownership and participation of all relevant stakeholders (government, communities, schools, farmer, etc.) vis à vis the NHGSF programme? What other factors can affect the sustainability of the NHGSF programme?
		5. For the NHGSFP to run sustainably, is there a continued need for WFP's technical assistance to the Government beyond the project timeline? In which areas is the support needed?	Removed: this is an implied recommendation. Recommendations will come naturally from the findings on sustainability of the NHGSF programme
		6. To what extent does the home-grown school feeding model contribute towards the sustainability of the NHGSFP?	Removed: this question lacks clarity
		7. What factors influenced the results positively or negatively? (USDA Learning Agenda questions will be explored as below): - What were the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yielded the most successful and effective school meal programmes? - What were the most successful policies affecting the success of school meal programmes? What were the necessary conditions for these policies to be implemented and to be effective? What types of incentives were the most effective at securing local or national government investment into school meal programmes? What were the barriers and challenges in securing investment?	7. What factors influenced the results positively or negatively? (USDA Learning Agenda questions will be explored as below): - What were the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yielded the most successful and effective school meal programmes? - What were the most successful policies affecting the success of school meal programmes? What were the necessary conditions for these policies to be implemented and to be effective? What types of incentives were the most effective at securing local or national government investment into school meal programmes? What were the barriers and challenges in securing investment? No change

<p>3. What factors influenced the results positively or negatively? (USDA Learning Agenda questions will be explored as below):</p> <ul style="list-style-type: none"> - What were the key institutions and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yielded the most successful and effective school meal programmes? - What were the most successful policies affecting the success of school meal programmes? What were the necessary conditions for these policies to be implemented and to be effective? - What types of incentives were the most effective at securing local or national government investment into school meal programmes? What were the barriers and challenges in securing investment? 	<p>No change</p>	<p>3. What were the key factors that contributed to or hindered a successful readiness and ownership in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, MoH, MAFF, etc.)?</p>	<p>3. What are the prospects of the national school feeding programme expanding to nationwide coverage?</p> <p>No change</p>
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