WFP EVALUATION

Midterm Activity Evaluation of WFP Home-Grown International Food for Education and Child Nutrition School Feeding (USDA McGovern-Dole Award FFE-442-2022-009-00) in Cambodia from 2022 to 2027

Decentralized Evaluation Report – October 2025

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Prepared by The Konterra Group

WFP World Food Programme
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Disclaimer

Front page: Sensok primary school, Kralanh district, Siem Reap province – one of the participating schools
Photo: Sao Kosal, June 2025

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Executive summary

Introduction

1. This report covers the midterm evaluation of the World Food Programme (WFP) McGovern-Dole International Food for Education and Child Nutrition project in Cambodia from 2022 to 2027. This project is funded by the United States Department of Agriculture (USDA) under Agreement Number (FFE-442-2022-009-00). The midterm evaluation is the second part of a series that also included a baseline study in 2023, and a final evaluation scheduled for 2027, and has been commissioned by the WFP Cambodia Country Office.

2. The objectives of the evaluation are accountability and learning, and the formulation of recommendations to strengthen the project's implementation during the second half of the project period. The users are the WFP Country Office (CO), the key partner ministries of the Royal Government of Cambodia,[1] the cooperating partners[2] and USDA.

3. The project is the final award of USDA's support initiated in 2013 that has aimed to improve literacy among primary school children, specifically through improving the quality of teaching, a school meals component, and a school health and nutrition component that seeks to improving health and dietary practices in schools. In addition, the project includes a foundational results component that supports the Government's National Home-Grown School Feeding Programme (NHGSFP) capacity for its long-term sustainability, and a Local and Regional Purchase (LRP) component with regional purchase of canned fish. The project operates in a total of 510 schools in the three provinces of Kampong Chhnang (KCG), Kampong Thom (KTM), Siem Reap (SRP).[3]

4. This last award also prioritises the handover of schools supported by WFP to the NHGSFP, under the terms of a Joint Transition Strategy (JTS) agreed between WFP and the authorities which will see all WFP supported schools being handed over by 2028. This Fiscal Year 2022 (FY22) project is operational from October 2022 to September 2027, with a budget of US$21 million provided by the USDA. The project has so far benefited 94,018 children, 49 percent of them girls.

5. The evaluation adopted a mixed-methods approach, enabling comparison with the baseline study and between schools already handed over and those not yet handed over. The main methods used to gather information were a desk review, a quantitative survey in schools, and qualitative data from key informant interviews and focus group discussions, plus observation, conducted in 11 schools. Data collection took place during June 2025 without major difficulties although it had limited access to government institutions beyond the National Social Protection Council (NSPC) and the Ministry of Education, Youth and Sport (MoEYS). Other projects and organizations provide support to the same schools, making it difficult to isolate the contributions of this particular project. The evaluation team also noticed possible bias in the data depending on the sex of respondents.

Context

6. While Cambodia has made progress in reducing food insecurity, nutrition remains a critical issue, with the triple burden of undernutrition, deficiencies and obesity. School feeding has been a central part of WFP Cambodia's Country Strategic Plans and the National Social Protection Policy Framework (NSPPF). The NHGSP provides daily meals to improve enrolment, attendance and learning outcomes in areas facing poverty, aligning with national goals of zero hunger and strengthened social protection.

7. The country has significantly improved primary education access and gaps between girls and boys, with primary completion rates reaching 90 percent in 2021, and the gross enrolment rate in lower secondary increasing from just 19 percent in 2001 to just over 70 percent in 2023 (girls' enrolment slightly higher than boys').[4] There has also been progress in literacy, although this is more concentrated in younger cohorts where national averages are above 90 percent and females have overtaken males. However, challenges remain in education quality, rural/urban disparities and the involvement of disabled and indigenous children, exacerbated

1 National Social Protection Council (NSPC), the Ministry of Education, Youth and Sport (MoEYS), Ministry of Health (MoH), Ministry of Women's Affairs (MoWA), the Ministry of Agriculture, Forestry and Fisheries (MAFF) and the Ministry of Economy and Finance (MEF)
2 World Education, World Vision, Plan International
3 341 schools are covered by all the project components, and 169 schools are only covered by the literacy component.
4 According to the Education Management Information System – EMIS, 2021

by pandemic-related learning losses.

8. After a period of impressive economic growth over the past 20 years bringing Cambodia to the lower-middle-income status in 2016, the economy was severely affected by the COVID-19 pandemic, with some limited recovery in 2022 and 2023. Poverty has decreased significantly accompanying the economic growth, but this evolution was also affected by the pandemic. In 2022, the poverty rate was up to 22.8 percent in some rural areas compared to 4.2 percent in Phnom Penh.[5] In 2022, 22 percent of children under five were stunted and obesity was affecting 33 percent of women aged 20-49.[6]

9. While Cambodia has advanced in reducing disparities between men and women in education and human capital, persistent gaps in women's economic participation and leadership remain.

Evaluation findings

Project relevance and coherence

10. Since the 2023 baseline, the project has remained highly relevant, contributing to the sustainable and effective implementation of the NHGSFP by strengthening institutional capacities. Its design is strongly aligned with the JTS, the new National School Feeding Policy 2024-2035 (NSFP) and the updated NSPPF 2024-2035, reflecting increased commitment and funding from the Government for the full handover of the project by 2028. Project activities in literacy and school health services are also well aligned with national policies.

11. The hybrid school feeding model, combining imported and locally purchased food, enabled by complementary donor funding (such as the Korea International Cooperation Agency (KOICA) and the Royal Government of Cambodia which provided 1,000 tonnes of rice and US$1.8 million in cash), is essential for building local procurement skills needed for the transition.

12. While school readiness criteria are effective for school handover, assessing long-term maintenance capacity requires further refinement.

13. The project demonstrates high coherence with the MoEYS, maintaining close collaboration and integrating new systems for the NHGSFP. However, engagement with other national institutions remains limited due to the recent formalization of the NHGSFP governance structure and there has also been limited collaboration with other United Nations agencies.

Effectiveness

14. **Improved quality of literacy instruction**. The project demonstrates generally positive performance. The provision of instructional literacy materials has slightly surpassed targets, with over 90 percent of schools having sufficient materials.[7] According to the most recent data from the Project Monitoring Plan (PMP), 91 percent of teachers received cascade training, and 86 percent demonstrate new teaching techniques. However, only 48 percent of observed teachers reach the proficiency levels of 2 or 3, significantly behind the target, highlighting the need for continued improvement in classroom performance. Mentor training targets were surpassed and, according to interviews with MoEYS staff at different levels and in schools with principals and teachers, mentors are effectively using the methodology for classroom visits and teacher feedback.

15. **Improved student literacy.** Grade 2 and 3 students in project schools were assessed in literacy using a standardized early grade reading assessment (EGRA) undertaken by WEI in 2025. The results indicate that there has only been modest improvement in student literacy during the first half of the project period. In grade 2 the overall share of students reaching the minimum performance level (based on reading comprehension) is 33.9 percent, which has improved from 33.2 percent at baseline. The corresponding figures for grade 3 students show an increase to 57.6 percent proficiency at midterm, compared with 54.2 percent at baseline. The baseline EGRA figures for student literacy were not directly comparable with earlier EGRA assessments in the target provinces, but the results did show clear improvement compared with earlier project periods in specific areas such as reading comprehension. The midterm evidence suggests that the rate of improvement in this key programme impact indicator is slowing. Based on key informant interviews, this result is not unexpected and is related to the gradual pullback of partner support for things like the payment of per diems for mentors' school visits, and literacy component implementation indicators (as noted in paragraph 14). Girls continue to perform at a much

5 https://www.worldbank.org/en/country/cambodia/publication/cambodia-poverty-assessment-2022-toward-a-more-inclusive-and-resilient-cambodia
6 https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf
7 2025 evaluation survey

higher rate than boys on this indicator, with advantages of nearly 20 percent in both grades (44 percent for girls, versus 24 percent for boys in grade 2; and 66 percent for girls versus 49 percent for boys in grade 3.

16. **Improved school attendance and attention**. The project's school meal component has been highly effective in achieving planned outputs, reaching over 100 percent of its targets for children covered and the number of meals delivered. Post-handover school meal activities maintain standards with notable positive developments including a higher variety of food items in school menus, increased cooks' incentives and a reduction of their workload. One exception is the monitoring system that faces limited staff capacity and shortage of resources.

17. Outcome data shows a slight increase in student attentiveness since 2019 (the baseline of the previous project), with children at handed over schools showing slightly higher levels of attentiveness. Children are also less hungry during class, though this varies by province.

18. Student attendance rates have progressed slightly, aligning with project targets, health related absences have decreased and are close to the project lifetime target, and a significant majority of parents reported improved child health due to the school feeding programme. Beyond the project objectives, school meals provide an important household safety net, evidenced by the reduction of the use of food related coping strategies for food access.

19. **Increased Use of Health and Dietary Practices**. The project has shown strong effectiveness in increasing health and dietary practices through both training and infrastructure improvements. Output indicators for staff training are highly positive, with individuals trained in child health and nutrition, hygiene, and safe food preparation exceeding project lifetime targets by 259 percent, 170 percent and 272 percent respectively by midterm. Infrastructure improvements, key for school readiness, are at 94 percent of project lifetime targets. While most schools have adequate kitchens and storerooms,[8] a significant portion still lack kitchen utensils. All schools have adequate water sources, and numbers of functional latrines have increased, with a ratio of children per latrine substantially decreased in some areas since 2019. Hand-washing station availability is high, though their condition varies and children's consistent use of them has shown mixed trends.

20. Key outcomes for health practices are also very positive. The average dietary diversity score (DDS) for school aged children (SAC) has steadily increased from 3.9-4.7 in 2019 to 5.9-7.1 in 2025, with a statistically significant improvement in schools after handover, attributed to the increase in diversification of school menus. The percentage of SAC with a DDS of 5 or above has notably increased from baseline (1.1-47.2 percent) to midterm (71.9-92.3 percent).[9]

21. **Foundational results.** The project has fully implemented the school handover plan to date. A total of 107 schools were handed over in School Year (SY) 2023-2024, followed by 89 in SY 2024-2025, with plans for 130 in SY 2025-2026.

22. Significant progress has been made across the five pillars of the Systems Approach for Better Education Results (SABER) framework since 2023, with the support of the project. On policy and regulatory frameworks, the NSFP 2024-2035 was endorsed in September 2024, accompanied by a Policy Action Plan in progress at midterm and by a 2023 sub-decree formalizing the participation of 11 ministries in the NHGSFP governance structure. For financial capacity, the NHGSFP national budget has increased progressively, despite budget challenges faced by the Royal Government, allowing the integration of the handed over schools, with plans to invest in infrastructure and contribute to cooks' incentives in 2026, in addition to financing food purchases. Institutional capacity and coordination saw the creation of a high-level national school feeding committee in late 2024 (holding two meetings to date) and reinforced staffing in the MoEYS. Under programme design and implementation, updates to the school feeding manual and National Monitoring Framework are pending endorsement and pilots on alternative supply models are ongoing. Finally, community roles are being strengthened by integrating communes into the governance structure and promoting field activities like food days. Most of these processes are ongoing and have not yet produced clear outcomes.

23. **Women's empowerment** has received limited explicit consideration in the project result framework and in most of the NHGSFP documents supported by WFP. However, the recent 2025 NHGSFP technical assistance package emphasizes developing opportunities for women, such as improving conditions for cooks and promoting decent jobs.

8 Respectively 96.9 and 100 percent (from evaluation survey data).
9 According to WFP the DDS data show higher results than other studies using the same methodology and should be taken cautiously.

24. Overall, the project's implementation and achievements have benefitted from full availability of USDA resources, an efficient supply chain, and adequate WFP staffing and capacity effectively transitioning to a capacity-strengthening role. Planning processes are well informed by the NHGSFP needs, and cooperating partners have provided adequate capacity, maintaining ongoing support in handed over schools. Some challenges persist, such as the high turnover of government staff at sub-national level, which impacts capacity strengthening.

Efficiency

25. The project demonstrates overall efficiency, with most objectives of local procurement achieved by midterm. While direct comparisons are complex due to product differences and limited data, regionally purchased canned fish was approximately 19 percent cheaper than local fresh fish. For rice, imported fortified rice was slightly more cost-efficient than locally-produced unfortified rice. Data collection at school level showed a clear preference by the children and their parents for locally produced options.

26. Overall project expenditures at 52 percent by the end of June 2025 are in line with expectations at midterm, but have been driven upwards by in-kind food procurement and the use of 100 percent of the budget line for indirect costs at midterm. Several activities still show relatively low expenditure levels, suggesting an initial overestimation of costs, even though partners consider resources adequate to meet the project objectives. However, the project is clearly focused on supporting cost-effective solutions for the nationally-owned programme. Overall activities were implemented in a timely manner in the first half of the project period, and are aligned with the strategy that emphasizes direct implementation before the school handover.

Sustainability

27. The NHGSFP shows a high level of government ownership, particularly from the MoEYS and the NSPC, evidenced by the progressive increase of the national budget allocation for the programme, and the endorsement of the NSFP by the Office of the Prime Minister. However, the engagement of other national institutions among the 11 ministries formally included in the NHGSFP governance structure remains limited, partly due to its recent formalization. Community participation includes the provision of some resources such as firewood, some ingredients and contributions to local staffing costs. The procurement model based on locally produced food is not well defined and the precise role of farmers for school supply remains unclear.

28. Project achievements show positive continuity after handover. Key sustainability factors include the government commitment to progressively increase the national budget, due to be expanded further in 2026. However, challenges persist, such as the capacity gaps and high staff turnover at sub-national level offices, necessitating continued technical assistance from WFP. The continued presence of cooperating partners in project areas beyond their initial project commitments positively impacts the sustainability of achievements.

Conclusions

29. The McGovern-Dole FY22 project remained relevant, aligning with Cambodia's objectives of a nationally-owned NHGSFP. While its coherence with MoEYS priorities and systems is strong, engagement with other institutions remains limited. The project has effectively supported school handover and achieved significant progress on the five SABER pillars[10] and school health services and nutrition outcomes, but literacy component results are mixed and efforts to strengthen participation of different population groups were limited.

30. Sustainability of the NHGSFP is supported by strong government ownership and an increasing official budget allocation, though challenges like uneven sub-national ownership, unfunded monitoring and persistent capacity gaps remain.

Lessons learned

31. The proactive engagement in policy development, beyond alignment with existing policies, contributes to better integrate the project into the national policy framework, increases government ownership and contributes to securing budget allocations.

32. The formalization of the multi-sectoral NHGSFP governance structure has not shown positive resulted yet, and does not guarantee the active participation of all the institutions involved in the future. In addition to the

10 SABER is a framework developed by the World Bank that assesses and strengthens education policies to improve education learning outcomes. A version has been developed for school feeding with the support of WFP that assesses the sustainability of national programmes, built around five pillars.

School Feeding Policy Action Plan (currently under development) that identifies concrete contributions for each institution, an active engagement of WFP and the MoEYS is required to strengthen ownership and participation.

Recommendations

High priority

1. **Strengthen the support provided to national capacity development for monitoring and evaluation.** Carry out capacity mapping and prioritize capacity strengthening that do not req uire additional resources.

Medium priority

2. **Strengthen support to the multi-sectoral governance structure of the NHGSFP**, engaging with each of the member institutions of the NHGSFP governance to develop sectoral linkages and promote the engagement of every member institution.
3. **Reinforce the objectives of increased participation of women,** scaling up the level of priority given to this objective and engaging with the Ministry of Women's Affairs and the Ministry of Agriculture, Forestry and Fisheries to identify and develop areas where women can be supported, such as the conditions for cooks and the participation of women in local procurement.
4. **Continue advocating for, and providing evidence for, training materials and capacity building for the practical application of dietary diversity indicators** for measuring the nutrition status of school aged children, as a complement to anthropometric indicators which only measure changes in weight and not eating behaviour**.**
5. **Develop a comprehensive literacy component monitoring plan,** identifying areas in need of follow-up.

1 Introduction

1. This evaluation report covers the midterm evaluation of the World Food Programme's (WFP) McGovern-Dole Home-Grown School Feeding Project in Cambodia from 2022 to 2027 (hereinafter referred to as the McGovern-Dole project or Fiscal Year (FY) 22 project[11]). This project is funded by the United States Department of Agriculture (USDA) Foreign Assistance Service (FAS), under contract number FFE-442-2022-009-00. This evaluation represents the second of a three-phase process implemented over the duration of the project, which include a baseline study (in 2023), this midterm evaluation, and a final evaluation scheduled for 2027.

1.1 Evaluation features

2. The evaluation exercises, which take place over a five-year period, are commissioned by the WFP Cambodia Country Office (CO). The full evaluation series is being undertaken by the same team of independent consultants from The Konterra Group, and each exercise in the process includes multiple deliverables, including inception and evaluation reports.

3. **The purpose** of this midterm evaluation is to measure the achievements of the McGovern-Dole FY22 project since the 2023 baseline study, and make recommendations for the project implementation for the two remaining years. The midterm evaluation has assessed the results achieved based on the measurement of the same performance indicators as measured at baseline. The Terms of Reference (ToR; Annex 1) have been established for the full series and complemented with a specific Addendum for the midterm evaluation (Annex 2).

4. **Scope:** The evaluation series will cover all activities and processes of the McGovern-Dole-supported school feeding activities under the project, including the formulation, implementation, resourcing, monitoring, evaluation and reporting relevant to answer the evaluation questions, in the three provinces covered by the project: Kampong Chhnang, Kampong Thom and Siem Reap. The timelines for the baseline and the overall evaluation series, as well as country maps showing the project provinces, are available in Annex 3 and Annex 4.

5. The evaluation is intended to address the dual and mutually reinforcing objectives of learning and accountability. Priority is given to learning as WFP expressed during inception meetings and during the baseline high expectations that the evaluation series would support the school handover process to the Royal Government of Cambodia with recommendations on strengthening WFP support to the National Home-Grown School Feeding Programme (NHGSFP).

- **Learning** is a critical objective of the evaluation series as it aims to assess the effects of the handover of the school feeding programme (SFP) to the Government, reporting on the project performance and the extent to which the NHGSFP is sustainable. This is particularly important considering that this project will be the final USDA support to school feeding in Cambodia. To this end, the evaluation processes had to determine the reasons why the handover to date produces certain results or not, to draw lessons, derive good practices and pointers for learning. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. The evaluation components aimed to critically and objectively review and take stock of stakeholders' implementation experience and the operating environment for the McGovern-Dole project.
- **Accountability:** The evaluation processes had to assess and report on the performance and results of the McGovern-Dole activities during the award period. For accountability, the evaluations had to assess whether targeted beneficiaries have received services as expected, if the project is on track to meet its stated goals and objectives, and is in alignment with the results frameworks and other assumptions.

6. The expected users of the evaluation are the WFP Cambodia CO, the WFP Asia and the Pacific Regional Office (APARO), key partner ministries within the Royal Government of Cambodia including the National Social Protection Council (NSPC), the Ministry of Education, Youth and Sport (MoEYS), Ministry of Health (MoH), Ministry of Women's Affairs (MoWA), Ministry of Agriculture, Forestry and Fisheries (MAFF) and Ministry of Economy and Finance (MEF). WFP has a particular interest in the evaluation series in order to ensure that the handover process is progressing well and the perspectives of sustainability of the NHGSFP are optimal. Government institutions are also primary users, as the evaluation series provides an opportunity to identify elements requiring strengthening.

11 The previous McGovern-Dole project in Cambodia covering the period 2019-2022 is referred to as the FY19 project.

Other stakeholders such as beneficiaries, USDA and cooperating partners also have an interest. WFP's implementing partners in the project are World Education for the literacy component, and World Vision and Plan International on school feeding and the WASH and school garden components.

7. USDA has supported school feeding in Cambodia since 2013 through several awards. The McGovern-Dole FY22 project is anticipated to be the final USDA award and aims at completing the full handover of the SFP to the Government. The emphasis of the project is therefore on capacity strengthening and sustainability through the different components that have been supported by USDA in earlier projects, particularly literacy, school feeding, WASH and nutrition (see the full project description in section 1.3).

1.2 Context

General overview

8. Cambodia is a constitutional monarchy located in the southern region of the Indochinese peninsula in Southeast Asia, with a landmass of 181,035 km^2 dominated by broad central plains around the Tonle Sap Lake and the Mekong River. The country has an estimated population of over 17.4 million (2023[12]), 49 percent male and 51 percent female. With an annual population growth rate of 1.3 percent, almost a third of the populace is below 15 years of age. Life expectancy at birth is 70 years, and the fertility rate is 2.3 births per woman.

9. Ethnic Khmers make up 90-94 percent of the total population, while minority ethnic groups (including the Cham, indigenous highland communities, ethnic Chinese, ethnic Vietnamese, and smaller minority groups such as the Khmer Krom and the Kuy people) constitute six to 10 percent of the total. The Government formally recognizes only the Cham and Khmer Loeu.[13]

10. The Royal Government of Cambodia has established impressive economic growth over the past 20 years, bringing the country to lower middle-income status in 2016 with a Gross Domestic Product (GDP) per capita of US$2,429 in 2023.[14] Annual economic growth in the period before the COVID-19 pandemic was consistently above seven percent for over a decade, reaching 8.8 percent in 2018 and 7.9 percent in 2019.[15] However, economic growth was severely impacted by the COVID-19 pandemic, falling in 2020 to -3.6 percent, with some recovery in 2022 and 2023 (respectively 5.1 and 5.0 percent).[16]

11. In 2022, Cambodia ranked 148th in the global Human Development Index (HDI) out of 193 countries and territories reporting and was placed in the medium human development category.[17] In general, Cambodia has one of the world's fastest rates of improved HDI, with narrowing gaps between provinces.[18] While the pandemic caused a decline to 2018 levels, this compares favourably with the global average decline to 2016 levels, indicating the country's effective response.[19] Life expectancy at birth and the education index[20] are also on a positive trend, but health and education indicators both remain lower when compared with neighbouring countries. The country's long-term development vision, the Pentagonal Strategy for Growth, Employment, Equity, Efficiency and Sustainability Phase I (2024–2028),[21] emphasizing a strong commitment to education and children's nutrition, is viewed as a priority for sustainable human resource development, economic growth and social development.

Poverty

12. Cambodia's fast economic growth has been accompanied by a significant reduction in poverty, cutting

12 All data in this paragraph from the World Bank, 2022; World Development Indicators DataBank, available at: https://databank.worldbank.org/reports.aspx?source=2&country=KHM (accessed on 03.04.2025
13 World Directory of Minorities and Indigenous People, https://minorityrights.org/country/cambodia/ (accessed on 02.04.25)
14 https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=KH (accessed on 02.04.25)
15 Ibid
16 Ibid.
17 https://hdr.undp.org/en/countries/profiles/KHM
18 https://www.kh.undp.org/content/cambodia/en/home/library/human_development/human-development-report-2019--sustaining-natural-resources-for-.html
19 Doubling down on Cambodia's investments in human development to manage uncertain times | United Nations Development Programme (undp.org)
20 Education Index calculated using Mean Years of Schooling & Expected Years of Schooling. http://hdr.undp.org/en/content/education-index
21 PS Phase I – Pentagon 1 including 1) Enhancement of quality of education, sports, science, and technology; 2) Technical skills training; 3) Improvements of people's health and well-being; 4) Strengthening of social protection system and food systems and; 5) Strengthening the quality of citizenship of a high civilized society with morality, equity and inclusiveness. Available at: https://www.mfaic.gov.kh/files/uploads/1XK1LW4MCTK9/EN%20PENTAGONAL%20STRATEGY%20-%20PHASE%20I.pdf

poverty levels from 33.8 percent in 2009 to 17.8 percent in 2019,[22] although the pandemic reversed some of the progress made.[23] The poverty rate in rural areas is up to 22.8 percent in some places, compared with 4.2 percent in the capital, Phnom Penh.[24] The distribution of income in Cambodia's economy shows a score of 48.9 on the Gini index for 2019.[25]

13. Three-quarters of the population reside in rural areas where approximately 90 percent of the country's poor live.[26] These households mostly exist on small margins of poverty and face heightened exposure to natural hazards, environmental or individual shocks. There remains a limited social safety net system in the country, but the National Social Protection Policy Frameworks (NSPPF) 2016-2025[27] and 2024-2035[28] place a strong emphasis on human capital development, and the collaboration with WFP on school feeding through the MoEYS and its planned nationwide rollout is an integral part of the Government's efforts.

Food security and food systems

14. The prevalence of severe food insecurity measured by the Food Insecurity Experience Scale (FIES) across the whole population of Cambodia is 13.9 percent in 2022[29] whereas it is reported at 3.6 percent in the report on the State of Food Security and Nutrition ion the World in 2025;[30] the level of hunger is classed as moderate (14.7) by the Global Hunger Scale, ranked 68th out of 127 countries in 2024.[31] Low agricultural productivity and inefficient supply chains are some of the limiting factors contributing to inadequate supply of nutritious foods. According to the National Institute of Statistics (cited by the International Fund for Agriculture Development (IFAD)), 75 percent of farmers are smallholder farmers with holdings of one to two hectares.[32] The Cambodia Roadmap for Food Systems for Sustainable Development (September 2021)[33] reflects the commitment of the Royal Government of Cambodia to improving nutrition, as outlined in their newly established policies and strategies, especially in Pentagonal Strategy - Phase I.[34] The roadmap aims to achieve its vision by 2030 through the following priorities: i) healthy diets for all: expand access to health and nutrition services; ii) support for youth, women and other target populations: provide social assistance and education; iii) resilient livelihoods and resilient food systems: ensure agriculture and food value chains are diverse, productive, and sustainable and that they support healthy diets; and iv) governance for a more inclusive food system: contribute to economic growth, trade, and job opportunities for the poor and populations facing elevated risks and constraints . The need for action across sectors to transform food systems and improve the nutrition situation in country, and the opportunity provided by the school food environment to build lifelong healthier food habits. has been documented.[35]

Nutrition

15. Nutrition remains of concern in Cambodia. The most recent (2021-22) Demographic Health Survey (DHS) reported that 22 percent of children under the age of five years were stunted (19 percent female, 25 percent male), 10 percent were wasted (18 percent female, 11 percent male) 16 percent were underweight and four percent were overweight (3.5 percent female, 4.7 percent male).[36] Among women aged 20-49, seven percent were reported to be thin, while 33 percent were overweight or obese (see also the Sustainable Development Goal 2

22 https://www.worldbank.org/en/country/cambodia/overview
23 https://www.worldbank.org/en/country/cambodia/publication/cambodia-poverty-assessment-2022-toward-a-more-inclusive-and-resilient-cambodia
24 https://www.worldeconomics.com/Inequality/Cambodia.aspx
25 A Gini index score of 48 is generally considered high, indicating a relatively unequal distribution of income or wealth within a country or region. It suggests a significant gap between the richest and poorest segments of the population. Further details at: https://www.investopedia.com/terms/g/gini-index.asp
26 https://www.worldbank.org/en/country/cambodia/overview
27 Available at: https://www.adb.org/sites/default/files/linked-documents/cam-53308-001-tar-ld-02.pdf
28 Available at: https://nspc.gov.kh/Images/National%20Social%20Protection%20Policy%20Framework%202024-2035_2025_02_20_15_45_55.pdf
29 https://ourworldindata.org/sdgs/zero-hunger. Prevalence of moderate or severe food insecurity based on the Food Insecurity Experience Scale (FIES)", provides internationally-comparable estimates of the proportion of the population facing difficulties in accessing food. More detailed background information is available at http://www.fao.org/in-action/voices-of-the-hungry/fies/en/
30 https://openknowledge.fao.org/server/api/core/bitstreams/4eed749b-81f8-49c9-ba32-f09c66988d54/content/state-food-security-and-nutrition-2025/statistical-tables-chapter-2.html#gsc.tab=0
31 https://ourworldindata.org/sdgs/zero-hunger.
32 https://webapps.ifad.org/members/eb-seminars/2022-08-31-EB-Consultation/docs/EB-2022-136-R-23.pdf
33 https://summitdialogues.org/wp-content/uploads/2021/09/FS-Roadmap_Cambodia_Final-for-submission-1.pdf
34 Available at: https://ncsd.moe.gov.kh/dcc/resource/document/pentagonal/strategy/phase/1
35 Fill the Nutrient Gap https://docs.wfp.org/api/documents/WFP-0000155476/download/?_ga=2.102766336.1494995214.1739163375-406944506.1712541637
36 https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf

target level of achievement in Table 1).[37] While rates of undernutrition are declining, an increase is seen in rates of overweight among both children and women. The Government has developed several policies and programmes to reduce malnutrition, including: i) the National Fast Track Roadmap for Improving Nutrition (2023-2030);[38] ii) The Third National Strategy for Food Security and Nutrition (NSFSN, 2024-2028);[39] iii) the Global Action Plan on Child Wasting Country Operational Roadmap 2021;[40] and iv) Cambodia's Roadmap for Food Systems for Sustainable Development 2030.[41] However, the 'triple burden' of malnutrition (undernutrition and micronutrient deficiency coexisting with rising overweight/obesity) is changing the nature of Cambodia's nutrition landscape and putting the population at increased risk of non-communicable diseases.[42] Current diets continue to be inadequate, lacking in protein and micronutrient rich foods, as the country transitions from food environments based on home production to diets high in processed and mass-produced foods.[43] Commitments to advancing human capital development and food systems and the implementation of nutrition standards in school meals through community engagement, behaviour change, and measures like taxing unhealthy foods, were recently discussed during the South East Asia School Meals Coalition hosted by the Government of Cambodia.[44]

Differences between women, men, girls and boys

16. Development outcomes in Cambodia have improved over the last decade, in line with overall economic progress and increased living standards, especially in outcomes such as girls' and women's human capital accumulation in education; yet significant challenges remain, especially in women's economic participation and decision-making roles. International composite measures that compare women's and men's outcomes show an increase from 0.64 in 2007 to 0.71 in 2023,[45] growing at an average annual rate of 0.60 percent,[46] with a separate composite value of 0.486[47] placing Cambodia 122nd out of 166 countries. This is a relative decline over the years (from 89th place of 153 in 2020[48]), indicating its progress is slower than other countries. Using human-development comparisons by sex, HDI value for females in Cambodia is 0.577 in contrast with 0.623 for males, (ratio of 0.926), placing it into Group 3 (up from Group 4 (GDI 0.914 in 2017).[49] Assessments of COVID-19 impacts on education suggest wider differences associated with disability and poverty, and that girls were more likely than boys to have either extra household chores or work that may have reduced time for learning.[50]

Education

17. Cambodia has made positive strides in improving primary education and in reducing disparities between girls and boys at school, particularly in rural areas. The new Education Strategic Plan (ESP) (2024-2028) and other national strategies indicate a strong commitment to improving educational standards.[51] Official data (from the Education Management Information System, or EMIS[52]) show that the primary completion rate has nearly doubled over the last two decades, reaching 90 percent in 2021, while the gross enrolment rate in lower secondary increased from just 19 percent in 2001 to just over 70 percent in 2023.[53] Household survey data confirm the improvement trends, as the share of primary-aged children who were out of school (at any level) had been reduced from 27 percent (2000) to just seven percent in the pre-pandemic period, while the net enrolment rate in lower secondary improved from 11 percent to nearly 50 percent over this same period.[54] Improvements in

37 ibid
38 The Fast Track Road Map for Improving Nutrition 2023-2030.
39 https://www.khmertimeskh.com/501668396/card-launches-food-security-and-nutrition-strategy/#:~:text=The%20Council%20for%20Agricultural%20and%20Rural%20Development%20(CARD)%20officially%20launched,and%20resilient%20systems%20that%20promote
40 https://www.childwasting.org/media/361/file/GAP%20Country%20Roadmap%20(Cambodia)_FINAL.docx
41 Available at: https://summitdialogues.org/wp-content/uploads/2021/09/FS-Roadmap_Cambodia_Final-for-submission-1.pdf
42 WFP, 2023. Fill The Nutrient Gap. Available at: https://docs.wfp.org/api/documents/WFP-0000155476/download/?_ga=2.24125370.1250807874.1744022338-1678615616.1743174000
43 ibid
44 November 2024 South East Asia School Meal Coalition summit hosted by the Government of Cambodia; https://schoolmealscoalition.org/southeast-asia-school-meals-coalition-summit
45 Global Gender Gap Index: https://www.weforum.org/publications/global-gender-gap-report-2023/
46 World Economic Forum 2023
47 Gender Inequality Index (GII): https://hdr.undp.org/data-center/specific-country-data#/countries/KHM
48 https://www3.weforum.org/docs/WEF_GGGR_2020.pdf
49 https://hdr.undp.org/data-center/specific-country-data#/countries/KHM The Gender Disparity Index measures three basic dimensions of human development life expectancy at birth, expected years of schooling and living standards. It is a ratio of the female to the male HDI.
50 The Cambodia COVID-19 Joint Education Needs Assessment Working Group, 2021
51 Education Strategic Plan 2024-2028, June 2024. Ministry of Education, Youth and Sports.
52 EMIS – the Education Management Information System of the MoEYS, see Education Strategic Plan 2024-2028, Figure 1.4.
53 UNESCO Institute for Statistics (UIS) data (http://data.uis.unesco.org/#).
54 DHS 4 (2000), 7 (2014) and 8 (2021-22).

enrolment have been most notable for girls, as the combined primary/lower secondary enrolment ratio increased from 0.86 in 2000 to 1.0023 in 2019[55] (slightly more girls than boys). The youth literacy rate (15–24-year-olds) in 2021 was 92 percent, up from 78 percent in 2005, and females have overtaken males for this indicator (94 percent versus 90 percent for males). Literacy for the overall adult population (aged 15-60) is much lower (72 percent in 2021) but has improved slowly, and still favours males (82 percent versus 63 percent for females).[56]

18. Despite the improvement in overall participation and equal conditions for girls and boys, and the decline in grade repetition and dropout rates,[57] inequality concerns are still relevant. Indicators like primary school completion and secondary enrolment lag significantly behind in rural areas.[58] The pandemic likely exacerbated existing inequalities in school participation, as official EMIS data showed declines in net enrolment rates at primary, lower secondary and upper secondary levels, although there has been some recovery in recent years.[59]

19. According to the MoEYS,[60] in Cambodia social exclusion particularly affects children with disabilities and those from indigenous groups, even at the primary level. Cambodia has one of the highest rates of people with disabilities due to large numbers of residual mines and unexploded ordnance. In 2019 there were nearly 45,000 disabled children at primary school and 7,000 at secondary school, but the majority of children with disabilities were either not enrolled or had dropped out.

20. A key concern regarding indigenous people is their physical well-being as they have a significantly poorer health status than the rest of the population. Indigenous children often live long distances from schools, requiring them to walk in often unsafe areas (especially for girls), and schools often do not provide education in their mother tongue beyond Grade 3, all resulting in limited academic access and performance.

21. Given the progress made in recent decades in getting children into school, with an increasing proportion reaching secondary education, the central challenge facing the education system is quality. A 2019 regional assessment found that 24 percent of Cambodian grade 5 students scored in the lowest proficiency level in Reading, and only 11 percent reached the minimum 'end of primary' proficiency level as defined in the Sustainable Development Goals (SDG 4.1.1b); in Writing, the share of students in the lowest proficiency level was 50 percent.[61] Girls performed significantly better than boys in all three test subjects in the Southeast Asia Primary Learning Metrics[62] assessment, but very large learning gaps were identified by location (rural/urban), socio-economic quintile and language in the home.[63] Results from national assessments not only confirm low levels of achievement and significant gaps between different groups, but also suggest a significant decline as a result of the COVID-19 pandemic. For example, the national learning assessment conducted by the MoEYS found that the share of public-school grade 6 students in the lowest proficiency level ('Below Basic') increased from 34.2 percent in 2016 to 45.4 percent in 2021, while in Mathematics this share increased from 49.2 percent to nearly 75 percent.[64]

School Meals

22. School feeding has been a major component of WFP Cambodia's Country Strategic Plans (CSP) 2019–2023 and 2024-2028, and a key part of the NSPPF 2016-2025, which represents an important policy tool to reduce and prevent poverty, and socio-economic constraints of affected households. The NSPPF has been an opportunity to expand Cambodia's social protection programme, and particularly the HGSF programme.[65] School feeding is implemented in 10 of Cambodia's 25 provinces, with WFP support in five of them.[66] The School Meals Programme

55 https://tradingeconomics.com/cambodia/ratio-of-female-to-male-primary-enrollment-percent-wb-data.html
56 UNESCO Institute for Statistics (UIS) data (http://data.uis.unesco.org/#).
57 Education Strategic Plan 2019-2023, MoEYS, May 2019
58 Heng, K. et al (2016) Research report. School Dropout in Cambodia: A case study of Phnom Penh and Kampong Speu. Korea International Cooperation Agency, Cambodia Country Office. Royal University of Phnom Penh, Faculty of Education
59 EMIS 2021-2022 data and Education Strategic Plan 2024-2028, Figures 1.3, 1.8 and 1.9.
60 https://planipolis.iiep.unesco.org/sites/default/files/ressources/cambodia_understanding_social_exclusion_in_the_cambodia_cantext_and_planning_for_inclusive_education-2021.pdf
61 UNICEF & SEAMEO. (2020). SEA-PLM 2019 Main Regional Report, Children's learning in 6 Southeast Asian countries. Bangkok, Thailand: United Nations Children's Fund (UNICEF) & Southeast Asian Ministers of Education Organization (SEAMEO) – SEA-PLM Secretariat.
62 https://www.seaplm.org/index.php?lang=en
63 UNICEF & SEAMEO. (2020). SEA-PLM 2019 Main Regional Report, Children's learning in six Southeast Asian countries. Bangkok, Thailand: United Nations Children's Fund (UNICEF) & Southeast Asian Ministers of Education Organization (SEAMEO) – SEA-PLM Secretariat.
64 UNICEF (2022). Learning loss in the COVID-19 Pandemic Era: Evidence from the 2016-2021 Grade 6 National Learning Assessment in Cambodia. Phnom Penh: UNICEF.
65 McGovern-Dole FY19 midterm evaluation report.
66 Siem Reap, Kampong Thom, Oddar Meanchey, Kampong Chhnang and Pursat provinces

(SMP) started in the country in 1999; in 2014, the MoEYS in collaboration with WFP piloted an HGSF model and both parties signed a 'school feeding roadmap' in May 2015. The Government's national HGSF programme has subsequently been developed with the expectation that WFP-supported schools will be transitioned to the national programme. From school year (SY) 2019-2020, WFP started reducing its operational coverage following the transition plan to national ownership in managing and implementing the School Feeding Programme (SFP), and the NSPC and MoEYS took over the HGSF model to become the NHGSFP, with an official budget allocation from the same year (which has increased in the meantime despite the challenges in the government budgets). This model favours the use of locally produced foods.

23. In March 2022, the MoEYS and WFP finalized a school feeding Joint Transition Strategy that outlines the ongoing handover of schools and remaining capacity strengthening to be done. The transition to a nationally-owned SFP is coherent with the 2019-2023 and 2024-2028 Education Strategic Plans, and with the 2016-2025 and 2024-2035 NSPPFs.

24. WFP and the Royal Government of Cambodia are in alignment on their commitment to zero hunger and their partnership is implemented through the social protection, nutrition and education sectors. Short-term hunger is a key factor affecting educational results, such as literacy, attendance, and concentration in schools.[67] A daily school meal (breakfast) is provided to all morning shift pre-primary and primary school children in selected schools within the target areas.[68] The selection criteria for target areas are based on poverty, malnutrition and education indicators. The HGSF programme aims to encourage students' enrolment, attendance, and the completion of their primary education, as well as reduce short-term hunger and improve the children's concentration in the classroom. The programme also invests in community and school-based partnerships aimed at providing an incentive for parents so that their children complete their primary schooling.[69]

Official international commitments and cooperation with development partners

25. The Government strives to take over initiatives of development partners that have demonstrated their positive impact, to ensure their continuation to benefit the country. This is in alignment with its commitment to the SDGs (Goal 17, in particular).[70] The Development Cooperation and Partnership Strategy (DCPS, 2024-2028)[71] provides a comprehensive framework for promoting development partnerships in Cambodia. Government statistics indicate that Official Development Assistance (ODA) rose from US$1.7 billion in 2019 to US$1.9 billion in 2022 (US$2.1 billion in 2020; US$1.77 billion in 2021).[72] Other relevant commitments to the evaluation agenda are the School Meals Coalition, Nutrition4Growth, the 2022 Transforming Education Summit and the 2021 Food Systems Summit.

26. Recent Public Investment Programme (PIP) data highlight a wide range of development partners supporting the public education sector.[73] Among ongoing projects and programmes, the USDA McGovern-Dole school feeding project is the sixth largest disbursement for the 2021-2025 period. Other substantial commitments are provided by the European Union (budget support for all levels), the Asian Development Bank (upper secondary education), and the World Bank (teachers, school-based management in Early Childhood Education, and at primary and secondary levels).[74]

Humanitarian situation

27. According to the United Nations Office for Disaster Reduction, the entire Asia-Pacific region is the most disaster prone area in the world, accounting for 40 percent of global disasters between 2020 and 2023.[75] Within the region, Cambodia is highly exposed to natural hazards, and has limited adaptative and coping capacity of the population and the national and local structures.[76] The main hazard to regularly affect the country is flooding, the severity of which depends on seasonal rainfall from May to November, as well as drought. According to a disaster

67 https://www.worldnomads.com/responsible-travel/footprints/projects/103/school-feeding-program-siem-reap-cambodia
68 The primary school system in Cambodia includes a shift system in most schools where part of the children attend school in the morning and the rest in the afternoon. The shift changes regularly, so while meals are provided every day, individual children receive daily breakfasts every other period.
69 https://www.wfp.org/publications/2015-wfp-gender-policy-2015-2020-0
70 https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-17-partnerships-for-the-goals.html
71 http://cdc-crdb.gov.kh/en/strategy/documents/EN_Development_Cooperation_and_Partnerships_Strategy_DCPS_2024_2028%20(2).pdf
72 http://odacambodia.com/Reports/reports_by_updated.asp?status=0
73 GPE 2025 Cambodia Partnership Compact, March 2023. Phnom Penh: MoEYS.
74 ibid.
75 Asia-Pacific Disaster Report 2023. Siezing the Moment. Targeting Transformative Disaster Risk Resilience. UNDRR 2023.
76 Humanitarian Response Forum. Contingency Plan, Focus on Floods, Droughts and Storms. November 2022.

risk analysis conducted by WFP in December 2024, 15.2 percent of the population faced flood risks and 29.2 percent were at risk of drought.[77] The National Committee for Disaster Management is the leading government agency for disaster preparedness and response. Humanitarian and development partners are coordinated through the Humanitarian Response Forum (HRF) and since 2014 have developed a joint contingency plan to strengthen their preparedness. WFP is the co-chair of the Food Security and Nutrition sector within the HRF.

28. A territorial dispute between Cambodia and Thailand which flared up in July 2025, particularly affecting the northern provinces of Preah Vihear and Oddar Meanchey, happened after the fieldwork for this evaluation was completed. The situation reportedly displaced over 34,000 Cambodians internally and saw over 870,000 Cambodian workers return from Thailand. It is not clear whether, or how, this may impact on the school feeding numbers in the project schools, particularly in neighbouring Siem Reap province.

WFP portfolio

29. The World Food Programme has been present in Cambodia since 1979. Current programming focuses on social protection (through the SFP and Shock Responsive Social Protection), food systems, disaster risk management, and nutrition-sensitive approaches. The WFP CSP 2024-2028 has budgeted more than US$63 million, with strategic results strengthening national systems addressing nutrition, education and social protection, food systems and disaster management, and responding to crises that affect access to food and nutrition.[78]

30. The United Nations Sustainable Development Cooperation Framework for Cambodia (SDCFC) 2024-2028[79] seeks to support the Government and the population to recover from the impacts of the COVID-19 pandemic, accelerate progress towards the 2030 Agenda, and secure Cambodia's objective of graduation from Least Developed Country Status by 2027. The SDCFC 2024-2028 includes four interconnected outcomes: i) improving the integration of the specific needs of girls and women in education and social protection; ii) expanding a productive, diversified, formalised, low carbon and environment-adapted economy that addresses the needs of women and men; iii) supporting a healthier national environment adapted to women and men; and iv) supporting society that provides the same opportunities for women and men with active civic space and more effective and accountable institutions.[80] The main focus for WFP in the country is on SDGs 2 (Zero Hunger) and 17 (Partnership for the Goals).

Alignment to the Sustainable Development Goals

31. Cambodia has made substantial progress in recent decades on SDG 2 for ending hunger and achieving food security and improved nutrition, even though the pandemic saw increases in the number of undernourished and food insecure people in 2020. The Government's targets (Table 1) on improved nutrition and ending stunting have not yet been achieved (Cambodia Demographic Health Survey[81]).

Table 1: SDG2 level of target achievement

SDG 2 indicators	Current rate	2025 Target	2030 Target
Prevalence of undernourishment (2020)	6.3%	12%	10%
Prevalence of moderate or severe food insecurity (2020) based on the Food Insecurity Experience Scale	50%	32%	20%
Prevalence of stunting (CDHS 2021-22) (children under 5)	22%	20%	15%
Prevalence of wasting (CDHS 2021.22) (children under 5)	10%	<5 %	<5 %
Prevalence of overweight/obesity (CDHS 2021-22) (children under 5)	4%	<5 %	<5 %

Source : https://hlpf.un.org/sites/default/files/vnrs/2023/VNR%202023%20Cambodia%20Report.pdf

32. Trends are generally positive for SDG 17 ("Revitalize the global partnership for sustainable development"). Government revenue (SDG 17.1.1.) and tax collection (SDG 17.1.2.) have roughly doubled in the last two decades, and the debt service ratio is below two percent (SDG 17.4.1).[82] The total official development assistance for technical cooperation (SDG 17.9.1) increased from US$29.8 million in 2000 to US$327 million in 2022 (in constant 2022 US dollar terms).[83]

77 WFP Cambodia Annual Country Report 2024.
78 WFP Cambodia CSP 2024-2028.
79 Available at: https://unsdg.un.org/sites/default/files/2023-11/Cambodia_Cooperation_Framework_2024-2028.pdf
80 United Nations Sustainable Development Framework for Cambodia 2024-2028.
81 Cambodia Demographic Health Survey 2021-2022 https://dhsprogram.com/pubs/pdf/FR377/FR377.pdf
82 SDG tracker data: https://sdg-tracker.org/global-partnerships
83 ibid

1.3 Subject being evaluated

33. The subject of this evaluation is the USDA McGovern-Dole School Feeding Project in Cambodia, Agreement number FFE-442-2022-009-00, which was signed on 14 September 2022 for a period of five years (01 October 2022 to 30 September 2027). This project aims to improve literacy levels for primary school-aged children. To achieve this, it aims to help improve the quality of teaching, distribute school meals as an incentive for children to attend and stay in school, and intervene in hygiene, health and nutrition practices to reduce absences from school due to illness. The project is implemented by WFP in partnership with the NSPC, the MoEYS, World Education, World Vision and Plan International.[84] The project is a continuation of previous USDA McGovern-Dole awards for 2013-2016, 2017-2019 and 2019-2023, and currently targets 341 schools in 12 districts in Kampong Chhnang, Kampong Thom and Siem Reap provinces that were already covered by the 2019-2023 project (FY19) (see maps in Annex 4).

34. One of the key evolutions of the project compared to previous McGovern-Dole awards is the emphasis on the handover to the Government-led NHGSFP, which should be completed by the end of the project period, through country capacity strengthening and technical assistance to manage the national programme and achieve sustainability of all activities supported by the project.

35. As with the FY22 project, the previous cycle underwent a series of three evaluations. The FY19 cycle's endline evaluation management response[85] presents the recommendations and corresponding planned actions. The design of the McGovern-Dole FY22 project incorporated lessons learnt from this evaluation series.

36. The long-term project goal is that the NHGSFP sustainably contributes towards the development of human capital and the local economy. As defined in the project's Theory of Change (TOC; in Annex 5), to achieve this goal the project is structured around two strategic objectives (SOs) and foundational results, for which an overall results framework has been developed (Annex 6) as well as specific results frameworks for each SO (Annex 7 and Annex 8) and for foundational results (Annex 9). The baseline evaluation team assessed that the TOC provides clear pathways from activities to the long-term vision with a link to the national priorities, and it has not been modified since the baseline study. The TOC and the results frameworks are well aligned with each other. Through supporting improved school age children's literacy (SO1), the increased use of health and dietary practices (SO2), and the strengthening of the NHGSFP capacity (foundational results), the project supports national priorities included in the National Early Grade Learning Programme, the NHGSFP and the School Health Policy, and contributes to the sustainability of the NHGSFP and its contribution to the development of human capital and local economy in Cambodia. Details on each SO and foundational results are provided below.

37. **Strategic Objective 1: Improved literacy of school-age children** (results framework in Annex 7). This represents the main objective of the project and will be achieved through: i) the provision of school meals, expected to contribute to increased enrolment, attendance and attentiveness in school, and reducing dropout; ii) school health promotion, expected to contribute to reduced health-related absences; and iii) literacy interventions, expected to contribute to improved quality of literacy. For school meals, the project provides mostly food imported from the United States (fortified rice and vegetable oil), complemented by canned fish purchased regionally.

38. **Strategic Objective 2: Increased use of health and dietary practices** (results framework in Annex 8). This objective contributes to SO1 and aims to reduce health-related absences through: i) the promotion of child health and dietary practices in line with the National Policy on School Health, ii) the promotion of safe food preparation and storage practices; iii) improved water, sanitation and hygiene (WASH) infrastructure; and iv) provision of preventive health services.

39. The **Foundational Results** (included as Annex 9) indicate that the NHGSFP runs effectively and sustainably. The results contribute to SO1 and SO2 with an emphasis on the sustainability of the programme and the transfer of WFP-supported schools to the Government by the end of the McGovern-Dole FY22 project. The results include four streams: i) increased capacity of government institutions; ii) improved policy and regulatory frameworks; iii) increased development support; and iv) increased engagement of local organizations and community groups.

40. Table 2 indicates the activities, beneficiaries, inputs and expected outputs in each of these three areas,

84 The NSPC steers the implementation of the project whereas the MoEYS is the main institutional partner involved in all the school meal activities. World Vision implements school meals and WASH activities in Kampong Chhnang and Kampong Thom, and Plan International does the same in Siem Reap. World Education implements the literacy component in the three provinces.
85 Available in Annex 22.

according to the Performance Indicator table (provided in Annex 10).

Table 2: Beneficiaries, inputs and outputs per Strategic Objective (targets to be achieved by 2027)

Strategic Objective 1: Improved literacy of school-age children				
Main Activities	**No. of schools**	**Beneficiaries**	**No. of meals**	**Physical inputs**
Provision of school meals	341	109,261 children (52,445 girls: 48%)	26,946,360	2,780 MT rice and 170 MT vegetable oil + 580 MT canned fish and 340 MT of local rice[86]
Literacy interventions	510	1,780 teachers 577 school administrators		556 units of learning materials

Strategic Objective 2: Increased used of health and dietary practices		
Main Activities	**Beneficiaries**	
Promotion of adequate child, health and nutrition practices	1,081 trainees (465 females)	
Promotion of adequate hygiene, water and sanitation practices	884 trainees (402 females)	441 infrastructures
Promotion of safe food preparation and storage practices	1,364 trainees (587 females)	
Provision of preventive health services (complementary activity)	No target set	

Foundational Results: The National School Feeding Programme runs effectively and sustainably	
Main Activities	**Beneficiaries**
Management and monitoring trainings	180 national level + 204 sub-national level government staff
Effective SM implementation training	657 community members
Nine technical assistance initiatives for the design, implementation and monitoring of the HGSF programme	
One technical assistance initiative to strengthen the regulatory framework	
Seven technical assistance initiatives to support budgeting of the national programme	
Support to 15 multi-stakeholder school feeding coordination meetings	

Source: Project Monitoring Plan excel sheet of the semi-annual project report, April-September 2024.

41. The overall results framework of the project (Annex 6) includes an additional SO on local purchase: Improved Effectiveness of Food Assistance through Local and Regional Procurement (LRP).[87] It includes three activities: i) regional procurement of canned fish; ii) support to schools in procuring fresh vegetables and sources of animal protein; and iii) develop the capacity of local farmers to supply the demand for safe, nutritious and affordable food by schools. Only the first of these activities is part of the McGovern-Dole project; the other two are supported by complementary funding and will not be assessed in this evaluation series. It is noted that USDA funded a separate LRP pilot project to complement the McGovern-Dole FY19 project from November 2019 to September 2024, which aimed to strengthen national and local systems for direct procurement of food commodities for schools.[88] It covered 228 schools, 189 of which are among the schools supported by the FY22 project.

42. The Project Monitoring Plan (PMP) is the main monitoring tool for the project. It includes performance indicators for each output and outcome of the project, as well as an indicator monitoring plan that describes methodologies, who is involved in data collection and the frequency of data collection. The PMP includes 21 standard and 18 custom indicators.[89] It was reviewed during the baseline study and targets have been adjusted (see current targets in Annex 10).

43. **Level of achievement of planned outputs and outcomes**: Annex 11 shows the midterm values of PMP indicators. A detailed analysis of the project effectiveness is presented in chapter 2 and only a summary of the level of achievement of project targets is provided here. McGovern Dole Standard Indicators (SIs) show modest improvement in student literacy up to the midline based on a standardized early grade reading assessment (EGRA) instrument. As planned, the overall number of participants in the project has decreased since the project

86 Canned fish and local rice are purchased through the Local and Regional Procurement (LRP) component of the project.
87 A separate LRP project (funded by USDA) ran from 2019 to 2023, with a further year of no-cost extension to compensate for time lost during the pandemic. This project was evaluated in mid-2024; baseline, midterm and endline evaluation reports for the LRP are available.
88 The results of this project are available in the endline evaluation: https://docs.wfp.org/api/documents/WFP-0000161482/download/?_ga=2.180886567.1654753818.1756737299-1710366232.1748702866
89 Standard Indicators are part of the USDA indicator compendium and applicable for all McGovern-Dole projects whereas Custom Indicators have been defined specifically for the project.

start as schools have been handed over to the Government.[90] WFP planned to hand over 448 schools during the project period, including 43 schools in Kampong Chhnang that were to be handed over at the beginning of SY 2022-2023, and therefore not supported by the project with direct interventions. According to an excel file provided by WFP CO and interviews with government stakeholders, 107 schools were handed over at the end of Year 2 of the project (School Year (SY) 2023-2024) as planned.

44. **Literacy package.** Output indicators (McGovern-Dole SIs) #3, #5 and #7 reflecting the distribution of school materials and trainings of teachers and administrators) show a high level of achievement against planned targets, which have been either exceeded or are in alignment at this stage of the project. Outcome indicators show a more variable picture. For SIs #4 and #6 (referring to the number of teachers and administrators who demonstrate the use of new techniques or tools), the level of achievement is in line with or has exceeded the targets. The percentage of teachers who have received the Early Grade Learning (EGL) package who reach level 2 or higher (McGovern-Dole Custom Indicator (CI) #1) is measured at 48.3 percent at midterm, with a life-of-project target of 85 percent. According to the McGovern-Dole FY22 indicator tracking sheet, the value has decreased from 59.5 percent at the end of Year 2 to 48.3 percent in the first quarter of Year 3.

45. **School meals.** The literacy package output indicators (McGovern-Dole CIs #16 and #17, reflecting the number of school age children receiving school meals and the number of meals distributed), show a high level of achievement against targets, although the project coverage has decreased as schools were handed over to the Government. For outcomes, the percentage of students identified as attentive has remained high although it has decreased slightly since baseline (McGovern-Dole CI #3);[91] the percentage of children reported as 'not hungry' has exceeded the target (McGovern-Dole CI #4), and the attendance rate has progressed since baseline although the target of 95 percent has not yet been reached (McGovern-Dole SI #2).

46. **School health component.** The midterm measurements of output indicators for the school health component show a high level of achievement against planned targets. McGovern-Dole SIs #22 and #23 refer to the number of training participants in safe food preparation and storage practices, and in improved child health and nutrition, respectively. Custom Indicator #8 refers to the number of trainings in hygiene and the minimum guidelines for water and sanitation in schools. Standard indicator #8 refers to the number of educational facilities built or rehabilitated and SI #27 refers to the number of schools using an improved water source

47. **Foundational results.** Most of output indicators again show a high level of achievement against targets at midterm (McGovern-Dole CIs #15 and #16 referring to technical assistance activities, and #17 and #19 referring to participants to capacity strengthening activities). Outcome indicators of the PMP have not been measured since baseline. A Systems Approach for Better Education Results (SABER)[92] workshop was initially planned at midterm to measure national capacity and the foundational results indicators, but it has been postponed to year four of the project. Main progress on the four pillars of the NHGSFP supported by the project are discussed in Chapter 2, based on qualitative data collected.

48. **Local and Regional purchase.** The three indicators of this component show a high level of achievement against the planned targets, close to or over 100 percent (LRP Standard Indicators #4, #5 and #6 referring to the cost of commodities purchased locally and regionally, the cost of transport and handling, and the quantity of commodities procured).

49. **Consideration of girls' and boys' specific needs**. The key objectives of the McGovern-Dole FY22 project are to reduce hunger and improve literacy and nutrition among primary school-aged pupils, especially girls.[93] The project acknowledges that the gap to access education and/or health can affect more girls or boys depending on the context, and that the same access to health and education must be given to both girls and boys. This is in line with the objectives of addressing the specific needs of girls and boys (and women and men) in the WFP School Feeding Policy to ensure that girls have increased access to school and all school feeding related activities.[94] However, as noted in the baseline study and the midterm evaluation of the last round, the results frameworks lack any focus on addressing the different needs of boys and girls (and disabled children).

90 From 96,336 during school year (SY) 2023-2024 to 72,409 participants during SY 2024-2025 (McGovern-Dole Standard Indicator #30). Quarterly and annual indicator values are extracted from the McGovern-Dole FY22 indicator tracking sheet updated by WFP CO quarterly.
91 Baseline value: 94.8 percent. Midterm value: 91.3 percent. Project life target: 95 percent.
92 SABER is a framework developed by the World Bank that assesses and strengthens education policies to improve education learning outcomes. A version has been developed for school feeding with the support of WFP that assesses the sustainability of national programmes, built around five pillars.
93 https://www.fas.usda.gov/programs/mcgovern-dole-food-education-program
94 WFP 2013. School Feeding Policy.

50. **Budget.** Table 3 shows the total budget provided by USDA to WFP for the project implementation. The level of project expenditure with details by activity is provided in Table 11 on page 37.

Table 3: Project Budget 2023-2027 (in US dollars)

Budget line	US$
Administration	2,655,305
Activity implementation	10,895,660
Commodity and food purchases (LRP)	2,065,728
International transport	875,382
Total Direct costs	**16,492,075**
Indirect costs	1,271,650
Commodity cost	2,422,769
Freight cost	813,506
Total project budget	**21,000,000**

Source: Project Agreement between USDA and WFP, Amendment 1

1.4 Evaluation methodology, limitations and ethical considerations

51. **Evaluation questions**. The evaluation covers all processes and activities related to the McGovern-Dole FY22 project from its start in 2022 to the time of data collection in June 2025 within the three provinces concerned. The evaluation sought to answer the questions (EQs) presented in Table 4, as defined in the ToR reviewed during the baseline. The EQs are organized according to the Organization for Economic Cooperation and Development's Development Assistance Committee (OECD-DAC) evaluation criteria of relevance, coherence, effectiveness, efficiency and sustainability. As per the ToRs the midterm evaluation does not include the criteria of impact, which will be assessed at endline.

Table 4: Evaluation questions

Criteria	Evaluation Questions
Relevance	1. To what extent has the project design remained relevant in contributing towards a sustainable, effective implementation of the NHGSFP vis à vis the government readiness and capacities to manage the NHGSFP? 2. What have been the main policy changes relevant to the project since baseline and to what extent has the project remained aligned with key policies and strategies, including on addressing the specific needs of women and men? 3. How relevant were the school readiness criteria in facilitating an effective handover of schools?
Coherence	4. 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? 5. 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?
Effectiveness	6. What are the performances of the project in both WFP-managed and already-handed over schools in enhancing the literacy and health/nutrition outcomes (McGovern-Dole SO1 and 2)? Are there any differences between the schools assisted by WFP and those already handed over and between girls, boys, men, women and vulnerable groups, and why? 7. What are the performances of the project in supporting the transition strategy? Have schools been handed over as planned and if not, why not? What are the results achieved on the five pillars of SABER? To what extent is women's empowerment mainstreamed in the NHGSF programme? 8. What implementation and context factors have supported or affected the implementation and achievements of the project for the two SOs and foundational results, including the achievements on women's empowerment?
Efficiency	9. Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities? 10. What factors impacted the cost efficiency of the project implementation?

Criteria	Evaluation Questions
Sustainability	11. What is the level of ownership and participation of all relevant stakeholders (government, communities, schools, farmers, etc.) vis à vis the NHGSF programme? 12. What factors may affect the sustainability of the NHGSF programme and the achievements of the

	project? 13. 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?

52. **Methodology.** This evaluation tracks progress from the McGovern-Dole FY19 cycle through to 2027, focusing on transitioning the HGSF programme to the Government. It monitors strategic objectives (SO1/SO2) using outcome indicators disaggregated by sex (male/female), sourced from FY19/FY22 data and evaluation surveys. Progress on foundational results, initially planned to be measured based via a SABER workshop, have been assessed through qualitative data collection for each foundational pillar. The design of the methodology was informed by an evaluability assessment carried out during inception.

53. The midterm evaluation has used a utilization-focused approach, applied the OECD-DAC criteria and considered differences in results across relevant population groups. A mixed-method design has combined secondary data, qualitative data, and a quantitative survey based on a quasi-experimental design to measure the effect of the school handover to the Government on project performance.

54. An evaluation matrix (Annex 12) guided data collection, linking the 13 EQs to indicators, methods, and sources for comprehensive analysis.

55. Difference in results between men and women were flagged in the baseline, with gaps in targeted outcomes for women/girls (e.g., literacy, attendance). The midterm has assessed if separate targets were implemented and how challenges/benefits differ by sex, using stakeholder consultations and focus group discussions (FGDs) prioritizing female participation.

56. Annex 13 provides detailed information on the methodology.

57. **Data collection methods**. The different evaluation methods used are presented in Table 5 and the evaluation matrix in Annex 12. They enabled systematic triangulation of the information available, with the aim of producing the most reliable results and conclusions possible.

Table 5: Data collection methods

Method	Object	Sample
Documentary review	Understand and analyze the context. Access data on activities implemented and results obtained.	See list of documents consulted in Annex 14
Quantitative survey of school principals, teachers, student households	Measure the effects generated by the project. The quantitative survey is similar to the survey carried out at baseline and makes it possible to identify changes over time.[95] It includes both schools already and not yet handed over to the Government as per the quasi-experimental design (see Annex 13). The analysis of results therefore incorporates a dimension of evolution over time and a comparison between those two categories of schools.	173 schools including 65 schools already handed over, 95 schools not yet handed over and 13 schools in Kampong Chhnang that are not included in the quasi-experimental design.[96] 514 teachers, 1,028 households.
Qualitative data collection: key informant interviews (KIIs), focus groups, observation	Qualitative data collection complements quantitative data collection, enabling analysis and explanation of the trends shown by quantitative data, and to identify any unforeseen effects.	23 KIIs at national level, three at provincial and 11 at district levels (see Annex 15) 11 schools visited with 40 individual interviews with school principals, teachers, store keepers, cooks, and focus group discussions with school feeding committees and parents

58. The quantitative school survey was carried out for KonTerra by IndoChina Research Ltd (IRL), as was the case for the baseline study. Data was collected from school principals, teachers and student households (see questionnaires in Annex 16) in a representative sample of 173 schools. After training the interviewers in Phnom Penh, the fieldwork took place from 06 to 20 June 2025. Selected data that compare results between schools already handed over and those not yet handed over, and between the FY22 baseline and the FY19 project, are presented in Chapter 2. The complete survey data are available in Annex 19.

59. The qualitative data collection was carried out from 09 to 27 June 2025 in Cambodia by a five-member evaluation team comprising the team leader, international nutrition and education experts, and two national experts. Data were collected from all relevant stakeholders in Phnom Penh and in the three provinces covered by the project. In each province, the team conducted interviews with stakeholders in provincial capitals, and visited a total of 11 districts and schools, purposively selected based on predefined criteria (see Annex 13). At school level, individual interviews (KIIs) and FGDs were conducted with directors, teachers, cooks, storekeepers, school feeding committees and parents. At district level, the team consulted with staff from the governor's office and the District Education and Agriculture offices. The list of persons met is provided in Annex 15, qualitative data collection tools in Annex 17 and the mission schedule in Annex 18. In total, the team conducted 19 KIIs at national level, nine KIIs at provincial level, 11 KIIs at district level and 40 FGDs or individual interviews at school level. Additionally, one interview was carried out with the APARO office in Bangkok. The mission ended with a presentation of the preliminary results to the WFP CO on 27 June.

60. **Considerations on disparities between women, men, girls and boys:** The level of mainstreaming of these considerations in the project was reviewed during the baseline, which showed on the one hand that the two results frameworks do not contain specific outcomes and outputs addressing the specific needs of women and men, and on the other hand that PMP indicators were planned to be disaggregated adequately but there were no specific targets for women, men, girls or boys. Separate targets were found to be particularly important for literacy and student attendance indicators. The midterm evaluation has assessed the extent to which the suggestion to define separate targets has been applied. More broadly, a differentiated analysis has assessed the extent to which different voices, characteristics, constraints, capacities and priorities of women, men, girls and

95 The baseline study was carried out at the same time than the endline evaluation of the previous McGovern-Dole project (FY19). For this reason, the baseline study did not implement a survey and used the data of the FY19 endline evaluation survey.
96 As defined at baseline for the evaluation approach of the evaluation series, the schools of Kampong Chhnang are not included in the quasi-experimental design because they showed significantly lower literacy results, potentially resulting from particular conditions in this province that could have affected the analysis. In addition, all the KCG schools were initially planned to be handed over to the Government at the end of the FY19 project, but some schools have continued to receive assistance from WFP in the current project. In order to report results on those schools, 13 of the KCG schools have been included in the survey sample and data has been analysed through descriptive statistics.

boys are reflected in the McGovern-Dole FY22 project design, selection, implementation and monitoring – and how these distinct groups are benefiting from the project socially and materially. These details have been be gathered through the analysis of the project performance indicators, and through direct consultations with project stakeholders and, particularly, the beneficiaries. Elements on disparities have been mainstreamed into the qualitative data collection tools (see Annex 17).

61. The overall approach for data analysis is the systematic triangulation of evidence applying a convergence approach considering the evaluation findings accurate when supported by several convergent pieces of evidence, qualitative and quantitative. Quantitative data analysis included descriptive analysis with trends from the baseline of the previous McGovern-Dole FY19 project, the current FY22 project baseline in 2023 and this midterm evaluation, and a Difference-in-Difference (DiD) analysis on selected indicators to identify significant differences between schools already handed over and those not yet handed over.[97] Qualitative data was systematized in interview notes organized by key themes. Systematic triangulation was undertaken between data sources, methods (quantitative and qualitative), and evaluation team members (Annex 12, data analysis column).

62. All evaluation products, including the Inception Report, are subjected to a quality control process which includes four elements: i) internal quality control by a Konterra Quality Assurance specialist prior to submission of products to WFP; ii) review and comments by WFP evaluation managers; iii) review by the WFP Regional Evaluation Unit; and iv) review and comments by the Evaluation Reference Group.

63. **Limits and ethical considerations**. WFP decentralized evaluations must conform to WFP and United Nations Evaluation Group ethical standards and norms. The evaluation team was responsible for safeguarding and ensuring ethics during the conduct of the evaluation. This included, but was not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring wide recruitment of participants (including women and other relevant demographic groups) and ensuring that the evaluation results in no harm to participants or their communities (see Annex 13 for more details).

64. The data collection phase was undertaken without major difficulties, in line with plans established during the inception phase. The main challenges encountered by the evaluation team (ET) were: i) the limited number of government institutions consulted beyond the MoEYS and the NSPC due to both incomplete stakeholder analysis at baseline and lack of availability of some stakeholders, which restricted the team's ability to comment on the role played by all institutions that are part of the NHGSFP's governance structure. This also includes donors of other school feeding initiatives in the country; ii) the difficulty of isolating the results of the McGovern-Dole project at the school level due to the intervention of other WFP complementary projects, which was identified during the inception phase. To overcome this limitation, the ET focused on analysing the project contribution to the observed outcomes. In addition to this, the team found that: i) other interventions in the areas of education and health have been present in many schools for a long time, supported for instance by local charities, and therefore the situation observed in the schools is the combined result of all these interventions, and the precise contribution of the McGovern-Dole project is difficult to identify; ii) DiD analyses showed significant differences when household respondents were women versus men, suggesting that the survey data may include a bias related to sex of the respondent; and iii) during the household survey, respondents sometimes changed during the interview, which affected the flow of the interviews when this occurred. Overall, the ET considers that those limitations do not affect the reliability of the findings, which are based on systematic triangulation of evidence.

97 See Annex 20 Section 5 for details of handover effect measurement.

2 Evaluation findings

65. This chapter presents the analysed findings of the evaluation team, based on the processes outlined above, providing justification for the comments given.

2.1 Evaluation Question (EQ) 1 (Relevance): To what extent has the project design remained relevant in contributing towards a sustainable and effective implementation of the NHGSFP vis-à-vis the Government's readiness and capacities to manage the NHGSFP?

66. **Since baseline, the project has remained fully relevant in contributing to strengthening government capacities and towards building a sustainable NHGSFP.** Baseline findings in 2023 regarding the relevance of the project design in contributing towards a sustainable and effective implementation of the NHGSFP, vis-à-vis the Government's readiness and capacities to manage the programme, remain valid at midterm. In summary, those are:

- The project is fully aligned with the Joint Transition Strategy (JTS) towards a nationally-owned HGSF programme released in 2022 by the MoEYS and WFP, and particularly the capacity strengthening action plan from 2022 to 2025 that it details to support the transition. The foundational results of the project aim to implement this capacity strengthening action plan.
- The JTS and the TOC (Annex 5) of the project provide a clear pathway towards a sustainable national programme managed by the Royal Government of Cambodia, and a clear identification of the support and capacity strengthening that WFP provides during this final round of USDA support in Cambodia.
- The project includes four objectives (out of five) that explicitly refer to ensuring the sustainability of benefits related to the McGovern-Dole results framework.[98]

67. The set of evidence available at midterm (based on KIIs with WFP and government stakeholders at national and sub-national levels, as well as secondary data) shows that these elements remain fully valid. School feeding remains a priority for the Government which has confirmed its engagement with increased budgeting and significant progress in strengthening the policy framework and institutionalization of the NHGSFP with the support of WFP since 2023 (see Chapter 2.7). A SABER workshop in 2023 allowed for refining the identification of the NHGSFP capacity strengthening needs and has been used to update priorities for WFP support through the project, along with complementary initiatives such as those supported by the Korea International Cooperation Agency (KOICA) project.[99]

68. Unlike the McGovern-Dole FY19 LRP project, the current project does not include USDA cash transfers for local commodity purchase, and only includes the regional purchase of canned fish. WFP committed to mobilize complementary resources to continue to support local purchase as it represents an essential element to strengthen capacity at all levels, as the NHGSFP is fully based on locally produced and purchased food. At baseline no additional resources had been secured and the baseline study identified this as a critical risk for the handover plan. However, complementary resources have been mobilized since then, in particular from the KOICA project and the Royal Government of Cambodia which provided US$1.8 million in cash for the period 2024-2026, allowing the implementation of a hybrid model (USDA imported food complemented by locally purchased fresh food) in all schools for at least a year before their handover. This transition from fully imported food to the hybrid

98 Objective 2: "To ensure a sustainable National School Feeding Programme through strengthening the capacities of the Royal Government of Cambodia on programme design and implementation; multisectoral coordination and policy; budget planning and management; and monitoring and oversight". Objective 3: "To enable the handover to the National School Feeding Programme by providing school meals in McGovern-Dole target districts while preparing schools to meet the criteria for handover – capacity, infrastructure and equipment". Objective 4: "To ensure health and nutrition activities are sustained within the National Policy of School Health through capacity strengthening on WASH, child nutrition, healthy dietary practices and food safety". Objective 5: "To ensure the benefits of Khmer literacy instruction are sustained within the National Early Grade Learning Programme through capacity strengthening, training, mentoring and facilitation of school-based management on implementation of the Khmer Early Grade Learning Package.

99 The KOICA project has supported 271 schools in the provinces of Kampong Chhnang, Kamping Thom and Pursat between 2020 and 2024 with home-grown school feeding programming and capacity strengthening to the NHGSFP.

model, and then to the full NHGSFP using locally purchased food, has been critical to allow stakeholders at all levels to gain skills and experience in local purchase for school handover.

69. **One of the defining features of WFP engagement on literacy at the midterm point is the focus on the two-fold challenge of creating an effective and sustainable long-term programme.** The implementation team (World Education and WFP) is clear that the Early Grade Learning (EGL, used interchangeably with Early Grade Literacy) programme needs to anticipate full government implementation (nationally), which means finding cost savings mechanisms. World Education's work in the recent period reflects this priority through a number of initiatives, including: i) playing a central role in the development and rollout of the classroom observation tool that can upload data (via KOBO tablet tool[100]) to facilitate monitoring activities; ii) a phasing out of per diem support for mentor visits to schools, and teacher participation in trainings, in anticipation of full district and provincial responsibility for these activities; iii) an ongoing trial of a hybrid training model where mentors are trained online before carrying out face-to-face trainings for school staff; and iv) the development of a Capacity Development Platform (CDP) that can be used by teachers to access training materials.

70. **The WFP-supported literacy activities have been carried out in close coordination with national, provincial and district MoEYS counterparts since the rollout of EGL in 2018, and support for the transition to a government-led approach has been closely aligned with government readiness and capacity.** The cost saving measures are important for the national transition, but the implementation team is aware that there is a risk of impacting quality of literacy programme implementation, and that the MoEYS's capacity limitations need to be taken into account. This requires a gradual approach and trialling of new activities (such as the hybrid training model) while maintaining close communication with MoEYS counterparts at different levels to gauge government capacity to take on full responsibility for these functions.

71. **The WFP-supported school health and nutrition activities have been carried out in close coordination with national, provincial and district MoEYS counterparts including the Department of School Health, and through WFP cooperating partners.** The promotion of child health and dietary practices is in line with the National Policy on School Health, providing a range of preventive health services (such as deworming, oral health and immunisation) and offering a more varied school meal menu to improve dietary diversity. This is complemented by the promotion of safe food preparation and access to improved WASH infrastructure as per the 2024-2035 MoEYS Policy on School Feeding section on promoting school health and nutrition.

2.2 EQ 2 (Relevance): What have been the main policy changes relevant to the project since baseline and to what extent has the project remained aligned with key policies and strategies, including on addressing the specific needs of women and men?

72. **The 2023 baseline outlined the high level of project alignment to key policies regarding social protection, education, food security and nutrition and school health.**[101] **Despite some changes in the interim, at midterm the project continues to be fully aligned with relevant policies**.

73. There have been two main policy changes regarding school feeding integration into the national policy framework since baseline:

- The Government has updated the National Social Policy Framework for the period 2024-2035 with a reinforced position on school feeding. The earlier Framework (2016-2025) acknowledged the implementation of a school feeding programme covering 300,000 children and defined the objectives to prepare an action plan and strengthen human resource capacity to take over the management and financing of the programme by 2021. The updated Policy Framework acknowledges the role of the NHGSFP in raising nutrition levels necessary for the healthy growth of children in disadvantaged and high-risk areas, and to contribute towards promoting the economy and women's empowerment through the supply of locally-produced food. It explicitly mentions the objective of full handover of the

100 KOBO is a data management information system that can be used with a tablet or phone. The classroom observation instrument is loaded into the platform, and once completed by the mentor it has an automatic scoring procedure that provides an overall summary page that can then be discussed with the teacher. Another advantage is the ability to store and process data from across all mentors for overall monitoring purposes.

101 National Social Protection Policy Framework 2016-2025, Education Strategic Plan 2019-2023, Food Security and Nutrition policy 2019-2023 and National Policy on School Health 2019.

programme from WFP to the Government by 2028 and the implementation of the National School Feeding Policy (NSFP) 2024-2035, as well as exploring the possibility of expanding coverage in the future.

- The NSFP 2024-2035 was prepared and endorsed in 2024 with the support of WFP. The FY22 project is fully aligned with the policy's overall objective of providing students with safe and nutritious food to promote their physical growth and cognitive development which is achieved through activities 5, 7 and 8 (see the description of these activities in Annex 8).

74. For literacy there have been no relevant policy changes since the baseline, but the EGL programme is relatively new and still evolving, and the WFP-supported literacy initiative is closely engaged with this process. World Education is part of the core group of partners working in the EGL space, and they work closely with MoEYS and other partners to continuously evaluate the EGL rollout. At a more general level, the Education Sector Strategic Plan has been updated for the 2024-2028 period, replacing the earlier 2019-2023 plan. In both plans a key priority across primary and secondary levels is student learning. There are no specific learning targets in either sector plan, but the most recent version (2024-2028) does include endline (2028) targets for the implementation of the Early Grade Learning programme in grades 1, 2 and 3.[102]

75. The Royal Government of Cambodia has developed and updated three of its key nutrition and food policies over the last three years, namely i) the National Fast Track Roadmap for Improving Nutrition (2023-2030);[103] ii) The Third National Strategy for Food Security and Nutrition (NSFSN, 2024-2028);[104] and iii) the Global Action Plan on Child Wasting Country Operational Roadmap 2021.[105] In addition, the Cambodia Roadmap for Food Systems for Sustainable Development (September 2021)[106] (see paragraph 14) reflects the commitment of the Government to improving nutrition overall, which is more clearly outlined in the Pentagonal Strategy - Phase I. The second Roadmap developed for the period 2025-2030 includes home-grown school feeding as one of the key game changers. The implementation of these policies will contribute to improving school-aged children's diets which continue to be inadequate, lacking in protein and micronutrient rich foods, as the country transitions from food environments based on home production to diets high in processed and mass-produced foods.[107] The provision of school meals using locally produced foods increases the use of fresh produce and provides more varied and seasonal meals, but may decrease access to fortified foods, notably imported rice.

76. The FY22 project is fully aligned with the NHGSFP operational guidelines. In addition, it has sought complementarity with the most relevant policy related documents in term of NHGSFP WASH expectations nationally. These include the 2023 MoEYS Directive 18 on Strengthening Implementation Rules for Promoting Food Safety and Well-Being at Public and Private General Education Facilities,[108] aiming to reduce sales of unhealthy snacks/drinks on school grounds, the National Guiding Principles for nutrition-sensitive WASH interventions and the accompanying Operational Plan 2023-2027, and the MoEYS Minimum Requirement Guidelines on WASH-in-schools (WiS standards).[109]

2.3 EQ 3 (Relevance): How relevant were the school readiness criteria in facilitating an effective handover of schools?

77. **The readiness criteria have been instrumental in preparing the handover plan and prioritizing districts for transition. The plan has not been modified since the first readiness assessment in 2019 and there has only been one follow-up assessment with a limited number of schools. The criteria are found relevant for infrastructure and equipment and to assess the capacity to run school feeding activities, but insufficient to assess the capacity of stakeholders to maintain infrastructures in the future.**

78. The school readiness criteria for handover were defined in the 2022 JTS as:

- **The capacity of implementers.** This criterion refers to the experience and knowledge of stakeholders

102 MoEYS (2024). Education Strategic Plan 2024-2028. See Objective 2 indicator summary (p. 59).
103 The Fast Track Road Map for Improving Nutrition 2023-2030.
104 https://www.khmertimeskh.com/501668396/card-launches-food-security-and-nutrition-strategy/#:~:text=The%20Council%20for%20Agricultural%20and%20Rural%20Development%20(CARD)%20officially%20launched,and%20resilient%20systems%20that%20promote
105 https://www.childwasting.org/media/361/file/GAP%20Country%20Roadmap%20(Cambodia)_FINAL.docx
106 https://summitdialogues.org/wp-content/uploads/2021/09/FS-Roadmap_Cambodia_Final-for-submission-1.pdf
107 ibid
108 Source: WFP Cambodia Country Brief, April 2023; available at : https://reliefweb.int/report/cambodia/wfp-cambodia-country-brief-april-2023
109 https://www.washinschoolsindex.com/storage/articles/zaEGjjZVB2WzMWY7UOommy58UP0AZdWq5zQLecNp.pdf

(school directors, suppliers, the commune council, cooks, storekeepers, school management committee members) to run the HGSF programme according to the national guidelines.

- **The infrastructure.** This criterion refers to the necessary infrastructure required at school level to safely prepare meals for children and ensure that adequate hygiene practices are adopted. It refers to water systems, kitchens (with fuel-efficient stoves), storerooms and hand-washing stations.
- **The equipment.** Each school would be equipped with the necessary items for the safe preparation of meals, including cool boxes, scales, and a set of kitchen utensils.

79. WFP and the MoEYS have developed a scoring system (outlined in a document provided by WFP[110]) against which an assessment of district readiness was carried out in 2019. The results were used to assess readiness of the schools agreed to be handed over by district. Baseline data of the schools were used by WFP and MoEYS to prioritize those schools with low scores and to implement improvement plans before their handover to the government. Interviews with WFP CO showed that there have been some schools that were not fully ready when their district was handed over to the Government, in particular regarding the infrastructure component. To address this issue, WFP has used some complementary funding (from another donor) to build or rehabilitate additional infrastructure, and advocate to the Government so that funds for infrastructure are included in the NHGSFP. Such funds have been included for the first time in the 2026 NHGSFP budget.[111]

80. A follow-up assessment of the criteria was only carried out in 2024 (baseline and endline year measurement) on the 133 schools handed over in the SY 2024-2025 and based on a more detailed readiness checklist and a scoring system aligned with the SABER categories (Advanced, Established, Emergent, Latent); it is therefore not comparable with the initial assessment in 2019. The objective of the follow-up assessment was to measure the progress in these 133 schools linked to the project activities during the SY 2024-2025. Results outlined in the assessment report[112] show that there has been significant improvement during the school year and 89 percent of schools reached the advanced level at endline, up from almost 13 percent at baseline. Interviews with WFP CO staff showed that, in any case, the handover plan is fixed and there is no intention to adjust it based on follow-up assessments of the readiness criteria.

81. While focusing on infrastructure and equipment is important and easy to measure in terms of readiness through the numbers available, the criterion of capacity focuses essentially on the experience of schools in running the HGSFP programme and the level of trainings received. The capacity to maintain infrastructure (such as kitchens and water systems) through local resource mobilisation is more difficult to assess using the current readiness criteria checklist.

2.4 EQ 4 (Coherence): 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 inter-linkages?

82. **The level of complementarity of the project with the priorities and systems of the MoEYS is very high. WFP maintains a good dialogue with the NSPC on the future evolution of the NHGSP. The level of engagement of other institutions in the NHGSFP is limited and therefore complementarities with these institutions have been limited. A key factor of this finding is that the formalization of the governance structure of the NHGSFP and the participation of institutions beyond the MoEYS is very recent.**

83. The governance structure of the NHGSFP has been clarified in the NSFP 2024-2035 and, according to key MoEYS informants, the NHGSFP was formally endorsed beyond the MoEYS and the Ministry of Economy and Finance in sub-decree 65 issued by Prime Minister's Office in 2023. The governance structure includes 11 institutions at national level who have clear roles established in the NSFP. Their participation is coordinated at national, province and district levels by School Feeding Committees.

84. Interviews with WFP and MoEYS staff showed that the national school feeding committee was only created at the end of 2024 and has had two meetings in December 2024 and March 2025.

85. The project is fully aligned with the priorities and systems of the MoEYS, which is the key institution in

110 Criteria and plan for handover of WFP school meals to the National Home-Grown School Feeding Programme, prepared by WFP CO
111 These measures respond to recommendation 3 of the FY19 endline evaluation (See Annex 22)
112 SY 2023-2024 HGSFP School Transition Assessment Report

charge of the implementation of the NHGSFP. According to interviews with both WFP and MoEYS staff, the two institutions collaborate closely to implement the Joint Transition Strategy and the school handover plan. WFP provides capacity support to the Social Protection Affairs Department that manages the NHGSFP, and the MoEYS ensures that new systems or tools installed for the NHGSFP are well integrated into its systems. In two examples, the MoEYS's Department of Planning contributed to ensure that the School Feeding Action Plan was aligned with the Education Strategic Plan; and the School Feeding Information System (SFIS), which will be transferred to the MoEYS in the near future, will be hosted on the MoEYS server, managed by the Information Technology Department.

86. Feedback from WFP and NSPC staff showed that WFP maintains a close dialogue with the NSPC, which plays a key role in piloting the NHGSFP, on the handover process and the future evolution and challenges of the NHGSFP, such as the increase of its coverage. Key informant interviews at the NSPC showed that it is well aware of the handover process and progress, and articulates a clear vision of the future evolution of the NHGSFP that foresees the extension of the programme to other areas, and a review of its targeting approach.

87. Concerning the literacy and school health components, the literacy programme is part of an overall EGL initiative that is the sole responsibility of the MoEYS, and therefore there is no engagement with other ministries. The Ministry of Health is most relevant to complementing the work of the MoEYS School Health Department, through its 2019 National School Health Policy and its responsibilities under the NHGSFP, namely: i) collaborate in providing training on dietary practices, hygiene measures and information related to children's nutritional status; ii) monitor hygiene, food safety, and manage food poisoning concerns; iii) provide technical support in preparing documents related to dietary practices, hygiene measures and food safety regulations; and iv) collaborate to monitor, evaluate and address challenges related to programme implementation. The ET found no evidence of intersectoral coordination meetings taking place documenting these activities nor leveraging the use of healthy eating educational materials in schools, and was not able to collect direct evidence at national, provincial or district levels from MoH representatives to ascertain the level of engagement and implementation.[113]

88. At school level the evaluation team heard during interviews that the MoH was active in preventing health problems in primary school aged children and ensuring deworming, eyesight checks and oral health activities were implemented in line with protocols. As water supply is a key requirement for schools to function, the WASH component of the NHGSFP (in terms of infrastructure support) is being achieved through cooperating partners and other donors. The ET did not interview anyone from the relevant authorities at any level to ascertain their degree of influence over primary school WASH infrastructure.

89. As mentioned in paragraph 64, the evaluation team did not have the opportunity to consult other national stakeholders of the NHGSFP governance structure and cannot provide any detailed feedback on their level of engagement. Nevertheless, interviews with WFP and MoEYS staff showed that this level remains limited to a few initiatives, a point confirmed in the final evaluation of the KOICA-supported Home-Grown School Feeding Programme[114] that found that beyond the MoEYS, other ministries have a limited role in the NHGSFP.

90. The fact that the participation of other institutions in the NHGSFP governance has been formalized recently is a key factor that explains the limited engagement of these institutions until now. On a positive note, key government informants described their positive perception of the evolution of WFP's level of confidence with government institutions, which helps strengthen the WFP support provided to the NHGSFP.

2.5 EQ 5 (Coherence): 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?

91. **The complementarity with other donor-funded initiatives is a key factor enabling the implementation of the JTS and school handover. The McGovern-Dole project contributes, together with other donor-funded projects managed by WFP, to support the capacities and systems of the NHGSFP.** The complementarity with other donor-funded initiatives represents a critical factor in the implementation of the JTS

113 According to WFP, nutrition sits within the National Maternal and Child Health Centre (NMCHC), which currently has a very clear mandate focused on MCH/1000 days and may limit NHGSFP engagement.
114 Final Activity Evaluation: KOICA Supported Home-Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces – 2020 to 2024; WFP, December 2024.

and the school handover, as the McGovern-Dole project does not provide direct support to local purchase, and the experience of the NHGSFP stakeholders in home-grown school feeding is one of the readiness criteria defined in the JTS. According to the project school list provided by WFP, which includes information on other projects supporting each school, all the schools implement a hybrid model combining in-kind food imported from the United States and locally purchased food. All the schools covered by the FY22 project have received support from McGovern-Dole and other sources to implement the hybrid model, with 189 schools supported by the former USDA LRP project (ended in 2023), 146 schools supported by KOICA and 113 schools supported by other donors. Additionally, WFP and the MoEYS have defined key priorities for NHGSFP capacity strengthening that are addressed through various donor-funded initiatives, including the McGovern-Dole project and its foundational results, and other contributions (in particular the KOICA project).

92. **In addition to working closely with MoEYS counterparts, the WFP-supported literacy activities are well coordinated with other partners supporting literacy initiatives in Cambodia**. World Education has been one of the key players in the development of the EGL programme since its inception in 2018, and has been actively engaged with other partners. Examples include support for the digital classroom instrument that is being used in all EGL districts (not just WFP-supported), the piloting of the online training of trainers approach that can potentially be used by other partners (as well as the online Capacity Development Platform (CPD), see paragraph 69), the use of standardized EGRA testing to facilitate monitoring across the different provinces and districts, and, in Kampong Thom, using the same mentors who had been trained by another partner for the maths programme, rather than identify and train new mentors. Quarterly reports from World Education include numerous references to meetings, general coordination and sharing of experiences among the partners (and different levels of the MoEYS). Discussions with other partners confirmed World Education's role in supporting literacy, and included references to partner interest in WFP-supported initiatives like the new hybrid training model that is being piloted. Overall, this engagement is more consistent with a coordinated approach that shares experiences among partners and the MoEYS, and is not specifically about complementarities.

93. The WFP-supported school health and nutrition activities linked to SO2 are coordinated with the cooperating partners (CPs). Interviews with school directors revealed that there are a number of additional actors involved in WASH infrastructure improvement and hygiene promotion programming at school level. This includes the project CPs who continue working with schools using other funding sources even when they have completed the WFP-funded component. The official WASH in Schools (WiS) curriculum was developed by GIZ for the MoEYS to be rolled out by actors wishing to support WiS in schools. During interviews, school directors explained that they still call on World Vision or Plan International for support on school feeding related matters, even once schools have been handed over by WFP, as these actors have a continued presence in the district and are engaged in other activities. The continuing and trusted relationships and the support of the CPs, once schools are handed over, is an unintended effect of the project.

94. **Complementarity with other United Agencies is limited**. Key informant interviews showed that the Food and Agriculture Organization (FAO) and WFP collaborated in the past as part of the LRP project, which included farmer trainings implemented by FAO. There is no ongoing collaboration and interviews revealed a potential contradiction in objectives that may affect collaborative opportunities. While WFP supports cost-efficient solutions for the NHGSFP to ensure financial sustainability that includes a moderate cost of the meal, FAO supports farmers' groups to develop high added value productions through approaches like high-quality certification, which is not really compatible with the lower meal cost. WFP and FAO have also collaborated on the Nutrition Guidelines & Standards Pilot Project to guide the composition of school meals in order to improve their nutritional adequacy.[115] This will contribute to strengthening the evidence base for making links between food systems, food and diets, and inform behaviour change approaches to promote the consumption of more fresh foods and diversification of diets. For other agencies, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has contributed to the EGL programme and participated to the coordination described in paragraph 92, though without direct coordination with WFP; and data collection did not show any collaboration or synergy with the United Nations Children's Fund (UNICEF) regarding project-related activities or the NHGSFP.

115 WFP and FAO are working together globally on a method of establishing School Meal Nutrition Standards (SMNS), with Cambodia as a pilot country. In 2024 MoEYS piloted the guidelines in 20 schools and the joint work is ongoing. Source: Final Activity Evaluation: KOICA Supported Home-Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces - 2020 to 2024; WFP, December 2024

2.6 EQ 6 (Effectiveness): What are the performances of the project in both WFP managed and already handed over schools in enhancing the literacy and health/nutrition outcomes (McGovern-Dole SO1 and 2)? Are there any differences between the schools assisted by WFP and those already handed over, and among girls, boys, women, men and vulnerable groups, and why?

95. This section presents the progress on the strategic objectives (SO1 and SO2) for each element of their respective results framework, based on the most recent data for PMP indicators in March 2025 (Annex 11), the quantitative data from the evaluation survey, and qualitative data gathered during the evaluation mission. The performance on the foundational results is presented in Chapter 2.7, and on the LRP activities in Chapter 2.9.

2.6.1 McGovern-Dole SO1: Improved literacy of School-Age children

96. Students from grades 2 and 3 in project schools were assessed in literacy by WEI, using a standardized EGRA instrument that is comparable at baseline, midline and endline. Results show that there has only been modest improvement in student literacy in the first half of the project period. In grade 2 the overall share of students reaching the minimum performance level (based on reading comprehension) is 33.9 percent, which has improved from 33.2 percent at baseline. The grade 3 results show an increase to 57.6 percent proficiency at midline, compared with 54.2 percent at baseline. The baseline EGRA figures for student literacy were not perfectly comparable with earlier EGRA assessments in the target provinces, but the results did show clear improvement compared with earlier project periods in specific areas such as reading comprehension. The midline evidence suggests that the rate of improvement in this key programme impact indicator is slowing, and at the current rate of improvement the endline target will not be met in grade 2, and will just barely be achieved in grade 3. This result is not unexpected based on key informant interviews that referenced the ongoing transition to a more sustainable programme (e.g. phasing out of per diems for mentors' school visits), which may also have an effect on literacy instruction (see paragraph 98).

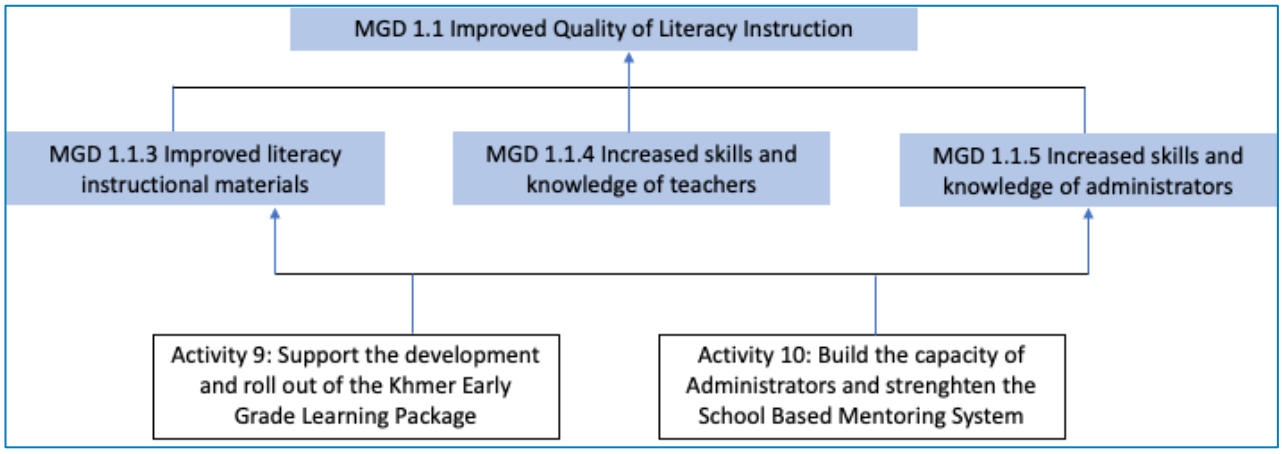
97. Further evidence on student achievement comes from the classroom mentoring and support visits which, in addition to measuring teacher performance (and providing feedback), randomly select students to complete short assessments in reading and writing. Like the teacher observation data, this information is tablet-based and can be easily monitored. World Education has compiled summaries of these results in their quarterly reporting, and there is evidence of student improvement during the school year (although year-on-year comparisons are not possible at this time). This is a potentially valuable tool for monitoring programme impact in the future.

98. One concern in the student proficiency results is the large gap between girls and boys. Girls continue to perform at a much higher rate on this indicator, with advantages of nearly 20 percent in both grades (44 percent versus 24 percent for boys in grade 2, and 66 percent versus 49 percent in grade 3). The female advantage has increased since the baseline EGRA in grade 2 (baseline averages of 42 percent for girls versus 25 percent for boys), while in grade 3 the differences in baseline and midline are similar (baseline averages of 63 percent for girls versus 45 percent for boys). Results from other assessments - such as the annual sample-based testing carried out by the MoEYS Education Quality and Inspection Department (EQID) - consistently show that females outperform males in reading, but the size of the gap highlights the need to address male under-performance in this indicator.

Strategic Outcome 1.1: Improved quality of literacy instruction

99. The results chain for Strategic Outcome 1 includes three intermediate strategic results. The first, MGD 1.1, 'Improved quality of literacy instruction', was in turn to be achieved through three intermediate results, as shown in Figure 1: Results chain for Outcome 1.1: Improved quality of literacy instruction.

Figure 1: Results chain for Outcome 1.1: Improved quality of literacy instruction

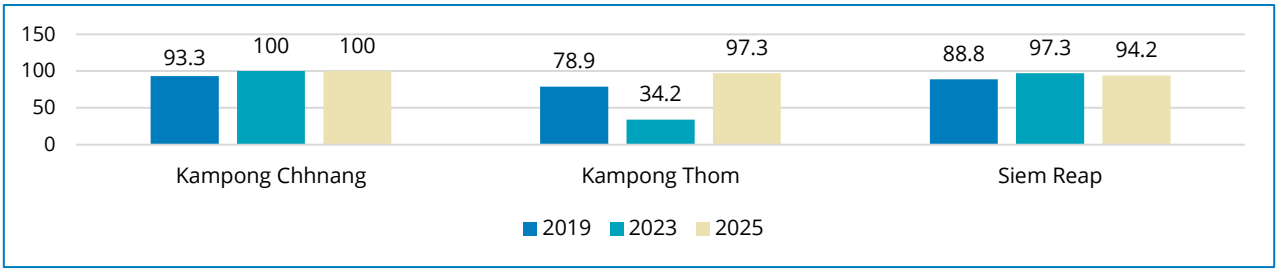


Source: Extracted from the project SO1 result framework

100. **Performance indicators in literacy are generally positive both for outputs and outcomes, and the qualitative data collected during school and district visits show that project implementation is very consistent with the intended design**. It is important to note that the EGL initiative (supporting the Komar Reh Komar Ren teaching methodology) has only been in place since 2018, and there is broad consensus among stakeholders that considerable progress has been made in that time, but with much work still to do. It also should be highlighted that the EGL programme is of critical importance to the MoEYS and senior national leadership, given the centrality of human capital formation in the overall national development plans (the Pentagonal Strategy, etc.), and the recognition that EGL is one of the key levers for improving achievement and skill acquisition that is so critical for preparing the next generation.

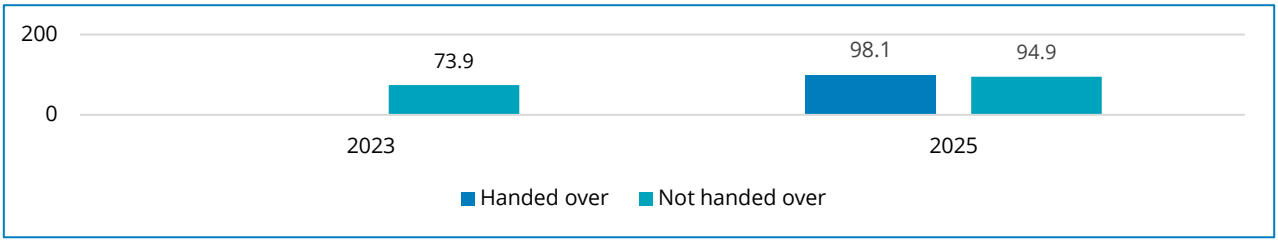
101. **Intermediate result: McGovern-Dole 1.1.3 Improved literacy instructional materials,** SI 3[116]: Year 3 programme monitoring shows that the target of 556 units to be provided has been slightly surpassed (561). These materials include teacher guides and student supplementary books (SSB) and home learning books, amongst others. Figure 2 shows the differences between provinces on the availability of literacy material by year, and Figure 3 shows that over 90 percent of all schools have sufficient material, both in the handed over schools and those not yet handed over in 2025.

Figure 2: Percentage of schools with sufficient literacy material, by province/year



Source: 2019, 2023, 2025 evaluation surveys, school questionnaire

Figure 3: Total percentage of schools with sufficient literacy material



Source: 2019, 2023, 2025 evaluation surveys, school questionnaire

102. The MoEYS believes that parents and schools should take over responsibility for non-textbook provision so this component of the project is being phased out. Interviews with parents and teachers show that while parents are often aware of the student supplementary books (SSBs), in most cases only a small number of

116 Standard indicator 3: number of teaching and learning materials provided

families have purchased these materials. Data from the household questionnaire show that household purchases of materials and books is one of the larger education spending categories, but there has been no significant change between baseline and midterm (meaning that there is no evidence that households are increasing spending to access materials like the SSBs (see Table 26 in Annex 19).

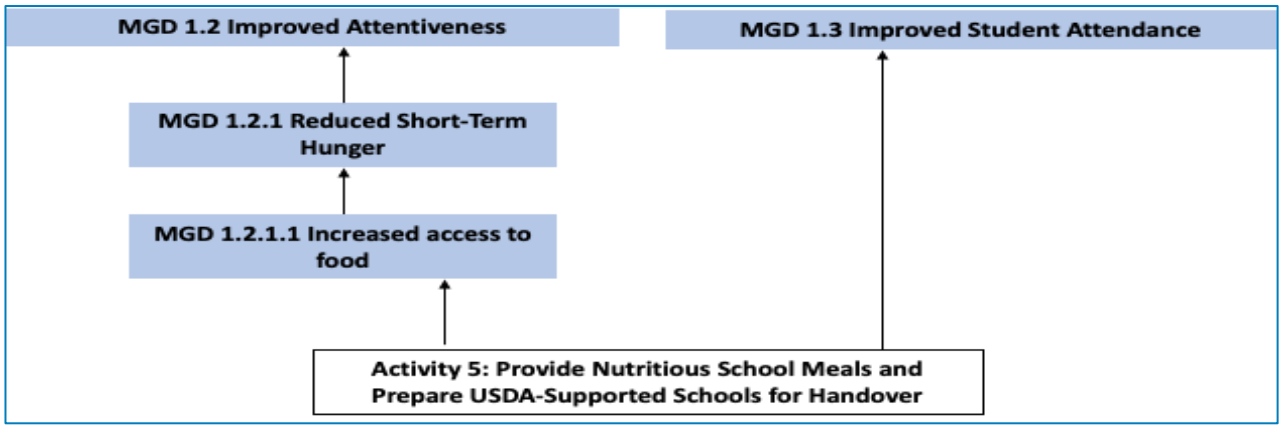
103. **Intermediate result: McGovern-Dole 1.1.4 Increased Skills and Knowledge of Teachers:** WFP output monitoring data (SI 5 of the PMP) show that 1,624 grade 3 teachers have participated in the cascade training since the beginning of the project, against a target of 1,780 for Years 2 and 3 (91 percent, see Annex 11). The extent to which this has resulted in an increased capacity of teachers is unclear. On the one hand, SI 4 shows that 86 percent of trained teachers demonstrate the use of new teaching techniques and tools; on the other hand, the most recent monitoring data for CI 1 (percentage of observed teachers reaching Level 2 or 3 (on 1-3 scale)) show that progress on this outcome is substantially behind project targets, at 48 percent (targets are 60 percent for Year 2, 85 percent for Year 3). While the evaluation did not find explicit evidence to explain the reason for the decline between Year 2 and 3, World Education believes this decline may be somewhat artificial, and due to a methodological feature where newly-trained teachers automatically begin at Level 1, and with a possible reduction in mentor visits (due to phasing out of per diems) the teachers have fewer chances to improve to Levels 2 or 3. This feature of the classroom observation methodology has been tweaked so that teachers can begin at any level. Nevertheless, the gap between project goals and actual outcomes on this critical indicator is a cause for concern, and highlights how much work remains to improve actual teaching performance in the classroom, which is the most direct output from the WFP literacy intervention.

104. **Intermediate result: McGovern-Dole 1.1.5 Increased skills and knowledge of administrators:** The PMP data show that the total mentor training target has been surpassed in Year 3 (626 versus combined Y2 and Y3 target of 577; SI 7). The number of trained mentors who are effectively using the methodology - which is measured based on mentor activities like carrying out classroom visits and facilitating teacher trainings - is also above target (SI 6, see Annex 11). Qualitative data from field visits and KIIs at national level showed that the mentoring programme is working well. In all visited schools, grade 1 and 2 teachers (and to a lesser extent grade 3 teachers) reported regular mentoring visits to their classrooms. In all cases the mentor used the observation tool checklist and the KOBO digital tool, and the teacher received feedback on their teaching. Most teachers reported that this covered only one topic of their teaching, with ideas for how to improve, with a follow-up visit (usually one month later) that focuses on progress in this one area. The mentoring process described by teachers in their classroom and the mentors at different levels - School Based Early Grade Mentors (SBEGs) in schools, cluster mentors who support several schools, and district mentors ('master mentors') who coordinate the overall mentoring function - is consistent with the intended mentor model. However, these data should be treated with caution in terms of WFP programme impact because the schools that were visited during the fieldwork have been supported by World Vision recently, while World Education focused on districts other than those visited by the evaluation team.

Strategic Outcome 1.2: Improved attentiveness, Strategic Outcome 1.3: Improved Student Attendance

105. As shown in Figure 4 the school meal component is expected to contribute to increased student attentiveness through the reduction of short-term hunger, and to provide an incentive to increase attendance.

Figure 4: Results chain for Strategic Outcomes 1.2 and 1.3



Source: Extracted from the project SO1 results framework

106. **The level of achievement of the planned output for the school meals component is very high. Outcome data show a slight increase in children's attentiveness and their attendance rate, and numbers**

of children who are not hungry at school. School meal activities after handover have continued with the same standard as before, except for monitoring that may have decreased. There have been positive developments after handover, such as an increased variety of food items in school menus, and the increase of incentives and reduction of workload for the cooks.

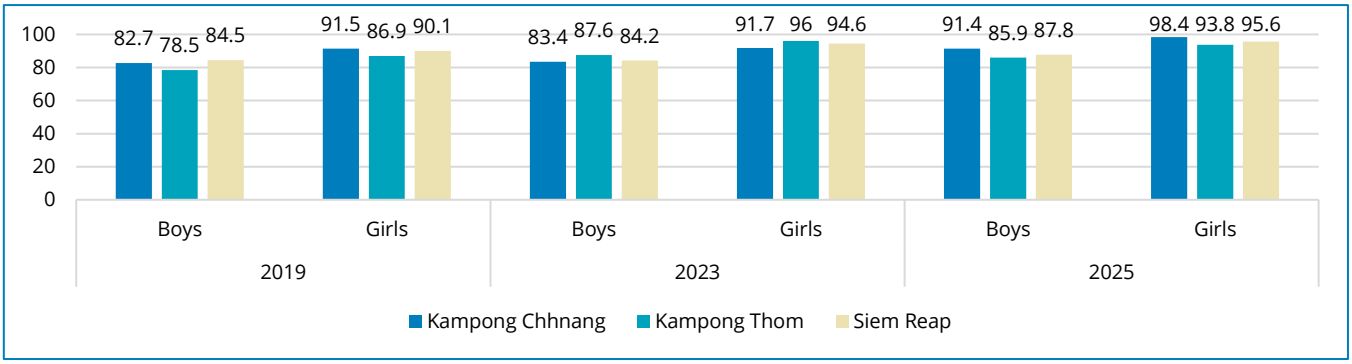
107. According to the PMP (March 2025, see Annex 11), the project had benefitted 94,018 children in Y2 and 70,495 children in Y3, representing 102 and 101 percent of targets (SI 17) respectively. For SI 16 (the number of meals distributed), the level of achievement against planned targets is 126 percent for Y2 and 46 percent for Y3 (reached after the first quarter of Y3 only and with a strong likelihood of attaining the target at the end of the year). These figures show that school meal activities have been implemented with a high level of effectiveness. Both the numbers of children covered and the number of meals distributed gradually decrease as schools are handed over to the Government and are no longer covered by the project.

108. Qualitative data collected during interviews with school directors, storekeepers and cooks, as well as field observations in schools, show that at school level, the systems for food supply, storage and meal preparation are working very well, both in the schools handed over and those not yet handed over, with daily meals being prepared in all schools. Interview feedback (from including WFP and CP staff) indicates that the only element that may not be fully continued after handover is the monitoring system, including the less rigorous use of monitoring tools at the school level and reduced supervision by district staff due to a lack of available time. However, in all the schools visited by the evaluation team, the monitoring tools continued to be applied appropriately.

109. Interviews with parents and cooks revealed an increase in their satisfaction with the project. The transition to the full home-grown school feeding model has resulted in more diversified menus which is much appreciated. The interviewed cooks said their incentive increased after handover, and in some schools the number of cooks has increased thanks to a new standard established by the MoEYS (defining the number of cooks per number of children), which has resulted in a reduction of the individuals' workload.

110. Survey data shows a gradually increasing trend of student attentiveness between 2019 and 2023, based on teachers' perceptions, with a higher percentage of girls attentive during class than boys (Figure 5). The percentage of households who consider that school meals increase the children's attentiveness has also increased from 2019 to 2025, and in a larger proportion than teachers (Table 32 and Table 63 in Annex 19).

Figure 5: Percentage of students who are attentive during class: by year and province



Source: Evaluation surveys 2019, 2023, 2025, teachers' questionnaire.

111. Table 6 shows that there is a significantly higher percentage of students attentive in schools that have been handed over in comparison with those not yet handed over, both overall and for boys, although this difference is small (about three percentage points out of the 90 percent of children that are attentive). The table also shows a higher percentage of girls attentive than boys.

Table 6: Percentage of students who are attentive during class: difference between schools handed over and those not handed over

Characteristic	2025		
	Handed over N = 194[1]	Not Handed over N = 281[1]	p-value[2]
Percentage of students who are attentive during class, %	93.2 (8.3)	90.7 (8.8)	0.001
Missing	0	0	
Percentage of female students who are attentive during class, %	95.8 (8.9)	94.7 (8.4)	0.2
Missing	0	1	
Percentage of male students who are attentive during class, %	89.8 (14.1)	86.2 (13.0)	0.005
Missing	1	1	

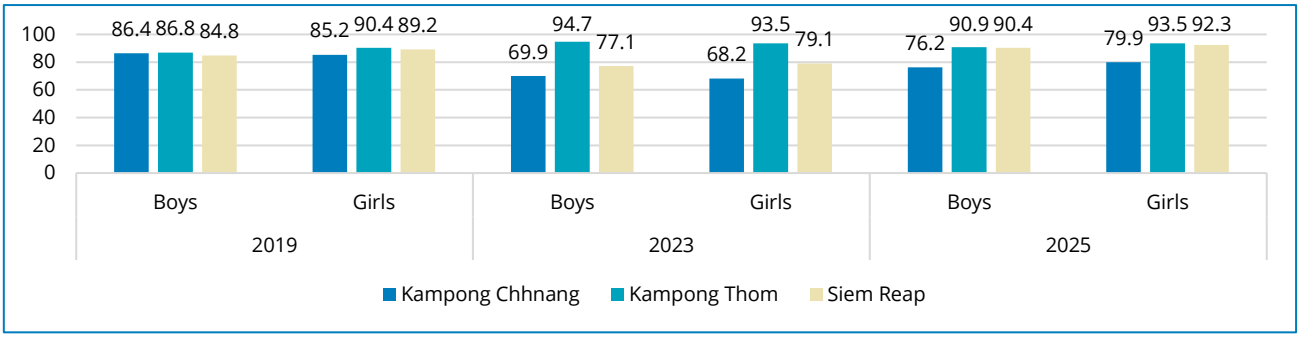
[1] Mean Standard Deviation (SD) [2] Welch Two Sample t-test. Note: P-values below 0.05 indicate statistically significant differences between handed over and not handed over schools as of June 2025

Source: 2023 and 2025 evaluation surveys, teacher questionnaire.

112. **Reduced health-related absences**. According to the most recent PMP data, CI 5 (mean number of days per month school children are absent from school because of ill health) is performing better at midterm (1.5) than at baseline (2.0), and is on track to meeting project lifetime target of 1.0 days. However, frequent childhood illness continues to be reported by parents with respectively 45.3, 53.8 and 62.8 percent of parents in Siem Reap, Kampong Thom and Kampong Chhnang reporting their child as sick in the month preceding the 2025 household survey (see Table 36 in Annex 19). Coughs and colds were the main complaint (over half the cases) followed by fever. The household survey identified a considerable increase in the percentage of parents reporting improved child health as being one of the benefits of the school feeding programme (from 41.7 percent at baseline to 76.9 percent at midterm in Kampong Chhnang; and a more modest improvement from 86.6 percent to 92.6 percent in Kampong Thom and Siem Reap. Both categories of schools have high reporting rates (89.7 percent for those handed over, 93.7 percent for those not yet handed over) for children being healthier as a result of the school feeding programme.

113. According to the evaluation survey data, the percentage of children who are not hungry during class has increased from 2019 to 2025 in Kampong Thom and Siem Reap, although it has decreased in Kampong Chhnang (Figure 6). In 2025, in Kampong Thom and Siem Reap the percentage of children who are not hungry during class is significantly higher in schools already handed over than in schools not yet handed over (Table 61 in Annex 19).

Figure 6: Percentage of students who are not hungry during class: by year and province

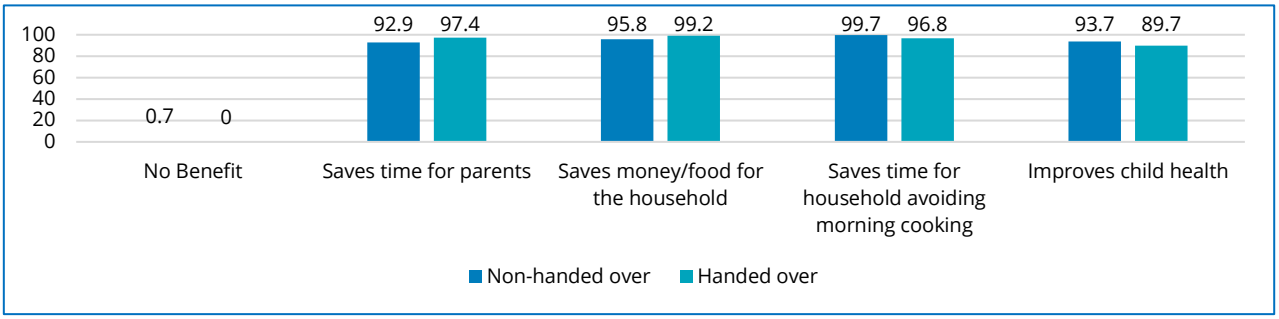


Source: Evaluation surveys 2019, 2023, 2025, teachers' questionnaire.

114. Regarding student attendance (SI 2), the PMP monitoring data show that the attendance rate has progressed slightly since baseline (89.7 percent) to 90.9 percent in Y2, and 92 percent for the first quarter of Y3 and is in line with the year targets for Y2 (90 percent) and Y3 (92 percent) of the project (see Annex 11).

115. **Other benefits of school meals.** Even though not included in the project results framework, the evaluation analysed additional benefits of school feeding, in particular at household level where the school meals play a safety net role and contribute to increased access to food. Over 93 percent of all households remarked on additional benefits of school meals in terms of time, food or money saving, without significant differences between those schools handed over and not, as shown in Figure 7.

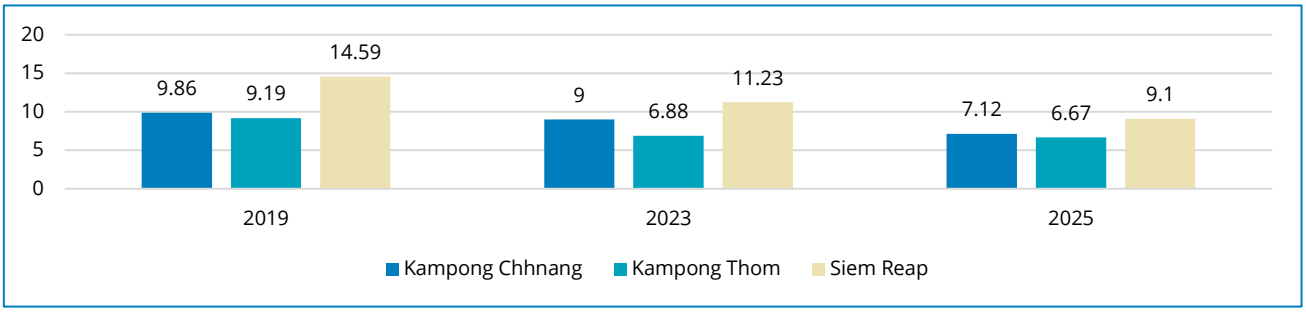
Figure 7: Other benefits of school meals, schools handed over (HO) and not handed over (NHO)



Source: Evaluation surveys 2023 and 2025, household questionnaire

116. Household implementation of food-related coping strategies has decreased over time, although this evolution could be influenced by other factors beyond school feeding. Figure 8 shows that in the three project provinces the households' reduced Coping Strategy Index (rCSI) decreased over the period 2019-2025, indicating that households may face fewer difficulties in accessing food in 2025 than they did in 2019, although the index is higher in Siem Reap than in the other provinces. As shown in Table 31 in Annex 19, households from schools already handed over are less likely to use coping strategies to access food than in schools not yet handed over, but the difference is not significant.

Figure 8: reduced Coping Strategy Index, by province and year



Source: Evaluation surveys 2023 and 2025, household questionnaire

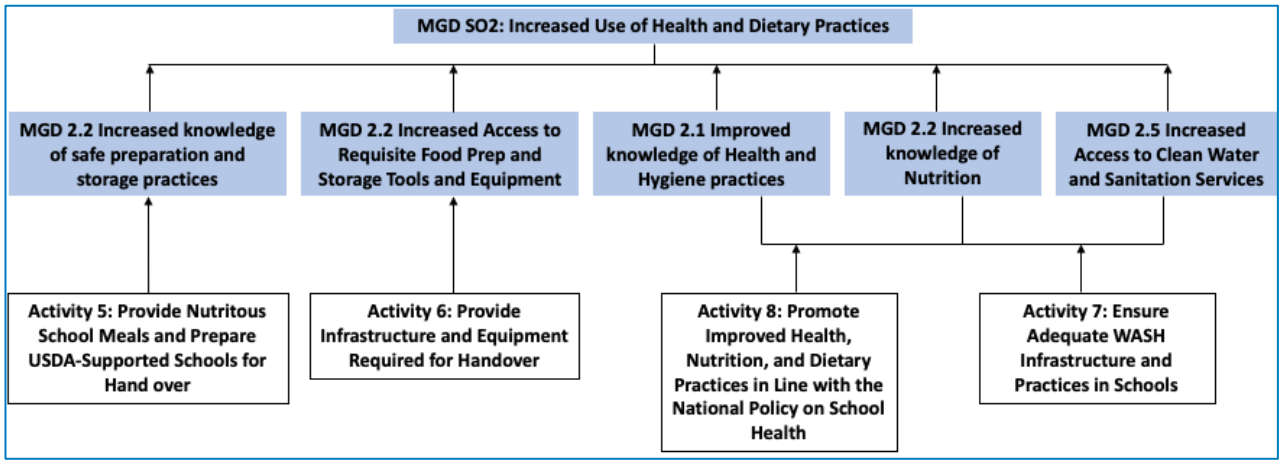
117. Survey data indicated that a large majority of households in all three provinces in 2019, 2023 and 2025[117] declared that children never shared their school meals with other household members (Table 32 in Annex 19) and (in 2025) in both categories of schools (Table 33).

2.6.2 McGovern-Dole SO2: Increased Use of Health and Dietary Practices

118. The results chain for SO2 is presented in Figure 9. This component of the project includes a 'soft' intervention that aims to improve the knowledge and skills of school staff on safe food preparation and storage, health and nutrition, and hygiene and sanitation practices among both children and staff. This is accompanied by a 'hard' intervention covering physical improvements to school water and sanitation infrastructure, food preparation and storage infrastructure and the provision of kitchen equipment. Through an increase of the use of health, dietary and hygiene practices, this SO is expected to complement SO1 through the reduction of health-related absences of children from school.

117 In 2019: 91.7 percent in Kampong Chhnang (KCG), 90.3 percent in Kampong Thom (KTM), 80.7 percent in Siem Reap (SRP). In 2023: 94.4 percent in KCG, 96 percent in KTM, 84.5 percent in SRP. In 2025: 92.3 percent in KCG, 92.4 percent in KTM and 95.2 percent in SRP.

Figure 9: SO2 chain of results



Source: Extracted from the project SO2 result framework

119. **Progress on provision of trainings for improving staff knowledge and children's practices related to health, nutrition and hygiene: output indicators are very positive, exceeding project lifetime targets at midterm** for SIs 8, 22 and 23. The number of female and male individuals trained in child health and nutrition (259 percent of target), hygiene and minimum guidelines for water and sanitation in schools (170 percent of target), and trained in safe food preparation (272 percent of target) all exceed the project lifetime targets by midterm (see Annex 11). This progress demonstrates that WFP has frontloaded this component of the training activities, and also allows two more years to implement the new knowledge acquired before full handover.

120. **Progress on improving school kitchen, storage and water and sanitation infrastructure** (SIs 8 and 27) are positive, meeting 94 percent of the project lifetime targets by midterm. This high achievement is mainly due to 111 latrines that have been upgraded/constructed, which were not in the original plan. In contrast, there is less progress in improved water source infrastructure (59 percent) and for the kitchens (73 percent, see Annex 11). The number of school children using an improved water source is 90 percent of the project lifetime target. This demonstrates that WFP has also prioritized this component of infrastructure improvement as it is a key criterion for assessing school readiness. More details are presented in Annex 19 and additional SO2 analysis in Annex 20.

121. **Progress on improving food preparation and storage infrastructure** is adequate in both categories of schools, although there is a noticeable lack of kitchen utensils for both groups, though higher for those schools not yet handed over. Summary results of the survey on these criteria are presented in Table 7 (with more details in Table 94 to Table 105 in Annex 19). School level interviews indicated the willingness of communities to contribute in replacing equipment and maintaining infrastructure, although no direct evidence was collected on past contributions. There is a small percentage of schools that do not have basic infrastructures after handover (3.1 percent for kitchens and 2.6 percent for storerooms). Both WFP and MoEYS staff confirmed that the handover is done by district and all the schools of a given district are handed over at the same time, even though some schools may not fully meet the readiness criteria. The availability of resources for infrastructure in the 2026 NHGSFP budget is expected to address those remaining infrastructure gaps.

Table 7: Presence and condition of food preparation, kitchen equipment and infrastructure at midterm

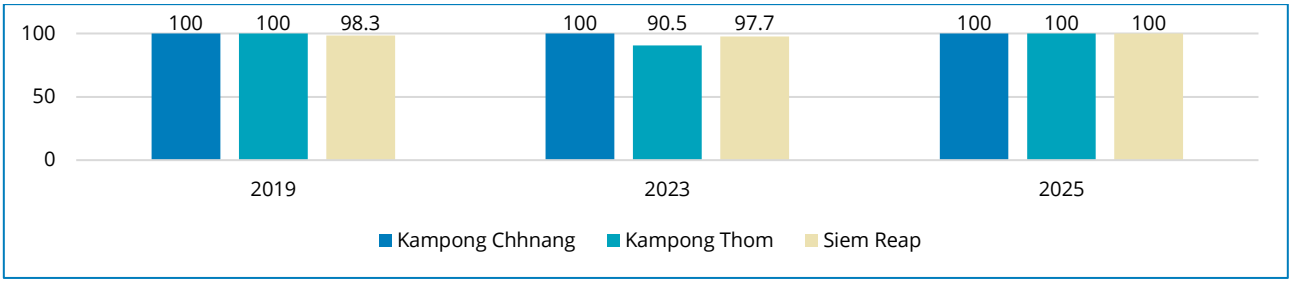
	Schools not handed over	Schools already handed over
Presence of a kitchen	100%	96.9%[118]
Kitchen in good condition	90%	89%
Lack of kitchen utensils	47.8%	32.9%
Presence of energy-saving stoves	88%	96.8%
Stoves in good condition	90.6%	92%
Presence of a storeroom	92.4%	98.4%

Source: 2025 evaluation survey, school assessment questionnaire

118 There are two schools within the sample of handed over schools that reported not having a kitchen. According to WFP and based on SFIS data, these two schools actually do have a basic kitchen. This information has not been verified by the evaluation team.

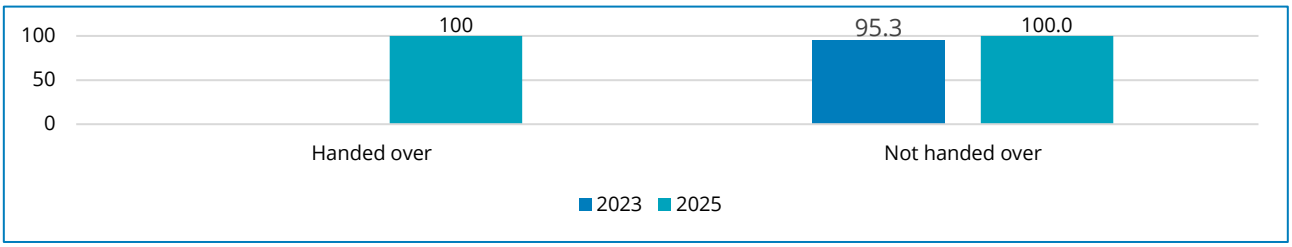
122. Regarding WASH, all schools in both categories have adequate water sources (drilled wells or installed water stations) at midterm, as shown in Figures 10 and 11. The slight dip in Kampong Thom at the FY22 baseline has been corrected.

Figure 10: Percentage of schools with functioning water source (by province)



Source: 2025 evaluation survey, school assessment questionnaire

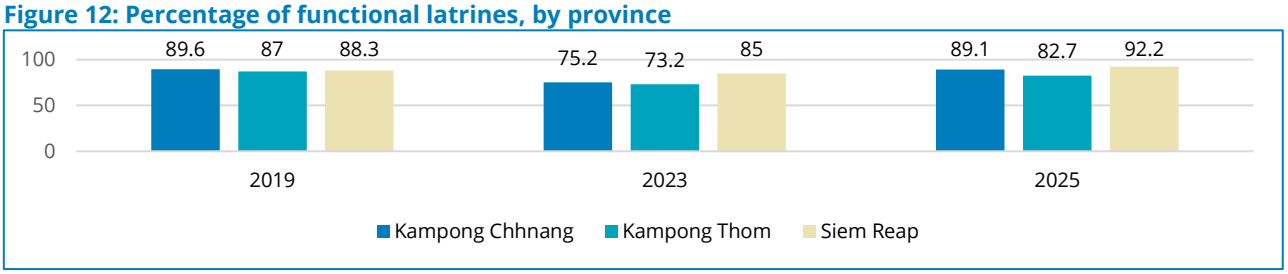
Figure 11: Percentage of schools with functioning water source (by school handover status)



Source: 2025 evaluation survey, school assessment questionnaire

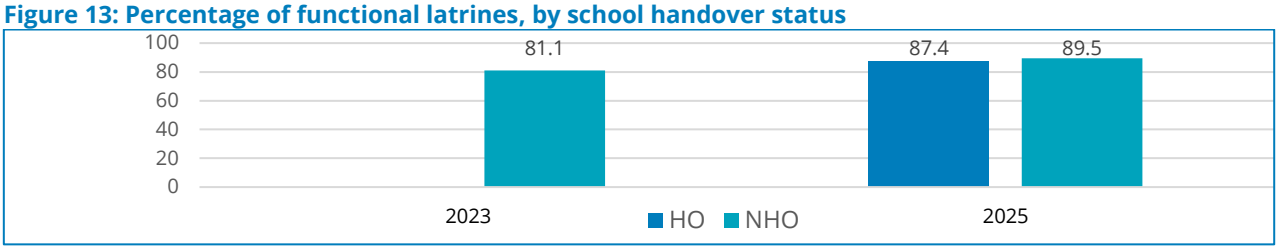
123. For sanitation, Figures 12 and 13 provide comparative results on the percentage of schools with functional latrines by province and by school handover status. The results show that there have been notable increases in the three provinces since the 2023 baseline, though not since 2019. In 2025, there are still between eight and 17 percent of latrines that are in need of some sort of repair. The ratio of children per latrine has decreased substantially in Kampong Chhnang since 2019 (from 90.2 children per latrine in 2019 to 43.9 in 2025) and to a smaller extent in Siem Reap (from 43.4 children per latrine to 34.8), while it has remained almost at the same level in Kampong Thom (from 40.6 children per latrine to 39.0) (see Table 84 in Annex 19). At midterm, schools not yet handed over have fewer functional latrines than those already handed over (see Table 85: Latrine related indicators).

Figure 12: Percentage of functional latrines, by province



Source: 2025 evaluation survey, school assessment questionnaire

Figure 13: Percentage of functional latrines, by school handover status

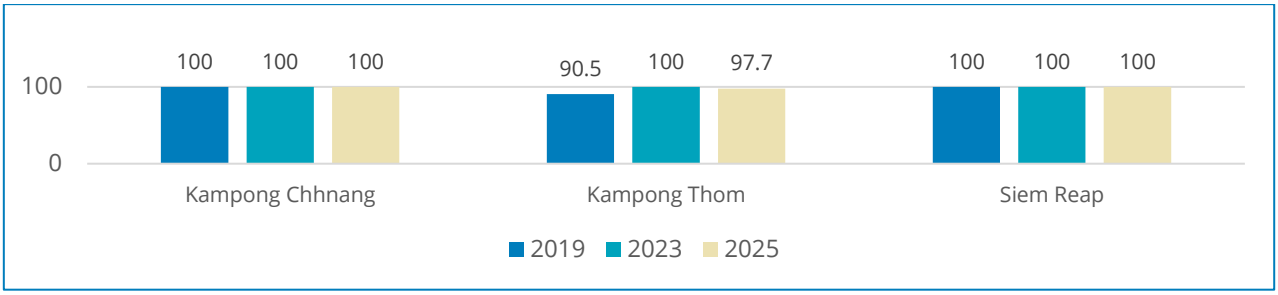


Source: 2025 evaluation survey, school assessment questionnaire

124. Hand-washing stations have been available in 100 percent of sampled schools since 2019 in Siem Reap and Kampong Chhnang, and availability in Kampong Thom has increased from 90 percent in 2019 to 97.7 percent in 2025, as shown in Figure 14 and Figure 15. Hand-washing stations are in better condition and functioning all year round in schools already handed over (84.2 percent), a better result than in schools not yet handed over (68 percent) which have more stations that only function well in the rainy season (Table 113 in Annex 19). The

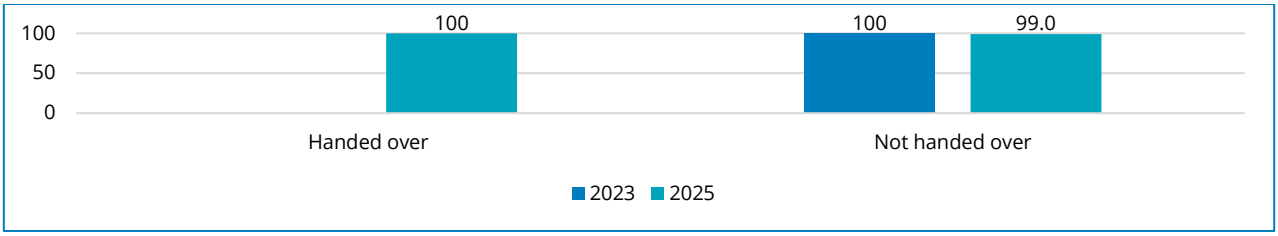
number of students per functioning hand-washing station in schools handed over is higher (55.6 students per station) than that in schools not handed over (40.3 students) in 2023 (see Table 115 in Annex 19 – result missing for 2025).

Figure 14: Percentage of schools with functioning hand-washing stations by province



Source: 2025 evaluation survey, school assessment questionnaire

Figure 15: Percentage of schools with functioning hand-washing stations by school handover status



Source: 2025 evaluation survey, school assessment questionnaire

125. **The outcomes for SO 2 are measured using three indicators**: SI 19 (number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance); SI 20 (number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance); and CI 6 (average dietary diversity score (DDS) for enrolled girls and boys at target schools). Standard indicator 19 reflects the demonstrated knowledge of child health and nutrition practices of school staff. The target was set based on the assumption that 80 percent of trained individuals would have gained knowledge, and 80 percent of those who had gained knowledge would put it into practice. The application of this percentage to the number of trained people suggests that this target has been exceeded (1,792 individuals would implement new child health and nutrition practices). Close to 100 percent of survey respondents were consistently able, over the three time periods (2019, 2023 and 2025), and in the three provinces, to mention the three food groups (combined results shown in Table 8) and there is no appreciable difference at midterm in schools handed over and those not handed over (Table 131 in Annex 19).

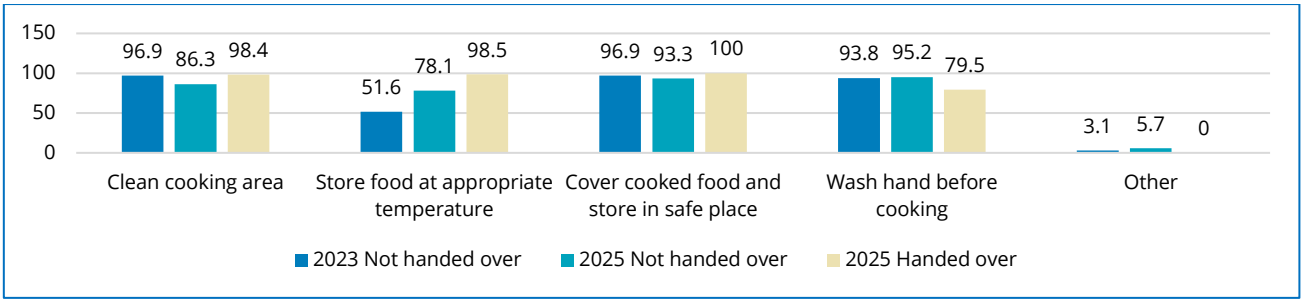
Table 8: Overall capacity to cite three food groups by school staff at midterm

	Schools not handed over 2023	Schools handed over - 2025	Schools not handed over - 2025
Knowledge of three food groups	97%	99%	99%

Source: 2025 evaluation survey, school assessment questionnaire

126. Standard Indicator 20 reflects the increased knowledge about safe food preparation and storage practices of school staff. The target was set based on the assumption that 65 percent of the training participants would be able to demonstrate the use of new practices. Feedback reveals that the project target has been greatly exceeded (2,564 individuals against a target of 873) by midterm. Figure 16 shows the percentage of respondents who implement different types of improved practices - those in handed over schools show better results than in schools not yet handed over (in 2023 and 2025), in three out of four practices.

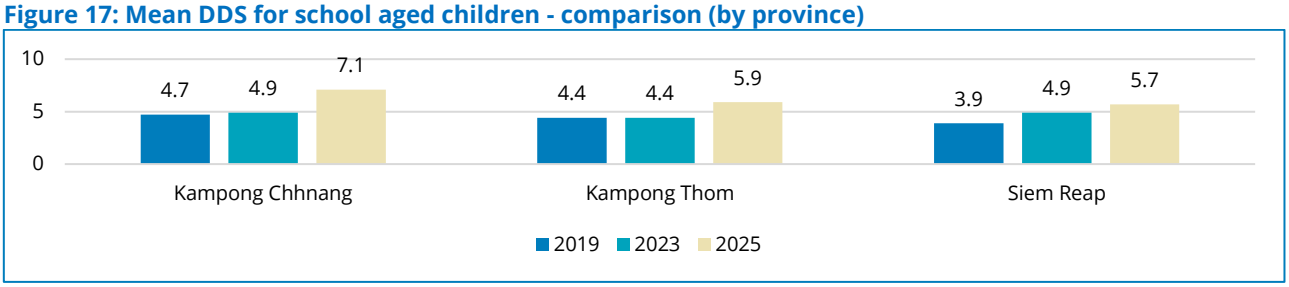
Figure 16: Percentage of respondent to the survey who apply safe food preparation and storage practices



Source: Evaluation surveys 2023, 2025, school assessment questionnaire

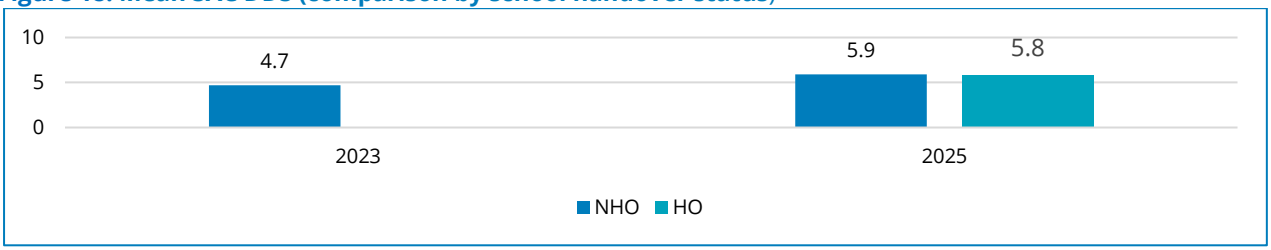
127. **Standard Indicator #6: Average dietary diversity scores** (DDS)[119] for enrolled girls and boys of target schools are performing well (see Annex 21 for detailed results). Mean DDS for school aged children (SAC) by province has increased steadily from baseline to midterm in all three provinces, from 4.9 to 7.1 in Kampong Chhnang, from 4.4 percent to 5.9 in Kampong Thom, and from 4.9 to 5.7 in Siem Reap. Kampong Chhnang shows the highest mean DDS at midterm, though this needs to be interpreted with caution given the small sample size (7.6 percent of total household sample)[120] (see Annex 21 methodology section). Mean DDS for SAC results is similar for handed over schools (5.8) and non-handed over schools (5.9) at midterm and show an improvement from baseline values of 4.7. The trend comparison of the average DDS for SAC since the FY19 baseline in 2019 by province and by school handover status can be seen in Figure 17 and Figure 18.

Figure 17: Mean DDS for school aged children - comparison (by province)



Source: Evaluation surveys 2023, 2025, household questionnaire
* Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution.

Figure 18: Mean SAC DDS (comparison by school handover status)



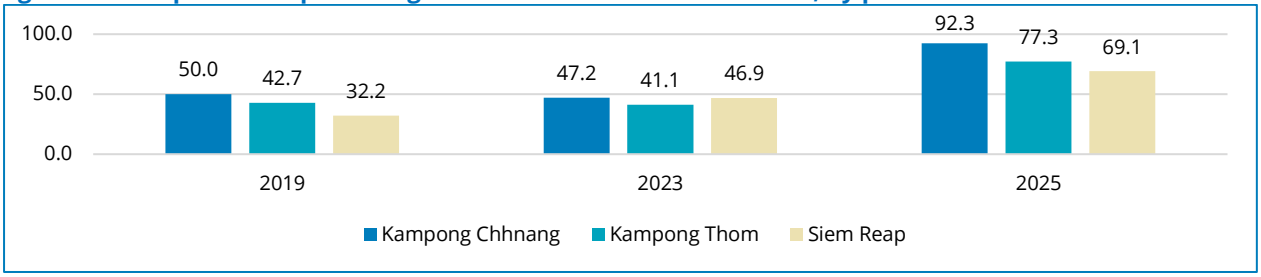
Source: Evaluation surveys 2023, 2025, household questionnaire
*KCG data is excluded for comparisons between HO and NHO schools due to small sample size

128. **Additional WFP Corporate Indicator[121]: Percentage of SAC with a DDS of 5 or more (not an MGD indicator).** The percentage of SAC with a DDS of 5 or more for enrolled girls and boys of target schools are performing well (see Annex 21, Tables 3.1 and 3.4 for detailed results). The percentage has increased from baseline to midterm in all three provinces from 47.2 percent to 92.3 percent in Kampong Chhnang, from 41.1 percent to 77.3 percent in Kampong Thom, and from 46.9 percent to 69.1 percent in Siem Reap[122]. Kampong Chhnang shows the highest percentage at midterm, though this also needs to be interpreted with caution given

119 A corrected DDS is being presented here to be able to compare 2025 results with those of 2019 and 2023 where food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. Please see Annex 20 for further details.
120 Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution. For DDS results the general trend is in a positive direction for all provinces. KCG data is excluded for comparisons between HO and NHO schools
121 WFP 2004 Corporate Indicator Compendium
122 Annex 20 provides DDS results taking into consideration a correction factor for having reported food groups 2 (pulses) and 3 (nuts and seeds) as a single category in 2019 and 2023.

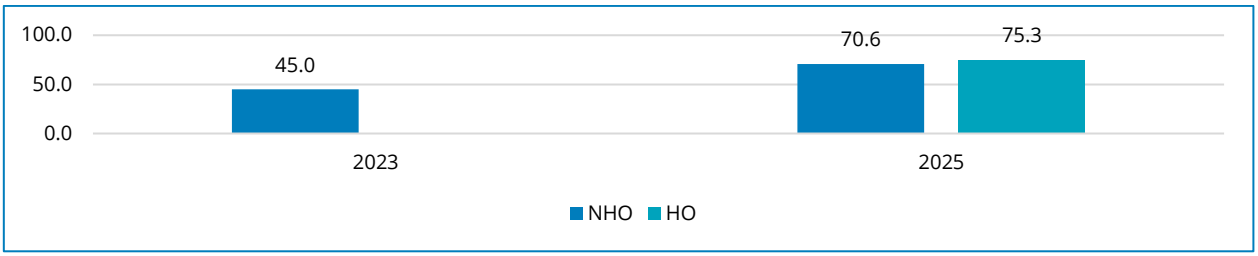
the small sample size (7.6 percent of total household sample)[123] (see Annex 20 methodology section). The comparison of the percentage of SAC with a DDS score of 5 or above in handed over schools is higher (75.3 percent) than in those not handed over (70.6 percent) at midterm and shows an improvement from baseline values of 45 percent. The trend comparison of the percentages since 2019 baseline by province and by school handover status can be seen in Figures 19 and 20.

Figure 19: Comparison of percentage of SAC with a DDS of 5 or above, by province



Source: Evaluation surveys 2023, 2025, household questionnaire
* Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution.

Figure 20: Comparison of percentage of SAC with a DDS of 5 or above, by school handover status



Source: Evaluation surveys 2023, 2025, household questionnaire
*KCG data is excluded for comparisons between HO and NHO schools due to small sample size

129. Data shows a steady and significant improvement in the Dietary Diversity Score for school-aged children primarily driven by two food groups that showed notable differences in gains between children at handed over and non-handed over schools[124] - namely, consumption of food group 7 (dark green leafy vegetables) was 61.2 percent at baseline and 77.6 percent in handed over schools and 71.4 percent in non-handed over schools at midterm; and for group 9 (other vegetables) where consumption was 34.6 percent at baseline and 74.2 percent in handed over schools and 66.9 percent in non-handed over schools at midterm. This is followed by an increase in the reported consumption of Vitamin-A rich fruits and vegetables (51 percent at baseline improving to 61.9 percent in handed over schools and 58.5 percent in non-handed over schools at midterm), with the most pronounced changes observed in Kampong Thom. The marked improvement observed in the consumption of these micronutrient dense foods that improve dietary diversity may be explained by a combination of factors, including changes in the school menus in terms of a wider variety of foods as canned fish is no longer provided three times a week, so other options are available to cook and there is more variance in the reported consumption of other protein-rich foods, such as dairy (milk and milk products) which increased from 18.4 percent at baseline to 32.0 percent in handed over schools and 35.2 percent in non-handed over schools at midterm. There was less increase in the consumption of eggs (47.1 percent at baseline, and 49.2 percent at handed over schools and 54.3 percent at non handed over schools at midterm).

130. The increase in child health and nutrition trainings in schools, the good nutrition awareness activities taking place at school and an element of household level behaviour change factors that cannot be identified from the data. Children attending handed over schools at midterm demonstrate being able to maintain diversified diets as well as children attending non-handed over schools at midline. Importantly, children were reported to have lower DDS scores and reduced odds of reaching the adequacy threshold when it was a female caretaker who provided the information versus a male respondent. This may reflect differences in male and female reporting practices, food preparation roles, or underlying carer dynamics. These positive outcomes in eating habits and food choices cannot be measured with tools that only track body composition, like the Body Mass

123 Small sample size makes Kampong Chhnang not directly comparable with other provinces**.** Estimates for Kampong Chhnang are based on a small sample size. As such, results from this province should be interpreted with caution.
124 To be noted that although several potential explanatory variables were tested and did not influence the results, the evaluation team did not carry out a casual study, so other factors could contribute towards this result.

Index. Instead, they require tools that measure dietary diversity or food quality, because these tools capture the improved behaviour directly, long before any potential changes in body weight or size are noticeable. In addition to this data, it is important to note that local rice distributed in handed-over schools is not fortified, in comparison with the imported rice provided by USDA. As a consequence, the micronutrient content of the meal has potentially been reduced.

131. The analysis shows a statistically significant improvement in dietary diversity among SAC following the handover of the project schools to the Government, which can be partly explained by the fact that handed-over schools are more likely to have varying menus across all six school days, as mentioned by a number of key informants, unlike non-handed over schools which included canned fish three times per week (see Annex 21). Significant changes in the data collection methodology for the DDS calculation in 2019 and 2023 have been addressed in 2025, but the 2025 methodology could continue to overestimate DDS levels due to exhaustivity.[125,126]

2.7 EQ 7 (Effectiveness): What are the performances of the project in supporting the transition strategy? Have schools been handed over as planned and if not, why not? What are the results achieved on the five pillars of SABER? To what extent is women's empowerment mainstreamed in the NHGSF programme?

132. **The handover plan has been fully implemented to date.** The school handover was initiated during the previous McGovern-Dole project (FY19) that ended direct support with food supplies to 448 schools. According to WFP CO staff, the planned handover numbers by year are those presented in Table 9,[127] with this plan having been fully adhered to until now (confirmed by semestral reports submitted by WFP to USDA[128]). As mentioned in paragraph 79, the handover plan was a fixed plan of schools to be handed over every year, based on an initial readiness assessment. As paragraph 121 indicates, some schools were not fully meeting the readiness criteria despite being handed over, in particular for infrastructure. WFP and MoEYS have planned to provide additional support to those schools utilising additional resources for infrastructure in the 2026 NHGSFP budget.

Table 9: School hand-over plan

	SY 2023-2024	SY 2024/2025	SY 2025/2026	SY 2026/2027
Kampong Chhnang		43		
Kampong Thom	40	21		75
Siem Reap	67	25	130	47
Total	**107**	**89**	**130**	**122**

Source: WFP CO

133. **Since 2023 there has been significant and relevant progress on the five pillars of the SABER**. The McGovern-Dole project represents an important contribution to this progress although it is difficult to quantify, and most of the elements supported by WFP are long-term in nature. The level of progress of the pillars varies, and this support will need to continue in the medium to long term for these elements to produce tangible effects within the NHGSFP. The main progress achieved on foundational results based on the five pillars of the SABER is presented in Table 10, based on qualitative information collected from KIIs.

125 The list of food groups used to collect household level data has evolved from 18 in 2019 and 2023 to 24 in 2025. This greater exhaustivity in data collection could have led to more food groups being reported in 2025 and therefore higher DDS values in 2025.
126 According to WFP the DDS results are higher than other similar data collected using the same methodology and should be taken cautiously.
127 This handover plan differs from the one presented in the evaluation ToR where 43 schools in Kampong Chhnang were not included.
128 The report covering October 2023 to March 2024 mentions that 107 USDA supported schools have been transferred to the NHGSFP budget and 130 schools are planned for the 2025-2026 school year. The report covering October 2024 to March 2025 mentions that 133 schools were handed over to the Government in January 2025 including 89 USDA supported schools.

Table 10: Main progress on foundational results

Pillars	Progress observed at midterm
1. Policy and regulatory framework	- Development, finalization and endorsement of SF national policy in September 2024 - Development and finalization of a policy action plan (not yet endorsed) - Endorsement of a sub decree in 2023 that formalizes the endorsement of the NHGSFP by all the institutions included in the governance structure
2. Financial capacity	- Increase of national budget of the NHGSFP including resources for cook incentive and infrastructures in 2024 - Implementation of studies on return on investment and NHGSFP costing study (not yet finalized)
3. Institutional capacity and coordination	- Creation of national school feeding committee - Increase of capacity of the Social Protection Affairs Department in MoEYS in charge of SF in 2025
4. Programme design and implementation	- Update of the school feeding manual (not yet endorsed) - Development and finalization of the National Monitoring Framework (not yet endorsed) - Pilots of alternative supply models based on aggregation at commune and district level and Agriculture Cooperatives (AC). Lessons still to be learnt in the case of the second pilot.
5. Community roles-reaching beyond schools	- Integration of communes in the governance structure - Field activities to promote community participation (i.e food day)

Source: Prepared by the evaluation team based on KIIs

134. **On Pillar 1** (Policy and regulatory framework) there has been significant progress with the development, finalization and endorsement of the National School Feeding Policy 2024-2035, completed in September 2024. The policy provides a clear definition of the vision and objectives of the NHGSFP as well as its governance structure. It was accompanied by a sub-decree (in 2023) that has formalized the participation of the institutions included in the policy. As mentioned in Chapter 2.4, this represents a starting point for the development of an increased participation of these institutions. To support the policy implementation, in 2025 WFP has supported the MoEYS and other institutions to develop and finalize a policy action plan, which is yet to be endorsed.

135. **On Pillar 2** (Financial capacity), the official budget of the NHGSFP has gradually increased as part of the school handover plan, and to provide sufficient resources to schools absorbed by the NHGSFP. According to WFP CO, the budget will continue to increase from US$7.5 million in 2025, covering only the cost of the meal, to US$9.02 million in 2026, covering the cost of the meals, cooks' incentives and infrastructure. As discussed earlier, this is important to allow schools that do not fully meet the readiness criteria regarding infrastructure at handover to receive additional support. In addition, the Royal Government of Cambodia has provided a contribution of 1,000 metric tonnes of rice and US$1.8 million to the project for the period 2024-2026. In 2025, WFP has supported the implementation of two key studies, on the return on investment in school feeding, and the NHGSFP costing study. These studies, as recommended in a NHGSFP process evaluation conducted in 2023,[129] are expected to provide evidence on the benefits of school feeding, key for the Government to continue investing in NHGSFP, and on the full costs of the programme, which is of particular importance considering that the NHGSFP budget does not cover key aspects such as monitoring and capacity training. In turn, having a full picture of the actual cost of the programme will allow for better budgeting.

136. **On Pillar 3** (Institutional capacity and coordination), the national school feeding committee has been created and had its first meetings in December 2024 and March 2025. Together with the formalization of the participation of the 11 national institutions in the NHGSFP governance structure, it is expected to promote more engagement of other institutions beyond the MoEYS. The integration of communes into the governance structure is expected to have a positive effect on community participation. WFP plays a supporting role to coordination structures at all level as recommended in the FY19 endline evaluation.[130] According to the MoEYS, the staffing of the Social Protection Affairs Department (which is in charge of implementing school meal activities) has been reinforced in 2025 with additional personnel. Nevertheless, there are still capacity gaps as the staff still require skills strengthening.

137. **On Pillar 4** (Programme design and implementation), WFP has supported the update of the school feeding manual and the development and finalization of the National Monitoring Framework. These two documents provide key implementation guidelines for the NHGSFP. They have not yet been endorsed but the

129 Process Evaluation of the National Home-Grown School Feeding Programme in Cambodia, Development Pathways, December 2023. This evaluation was planned in the management response to Recommendation 1 of the FY19 project endline evaluation (see Annex 22).
130 Recommendation 2 of the FY19 project endline evaluation.

National Monitoring Framework has been rolled out in 10 provinces including monitoring visits by DOEYS and POEYS to schools. Nevertheless, interviews with stakeholders at provincial and district level showed that DOEYS and POEYS face staff capacity issues to carry out those visits, as there are no NHGSFP dedicated staff and this activity is additional to other activities under their responsibility. At midterm, WFP and the MoEYS are preparing the transfer of the school feeding information system (SFIS) to the ministry. Observation during the field visits indicated that the SFIS is a key tool for the elaboration of menus, the definition of food quantity and the budgets required to purchase food. Interviews with stakeholders at national, provincial and district levels showed that there is a lack of capacity at district and province level for monitoring, in particular in term of staffing, affecting field supervision and the analysis of monitoring data. Finally, WFP has implemented two pilots of supply models alternative based on aggregation at commune and district level on the one hand, and agriculture cooperatives on the other hand. According to WFP, the first pilot was analysed and lessons learnt have been transmitted to the National School Feeding Committee, whereas the lessons from the second pilot have not yet been developed. These pilots were also recommended in the NHGSFP process evaluation. Improving the supply model is a key element of the NHGSFP as, according to WFP and other informants, the supply model has not been finalised, including the potential participation of women in food supplies, and the local purchase that is currently implemented does not necessarily mean that food is produced locally. A third pilot on rice fortification is planned for the current school year.

138. **On Pillar 5** (Community roles reaching beyond schools), WFP has continued supporting field activities such as the organisation of food days. Interviews at school level and with MoEYS provided feedback that the community participation consists of providing firewood and sometimes cooks' incentives and ingredients for meals, and contributions to infrastructure building and rehabilitation, such as eating halls. The integration of communes into the NHGSFP governance structure is expected to be a key factor for strengthening further community participation.

139. **Feedback from KIIS and from the review of several key NHGSFP documents shows a limited consideration for the objectives of women's empowerment, with the exception of the new NHGSFP Technical Assistance Package that puts an important emphasis on this area.** As mentioned in the 2023 baseline, despite the project acknowledging that the gap to access education and/or health can be linked to disparities between men and women depending on the context, and that equal access to health and education must be given to both girls and boys, the results frameworks lack any focus on women's empowerment. Interviews with WFP CO staff and MoEYS showed that women's empowerment has not been a clear priority in the project implementation. The evaluation team carried out a screening of the level of mainstreaming of women's empowerment objectives in several key supporting documents of the NHGSFP that overall confirms this statement.

140. The National School Feeding Policy, the draft policy action plan, the Field Level Agreement between WFP and the MoEYS, the HGSF operation manual rarely or never mention women's empowerment objectives, whereas the national monitoring and evaluation framework includes an emphasis on the disaggregation between women/men/girls/boys in proposed indicators. The only notable exception is the 2025 NHGSFP Technical Assistance Package, a document that WFP prepared to elaborate in detail their support to the Government for and beyond the JTS. This document puts an important emphasis in developing opportunities for women's empowerment in school feeding activities and reducing specific risks for women. It mentions, for example, the opportunity of improving the situation for cooks – who are mostly women - who are often on precarious contracts; the risks related to the use of inefficient and polluting fuels and technologies; and the opportunity to provide decent jobs to women through food delivery models. This indicates WFP's intention to strengthen its role in mainstreaming women's empowerment objectives in the future, but there has been only a limited level of implementation to date of Recommendation 4 of the FY19 endline evaluation (see Annex 22). As mentioned in Chapter 2.6 above, according to interviews with cooks and school directors, cooks' incentives and working conditions have improved after handover although there is no evidence that this has resulted from WFP's activities.

2.8 EQ 8 (Effectiveness): What implementation and contextual factors have supported or affected the implementation and achievements of the project for the two SOs and foundational results, including the achievements on women's empowerment?

141. **Overall, a range of implementation and contextual factors have been beneficial to the project delivery and results, such as the processes being well controlled by the CO and cooperating partners. A few challenges have affected some particular elements, such as the high turnover of public staff at district level.**

142. **Availability of resources.** The USDA is providing all the resources budgeted for the implementation of the McGovern-Dole FY22 project. According to the WFP CO staff, these resources, including food supplies, were made available to WFP in good time. The availability of resources was therefore a key factor in achieving the project results.

143. **Supply chain and logistics.** According to WFP informants, the supply chain and logistics for both imported food provided by USDA and regionally purchased canned fish has not experienced significant difficulties or delays, which in turn ensured the timely deliveries of food to WFP supported schools.

144. **WFP staffing and CO capacity.** Despite the retirement of two key CO school feeding programme staff, KIIs revealed that WFP's human resources are adequate for the project objectives and represent a positive factor for the achievement of results. In particular, the CO has made a smooth transition from direct implementation to institutional capacity strengthening and accompaniment to national institutions. Feedback from WFP informants indicated there is a good understanding among the staff of this new role, as well as of the context, the project itself and the key stakeholders. In response to Recommendation 5 of the FY19 project endline evaluation, the CO has recruited a technical assistant based in the MoEYS, a support modality highly appreciated by MoEYS informants as it provides a day-to-day support to the NHGSFP. The CO has also received strong support from the APARO team for the preparation and implementation of the JTS. The experience gained by WFP over the last 26 years in supporting school feeding in Cambodia has assisted the progress made in this final stage of handover to ensure sustainability.

145. **Planning process.** The project activities and the planning processes are based on good knowledge of the NHGSFP and existing capacity strengthening needs. Challenges faced by the NHGSFP and corresponding capacity strengthening objectives and action plans are clearly articulated in several key documents and processes, notably the JTS, the 2023 SABER workshop, the WFP-MoEYS field level agreement (FLA) and the NHGSFP Technical Assistance package.[131] Although not all the existing challenges are yet being addressed, interviews with WFP CO and MoEYS staff indicate that there is a clear understanding of those challenges and the understanding that they will be addressed progressively over a long-term partnership continuing beyond the FY22 project period.

146. **Cooperating partners.** With feedback from KIIs with WFP and cooperating partner staff, the three partners were assessed to have provided adequate capacity to deliver the intended outputs with good implementation quality. In addition, and importantly, World Vision and Plan International maintain a presence in Kampong Chhnang, Kampong Thom and Siem Reap with other non-WFP supported activities in addition to school feeding, which enable continuing contact once school feeding is handed over. School directors consistently reported they felt CPs were still able to troubleshoot in terms of reporting and infrastructure maintenance despite schools no longer being supported by WFP. Cooperating partners have not received any technical oversight on the literacy or WASH components from WFP or from specialized United Nations agencies such as UNICEF or UNESCO. Nevertheless, the evaluation has not collected evidence that this has affected the quality of activity implementation.

147. **Monitoring and Evaluation.** The project benefits from a clear monitoring and evaluation framework with the PMP that has been fully implemented, with regular measurement of output and outcome indicators against the plan. Overall, the evaluation team found the indicators to assess the performance of the project to be useful, with the exception of the foundational results indicators. This project component is highly qualitative, and quantitative indicators cannot properly capture the achievements. Informants from the WFP CO consider the monitoring system to be appropriate to oversee the project implementation and identify corrective actions required, if necessary.

131 The preparation of the Technical Assistance Package is included in the management response to Recommendation 1 of the FY19 project evaluation management response (see Annex 22).

148. **Contextual factors.** Since 2023 the political situation and operating context in Cambodia has remained relatively stable, although the high turnover of public officials at district level has affected the effectiveness of capacity strengthening activities. Interviews with DoEYS showed that the staff involved in school feeding activities do not have a clear job description regarding their role and there is no handover when staff are replaced. WFP informants suggested social cohesion is very strong in rural Cambodia, and this represents a favourable factor for increased community participation in school feeding activities in the future. The country has not faced any major humanitarian crisis since the COVID-19 pandemic.

149. According to an education stakeholder, the recent withdrawal of USAID support is affecting the rollout of the EGL programme, as USAID was supporting a large part of literacy activities the country. It is not yet clear whether this factor may affect the literacy component of this McGovern-Dole project, although the MoEYS is trying to adapt the programme accordingly. Interviews with teachers showed that large class sizes and double-shift teaching complicate student-centred learning and increase demands on teachers, while the prevalent use of contract teachers, whose uncertain status can affect training, further challenges educational initiatives. World Education's shift away from local NGO partnerships means district and school staff must now absorb additional literacy-related implementation roles as part of a sustainability strategy.

2.9 EQ 9 (Efficiency): Were the activities undertaken as part of Local and Regional Procurement cost-efficient compared to international procurement of commodities?

150. **The project objective for regional purchase (quantity of products and costs) has been achieved at midterm. Available data of local, regional and international food procurement is not fully comparable but it suggests that regionally purchased canned fish is an efficient alternative to local fresh fish and the cost of rice is almost similar for international and local purchase, although local rice is not fortified.**

151. The PMP includes three indicators to measure the efficiency of regional procurement: LRP SI 5 (Cost of commodity procured as a result of USDA assistance), LRP SI 4 (Cost of transport, storage and handling (TSH) of commodity procured as a result of USDA assistance), LRP SI 6 (Quantity of commodity procured as a result of USDA assistance). These three indicators are only applied to regional purchases of canned fish in Thailand, as it has been the only other food supply beyond the in-kind food provided by USDA.

152. As of March 2025, WFP had purchased 577 metric tonnes (mt) of canned fish in Thailand and 340 MT of Cambodian rice, representing 99.7 percent of the life-of-project target for both commodities (LRP SI 6). The total procurement cost of the canned fish was US$1,116,277.60, representing 90 percent of the planned budget for regional purchase (LRP SI 5). The total TSH cost was US$635,389.01, representing 104 percent of the total planned budget (LRP SI 4).

153. According to WFP CO information based on market price monitoring, the average price of one kilogramme (kg) of fresh fish in the provincial markets over the period from June 2022 to May 2025 was US$2.38.[132] The procurement cost of one kg of canned fish in Thailand was US$1.23, some 49 percent cheaper than the average price of fresh fish on local markets. Canned fish TSH cost was US$0.69/kg. Adding together the cost of purchase and TSH, canned fish remains some 19 percent cheaper than fresh fish.

154. This data is insufficient to draw final conclusions on the comparison between regional and local purchase costs of fish as the products are different, and the canned fish was purchased through a competitive bid process whereas the fresh fish was at fluctuating local market prices, and comparable TSH costs are not included. The data suggests that regional purchase of canned fish is an efficient alternative to local purchase of fresh fish, but this does not take into account the children's strong preference for fresh fish (according to focus group discussions carried out with parents).

155. Regarding international food procurement, according to semi-annual reports submitted by WFP to USDA, WFP received 3,129.591 mt of commodities from USDA during the project implementation period.[133] Project

132 The average cost in Cambodian Riel is 9,697.47 and an average change rate of 4,080.08 riel per dollar has been applied based on the UN operational change rate during the same period available at https://treasury.un.org/operationalrates/OperationalRates.php#C

133 No food reception is reported in the first semi-annual report, covering October 2022-March 2023. 1,499.8 MT of fortified rice and 90.009 MT of oil was received in the period April-September 2023; 795.15 MT of fortified rice was received in the period October 2023-March 2024 and 710.55 MT of fortified rice and 34.082 MT of oil was received in the period April-September 2024. No in-kind additional food was received in the period October 2024-March 2025.

expenditure (as of 02 July 2025, as reported by WFP[134]) indicates US$3,636,382 had been dedicated to in-kind food procurement in 2023, 2024 and 2025, which included the value of the food provided by USDA plus international transport. This corresponds to a per kg cost of food (imported rice and oil) of US$1.16.[135] In comparison, a total of 340 mt of locally-grown rice was purchased in Cambodia for US1.19/kg, covering both procurement and TSH.[136] However, Cambodian rice is not fortified with micro-nutrients as the rice provided by USDA is. Interviews at school level indicated a clear preference for local rice, and the imported fortified rice is not liked by the children, with the cooks reporting they had tried to wash off the taste to make it more acceptable.

2.10 EQ 10 (Efficiency): What factors impacted the cost efficiency of the project implementation?

156. Project expenditure to the end of June 2025 is presented in Table 11Table 11, indicating a level of expenditure in line with expectations by midterm (52 percent overall). Nevertheless, this level of expenditure is skewed by indirect costs (where 100 percent was used in 2022) and in-kind food procurement (where 88 percent of the planned budget has been spent to date, conforming to the schedule of school handovers and the progressive decrease of food provision by WFP), whereas other activities show a relatively low level of expenditure. This is particularly the case for Activities 5, 6, 7, 8, 9 and 10 that show a high level of achievement of life-of-project targets (see section 2.6). This data suggests that project costs for these activities were over-estimated, despite WFP and cooperating partner staff interviewed considering that the project resources were well aligned with the project objectives and activities. Foundational results (Activities 1 to 4) also show a low level of expenditure considering the progress already registered on the five SABER pillars (see section 2.7), although the emphasis for the second half of the project will be put on these activities and more resources will be dedicated to them.

Table 11: Level of use of the project budget at midterm

Budget line	Planned Budget (US$)	Actual Expenditures (US$)	% Actual vs planned budget
Administration	1,624,772	850,778	52%
Professional Services (evaluation costs)	875,000	141,189	16%
Indirect costs	1,271,650	1,271,650	100%
In-kind food supplies	4,112,482	3,636,382	88%
Activity 1: Strengthen National Home-Grown School Feeding Design and Implementation Capacity	1,353,436	361,486	27%
Activity 2: Strengthen the National Capacities around Multisectoral Coordination and Policy for Home-Grown School Feeding	695,426	188,092	27%
Activity 3: Strengthen National Budget Planning and Management Capacity	626,583	184,943	30%
Activity 4: Strengthen National Monitoring and Oversight Capacity	934,969	169,505	18%
Activity 5: Provide Nutritious School Meals and Prepare USDA-supported Schools for Handover	2,485,605	810,231	33%
Activity 6: Provide Infrastructure and Equipment Required for Handover	1,223,610	648,423	53%
Activity 7: Ensure Adequate WASH Infrastructure and Practices in Schools	912,721	413,627	45%
Activity 8: Promote Improved Child Health, Nutrition, and Dietary Practices in Line with the National Policy on School Health	775,589	210,428	27%
Activity 9: Support the Development and Roll Out of the Khmer Early Grade Learning Package	1,045,171	473,719	45%
Activity 10: Build the Capacity of Administrators and Strengthen the School-Based Mentoring System	841,725	361,404	43%
Regional/Local Commodity and Food Purchases	2,065,728	1,160,404	56%
Contributions and Project Accounts Branch (RMFC)	20,000	0	0%
School-feeding Trust Fund (HQ)	135,533	133,245	98%
Total	**21,000,000**	**11,015,508**	**52%**

Source: USDA Fund Consumption report, 02 July 2025

134 USDA MGD Fund Consumption Report as of 02 July 2025
135 Not fully comparable as the data for international food supply include fortified rice and vegetable oil, although the quantity of rice supplied is much higher than oil (according to semi-annual reports, WFP has received 3,005.5 MT tons of rice and 124.091 MT of oil),
136 According to the PMP as of March 2025, 340 MT of Cambodian rice have been purchased since the beginning of the Project, for a commodity cost of US$207,400 and TSH cost of US$197,706.41.

157. Interviews with WFP CO staff showed that the efforts to increase the cost-efficiency of the project were identified during the project formulation and the preparation of the budget. However, only one example was given to the evaluation team on a decision made to reduce costs during implementation to date.[137] In addition, interviews with World Education showed that its sustainability strategy is very much focused on cost effectiveness and making the project more affordable for government takeover, and scaling back the relatively more expensive development partner-led interventions. As examples of this strategy, World Education has pulled back the payment of per diem for national staff, limited the hiring of external mentors and relied more on a local NGO to provide close on support. Separately, one case of costs exceeding the budgeted amount was given to the evaluation team.[138]

158. The level of achievement of project targets is aligned with the strategy, with emphasis on direct implementation (provision of school meals, literacy and WASH components) before the school handover. In this sense, the activities were implemented in a timely manner during the first half of the project.

2.11 EQ 11 and EQ12 (Sustainability): What is the level of ownership and participation of all relevant stakeholders (Government, communities, schools, farmers, etc.) vis-à-vis the NHGSF programme? What factors may affect the sustainability of the NHGSF programme and the achievements of the project?

159. **Ownership is a key factor of sustainability of the NHGSFP and the level of ownership and participation among relevant stakeholders varies. It is very high for the Government overall, the MoEYS and the NSPC, but weak for other national institutions. It varies between provincial and district stakeholders, and is relatively high at community level - but can be further strengthened, particularly among farmers.** Overall, the level of ownership and participation of the Government in the NHGSFP is found to be high. The clearest evidence to support this finding is that the Government has kept its commitments regarding the progressive increase of the national budget for the NHGSFP to cover schools after their handover. Additionally, the National School Feeding Policy has been endorsed by the Office of the Prime Minister which, according to NSPC and MoEYS interviewees, is a key factor demonstrating the high ownership of the NHGSFP by the Government and for the actual implementation of the policy by all the institutions involved.

160. Through interviews with WFP, NSPC and MoEYS staff, the evaluation team found a strong level of ownership in the MoEYS and the NSPC at national level. Interviews with MoEYS staff at different levels confirmed this strong ownership and ambition to develop the NHGSFP further and over the long term. The NSPC, as the coordinating body of the National Social Protection Framework, is involved in the steering of the programme, and as mentioned earlier, the NSPC is already looking beyond the JTS at the potential for expansion of the NHGSFP. However, and as indicated in section 2.4, the formalization of the participation of other national institutions beyond the MoEYS and the Ministry of Economy and Finance in the NHGSFP governance is very recent, which is reflected in unequal ownership and participation of these institutions in the programme so far.

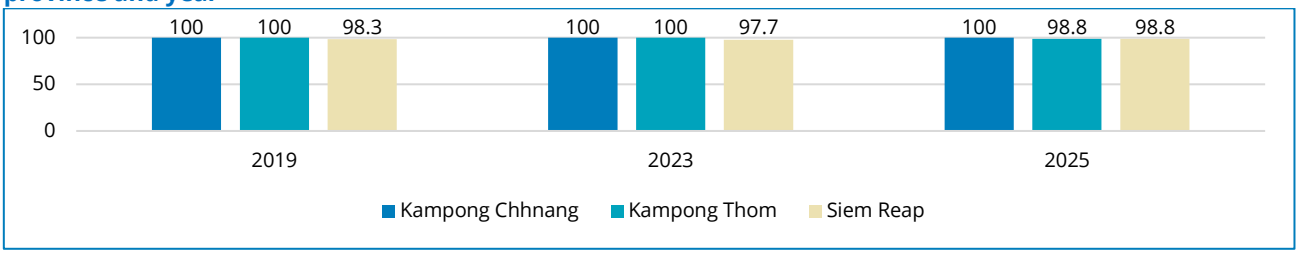
161. Feedback from a wide range of informants[139] showed that the level of ownership by government bodies at sub-national levels varies from one area to another. At provincial level, there is a high level of ownership and involvement of the governor's office in Kampong Chhnang, but this is considered to be somewhat lower in the two other provinces. According to WFP interviewees, this can be explained by the earlier finalization of the school handover process in Kampong Chhnang. The same factor applies at district level, where there are districts with high ownership and others with limited ownership. Interviews with district stakeholders enabled the evaluation team to observe this difference.

162. The communes have been added to the governance structure of the NHGSFP recently. The evaluation team only interviewed a few commune leaders during school interviews and cannot draw conclusions on their level of ownership and participation. As mentioned in paragraph 138, communes are expected to play a key role in community involvement and participation. According to the evaluation survey, there is a very high percentage

137 According to WFP CO, the reduction of participants, duration and frequency of travel allowed savings of US$65,000 with as little impact on the implementation as possible.
138 Changes made by MoEYS in the model of kitchens have led to cost increases. As a result, Plan International has only been able to build/rehabilitated six kitchens out of 20 planned with the available budget.
139 From staff at WFP, the MoEYS at national level, provincial governors' offices, provincial offices of education (PoEYS), district governors' offices and district offices of education (DoEYS).

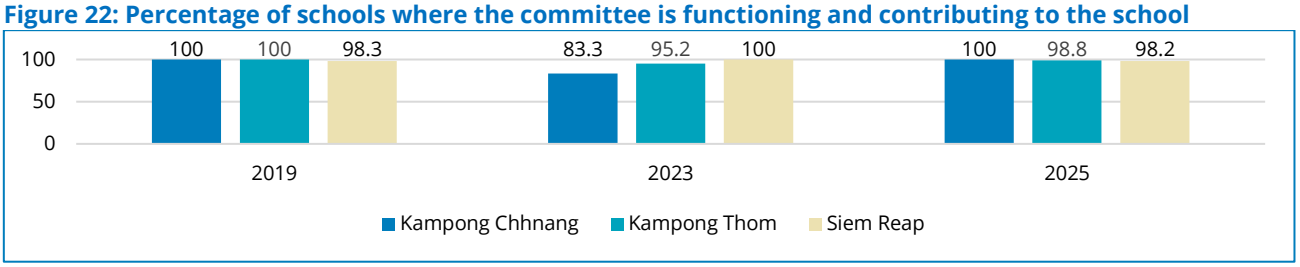
of schools with a school feeding committee or a school support committee (Figure 21), and where it is functioning and contributing to the school (Figure 22). Interviews at school level confirmed that communities are involved in school feeding activities with the provision of firewood and sometimes ingredients and contributions for the cooks' incentives. It is not clear to the evaluation team whether communities have already contributed to school feeding infrastructure or/and equipment, but interviews revealed they have done it for other infrastructure such as school WASH facilities, and that they are motivated to do it for school feeding activities. However, the level of community participation seems to be mainly focused on fund-raising activities and is difficult for the evaluation team to discern what additional inputs parents provide to the NHGSFP implementation at the schools attended by their children.

Figure 21: Percentage of schools with a local school feeding committee or school support committee, by province and year



Source: Evaluation survey 2025, school assessment questionnaire

Figure 22: Percentage of schools where the committee is functioning and contributing to the school



Source: Evaluation survey 2025, school assessment questionnaire

163. Interviews with MoEYS national level and school level stakeholders showed that few other stakeholders participated in school feeding activities, although pagodas sometimes mobilise resources for school feeding-related activities. This seems to be only in isolated cases.

164. The evaluation team did not meet with farmers as it was decided during the inception phase that the local purchase component of the NHGSFP had already been fully covered in the KOICA project 2024 endline evaluation. Nevertheless, the KOICA report did not explicitly analyse the level of engagement of farmers in the programme. Interviews with WFP and other stakeholders showed that the NHGSFP procurement model and the exact role of farmers were not yet clearly defined. Informants to that evaluation indicated that the local purchase model applied to all schools after handover, involving local suppliers, does not necessarily mean that food is produced by local farmers, or that there is a high participation from them. As mentioned in chapter 2.7, WFP has supported two pilots on alternative supply models including linkages with agricultural cooperatives to strengthen the home-grown component of the NHGSFP. WFP staff indicated they are preparing a project proposal to submit to another donor aiming at strengthening market linkages between cooperatives and the NHGSFP.

165. On the literacy component, the MoEYS provides strong leadership for EGL, with high-level commitment from the Primary Education Department, reflecting its priority in the national development agenda. However, the MoEYS remains dependent on development partners for technical support, capacity building, monitoring, and funding to scale the initiative nationwide. Provincial and district education offices demonstrate ownership and awareness of the programme, though their ability to support implementation varies due to differences in local capacity and resources. At the school and community levels, engagement is more mixed, but interviews with teachers and mentors showed a high degree of programme fidelity, with teachers and mentors implementing mentoring and training as designed. Schools widely appreciate the literacy component, frequently citing its positive impact, indicating strong local value despite challenges in resourcing and consistency. The programme's success hinges on continued external support while maintaining its structured delivery and community buy-in.

166. In the area of school health and nutrition, feedback from KIIs was positive when activities were carried out by WFP-funded cooperating partners, but less so when the responsibilities had been devolved to official actors embedded in the NHGSFP policy. In particular, the direct planning and operational links between the MoEYS and the Department of Health at provincial and district levels are not yet visible.

167. Apart from ownership and stakeholder participation, the evaluation team has identified the following factors as key for the sustainability for the NHGSFP programmes:

- **Continuity of school feeding activities after handover:** As presented in the section on EQ6, there has been no deterioration in project delivery after handover except for the monitoring component. Indeed, there have been some positive developments such as the higher variety of food items in school menus and increased cooks' incentives. Interviews with cooks have shown different levels of increase depending on whether communities and communes contribute to their incentives, ranging from US$20-US$30 before handover to US$50-US$100 after handover. This shows that the systems at school level are functioning well and school stakeholders have acquired the necessary basic capacities to run the programme with reduced supervision, when compared with the period when WFP still supported their schools.
- **Availability of resources and budgeting of the NHGSFP:** As mentioned in paragraph 159, the Government has respected its commitment to provide sufficient resources to cover school meals in handed over schools. Until now, the budget has only covered food purchases, but from 2026 it will cover infrastructure and a contribution to cooks' incentives. The availability of resources and the willingness of the Government to make funding available is a key sustainability factor of the programme. However, there are still important functions that are not covered by the national budget, particularly monitoring.
- **National capacity and turnover at sub-national level:** According to WFP and MoEYS informants, capacity gaps remain at national and sub-national levels, and there is a significant turnover of staff involved in the management of school feeding at provincial and district levels. The turnover results in a loss of knowledge and skills, and WFP's technical assistance on a permanent basis is still required. Systems to ensure that capacities are institutionalized are not yet in place; WFP acknowledges that the project provides a contribution to foundational results and capacity strengthening that needs to be continued over a longer period of time.
- **Continued presence of cooperating partners:** The permanent presence of cooperating partners in the project areas, beyond their intervention within the project, allows for ongoing supervision and technical assistance after handover. This is particularly important for the literacy and the WASH components which WFP does not plan to continue supporting after handover.
- **Specific to the literacy component:** This component is part of the MoEYS's broader EGL initiative, launched in 2018, with stakeholders acknowledging significant progress and positive student assessment results. However, long-term sustainability faces challenges, particularly in maintaining quality during nationwide scale-up under full government financing. A gradual shift toward government ownership, supported by ongoing partner engagement, is planned to facilitate the transition. Stakeholders emphasized that the Ministry of Finance requires clear evidence of improved student outcomes to justify scaling costs for a fully national EGL programme covering both reading and mathematics. The decline in the share of teachers reaching level 2 in classroom observation between Years 2 and 3 (see CI 1) is a concern given the reduction in partner involvement in classroom and mentor support activities in that period, and a potential warning of the inherent challenges in the scale up process to full government ownership. Without sustained quality, the initiative risks discontinuation, underscoring the need for balanced growth and measurable impact to secure future funding and success.
- **Specific to the school health component:** Positive elements worth highlighting include that technical know-how has been passed on to education staff in areas such as hygiene promotion, healthy meals and food safety and preparation. The importance given to school cooks being able to safely store and prepare school meals on site that meet nutritional requirements is high. School aged children and their parents have shown increased levels of satisfaction in terms of consuming locally-purchased foods that are suited to cultural norms over imported foods. Parents and teachers have observed positive behavioural change components in terms of hygiene practices of school aged children, both at school and at home.

2.12 EQ 13 (Sustainability): 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?

168. As discussed earlier, the MoEYS is the key institution that sustains the NHGSFP implementation at all

levels. The NHGSFP governance structure has been clarified and formalized recently, although other institutions have not yet taken a significant role in the programme governance and implementation, with the exception of the NSPC, which is taking a leading role for the steering and the prospective development of the programme.

What were the most successful policies affecting the success of school meal programme? What were the necessary conditions for these policies to be implemented and to be effective?

169. The National School Feeding Policy has recently been endorsed by the Office of the Prime Minister, which represents a significant milestone for its implementation. A policy action plan has been developed (but has not yet been approved), which details activities for the implementation of the policy as well as roles and responsibilities among key stakeholders, plus timeline and monitoring arrangements. Both the level of policy endorsement and the development of the action plan are important factors of the policy implementation.

What types of incentives were the most effective at securing local or national government investment into school meal programme? What were the barriers and challenges in securing investment?

170. The Royal Government of Cambodia has committed to make available sufficient resources for the JTS and the school handover, and has kept to this commitment. In 2026, it will be expanded with additional resources as explained, in addition to providing commodities for school meals. Two key elements mentioned by key informants were a need for more evidence on the impact of school feeding, and the value for money study that is being undertaken. Both are expected to contribute to creating good evidence about the actual costs of the programme. Apart from school meals, actual costs are not well known and key elements such as monitoring are not yet resourced. The full costing study also under development is expected to provide an estimation of all the costs associated to the programme.

3 Conclusions and recommendations

3.1 Conclusions

Relevance

171. The McGovern-Dole FY22 project is found to remain relevant to the Royal Government of Cambodia's strategic goal of establishing a sustainable nationally-owned NHGSFP. The project design is aligned with the JTS and its activities are structured to support the handover by strengthening national capacity and aligning with government policy.

172. The project's relevance is further demonstrated by its contribution to policy development, including the new National School Feeding Policy (2024-2035). Operationally, the design includes methods to build skills for the transition: for instance, the 'hybrid model' for school feeding combines imported and locally purchased food, which gives schools experience in local procurement, critical for the home-grown model of the NHGSFP. A similar focus on sustainability is present in the literacy and health components, which introduce cost-effective tools and training methods intended for future management by the MoEYS.

173. Taken together, the evidence shows that the school readiness criteria provided a framework for planning the handover and assessing the physical assets like infrastructure as well as local capacity to deliver school meals activities. However, the criteria are less useful for assessing the long-term local capacity to finance and maintain these assets.

Coherence

174. The evaluation finds that the project shows varied levels of coherence, characterized by a strong, well-developed alignment with its primary government partners, the MoEYS and the NSPC, while the other government institutions involved in the governance of the NHGSFP have not yet developed their participation in the programme.

175. The project's coherence with MoEYS priorities is high, demonstrated by close collaboration in the JTS and the practical integration of project-supported systems, such as the SFIS, into the ministry's own technical infrastructure. This strong alignment has been a positive factor in the project implementation. The primary influencing factor is the recent formalization of this multi-sectoral structure, including a national school feeding committee established only at the end of 2024, which has had only limited engagement from most of the 11 designated institutions to date.

176. Coherence with other donor-funded initiatives is a critical and enabling feature of the project design and complementary funding like the KOICA project is structurally necessary to implement the hybrid model of food procurement. This coherence is managed through a comprehensive FLA, which allows WFP to integrate various donor contributions into a unified action plan with the MoEYS. In the literacy and WASH sectors, coherence is also high through coordinated approaches where tools and experiences are shared among partners to avoid duplication and enhance efficiency, while collaborations and synergies with other United Nations agencies have been limited.

Effectiveness

177. The project demonstrates considerable effectiveness in achieving its foundational objectives and output targets, particularly in relation to the national JTS and health and nutrition activities, though not so much for the literacy component.

178. The project has been highly effective in executing its core strategic goal: the transition of the school feeding programme to the Government. The school handover plan has been fully implemented on schedule, and significant progress has been achieved across all five SABER pillars. This includes major accomplishments such as the high-level endorsement of the new National School Feeding Policy and securing increased national budget allocations, indicating good effectiveness in strengthening the systems required for a sustainable handover. The handover has not resulted in any decrease of standards of school meals. On the contrary, community stakeholders have reported positive developments regarding the variety of food items included in the menus. The only element that has not continued at the same level as previously is the monitoring.

179. Performance against the two strategic objectives shows also a high level of effectiveness, particularly for SO2. In this component, output targets for training and infrastructure have been substantially exceeded, and this has translated into positive outcomes. Data shows a steady and significant improvement in the Diet Diversity Score for school-aged children with an increased variety of protein (milk and milk products) and micro-nutrient rich foods (green leafy and other vegetables) being consumed and a reduction in health-related absences.[140] These positive behaviour-related outcomes can only be measured using tools that determine dietary diversity and would be missed by tools measuring anthropometrical outcomes, such as the Body Mass Index. They are the result of project activities that expose children, teachers and cooks to a wider variety of foods and hygiene behaviours, and bring healthy eating messages into practice, resulting in a greater variety of foods in school menus after handover.

180. The effectiveness of SO1 (literacy) is less clear and presents some challenges. While outputs such as teacher training and materials distribution are on track, the corresponding outcome of improving teaching quality is substantially behind project targets, with a low percentage of teachers demonstrating advanced skills. Progress on student literacy is also mixed. The baseline results for literacy in grades 2 and 3 were encouraging, and appeared to show some clear improvement against earlier project periods (with some caveats about the comparability of the assessments). However, the literacy results have improved only modestly by midterm in both grades 2 and 3, and the apparent slowdown in the rate of progress means that the project is at risk of not achieving endline targets in both grades.

181. Finally, the project has been minimally effective in mainstreaming women's empowerment in the NHGSFP policy and normative products to date, although the incentives and working conditions for the cooks, who are almost always women, have improved after school handover.

Efficiency

182. The project demonstrated mixed results in cost-efficiency. Regional procurement of canned fish was a cost-efficient alternative to local fresh fish, with a combined procurement and transport cost 19 percent lower. In contrast, locally produced rice is marginally more expensive than its fortified and internationally-supplied equivalent. However, these financial efficiencies are qualified by strong beneficiary preferences for the local

140 According to WFP the DDS data show higher results than other studies using the same methodology and should be taken cautiously.

options, impacting the overall value and acceptance of the assistance provided.

183. Overall project implementation efficiency varied. While activities were delivered in a timely manner, budget analysis reveals that costs for several activities were likely overestimated, as high target achievement has only incurred lower-than-expected expenditure. WFP and cooperating partners demonstrated a strategic focus on cost-effectiveness to facilitate government handover.

Sustainability

184. The sustainability of the NHGSFP is supported by a strong degree of ownership at the highest level of the Government, evidenced by the consistent fulfilment of budget commitments for handed over schools and the official school feeding policy endorsement. This commitment from the MoEYS and NSPC is the primary driver of the programme's sustainability.

185. However, this ownership is not uniform. It is weak across other key national ministries whose engagement is still limited, and it is variable at sub-national level where lower ownership has led to slower progress. While community engagement is high in terms of basic contributions, the crucial link to local farmers remains insufficiently defined, lacking traceability mechanisms on the sources of food and ensuring locally purchased food is also locally produced.

186. Financially, while official government funding of school meals is a key factor of sustainability, the system is not yet self-reliant. Critical functions, notably monitoring, remain unfunded by the national budget. Furthermore, significant institutional capacity gaps persist, with continued dependence on external partners for technical support. High staff turnover at the sub-national level poses a continuous threat of knowledge loss, indicating that systems for fully institutionalizing capacity are not yet mature.

3.2 Lessons learned

187. **Proactive engagement in host-country policy development is an effective strategy for ensuring project relevance and long-term sustainability.** The evaluation shows that the project did not only align to existing policies but actively supported the development of new policies like the NSFP 2024-2025. This experience demonstrates that for a project aiming for national handover, acting beyond ensuring alignment with existing policies to actively collaborate in the policy formulation process allows for the direct integration of the project objectives into the national policy framework, increases government ownership and contributes to securing budget allocations. Cross-fertilization of learning between the NHGSFP and contributions to the nutrition related policy landscape in Cambodia have allowed the WFP CO to identify evidence-based technical options for improving child nutrition through fortified foods and healthy diets, and advocating for the best tools to measure progress.

188. **Multisectoral governance structures require active engagement to become functional.** Formal creation of such structures does not guarantee engagement. The evaluation found that the formalization of the NHGSFP governance structure with 11 ministries has not yet resulted in active engagement of member institutions beyond the MoEYS and the NSPC. Without proactive engagement of WFP and the MoEYS, there is a risk that the participation of other institutions remains testimonial.

3.3 Recommendations

189. The following table offers a series of recommendations the evaluation team proposes for consideration by the WFP CO for the remainder of this project.

#	Recommendation	Responsibility	Other contributing entities (if applicable)	Priority: high/medium	By when	Reference to findings and conclusions leading to recommendation
	Recommendation 1: Strengthen the support provided to national capacity development for monitoring and evaluation. This is a weak part of the NHGSFP due to lack of staffing, capacity and financing, and staff turnover. The new monitoring systems (such as the national M&E framework and the SFIS) developed with the support of WFP will require additional capacity and should increase the capacity of the monitoring system. 1.1 WFP should continue advocating to include resources for monitoring in the NHGSFP budget. 1.2 Support POEYS to carry out regular monitoring visits, analyze data and extract recommendations to strengthen the programme implementation. 1.3 Support lessons learned workshops based on the monitoring findings during the transition stage. 1.4 Integrate a monitoring refresher training into the school feeding operational training. 1.5 Continue generating additional evidence through case studies, evaluations and reviews.	WFP School Feeding Unit	MoEYS	High	From October 2025 onwards	Finding paragraphs: 106, 108, 135 Conclusion paragraphs: 179, 1867
	Recommendation 2: Strengthen support to the multi-sectoral governance structure of the NHGSFP. Based on the general description of the designated roles of member institutions in the governance structure, WFP should support the national school feeding committee in identifying more precise linkages between the NHGSFP and sectoral policies and promoting more engagement of every institution. 2.1 Carry out a mapping of the objectives and activities of relevant sector policies (i.e: education, nutrition, gaps between men and women, social protection, agriculture, etc) that support the objectives and priority axes of the National School Feeding Policy. 2.2 Elaborate an action plan of activities, extracted from sector policies, that support the NHGSFP with relevant institutions of the NHGSFP governance with clear deliverables, responsibilities and a timeframe.	WFP School Feeding Unit	National school feeding committee	Medium	By mid 2026	Finding paragraphs: 82, 89, 90, 169 Conclusion paragraphs: 175, 186

#	Recommendation	Responsibility	Other contributing entities (if applicable)	Priority: high/medium	By when	Reference to findings and conclusions leading to recommendation
	Recommendation 3: The Country Office should reinforce the objectives for the increased participation of women in the NHGSFP, which has been weak to date although some positive elements have been noticed on their participation in local purchasing. Similar recommendations have been made in earlier evaluations, and areas for support were identified in the Technical Assistance Package prepared in 2025. 3.1 Linked to Recommendation 2, engage with the MoWA and MAFF to identify areas where the ministries can strengthen the role of women in the NHGSFP governance. 3.2 Elaborate guidance notes complementary to the NHGSFP normative documents that WFP has supported (NSFP, school feeding manual, M&E framework, etc) aiming at developing further areas where participation can be promoted, for instance regarding cooks (selection, contracting arrangements, incentives, working conditions, etc), or local procurement (targeting and support to women farmers and suppliers).	WFP School Feeding Unit and Gender and Protection officer	MoWA	Medium	By mid 2026	Finding paragraphs: 137, 139, 140 Conclusion paragraphs: 181
	Recommendation 4: Continue advocating for and (when appropriate) providing evidence, technical support and capacity building on the practical application of the use of dietary diversity indicators for measuring nutrition outcomes that assess regular progress towards the consumption and access to healthier foods, over longer-term anthropometric indicators like BMI that focus on weight gain. 4.1 Continue investing in the development of material on healthy eating in schools through joint MoH and MoEYS Department of Health led initiatives, 4.2 Expand advocacy to monitoring the nutrition status of school aged children through diet diversity and food consumption over anthropometric indicators. This advocacy should include the dissemination of simplified School Age Children DDS methodology and results of the McGovern-Dole funded schools among school directors, School Feeding Committees, and parent committees, to promote increased awareness of the links between food choices and health.	WFP M&E and nutrition teams	MoEYS and MoH	Medium	By end of 2026	Finding paragraphs: 75, 87, 94 Conclusion paragraphs: 180

	Recommendation 5. Develop a comprehensive literacy component monitoring plan that focuses on key aspects of EGL progress and sustainability, and identifies areas for follow up analysis and discussion with stakeholders. This is especially important for two of the EGL programme components. 5.1 Evaluate the hybrid teacher training model based on a clear set of indicators and mixed methods data (surveys, individual interviews, focus groups), and share and discuss the results with MoEYS counterparts and other partners working in the teacher training area. 5.2 Monitor and analyse the classroom observation data for teacher performance (see Custom Indicator #1) to continue the trend analysis and, if results continue to lag programme target: Develop a plan for follow-up analysis to better understand the underlying	WFP School Feeding and M&E teams	World Education	Medium	End of 2025	Finding paragraphs: 69, 70, 92, 103, 166 Conclusion paragraphs: 181

Annex 1. Summary Terms of Reference

Summary terms of reference

The Terms of Reference (TOR) are to guide the evaluations, which will take place over a five-year period and are commissioned by the WFP Cambodia Country Office (WFP CO) for the Home-Grown School Feeding Program (HGSFP) activities in Cambodia supported by United States Department of Agriculture McGovern-Dole International Food for Education and Child Nutrition Program (USDA McGovern-Dole) for fiscal years (FY) 2022-2027 (Grants FFE-442-2022-009-00). The TOR covers three deliverables: a baseline study, a mid-term and an endline evaluation as follows:

Evaluation exercises for USDA-McGovern-Dole project	Date
Baseline Study (BLS)	March – December 2023
Mid-term evaluation (MTE)	March – December 2025
End line Evaluation (ELE)	March – December 2027

Subject and focus of the evaluation

The USDA McGovern-Dole International Food for Education and Child Nutrition Program is implemented by WFP in partnership with World Education, Plan International, World Vision and relevant Government ministries. The USDA 2022-2027 McGovern-Dole (US$21 million) project supports the implementation of the HGSF in 341 schools in Kampong Chhnang, Kampong Thom and Siem Reap provinces, while preparing the schools for handover to the national programme. The project will benefit approximately 92,618 schoolchildren, and school staff and government officials.

The project is the continuation of the USDA grants 2019-2023, 2017-2019 and 2013-2016. The current 2022-2027 McGovern-Dole project targets the same schools with continued activities from the 2019-2023 award; with a stronger focus on institutionalization and transition to full government ownership.

The evaluation will adopt standard UNEG and OECD/DAC evaluation criteria, namely: relevance, coherence, efficiency, effectiveness, sustainability and impact.

Objectives and stakeholders of the evaluation

This evaluation serves the dual objectives of **accountability** and **learning** to critically and objectively assess performance of the project and associated interventions from the period 1 October 2022 to 30 September 2027. The evaluation will collect evidence that demonstrates the extent to which WFP, together with sub-recipients and partners, is attaining the project objectives and outcomes. The evaluation will be utilised to inform the design and implementation of the National Home-Grown School Feeding Programme (NHGSFP) and further the evidence-base for USDA's learning agenda.

The primary users of this evaluation are the WFP Country Office, USDA, Royal Government of Cambodia and implementing partners. The results of this evaluation will inform and benefit all relevant stakeholders including Ministry of Education, Youth and Sports (MoEYS), National Social Protection Council (NSPC), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Ministry of Women Affairs (MoWA) and Ministry of Economy and Finance (MEF), among others.

Key evaluation questions

The evaluation will address the following key questions:

RELEVANCE - evaluation questions

- How relevant is the project design in contributing towards a sustainable, effective implementation of the NHGSFP vis-à-vis the government's readiness and capacities to manage the NHGSFP? (MTE + ELE)
- To what extent was the project aligned to the overall policies, strategies, and normative guidance of institutions with supporting role for the NHGSFP, such MAFF and MoH? (MTE + ELE)

- How relevant were the school readiness criteria in facilitating an effective handover of schools? (MTE + ELE)
- To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilized to improve project relevance throughout the project? (MTE)
- How relevant is the project's CFM in sustainably ensuring that the needs of the target beneficiaries? (MTE)

EFECTIVENESS - evaluation questions

- 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? (MTE)
- 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? (ELE)
- 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? (MTE + ELE)
- 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? (MTE)
- 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? (MTE)

SUSTAINABILITY - evaluation questions:

- 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? (MTE)
- What roles did the different stakeholders of the NHGSFP play in the institutionalization of NHGSFP? (MTE)
- What factors influenced the results positively or negatively? (MTE)
- 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? (ELE)
- What are the prospects of the national school feeding programme expanding to nationwide coverage? (ELE)
- 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? (ELE)
- What roles did students, teachers, school staff and the communities play in institutionalization of NHGSFP? (ELE)
- For the NHGSFP to run sustainably, is there a continued need for WFP's technical assistance to the Government beyond the project timeline? (ELE)
- To what extent does the home-grown school feeding model contribute towards the sustainability of the NHGSFP? (ELE)
- What factors influenced the results positively or negatively? (ELE)

EFFICIENCY - evaluation questions:

- Were the activities undertaken as part of Local Regional Procurement cost-efficient compared to international procurement of commodities? (MTE+ELE)
- What factors impacted the cost-efficiency of the project implementation? (MTE+ELE)

COHERENCE - evaluation questions:

- To what extent has the project sought complementarities with the priorities and systems of different governing bodies relevant to the NHGSFP? (MTE)
- 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? (ELE)
- 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? (MTE + ELE)

IMPACT - evaluation questions:

- To what extent has the project achieved the intended and unintended impacts, both positive and negative? (ELE)
- What is the potential future impact of a sustained NHGSFP to the development of human capital and the local economy of Cambodia based on evidence so far? (ELE)
- To what extent has the project had an effect on the local economy and the development of human capital in Cambodia? (ELE)

The evaluations also assess the lessons learned on the transition of SFP to national ownership.

Methodology and ethical considerations

The methodology for the evaluations will be designed in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Foreign Agricultural Service Monitoring and Evaluation Policy.

The evaluation design will follow a mixed-methods approach, which will maximize the strengths of quantitative and qualitative methods and complement the results to gain a holistic, in-depth understanding on

the evaluation questions. Quantitative methods will be utilized to collect data on the performance indicators for McGovern-Dole Strategic Objectives. A statistically powered representative sample will be selected per strata for comparison.

The evaluation conforms to WFP and 2020 UNEG ethical guidelines. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, considering cultural factors, respecting the autonomy of participants, ensuring wide recruitment of participants, including women and various stakeholder and different population groups, and ensuring that the evaluation results in no harm to participants or their communities.

Roles and responsibilities

EVALUATION TEAM: The evaluation will be conducted by a team of independent consultants with a mix of relevant expertise related to evaluation, research, survey design and technical expertise in the thematic areas, such as education, school feeding programme, Institutional capacity development (including the SABER method) and cross-cutting social themes.

EVALUATION CHAIR: The evaluation will be chaired by the Country Director of the WFP Cambodia CO, who nominates the evaluation manager, approves all evaluation deliverables, ensures the independence and impartiality of the evaluation at all stages, participates in discussions with the evaluation team, oversees the dissemination and follow up process, including the management response.

EVALUATION MANAGER: The evaluation will be managed by WFP Cambodia CO Head of Research, Assessment and Measurement. She will be the main interlocutor between the evaluation team, represented by the team leader, and WFP counterparts, to ensure a smooth implementation process and compliance with quality standards for process and content. Support will be provided by the Regional Evaluation Unit throughout the evaluation process.

EVALUATION REFERENCE GROUP (ERG): The ERG is an advisory group composed of a cross-section of WFP and external stakeholders from relevant areas. It provides advice and feedback at key moments of the evaluation process. It is guided by the principles of transparency, ownership and use and accuracy. It is composed of WFP Cambodia CO Head of Programme, M&E Officer, Programme Officer (Education), Programme Policy Officer (VAM), Programme Policy Officer (Nutrition), Accountability Officer, Head of Field Operations, Programme Support Assistant, EM, Regional Evaluation Officer, WFP HQ Nutrition School Meals and Social Protection, counterpart from MoEYS, WFP Cooperating Partners and USDA.

STAKEHOLDERS: WFP key stakeholders are expected to engage throughout the evaluation process to ensure a high degree of utility and transparency. External stakeholders, such as beneficiaries, government, donors, implementing partners and other UN agencies will be consulted.

Timing and key milestones

Inception: The Inception Report will explain how the team intends to conduct the work with emphasis on methodological and planning aspects.

Data collection: The fieldwork will include visits to selected project schools and comparison schools and primary and secondary data collection. A debriefing presentation of preliminary findings will be conducted.

Reporting & Analysis: The evaluation report will present the findings, conclusions and recommendations. A stakeholder workshop will be held to ensure a transparent evaluation process and promote ownership of the findings and preliminary recommendations by stakeholders.

Dissemination: Findings will be actively disseminated, and the final evaluation report will be publicly available on WFP's website.

Full Terms of Reference are available at: https://docs.wfp.org/api/documents/WFP-0000150249/download/

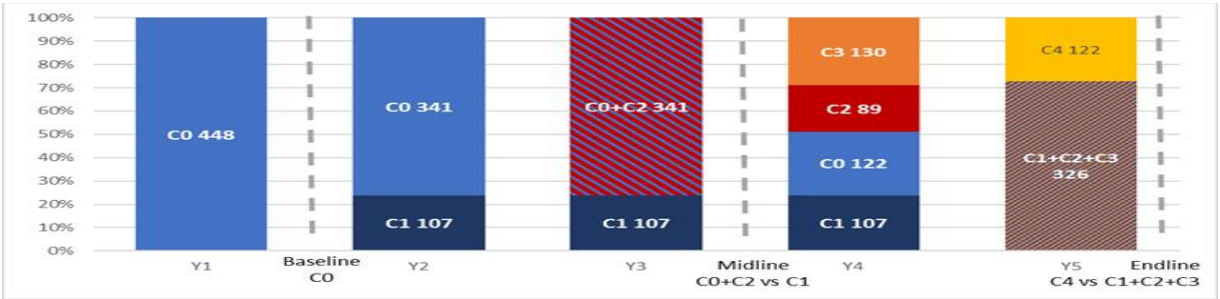
Also related documents are available at: **Cambodia, Home Grown School Feeding 2022-2027: Evaluations**

Annex 2: Addendum to the Tors for the midterm evaluation

This document was produced by WFP CO specifically for the midterm evaluation round.

1. During the baseline evaluation assessment WFP Home Grown School Feeding (USDA McGovern Dole Awards 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 endorsed by 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 was an 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 McGovern-Dole 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 and agreed during the baseline assessment stage. The original four school cohorts 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.

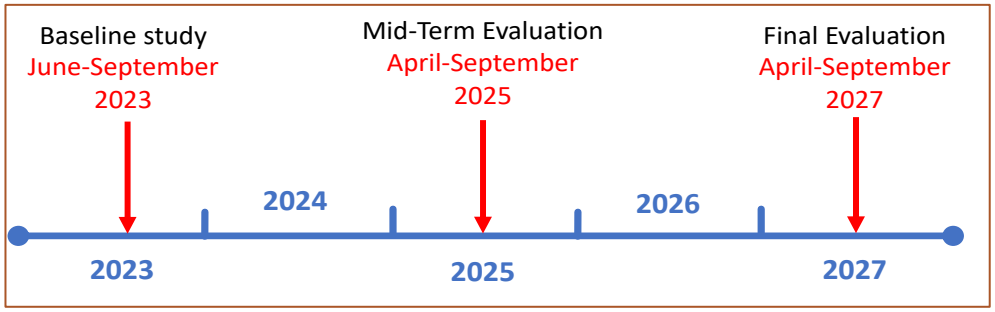
Figure 1 Analysis model for quantitative data collection under MGD



6. Annex 5 of the ToRs: Role and Composition of the Evaluation Committee: Due to staff changes, evaluation committee membership is update as below (not included).

Annex 3: Timeline

The overall timeline of the series of evaluation is shown here:

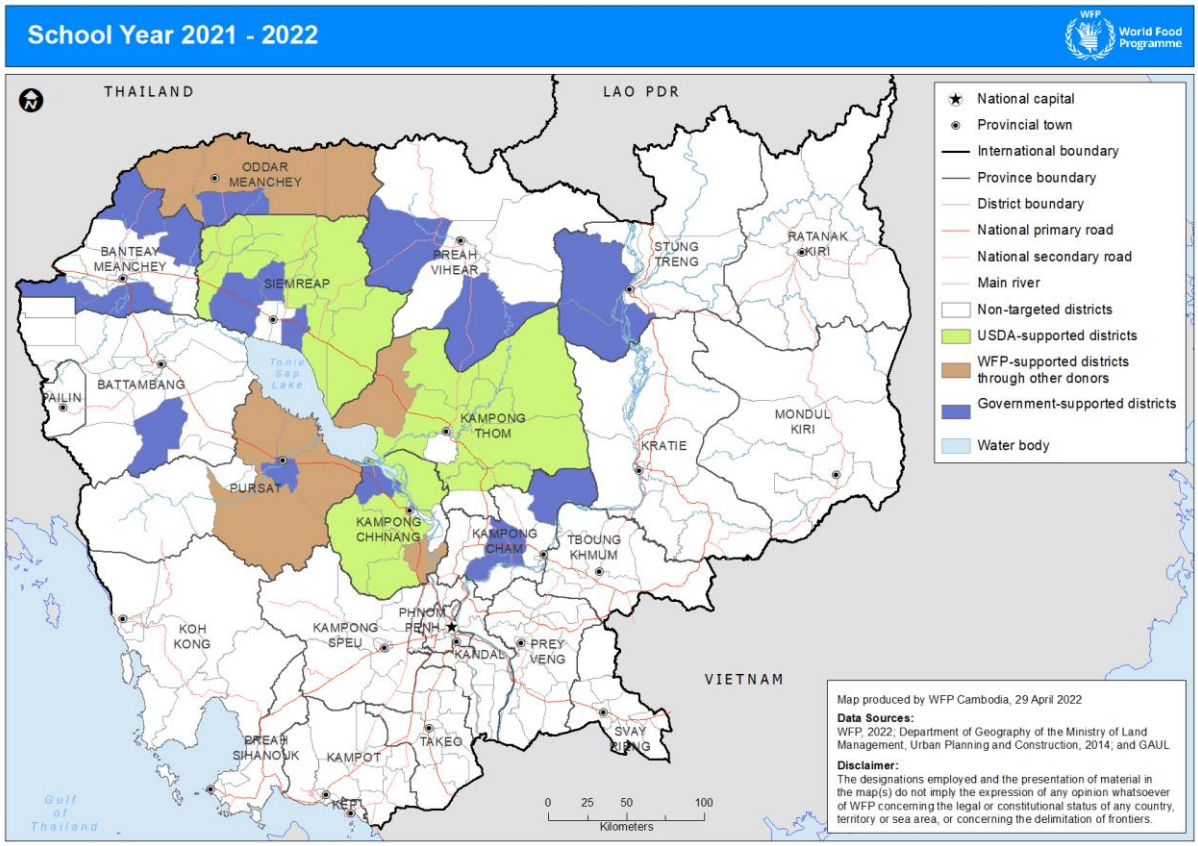


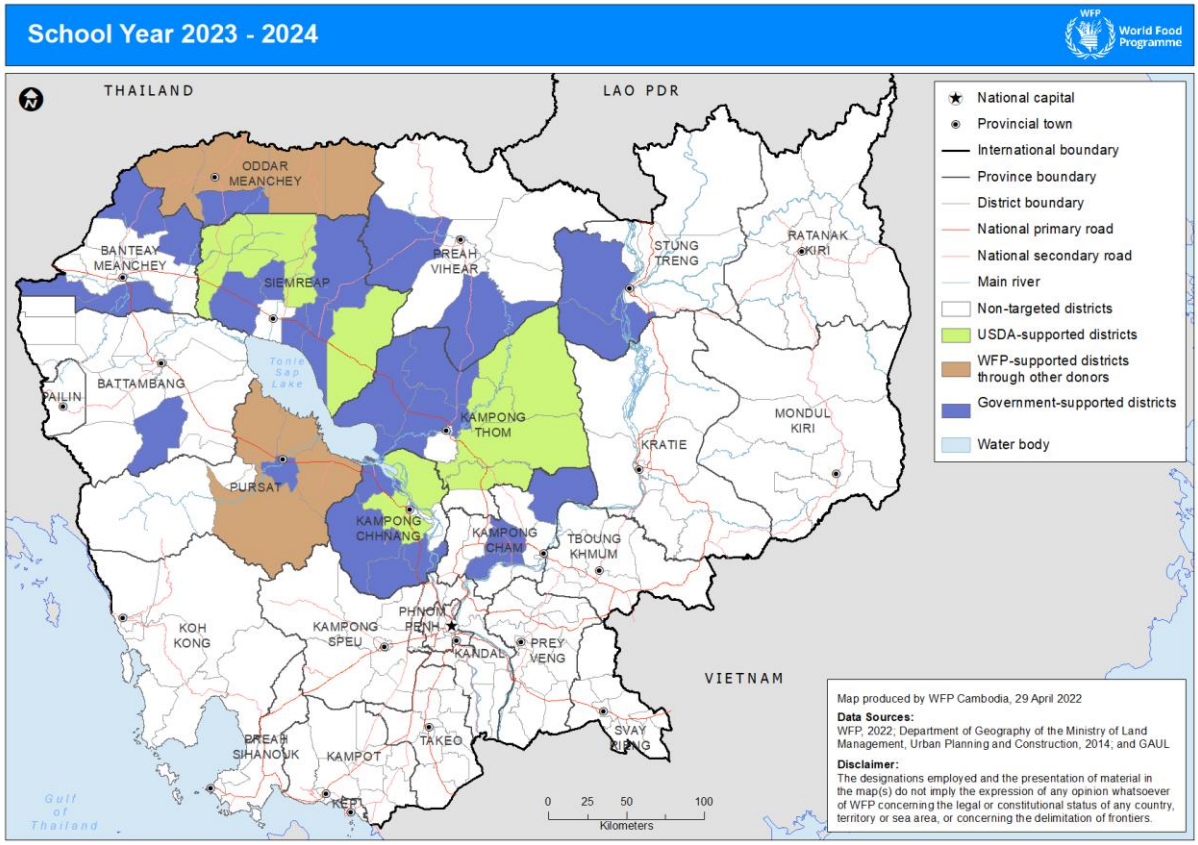
The detailed timeline for the midterm evaluation is shown here:

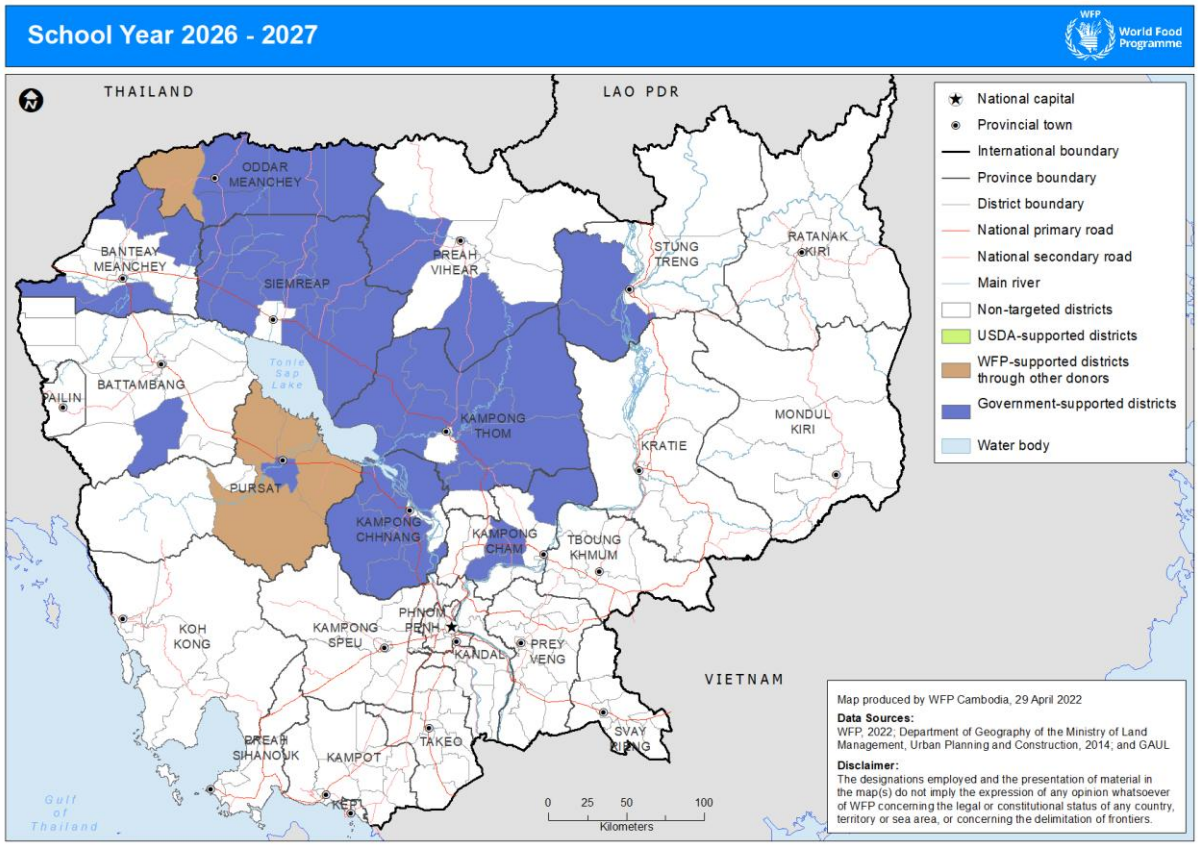
Indicative timeline	Phases	Led by
MIDTERM EVALUATION		
INCEPTION PHASE		
24 March 2025	Provision of the data/electronic library to the Evaluation Team; team orientation	EM
24 March – 10 April	Draft and submission of inception report	ET
11-26 April	Review by DEQs, EM	EM
By 30 April	Review draft 0 and submit draft 1	ET
30 April - 08 May	Review of draft 1 by ERG	EM
By 23 May	Revision, submission and approval of final inception report	ET, EM. EC
DATA COLLECTION		
5 – 6 June	Enumerators' training	ET
09 – 26 June	Data collection	ET
27 June	Debrief with WFP on preliminary findings	ET
ANALYSIS AND REPORTING		
31 July	Prepare and submit evaluation report (draft zero)	ET
01 August – 22 September	Three phases of review and quality assurance and production of report drafts 1, 2, 3	EM, ERG, DEQS, ET
22 September	Submission of draft 3 report to USDA for review	EM
Early October (TBC)	Virtual Findings Presentation with USDA	USDA, ET, WFP
By 31 October	Review by USDA, finalisation of report and 2-page evaluation brief	USDA, ET
TBD	Stakeholder workshop to present evaluation results	ET, EM

Annex 4: Country maps

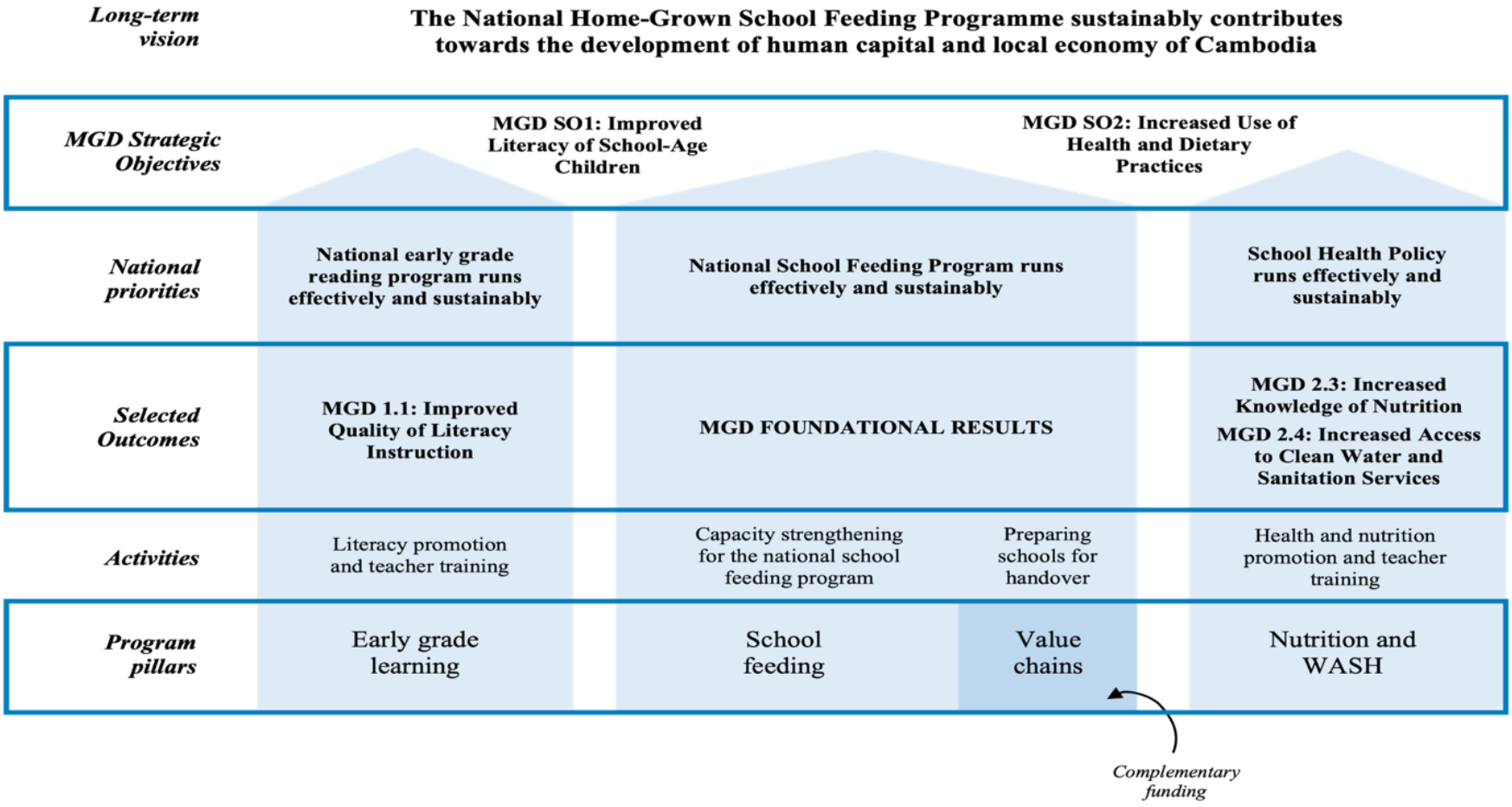
Cambodia country maps showing project locations by school year



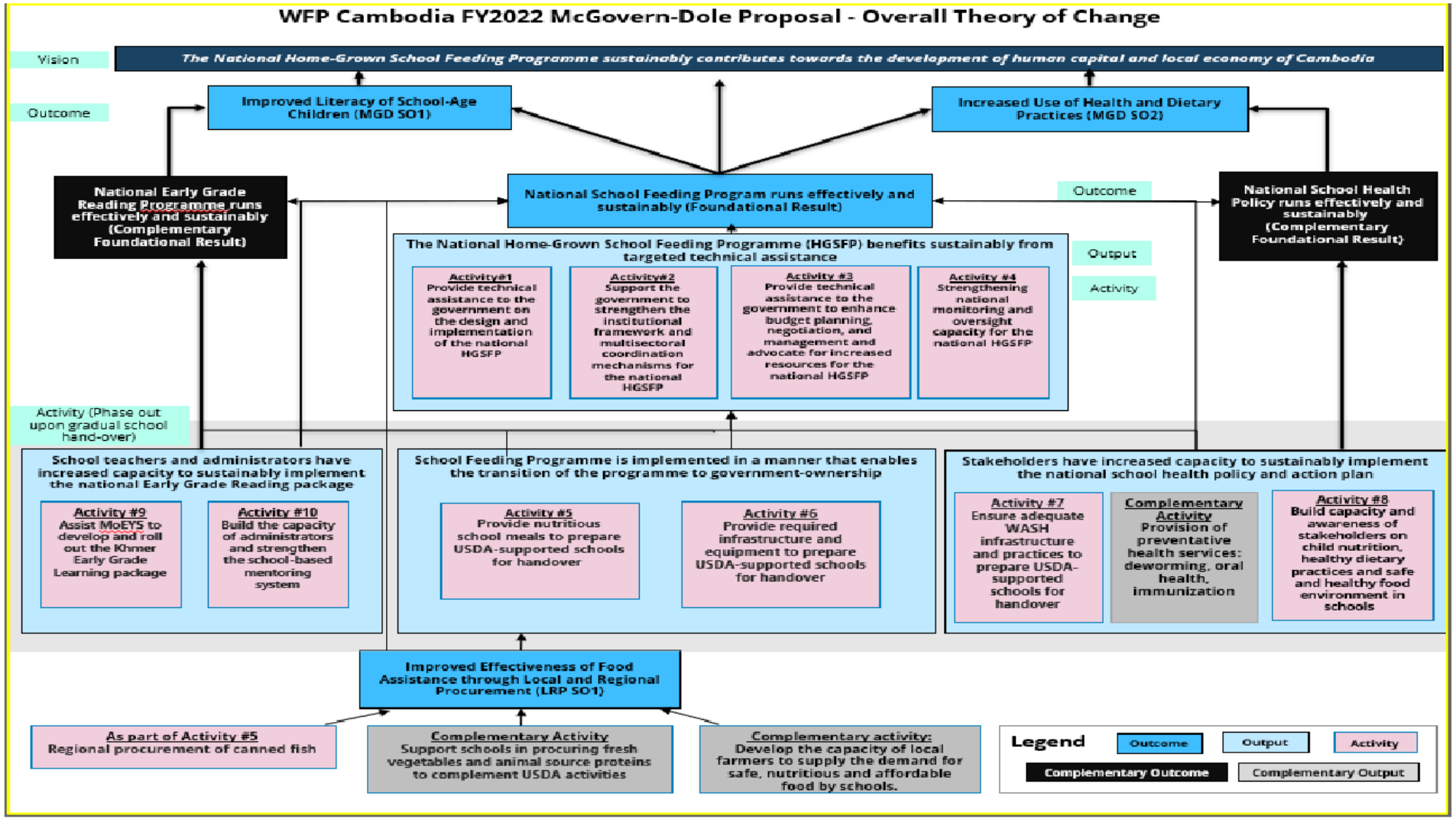

School Year 2023 - 2024
World Food Programme
THAILAND
LAO PDR
VIETNAM
ODDAR MEANCHEY
BANTEAY MEANCHEY
SIEMREAP
PREAH VIHEAR
STUNG TRENG
RATANAK KIRI
BATTAMBANG
PAILIN
Tonle Sap Lake
KAMPONG THOM
MONDUL KIRI
KRATIE
PURSAT
KAMPONG CHHNANG
KAMPONG CHAM
TBOUNG KHMUM
KOH KONG
KAMPONG SPEU
PHNOM PENH
KANDAL
PREY VENG
SVAY RIENG
PREAH SIHANOUK
KAMPOT
TAKEO
KEP
Gulf of Thailand
0 25 50 100
Kilometers
National capital
Provincial town
International boundary
Province boundary
District boundary
National primary road
National secondary road
Main river
Non-targeted districts
USDA-supported districts
WFP-supported districts through other donors
Government-supported districts
Water body
Map produced by WFP Cambodia, 29 April 2022
Data Sources:
WFP, 2022; Department of Geography of the Ministry of Land Management, Urban Planning and Construction, 2014; and GAUL
Disclaimer:
The designations employed and the presentation of material in the map(s) do not imply the expression of any opinion whatsoever of WFP concerning the legal or constitutional status of any country, territory or sea area, or concerning the delimitation of frontiers.


School Year 2026 - 2027
World Food Programme
THAILAND
LAO PDR
VIETNAM
ODDAR MEANCHEY
BANTEAY MEANCHEY
SIEMREAP
PREAH VIHEAR
STUNG TRENG
RATANAK KIRI
BATTAMBANG
PAILIN
Tonle Sap Lake
KAMPONG THOM
MONDUL KIRI
KRATIE
PURSAT
KAMPONG CHHNANG
KAMPONG CHAM
TBOUNG KHMUM
KOH KONG
KAMPONG SPEU
PHNOM PENH
KANDAL
PREY VENG
SVAY RIENG
PREAH SIHANOUK
KAMPOT
TAKEO
KEP
Gulf of Thailand
0 25 50 100
Kilometers
National capital
Provincial town
International boundary
Province boundary
District boundary
National primary road
National secondary road
Main river
Non-targeted districts
USDA-supported districts
WFP-supported districts through other donors
Government-supported districts
Water body
Map produced by WFP Cambodia, 29 April 2022
Data Sources:
WFP, 2022; Department of Geography of the Ministry of Land Management, Urban Planning and Construction, 2014; and GAUL
Disclaimer:
The designations employed and the presentation of material in the map(s) do not imply the expression of any opinion whatsoever of WFP concerning the legal or constitutional status of any country, territory or sea area, or concerning the delimitation of frontiers.

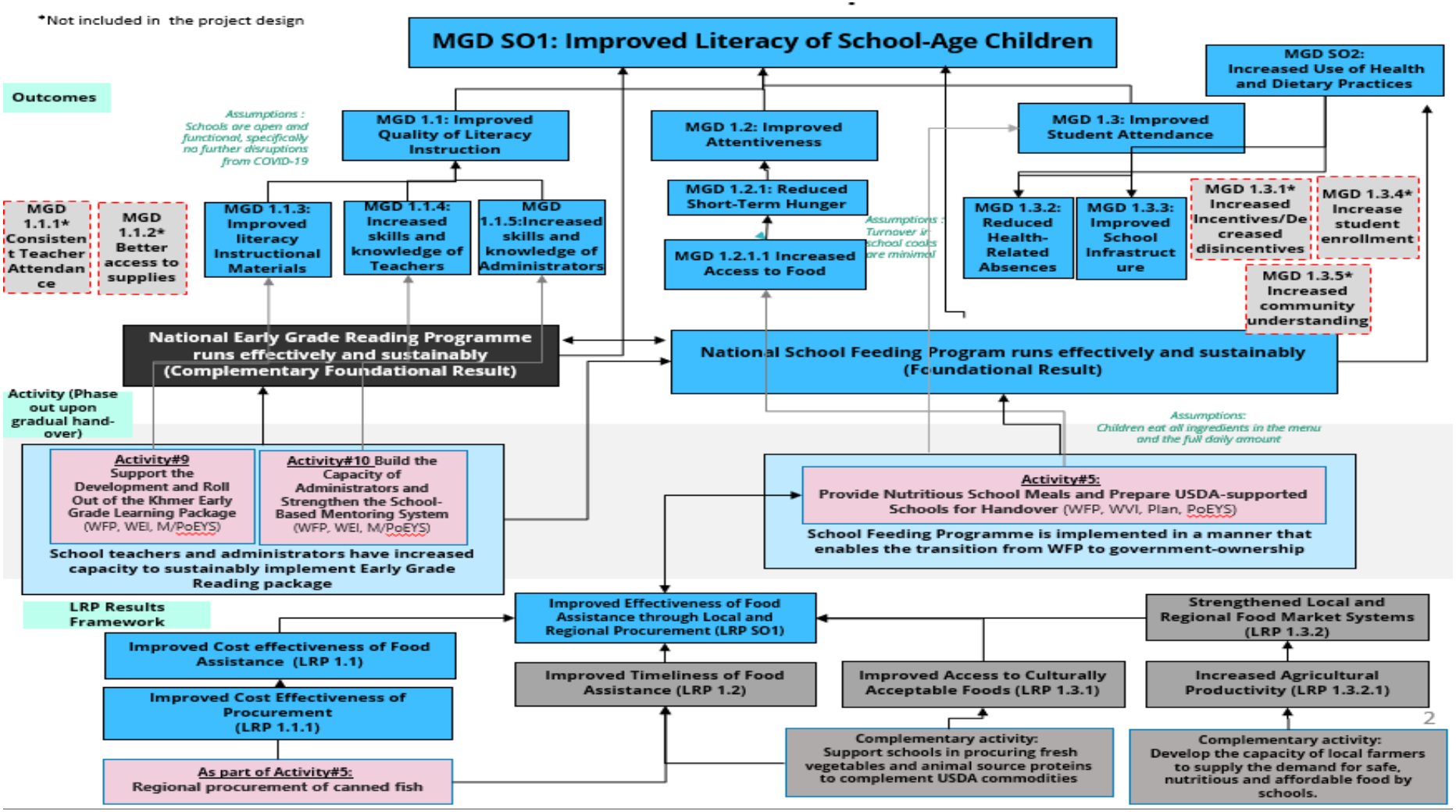
Annex 5: Project Theory of Change



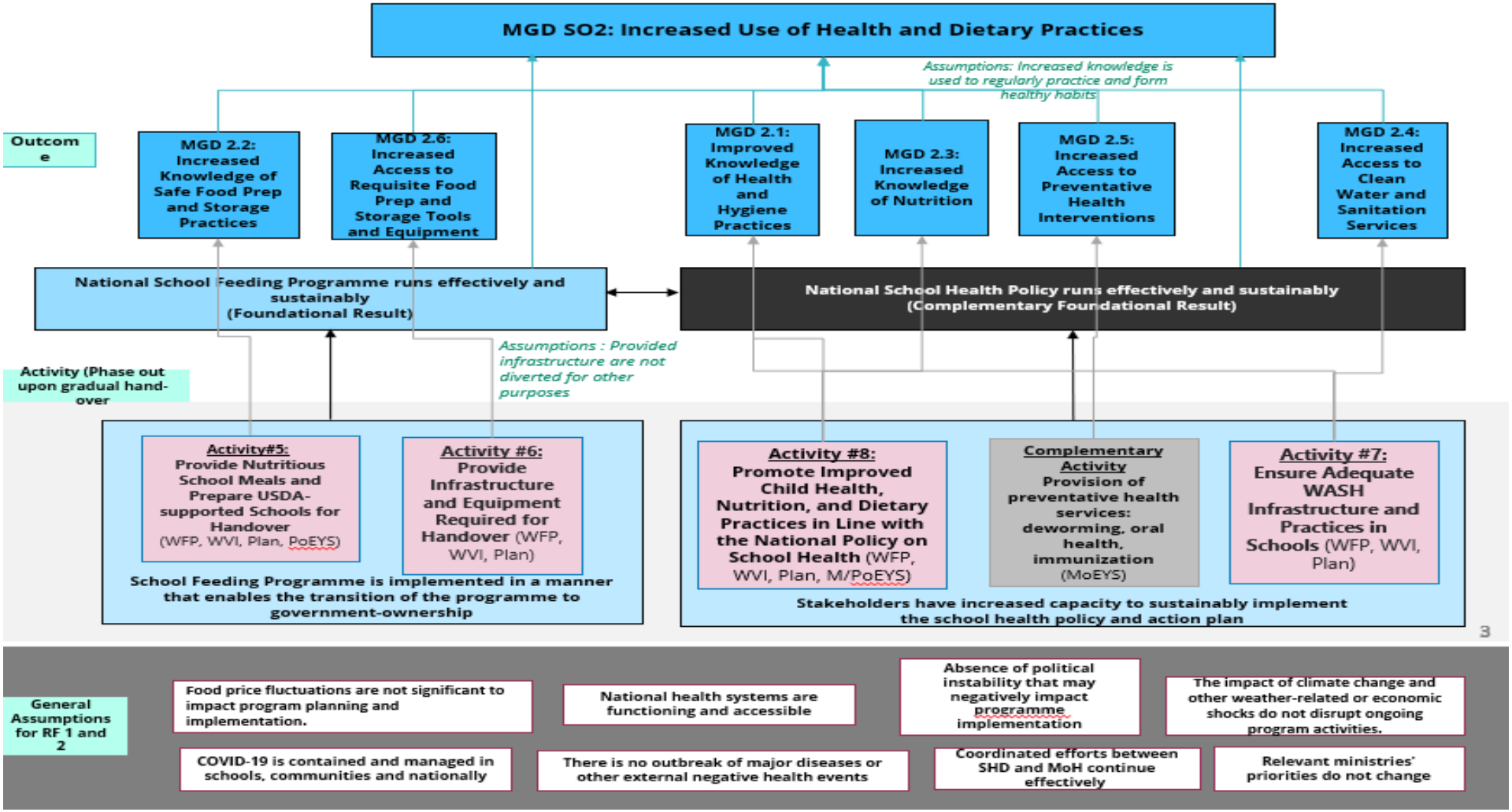
Annex 6: Overall results framework



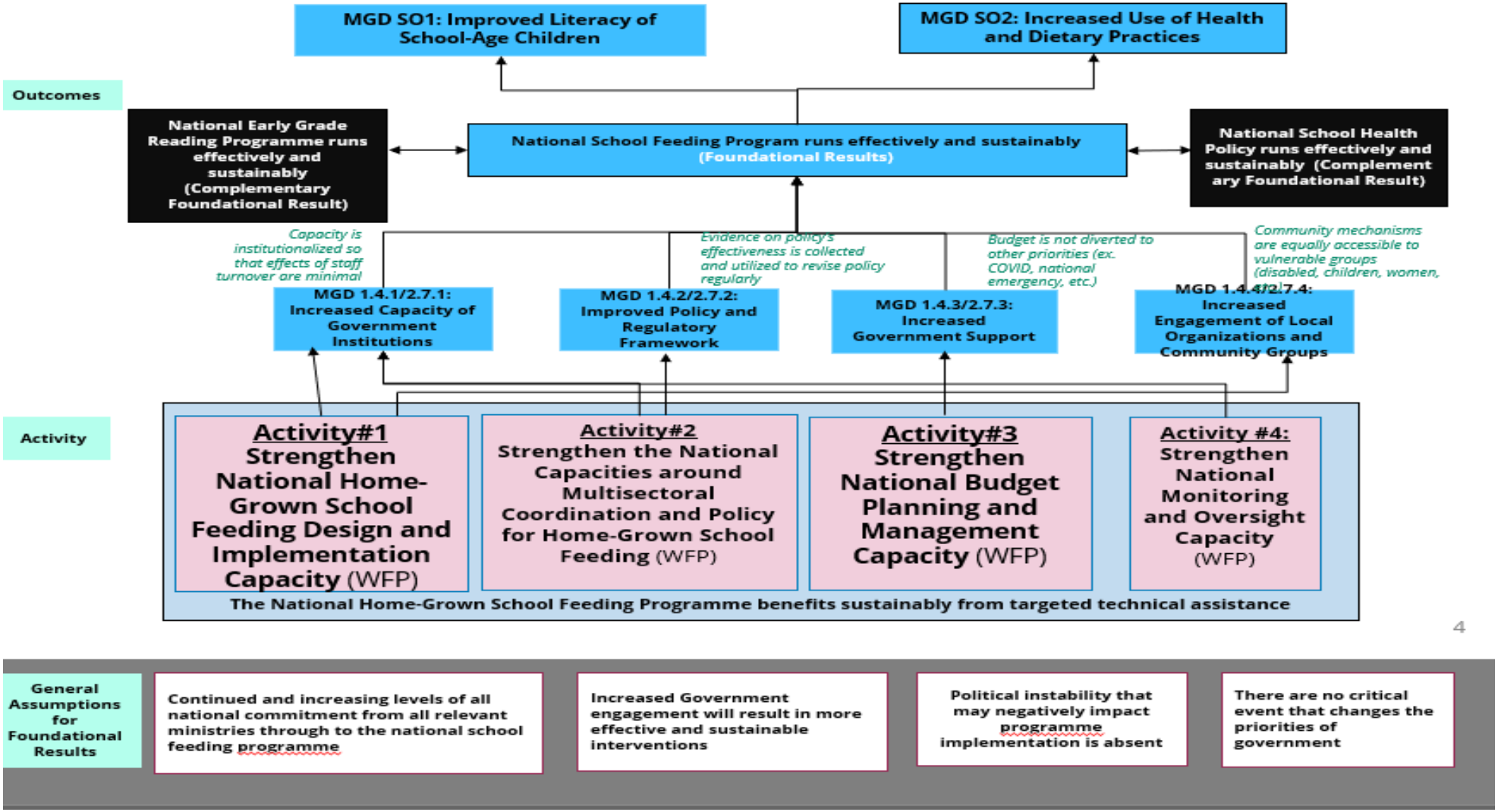
Annex 7: Results Framework 1



Annex 8: Results Framework 2



Annex 9: Foundational Results



Annex 10: Performance indicator table

Strategic Objective 1

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO1						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Long-term Outcome	MGD SO 1: Improved Literacy of School-Age Children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (grade 2 by gender)	Standard Indicator #1	Outcome	Grade 2: 33.2%	*40,0%*	0,0%	33,2%	33,2%	40,0%	40,0%
		Sex: Boy			24,80%	*32,2%*	0,0%	24,8%	24,8%	32,2%	32,2%
		Sex: Girl			41,50%	*47,7%*	0,0%	41,5%	41,5%	47,7%	47,7%
		Percent of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (grade 3 by gender)			Grade 3: 54.2%	*60,0%*	0%	54,2%	54,2%	60,0%	60,0%
		Sex: Boy			45,20%	*52,0%*	0%	45,2%	45,2%	52,0%	52,0%
		Sex: Girl			63,30%	*68,0%*	0%	63,3%	63,3%	68,0%	68,0%
		Number of individuals participating in USDA food security programs (By Sex; Age; and type of individual)	Standard Indicator #30	Output	0	*113.153*	0	96.450	73.464	30.663	204
		Sex: Male			0	58.595	0	49.899	37.929	16.010	143
		Sex: Female			0	54.557	0	46.551	35.534	14.653	61
		Type: School-aged children			0	109.261	0	92.618	70.026	29.830	-
		Type: Teachers/school administrators (literacy programe)			0	2.357	0	2.357	2.357	-	-
		Type: Government people (school feeding)			0	1.535	0	1.475	1.081	833	204
		Number of schools reached as a result of USDA assistance (By primary schools, primary and pre-primary schools)	Standard Indicator #32	Output	0	*510*	0	510	467	122	0
		Primary schools									
		Primary and pre-primary schools (combined schools)									

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 - SO1						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Outcome	**MGD 1.1: Improved Quality of Literacy Instruction**	**Percentage of observed teachers, receiving the EGL intervention, who reach Level 2 or higher**	Custom Indicator #1	Outcome	**0**	***85%***	0	80	85	85	85
		Sex: Male									
		Sex: Female									
Activity	Activity #9: Assist MoEYS to develop and roll-out the Khmer Early Grade Learning package	Number of teaching and learning materials provided as a result of USDA assistance	Standard Indicator #3	Output	**0**	***556***	0	556	0	0	0
Outcome	**MGD 1.1.4: Increased Skills and Knowledge of Teachers**	**Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance (by gender)**	Standard Indicator # 4	Outcome	**0**	***1.513***	0	1424	1513	1513	1513
		Sex: Male				***560***	0	527	560	560	560
		Sex: Female				***953***	0	897	953	953	953
Activity	Activity #9: Assist MoEYS to develop and roll-out the Khmer Early Grade Learning package	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (by gender)	Standard Indicator #5	Output	**0**	***1.780***	0	1780	1780	0	0
		Sex: Male				***659***	0	659	659	0	0
		Sex: Female				***1.121***	0	1121	1121	0	0

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO1						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Outcome	**MGD 1.1.5: Increased Skills and Knowledge of Administrators**	**Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (by gender)**	Standard Indicator #6	Outcome	**0**	***462***	0	289	462	462	462
		Sex: Male				***175***	0	110	175	175	175
		Sex: Female				***286***	0	179	286	286	286
Activity	Activity 10: Build the capacity of administrators and strengthen the school-based mentoring system	Number of school administrators and officials trained or certified as a result of USDA assistance (by gender)	Standard Indicator #7	Output	**0**	***577***	0	577	577	0	0
		Sex: Male				***219***	0	219	219	0	0
		Sex: Female				***358***	0	358	358	0	0
Outcome	**MGD 1.2: Improved Attentiveness**	**Percent of students in target schools identified as attentive by their teachers**	Custom Indicator #3	Outcome	**94,8%**	***95%***	94,8%	94,8%	95%	95%	95%
Outcome	**MGD 1.2.1: Reduced Short-Term Hunger**	**Percent of students in target schools reported as 'not hungry' during class time according to a hunger scale**	Custom Indicator #4	Outcome	**84,0%**	***88%***	84%	84%	86%	86%	88%
Outcome	**MGD 1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding)**	**Number of school-age children receiving daily school meals (breakfast) as a result of USDA assistance (by gender, new/continuing students)**	Standard Indicator #17	Output	**0**	***109.261***	0	92.618	70.026	29.830	0
		Sex: Boy				***56.816***	0	48.161	36.414	15.512	0
		Sex: Girl				***52.445***	0	44.457	33.612	14.318	0
		New				*N/A*	0	92.618	11.671	4.972	0
		Continuing				*N/A*	0	-	58.355	24.858	0
		Number of individuals benefiting indirectly from USDA funded interventions	Standard Indicator #31	Output	**0**	**139.059**	0	117.877	89.124	37.965	0
Activity	Activity #5: Provide nutritious school meals and prepare USDA-supported schools for handover	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Standard Indicator #16	Output	**0**	**26.946.360**	0	12.966.520	9.803.640	4.176.200	0

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO1						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Outcome	MGD 1.3: Improved Student Attendance	Average student attendance rate in USDA supported classrooms/schools (by gender)	Standard Indicator #2	Outcome	89,71%	95,00%	89,71%	90%	92%	95%	95%
		Sex: Boy									
		Sex: Girl									
Outcome	MGD 1.3.2: Reduced Health-Related Absences	Mean number of days school-children are absent from school because of ill-health per month	Custom Indicator #5	Outcome	2,0	1,0	2,0	2,0	1,5	1,5	1,0
Outcome	MGD 1.3.4 : Increased Student Enrolment	Number of students enrolled in school receiving USDA assistance	Standard Indicator #9	Outcome	0	109.261	0	92.618	70.026	29.830	0
		Sex: Boy				56.816	0	48.161	36.414	15.512	0
		Sex: Girl				52.445	0	44.457	33.612	14.318	0
		New				N/A	0	92.618	11.671	4.972	0
		Continuing				N/A	0	-	58.355	24.858	0
Outcome	MGD 1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding) MGD 2.5: Increased Access to Preventive Health Interventions	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Standard Indicator #18	Outcome	0	109.261	0	92.618	70.026	29.830	0
		Sex: Boy				56.816	0	48.161	36.414	15.512	0
		Sex: Girl				52.445	0	44.457	33.612	14.318	0
		New				N/A	0	92.618	11.671	4.972	0
		Continuing				N/A	0	-	58.355	24.858	0

Strategic Objective 2

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO2						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Long-term Outcome	MGD SO2: Increased Use of Health and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (by gender)	Standard Indicator #19	Outcome	**0**	**1.782**	0	692	1.128	1.564	1.782
		Sex: Male				**1.016**	0	394	643	892	1.016
		Sex: Female				**766**	0	297	485	673	766
		Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (by gender)	Standard Indicator #20	Outcome	**0**	**873**	0	873	645	312	873
		Sex: Male				**498**	0	498	368	178	498
		Sex: Female				**375**	0	375	277	134	375
		Average dietary diversity score (DDS) for enrolled girls and boys of target schools	Custom Indicator #6	Outcome	**4,3**	**6,0**	5,00	5,25	5,50	5,75	6,00
		Boys			**4,4**	**6,1**	5,10	5,35	5,60	5,85	6,10
		Girls			**4,2**	**5,9**	4,90	5,15	5,40	5,65	5,90

	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Activity	Activity 8: Promote improved child health, nutrition, and dietary practices in line with National Policy on School Health	Number of individuals trained in child health and nutrition as a result of USDA assistance (by gender)	Standard Indicator #23	Output	**0**	**1.081**	-	1.081	682	682	-
		Sex: Male				**616**	-	616	389	389	
		Sex: Female				**465**	-	465	293	293	
	Activity #7: Ensure adequate WASH infrastructure and practices in schools	Number of individuals trained in hygiene and the minimum guidelines for water and sanitation in schools as result of USDA assistance (by gender)	Custom indicator #8	Output	**0**	**884**	-	884	681	-	-
		Sex: Male				**482**		482	366		
		Sex: Female				**402**		402	315		
Activity	Activity #5: Provide nutritious school meals to prepare USDA-supported schools for handover	Number of individuals trained in safe food preparation and storage as a result of USDA assistance (by gender)	Standard Indicator #22	Output	**0**	**1.364**	-	1.364	1.008	488	-
		Sex: Male				**777**		777	575	278	
		Sex: Female				**587**		587	433	210	

Logical Framework and Performance Indicator Table

USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO2

	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Planned Target Year 1 Oct 1, 2022-Sep 30, 2023	Year 2 Oct 1, 2023-Sep 30, 2024	Year 3 Oct 1, 2024-Sep 30, 2025	Year 4 Oct 1, 2025-Sep 30, 2026	Year 5 Oct 1, 2026-Sep 30, 2027
Activity	Activity #7: Ensure adequate WASH infrastructure and practices in schools	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Standard Indicator #8	Output	*0*	***441***	-	213	156	72	-
		Type of infrastructure: Kitchen, cook areas				***175***	-	100	51	24	-
		Type of infrastructure: Improved water sources				***266***		113	105	48	-
		Type of infrastructure: Latrines				-					
Activity	Activity #7: Ensure adequate WASH infrastructure and practices in schools	Number of schools using an improved water source -Schools have water source -Normally available water of source at school -Whether the water was unavailable from the water source in the past two weeks for a day or longer	Standard indicator #27	Output	*246*	***256***	-	256	202	104	-
Outcome	**MGD 2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment**	Number of target schools that meet the minimum requirements for handover to the government based on agreed handover checklist (by the time of handover)	Custom indicator #11	Outcome	**0**	**407**	0	0	133	130	144

Foundational results

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 - Foundational Results						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Long-term Outcome	National School Feeding Programme runs effectively and sustainably	SABER–School Feeding (SABER-SF) Index	Custom indicator #14	Outcome	2,8	3,3	2,8	2,8	2,8	3,3	3,3
Outcome	MGD1.4.1/2.7.1: Increased Capacity of Government Institutions	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (Design and Implementation, Institutional Capacity pillars)	Custom indicator #15	Outcome	0	2	0	0	0	2	2
Activity	Activity 1: Provide technical assistance to the government on the design and implementation of the National Home-Grown School Feeding Programme	Number of technical assistance initiatives provided by WFP to the National Home-Grown School Feeding Programme (for Design, implementation and M&E TA)	Custom indicator #16	output	0	9	1	2	2	2	2
		Number of government staff that received training on National School Feeding Programme operation as a result of USDA assistance	Custom indicator #17	output	0	180		144	40	16	0
		Sex: Male									
		Sex: Female									
Activity	Activity #2: Support the government to strengthen the institutional framework and multisectoral coordination mechanisms for school feeding	Number of multi-stakeholder school feeding Coordination Committee meeting conducted (as a result of USDA assistance) to implement the national programme.	Custom indicator #18	output	0	15	3	3	3	3	3
Activity	Activity #4: Strengthen national monitoring and oversight capacity for school feeding	Number of sub-national level government staff who received training on National School Feeding Programme monitoring	Custom indicator #19	output	0	204	0	144	168	180	204
		Sex: Male				143	0	101	118	126	143
		Sex: Female				61	0	43	50	54	61

	Logical Framework and Performance Indicator Table										
	USDA McGovern-Dole: World Food Programme Cambodia FY 2022 - Foundational Results						Planned Target				
							Year 1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Outcome	MGD1.4.2/2.7.2: Improved Policy and Regulatory Framework	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (policy framework pillar)	Custom indicator #15	Outcome	0	1	0	0	0	1	1
Activity	Activity #2: Support the government to strengthen the institutional framework and multisectoral coordination mechanisms for school feeding	Number of technical assistance activities provided by WFP to the National Home-Grown School Feeding Programme (for policy)	Custom indicator #16	output	0	1	0	0	0	1	0
Outcome	MGD1.4.3/2.7.3: Increased Government Support	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (financial capacity pillar)	Custom indicator #15	Outcome	0	1	0	0	0	1	1
Activity	Activity #3: Provide technical assistance to the government to enhance budget planning, negotiation, and management and advocate for increased resources for school feeding	Number of technical assistance activities provided by WFP to the National Home-Grown School Feeding Programme (for budget planning)	Custom indicator #16	output	0	7	1	3	1	1	1
Outcome	MGD1.4.4/2.7.4: Increased Engagement of Local Organizations and Community Groups	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (community Role pillar)	Custom indicator #15	Outcome	0	1	0	0	0	1	1
Activity	Activity #3: Provide technical assistance to the government to enhance budget planning, negotiation, and management and advocate for increased resources for school feeding	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Standard Indicator #11	output	0	$ 41.810.526	$ -	$ 6.342.881	$ 9.650.051	$ 12.206.456	$ 13.611.138
		Type of investment: host government			0	$ 39.743.740	$ -	$ 5.575.517	$ 8.939.452	$ 11.617.633	$ 13.611.138
		Type of investment: other private sector			0	$ 997.346	$ -	$ 466.584	$ 354.119	$ 176.643	$ -
		Type of investment: community contribution (Including CIP)			0	$ 1.069.440	$ -	$ 300.780	$ 356.480	$ 412.180	$ -
Activity	Activity 1: Provide technical assistance to the government on the design and implementation of the National Home-Grown School Feeding Programme	Number of Parent-Teacher Associations (PTAs) or similar school governance structures supported as a result of USDA assistance	Standard Indicator #13	Output	0	657	0	626	657	657	0

Local and Regional Procurement (LRP)

	Logical Framework and Performance Indicator Table										
	USDA McGovern-Dole: World Food Programme Cambodia FY 2023 - LRP						Planned Target				
							Year1	Year 2	Year 3	Year 4	Year 5
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Baseline	Life of Project	Oct 1, 2022-Sep 30, 2023	Oct 1, 2023-Sep 30, 2024	Oct 1, 2024-Sep 30, 2025	Oct 1, 2025-Sep 30, 2026	Oct 1, 2026-Sep 30, 2027
Impact	LRPSO: Improved Effectiveness of Food Assistance through Local and Regional Procurement										
Outcome	LRP 1.1: Improved Cost effectiveness of Food Assistance	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard Indicator #5	Output	0	*$1.447.370,00*	$576.520,00	$423.150,00	$447.700,00	$ -	$ -
		Type: canned fish									
		Source: Thailand					$576.520,00	$423.150,00	$240.300,00		
		Source: Indonesia									
		Source: Vietnam									
		Source: Philippines									
Outcome	LRP1.1.1: Improved Cost Effectiveness of Procurement	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard Indiactor #4	Output	0	*$851.617,33*	$281.066,55	$208.503,54	$362.047,24	$ -	$ -
		Type: canned fish									
		Source: Thailand					$281.066,55	$208.503,54	$122.550,08		
		Source: Indonesia									
		Source: Vietnam									
		Source: Philippines									
Outcome	LRP1.3.2: Improved Cost Effectiveness of Procurement	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard Indicator #6	Output	0	*920,00*	280,00	210,00	430,00	$ -	$ -
		Type: canned fish									
		Source: Thailand					280,00	210,00	90,00		
		Source: Indonesia									
		Source: Vietnam									
		Source: Philippines									

Annex 11: Summary of project indicators at midterm

Strategic Objective 1

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO1					Performance Reporting Actuals Year 1		Year 2	Year 3	Mid-term Achievement (until Mar 2025)	
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Life of Project	Total Annual (unique #)	Actuals Oct 1 2023-Sep 30 2024	Actuals (October 1, 2024 - March 30 2025)	Mid-term Actuals (until Mar 2025)	% compared to LoP target	
Long-term Outcome	MGD SO 1: Improved Literacy of School-Age Children	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (grade 2 by gender)	Standard Indicator #1	Outcome	***40,0%***	0	33,2%	N/A	33,90%	84,75%	
		Sex: Boy			***32,2%***	0	24,8%	N/A	23,90%	74,22%	
		Sex: Girl			***47,7%***	0	41,5%	N/A	43,70%	91,61%	
		Percent of students who, by the end of three grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (grade 3 by gender)			***60,0%***	0	54,2%	N/A	57,60%	96,00%	
		Sex: Boy			***52,0%***	0	45,2%	N/A	49,10%	94,42%	
		Sex: Girl			***68,0%***	0	63,3%	N/A	66,00%	97,06%	
		Number of individuals participating in USDA food security programs (By Sex; Age; and type of individual)	Standard Indicator #30	Output	***113.153***	0	96.336	72.409	96.336	85,14%	
		Sex: Male			**58.595**		49.540	36.731	49.549	84,56%	
		Sex: Female			**54.557**		46.796	35.678	46.796	85,77%	
		Type: School-aged children			**109.261**		94.018	79.495	94.108	86,13%	
		Type: Teachers/school administrators (literacy programe)			**2.357**		1.161	1.154	2.315	98,22%	
		Type: Government people (school feeding)			**1.535**		1.157	760	1.917	124,88%	
		Number of schools reached as a result of USDA assistance (By primary schools, primary and pre-primary schools)	Standard Indicator #32	Output	***510***	0	505	473	505	99,02%	
		Primary schools					6	154	6		
		Primary and pre-primary schools (combined schools)					499	319	499		

Outcome	**MGD 1.1: Improved Quality of Literacy Instruction**	**Percentage of observed teachers, receiving the EGL intervention, who reach Level 2 or higher**	Custom Indicator #1	Outcome	***85%***	0	59,53%	48,31%	59,53%	70,04%
		Sex: Male					53,59%	48,14%%	53,59%	
		Sex: Female					62,10%	48,36%%	62,10%	
Activity	Activity #9: Assist MoEYS to develop and roll-out the Khmer Early Grade Learning package	Number of teaching and learning materials provided as a result of USDA assistance	Standard Indicator #3	Output	***556***	0	561	-	561	100,90%
Outcome	**MGD 1.1.4: Increased Skills and Knowledge of Teachers**	**Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance (by gender)**	Standard Indicator #4	Outcome	***1.513***	0	545	866	866	57,24%
		Sex: Male			***560***		185	206	206	36,79%
		Sex: Female			***953***		360	660	660	69,25%
Activity	Activity #9: Assist MoEYS to develop and roll-out the Khmer Early Grade Learning package	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (by gender)	Standard Indicator #5	Output	***1.780***	0	622	528	1.150	64,61%
		Sex: Male			***659***		229	126	355	53,87%
		Sex: Female			***1.121***		393	402	795	70,92%

Outcome	**MGD 1.1.5: Increased Skills and Knowledge of Administrators**	**Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance (by gender)**	Standard Indicator #6	Outcome	***462***	0	362	351	713	154,46%
		Sex: Male			***175***		125	107	232	132,57%
		Sex: Female			***286***		237	244	481	168,18%
Activity	Activity 10: Build the capacity of administrators and strengthen the school-based mentoring system	Number of school administrators and officials trained or certified as a result of USDA assistance (by gender)	Standard Indicator #7	Output	***577***	0	539	626	626	108,49%
		Sex: Male			***219***		246	264	264	120,55%
		Sex: Female			***358***		293	362	362	101,12%
Outcome	**MGD 1.2: Improved Attentiveness**	**Percent of students in target schools identified as attentive by their teachers**	Custom Indicator #3	Outcome	***95%***	0	94,8%	N/A	91,30%	96,11%
Outcome	**MGD 1.2.1: Reduced Short-Term Hunger**	**Percent of students in target schools reported as 'not hungry' during class time according to a hunger scale**	Custom Indicator #4	Outcome	***88%***	0	84,0%	N/A	91,80%	104,32%
Outcome	**MGD 1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding)**	**Number of school-age children receiving daily school meals (breakfast) as a result of USDA assistance (by gender, new/continuing students)**	Standard Indicator #17	Output	***109.261***	0	94.018	70.495	94.018	86,05%
		Sex: Boy			***56.816***		48.004	35.856	48.004	84,49%
		Sex: Girl			***52.445***		46.014	34.639	46.014	87,74%
		New			***N/A***		94.018	9.842	N/A	
		Continuing			***N/A***		-	60.653	N/A	
		Number of individuals benefiting indirectly from USDA funded interventions	Standard Indicator #31	Output	**139.059**	0	119.659	89.721	119.659	86,05%
Activity	Activity #5: Provide nutritious school meals and prepare USDA-supported schools for handover	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Standard Indicator #16	Output	**26.946.360**	0	15.632.356	4.545.335	20.177.691	74,88%

Outcome	**MGD 1.3: Improved Student Attendance**	**Average student attendance rate in USDA supported classrooms/schools (by gender)**	Standard Indicator #2	Outcome	**95,00%**	0	90,94%	91,93%	91,93%	96,77%
		Sex: Boy					89,30%	89,95%	89,95%	
		Sex: Girl					92,57%	93,41%	93,41%	
Outcome	**MGD 1.3.2: Reduced Health-Related Absences**	**Mean number of days school-children are absent from school because of ill-health per month**	Custom Indicator #5	Outcome	**1,0**	0	1,92	1,52	1,52	152,00%
Outcome	**MGD 1.3.4: Increased Student Enrolment**	**Number of students enrolled in school receiving USDA assistance**	Standard Indicator #9	Outcome	109.261	0	94.018	70.460	94.018	86,05%
		Sex: Boy			56.816		48.004	35.850	48.004	84,49%
		Sex: Girl			52.445		46.014	34.610	46.014	87,74%
		New			N/A		94.018	9.860	N/A	
		Continuing			N/A		-	60.600	N/A	
Outcome	**MGD 1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding) MGD 2.5: Increased Access to Preventive Health Interventions**	**Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance**	Standard Indicator #18	Outcome	109.261	0	94.018	70.495	94.018	86,05%
		Sex: Boy			56.816		48.004	35.856	48.004	84,49%
		Sex: Girl			52.445		46.014	34.639	46.014	87,74%
		New			N/A		94.018	9.842	N/A	
		Continuing			N/A		-	60.653	N/A	

Source: MDG FY22 indicator tracking sheet updated as of March 2025

Strategic Objective 2

	USDA McGovern-Dole: World Food Programme Cambodia FY 2022 -SO2					Actuals				
						Year 1	Year 2	Year 3	Mid-term Achievement (until Mar 2025)	
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Life of Project	Total Annual (unique #)	Actuals Oct 2023-September 2024	Actuals (October 1 2024-March 30 2025)	Mid-term Actuals (until Mar 2025)	% compared to LoP target
Long-term Outcome	MGD SO2: Increased Use of Health and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (by gender)	Standard Indicator #19	Outcome	1.782	0	0	N/A	N/A	
		Sex: Male			1.016		0			
		Sex: Female			766		0			
		Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (by gender)	Standard Indicator #20	Outcome	873	0	1.519	1045	1519	174,00%
		Sex: Male			498		867	457	867	174,10%
		Sex: Female			375		652	588	652	173,87%
		Average dietary diversity score (DDS) for enrolled girls and boys of target schools	Custom Indicator #6	Outcome	6,0	4,3	5,55	N/A	5,55	92,50%
		Boys			6,1		5,73	N/A	5,73	93,93%
		Girls			5,9		5,36	N/A	5,36	90,85%
Activity	Activity 8: Promote improved child health, nutrition, and dietary practices in line with National Policy on School Health	Number of individuals trained in child health and nutrition as a result of USDA assistance (by gender)	Standard Indicator #23	Output	1.081	0	1.419	1381	1419	131,27%
		Sex: Male			616		709	741	709	115,10%
		Sex: Female			465		710	640	710	152,69%
	Activity #7: Ensure adequate WASH infrastructure and practices in schools	Number of individuals trained in hygiene and the minimum guidelines for water and sanitation in schools as result of USDA assistance (by gender)	Custom indicator #8	Output	884	0	854	653	854	96,61%
		Sex: Male			482		569	325	569	118,05%
		Sex: Female			402		285	322	285	70,90%

Activity	Activity #5: Provide nutritious school meals to prepare USDA-supported schools for handover	Number of individuals trained in safe food preparation and storage as a result of USDA assistance (by gender)	Standard Indicator #22	Output	**1.364**	0	2.373	1340	2373	173,97%
		Sex: Male			**777**		1.354	586	1354	174,26%
		Sex: Female			**587**		1.019	754	1019	173,59%
Activity	Activity #7: Ensure adequate WASH infrastructure and practices in schools	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Standard Indicator #8	Output	***441***	0	329	67	396	89,80%
		Type of infrastructure: Kitchen, cook areas			***175***		97	30	127	72,57%
		Type of infrastructure: Improved water sources			***266***		121	37	158	59,40%
		Type of infrastructure: Latrines			-		111	0	111	
Activity	Activity #7: Ensure adequate WASH infrastructure and practices in schools	Number of schools using an improved water source - Schools have water source - Normally available water of source at school - Whether the water was unavailable from the water source in the past two weeks for a day or longer	Standard indicator #27	Output	***256***	Data not available	341	232	341	133,33%
Outcome	**MGD 2.6: Increased Access to Requisite Food Prep and Storage Tools and Equipment**	Number of target schools that meet the minimum requirements for handover to the government based on agreed handover checklist (by the time of handover)	Custom indicator #11	Outcome	**407**	0	-	133	133	32,68%

Source: MDG FY22 indicator tracking sheet updated as of March 2025

Foundational results

	Logical Framework and Performance Indicator Table USDA McGovern-Dole: World Food Programme Cambodia FY 2022 - Foundational Results					Semi-Annual Performance Reporting Actuals Year 1	Year 2	Year 3	Mid-term Achievement (until Mar 2025)	
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Type	Life of Project	Total Annual (unique #)	Actuals (Oct 1 2023- September 30 2024)	Actuals (October 1, 2024 - September 30, 2025)	Mid-term Actuals (until Mar 2025)	% compared to LoP target
Long-term Outcome	National School Feeding Programme runs effectively and sustainably	SABER–School Feeding (SABER-SF) Index	Custom indicator #14	Outcome	3,3	0	2,8	N/A	NA	
Outcome	MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (Design and Implementation, Institutional Capacity pillars)	Custom indicator #15	Outcome	2	0	0	0	NA	
Activity	Activity 1: Provide technical assistance to the government on the design and implementation of the National Home-Grown School Feeding Programme	Number of technical assistance initiatives provided by WFP to the National Home-Grown School Feeding Programme (for Design, implementation and M&E TA)	Custom indicator #16	output	9	0	7	5	12	133,33%
		Number of government staff that received training on National School Feeding Programme operation as a result of USDA assistance	Custom indicator #17	output	180	0	212	147	359	199,44%
		Sex: Male					108	114	222	
		Sex: Female					104	33	137	
Activity	Activity #2: Support the government to strengthen the institutional framework and multisectoral coordination mechanisms for school feeding	Number of multi-stakeholder school feeding Coordination Committee meeting conducted(as a result of USDA assistance) to implement the national programme.	Custom indicator #18	output	15	0	0	2	2	13,33%
Activity	Activity #4: Strengthen national monitoring and oversight capacity for school feeding	Number of sub-national level government staff who received training on National School Feeding Programme monitoring	Custom indicator #19	output	204	0	117	147	147	72,06%
		Sex: Male			143		93	114	114	
		Sex: Female			61		24	33	33	

Outcome	**MGD 1.4.2/2.7.2: Improved Policy and Regulatory Framework**	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (policy framework pillar)	Custom indicator #15	Outcome	**1**	0	0	0	NA	
Activity	Activity #2: Support the government to strengthen the institutional framework and multisectoral coordination mechanisms for school feeding	Number of technical assistance activities provided by WFP to the National Home-Grown School Feeding Programme (for policy)	Custom indicator #16	output	**1**	0	3	0	3	300,00%
Outcome	**MGD 1.4.3/2.7.3: Increased Government Support**	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (financial capacity pillar)	Custom indicator #15	Outcome	**1**	0	0	0	0	0,00%
Activity	Activity #3: Provide technical assistance to the government to enhance budget planning, negotiation, and management and advocate for increased resources for school feeding	Number of technical assistance activities provided by WFP to the National Home-Grown School Feeding Programme (for budget planning)	Custom indicator #16	output	**7**	0	2	1	3	42,86%
Outcome	**MGD 1.4.4/2.7.4: Increased Engagement of Local Organizations and Community Groups**	Number of relevant SABER-SF pillars with improved score by the final SABER workshop in 2026 (community Role pillar)	Custom indicator #15	Outcome	**1**	0	0	0	NA	
Activity	Activity #3: Provide technical assistance to the government to enhance budget planning, negotiation, and management and advocate for increased resources for school feeding	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Standard Indicator #11	output	**$ 41.810.526**	0	9.092.032,46	2.573.113	11.665.145,46	27,90%
		Type of investment: host government			**$ 39.743.740**		8.167.808,53	2.420.499	10.588.307,53	26,64%
		Type of investment: other private sector			**$ 997.346**		443.538,54	NA	443.539,00	44,47%
		Type of investment: community contribution (Including CIP)			**$ 1.069.440**		480.685,39	152.614	633.299,39	59,22%
Activity	Activity 1: Provide technical assistance to the government on the design and implementation of the National Home-Grown School Feeding Programme	Number of Parent-Teacher Associations (PTAs) or similar school governance structures supported as a result of USDA assistance	Standard Indicator #13	Output	**657**	0	894	938	938	142,81%

Source: MDG FY22 indicator tracking sheet updated as of March 2025

Local and Regional Purchase

	Logical Framework and Performance Indicator Table				Semi-Annual Performance Reporting				
	USDA McGovern-Dole: World Food Programme Cambodia FY 2023 - LRP				Actuals				
					Year 1	Year 2	Year 3	Mid-term Achievement (until Mar 2025)	
	Impact/ Outcome/ Output/ Activity	Indicator	Standard/Custom	Life of Project	Total Annual (unique #)	Actuals Oct 1 2023-Sep 30 2024	Actuals (Oct 1, 2024 - September 30, 2025)	Mid-term Actuals (until Mar 2025)	% compared to LoP target
Impact	LRP SO: Improved Effectiveness of Food Assistance through Local and Regional Procurement								
Outcome	LRP 1.1: Improved Cost effectiveness of Food Assistance	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard Indicator #5	*$1.447.370,00*	$ 572.674	364.629,60	333.800	1.270.977,75	87,81%
		Type: white rice							
		Source: Cambodia (white rice)					154.700	154.700,00	
		Type: canned fish							
		Source: Thailand				364.629,60	179.100	116.277,60	
		Source: Indonesia							
		Source: Vietnam							
		Source: Philippines							
Outcome	LRP 1.1.1: Improved Cost Effectiveness of Procurement	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard Indiactor #4	*$851.617,33*	$ 242.379	167.368,30	518.569,70	920.939,73	108,14%
		Type: white rice							
		Source: Cambodia (white rice)					285.550,72	285.550,72	
		Type: canned fish							
		Source: Thailand				167.368,30	233.018,99	635.389,01	
		Source: Indonesia							
		Source: Vietnam							
		Source: Philippines							

Outcome	**LRP 1.3.2: Improved Cost Effectiveness of Procurement**	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	LRP Standard Indicator #6	***920,00***	0	202,57	430	917	99,67%
		Type: white rice							
		Source: Cambodia (white rice)					340	340	
		Type: canned fish							
		Source: Thailand				202,57	90	577	
		Source: Indonesia							
		Source: Vietnam							
		Source: Philippines							

Source: MDG FY22 indicator tracking sheet updated as of March 2025

Annex 12: Evaluation matrix

Colour code: High level of data availability and reliability, no gaps identified. Existing data gaps that can be mitigated with acceptable impact on the evaluation objectives. Existing data gaps without mitigation measures and high impact on evaluation objectives

Questions	Measure/Indicator	Data Collection Methods	Main Sources of information	Data Analysis Methods and Triangulation	Data availability / reliability
RELEVANCE					
1. To what extent has the project design remained relevant in contributing towards a sustainable and effective implementation of the NHGSFP vis-à-vis the Government's readiness and capacities to manage the NHGSFP?	- Appropriateness of the capacity strengthening planning process resulting from the 2023 SABER workshop - Extent to which the identified capacity strengthening needs have been addressed in the project design - Key changes in the context concerning relevant institutions related to the NHGSFP, including institutional framework, resources and staffing - Degree to which the project has adapted its strategy and planning to those changes	- Key informant interviews - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - Participants to CCS activities - SABER report - Project agreement and planning documents - NHGSFP TA package - School Feeding Policy action plan	- Comparison between the priorities highlighted in the SABER report and the project strategy and planning - Analysis of the adequacy of the changes made to the project considering the changes in context - Triangulation of qualitative data from different sources of information.	
2. What have been the main policy changes relevant to the project since baseline and to what extent has the project remained aligned with key policies and strategies, including on addressing the specific needs of women and men?	- Key changes in the policy framework on primary education, school feeding, school health and nutrition, support to smallholder farmers, integration of the needs of women and men - Ability of WFP to identify policy changes and make changes to the project design and implementation - Alignment of the project objectives and activities with the policy framework that prevailed during project implementation.	- Key informant interviews - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and sub-national levels - Relevant national policies and strategies - Project reports - Annual Country Reports - Project planning documents - NHGSFP TA package - School Feeding Policy action plan	- Comparison between the evolution of national priorities expressed in key policies and strategies and the changes made by WFP to align the project to those changes - Triangulation of qualitative data from different sources.	
3. How relevant were the school readiness criteria in facilitating an effective handover of schools?	- Key stakeholders' perception of the relevance of school readiness criteria - Extent to which the planned number of schools have reached the criteria and been handed-over. If not, why? - Procedures for assessing the school status regarding readiness criteria - Key difficulties experienced by schools after hand-over and relationship with readiness criteria	- Key informant interviews - Focus group discussions - Literature review - Observation	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - School principals and teachers - School feeding committees - ACR and Project reports - Specific document on readiness criteria and assessment	Triangulation of qualitative data from different sources of information	

COHERENCE					
4. 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 inter-linkages?	- Level of alignment and complementarity of the project's objectives and activities with existing systems within the institutions that participate to the NHGSF programme and the social protection policy framework - Quality of relations established by WFP with relevant institutions - Quality of coordination among institutions participating to the NHGSF programme. - Factors that have supported or affected these elements	- Key informant interviews - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - UN agencies (UNICEF, FAO, UNESCO) - Other development partners (WB) - MGD Project document - Relevant national policies - ACR and project reports - NHGSFP TA package - School Feeding Policy action plan	Triangulation of qualitative data from different sources of information	
5. 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?	- Level of complementarity of the project with other WFP activities within the current Country Strategic Plan - Level of complementarity of the project with other WFP school feeding activities - Level of complementarity of the project with other initiatives on school feeding, literacy and public health - Quality of sector coordination for education, school feeding and public health, and level of participation and role of WFP in coordination mechanisms	- Key informant interviews - Literature review	- WFP CO - Government stakeholders at national and subnational levels - UN agencies (UNICEF, FAO, UNESCO) - Other development partners (WB) - CSP document - Formulation documents and evaluation reports of other WFP school feeding projects - UNDAF and SDCF documents - ACR and project reports	Triangulation of qualitative data from different sources of information	
EFFECTIVENESS					
6. What are the performances of the project in both WFP managed and already handed-over schools in enhancing the literacy and health/nutrition outcomes (McGovern-Dole SO1 and 2)? Are there any differences between the schools assisted by WFP and those already handed over, and among girls, boys, women, men and vulnerable groups, and why?	- Level of achievement of planned outputs disaggregated by school status (handed-over, not handed-over), sex and vulnerability status (PMP indicators) - Level of achievement of planned outcomes disaggregated by school status), sex and vulnerability status (PMP indicators) - Stakeholders' perception on the level of achievement of planned outputs and outcomes and on the key difficulties faced. - Unintended effects of project activities and/or school transition on different groups (boys, girls, women, men, vulnerable groups)	- Quantitative survey - Key informant interviews - Focus group discussions - Literature review - Observation	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - School principals and teachers - Households - School feeding committees - ACR and project reports - PMP quarterly updates - Other WFP study reports	- Comparison between planned and achieved outputs and outcomes for handed over and not yet handed over schools - Descriptive statistics and Difference-in-difference analysis - Triangulation of data from quantitative survey and qualitative data sources. - Contribution analysis based on the result chain of the result frameworks	Last PMP available at inception stage covers until September 2024. New update should be available at data collection Existing risk of not having the results of the EGRA test planned in Aug-Sept 2025 available timely

EFFECTIVENESS					
7. What are the performances of the project in supporting the transition strategy? Have schools been handed over as planned and if not, why not? What are the results achieved on the five pillars of SABER? To what extent is women's empowerment mainstreamed in the NHGSF programme?	- Level of implementation of the handing over plan - Level of achievement of planned CCS outputs - Level of achievement of planned CCS outcomes - Perception of evolution of the SABER pillars - Stakeholders' perception on the evolution of the integration of the specific needs of men and women within the NHGSF programme - Evidence of the integration of the specific needs of women and men in NHGSF policy and programming documents	- Key informant interviews - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - School principals - School feeding committees - ACR and project reports - NHGSF policy and programming documents and report - NHGSFP TA package - School Feeding Policy action plan	- Triangulation of qualitative data from different sources of information - Contribution analysis based on the result chain of the result frameworks	No SABER update available since baseline. The ET will identify the evolution of the SABER pillars since 2023 through document review and key informant interviews. The level of details will be limited compared to a SABER workshop
8. What implementation and context factors have supported or affected the implementation and achievements of the project for the two SOs and foundational results, including the achievements on women's empowerment?	Quality of activities' implementation in term of: - Planning process - M&E, evidence generation, lessons learnt and documentation of processes and achievements, including for women's empowerment mainstreaming and achievements - Institutional arrangements - Logistic - Quality of partnerships - Resource mobilization strategy - Support from regional bureau and HQ Effect of external factors on activity implementation and achievements: - Political, economic situation and security - Food security and nutrition - Socio-cultural factors - Access to beneficiaries - Institutional stability - Others	- Key informant interviews - Focus group discussions - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - School principals - School feeding committees - ACR and project reports	Triangulation of qualitative data from different sources of information - Contribution analysis based on the result chain of the result frameworks	

EFFICIENCY					
9. Were the activities undertaken as part of Local and Regional Procurement cost-efficient compared to international procurement of commodities?	- Percentages of commodities purchased locally, regionally and internationally, by type - Costs of commodities by type and type of procurement - Logistical costs by type of commodities and type of procurement - Quality process for each type of procurement - Lead time by type of procurement	- Key informant interviews - Literature review	- Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - ACR and other activity reports - WFP cost and budget data and other studies	- Comparison of the costs and lead times of local, regional and international procurement	
10. What factors impacted the cost efficiency of the project implementation?	- Appropriateness of resources budgeted - Level of use of available resources - Timeliness of activity implementation - Implementation costs - Extent to which cost-effectiveness is considered in decision making.	- Key informant interviews - Literature review	- Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - ACR and other activity reports		
SUSTAINABILITY					
11. What is the level of ownership and participation of all relevant stakeholders (Government, communities, schools, farmers, etc.) vis-à-vis the NHGSF programme?	- Stakeholders' perception on the level of ownership they and others have vis-à-vis the NHGSF programme - Level of participation of each stakeholder according to the roles and responsibilities defined in the NHGSF programme design	- Key informant interviews - Focus group discussions - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - School principals - School feeding committees - ACR and project reports - NHGSF programme reports	- Qualitative analysis based on the triangulation of data from different sources.	
12. What factors may affect the sustainability of the NHGSF programme and the achievements of the project?	- Extent to which sustainability has been factored into the project design and implementation. - Evolution of the five pillars of the SABER since 2023 - Analysis of the factors that can support affect sustainably of the literacy and health, nutrition, water, sanitation and hygiene components of the project	- Key informant interviews - Focus group discussions - Literature review	- WFP CO - Government stakeholders at national and subnational levels - Implementing partners at national and subnational levels - School principals - School feeding committees - ACR and project reports - NHGSF programme reports	- Qualitative analysis based on the triangulation of data from different sources.	

SUSTAINABILITY					
13. 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?**	- Appropriateness of the governance structure of the NHGSFP - Level of participation of each stakeholder according to the roles and responsibilities defined in the NHGSF programme design - Existence and effectiveness of the NHGSF programme coordination structures - Quality of the coordination and relations between key stakeholders of the NGHSF programme - Extent to which the project and the NHGSF programme is aligned with relevant policies (education, school meals, school health, support to smallholder farmers) - Extent to which those policies are implemented and supportive to the project and the NHGSF programme objectives. - If not, factors affecting their implementation - Level of government ownership of the NHGSF programme - Robustness of the school feeding policy framework and level of priority given by the government - Evolution of the national budget for school feeding and reasons	- Key informant interviews - Literature review	- WFP CO - Government stakeholders - Implementing partners - Relevant national policies - National budget - ACR and project reports - NHGSF programme reports	- Qualitative analysis based on the triangulation of data from different sources.	

Annex 13: Methodology

This evaluation series has been conceived to systematically establish benchmarks against which to measure progress and long-term effects of the project from the start of the McGovern-Dole FY19 cycle through to the end of this current award in 2027, with a particular focus on the handover of the HGSF programme to the Government.

The evaluation plan for this cycle stresses the key task of continued tracking of the two strategic objectives (SO1 and SO2) and foundational results during the transition period, in which schools will be gradually handed over to the Government. This plan includes a list of outcome indicators for both SOs; this list is concise and with well-defined outcome level indicators disaggregated for women and men. The ET has carefully reviewed the outcome level indicators defined in the plan and analyse their evolution since 2019 and 2023 by sourcing their values from the FY19 cycle and FY22 baseline PMP. Where necessary, the ET has completed this sourcing with evaluation reports (including reports from World Education from the beginning of the baseline period,[141] the literacy assessment,[142] province-specific monitoring reports[143] and overall implementation summaries[144]) and quantitative survey data. The ET has used the same questionnaire as in the FY19 baseline and endline to ensure continuity and comparability of the indicators measured through the questionnaire, with a few adjustments.[145] There is no SABER update for the midterm evaluation: the SABER was planned to provide the evidence on progress on foundational results. The evaluation team has assessed the key activities and progress achieved for each SABER pillar through KIIs with key stakeholders relevant for each pillar.

This midterm evaluation has followed a utilization-focused evaluation approach that has taken into account the specific situations of different groups, such as women and men, and has used the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) evaluation criteria of relevance, coherence, effectiveness, efficiency and sustainability as the basis for determining and reporting the evaluation findings.

The evaluation has used a mixed-methods approach, using three main collection techniques: secondary data review, and the collection of qualitative and of quantitative data, to derive evaluation findings. The quantitative component of the evaluation has followed a quasi-experimental approach. When quantifying an intervention's effectiveness, quasi-experimental designs control for time-related confounding factors that may influence the outcomes, while still allowing all schools to receive the intervention in a way that can be pre-planned in consultation with the partners.[146] Although the FY22 baseline study relied on the data collected by the FY19 endline survey to avoid back-to-back data collection with the same stakeholders, the midterm evaluation has undertaken a specific quantitative survey.

The ET has prepared an evaluation matrix (see Annex 12) based on the 13 evaluation questions that defines the indicators and detailed information, data collection methods and sources to answer each question. The evaluation matrix represents a key guiding tool for the ET, and has been designed to elaborate the methodology, inform and develop the data collection tools and it has been used throughout the data collection mission to ensure all lines of inquiry are covered with sufficient evidence.

Considerations on disparities between women, men, girls and boys: The level of mainstreaming of these considerations in the project was reviewed during the baseline, that showed on the one hand that the two results frameworks do not contain specific outcomes and outputs addressing the specific needs of women and men, and on the other hand that PMP indicators were planned to be disaggregated adequately but there were no specific targets for women, men, girls and boys. Separate targets were found to be particularly important for literacy and

141 World Education, 2020. Baseline Report Food for Education 2019-2023
142 World Education, 2024. Literacy Baseline Assessment Report USDA-McGovern-Dole Food for Education (FFE) Project 2022-2026, January 2024.
143 World Education, 2023. Kampong Chhnang monitoring data summary document, July 2023.
144 World Education, 2023. Master summary of EGR programming during the 2019-2023 MGD phase.
145 Adjustments made: i), the modules on household income, expenses and assets have been removed as they were not analysed at baseline or in the previous project cycle, they do not contribute to the analysis of the project's outcomes, and they are complex and time consuming for data collection; ii) the Food Consumption Score and Diet Diversity Score have been aligned with corporate guidelines.
146 Options are: i) an experimental design where the selection of schools to be transitioned would have to be random, which can complicate coordinated planning of transition with the partner along with the implementation; or ii) a design that is not quasi-experimental, where the ET would lose control of time-related confounding factors.

student attendance indicators. A differentiated analysis has assessed the extent to which different voices, vulnerabilities, capacities and priorities of women, men, girls and boys are reflected in the McGovern-Dole FY22 project design, selection, implementation and monitoring – and how these distinct groups might benefit from the project socially and materially. This detail has been gathered through the analysis of the project performance indicators, and through direct consultations with project stakeholders and particularly beneficiaries. Elements on disparities have been mainstreamed into the interview guides (see Annex 17). To the extent possible, the ET has promoted the participation of as many women as possible among key informants, and focus group discussions (FGDs) undertaken at school level.

DATA COLLECTION METHODS

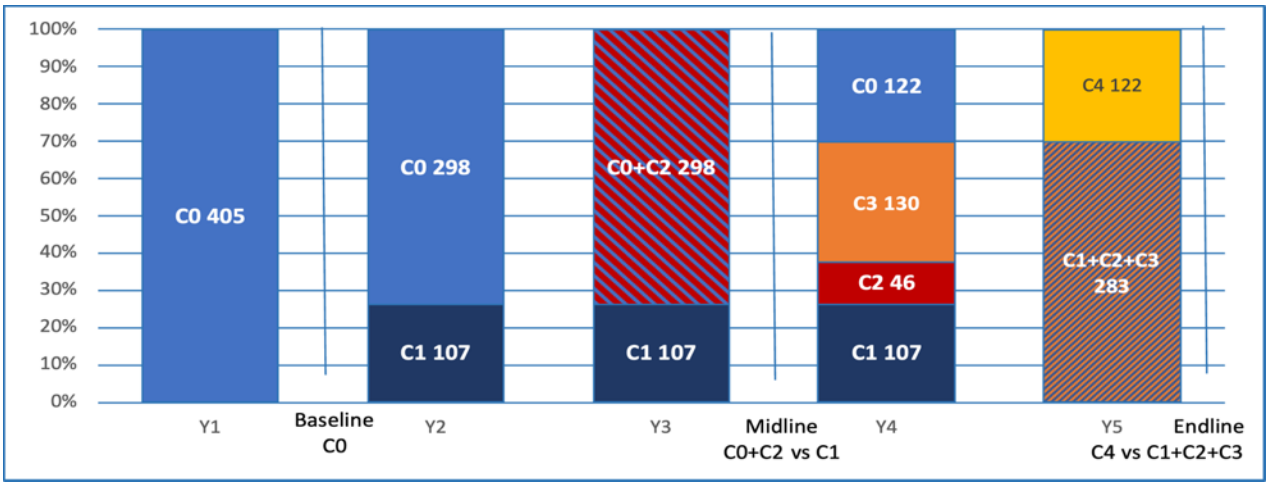
Document Review. A desk review of relevant documents has been undertaken, which has included the following documentation: i) project agreement and design documents; ii) WFP Annual Country Reports (ACR) and specific project reports; iii) PMP periodic updates; iv) relevant national sector policies, strategies and planning documents from other United Nations and cooperation stakeholders in Cambodia. A full list of documentation consulted is given in Annex 14.

Quantitative data collection: Quantitative data has been gathered through the document review, in particular the PMP indicators, and a quantitative survey that has been applied to different stakeholders at school level. The objective of these surveys is to complement the PMP data to ensure that sufficient evidence is available to assess every element of the project result framework with a high level of triangulation and reliability. To ensure consistency and comparability over time with the baseline study and the previous evaluation cycle, the same questionnaires (see Annex 16) have be applied to the same groups of stakeholders with some adjustments (see footnote 145): school principals and teachers, and school children head of household and caregiver. The survey has been implemented by IndoChina Research (IRL) which has extensive experience of similar surveys, including for previous rounds of McGovern-Dole project evaluations.

Quantitative survey approach: The quasi-experimental design, presented in Figure 23 below, identifies five different cohorts (C) of schools based on their status regarding the handover process where:

- C0 are schools not yet handed over by WFP to the Government
- C1 are schools handed over at the end of Year (Y) 2 of the project (school year 2023-2024)
- C2 are schools handed over at the beginning or at the end of Y3 of the project (school year 2024-2025)[147]
- C3 are schools handed over at the end of Y4 of the project (school year 2025-2026)
- C4 are schools handed over at the end of Y5 of the project (school year 2026-2027).

Figure 23: Evaluation quasi-experimental design



Source: Developed by the Evaluation Team. Updated version from the baseline study, as 43 schools in Kampong Chhnang are now considered separately and therefore not included in this design figure.

147 This group includes 43 schools in Kampong Chhnang that were planned to be handed over in 2021-2022 (Y0) but that, according to information collected during the current inception phase, were only handed over at the beginning of Y3. These 43 schools will be targeted by the quantitative survey but not included in the quasi-experimental design. See also paragraphs 56, 68 and 77.

The survey sample has included two groups of 80 schools that has been compared in Siem Reap and Kampong Thom provinces, and an additional group of 13 schools in Kampong Chhnang (sample of 173 schools in total):

- C0+C2: schools not yet handed over and schools that were handed over less than one year ago:[148] 341 schools covered by the FY22 McGovern-Dole project.
- C1: schools handed over more than one year ago: 107 schools that were already handed over to the government and are not covered by FY22 project.

The sample of schools that has been included is drawn from the FY19 endline evaluation targets.[149] Special attention has been given to Kampong Chhnang province, due to its relatively lower literacy levels (as per World Education baseline report 2019-23)[150] and to the identified constraints in the evaluability assessment. All Kampong Chhnang schools in the evaluation design belong to C2, as they were transitioned at the beginning of Year 3, meaning they are on one side of the quasi-experimental design only (in the group "C0+C2" at midterm and on the group "C1+C2+C3" at endline). To overcome this constraint, the ET proposed to analyze schools in Kampong Chhnang separately, looking at their evolution through time without including them in any quasi-experimental design.

As per the ToR, the evaluation series looks for continuity from the FY19 project in order to analyze the long-term effects over two cycles. For comparability purposes, the series retain the previous approach with household surveys administered to targeted students with the support from, and in the presence of, their caregiver, and school surveys conducted with directors and teachers. The quantitative survey design for the students' household survey follows a cluster sampling where schools are the primary sampling units. This is a standard sampling method and is more realistic and efficient than if households were the sampling units (simple random sampling). In each school, the ET has interviewed one director, three teachers from grades 2, 4 and 6, and six households.

The overall sampling approach is outlined in Table 12 and Table 13 below, with estimated margins of error defined at both the school and household levels. For the midterm and endline surveys, we aim for a maximum margin of error of +/- six percent per group at household level within the quasi-experimental design (see Table 12), and +/- 14 percent for households in Kampong Chhnang (Table 13).

Error estimates were computed using the most conservative scenario for the binomial distribution ($p = 0.5$), which maximizes variance and therefore assumed uncertainty. A within-cluster variance of 0.15 was presumed, resulting in an intra-cluster correlation (ICC) of 0.13 and a design effect (DEFF) of 1.67. This design effect was applied to student-level estimates to adjust for clustering, ensuring that the calculated margins of error accurately reflect the complex sampling design — specifically, a clustered design in which schools are the primary sampling units and six households are surveyed per school.

148 Consultations during the baseline indicated that after less than one year since handover, potential changes in the project performance would likely not yet be visible, and therefore this cohort is merged with the group of schools not yet handed over.
149 To minimize the evaluation effect, the midterm and endline evaluations draw independent samples of schools complying with the sampling design proposed here.
150 According to the FFE indicator (percentage of students who can correctly answer 80% of comprehension questions, adjusted for 2017 EGRA tool comparison) 6.25% of students in Kampong Chhnang (11.5% of girls, 0% of boys) would correctly answer at least four of the five comprehension questions. This indicator is 10-12% for Kampong Thom and 15% for Siem Reap.

Table 12: Sample size and margin of error for schools in the provinces of Siem Reap and Kampong Thom included in the quasi-experimental design

Phase	"Schools not yet handed over or handed over less than a year ago"	"Schools handed over one year ago"	"Schools handed over two years ago or more"	All groups (schools)	Sample size by group (schools)	Sample size by group (households)	Margin of error by group at school level	Margin of error by group at household level	Margin of error by group and sex at household level
Baseline	C0: 405			405	C0: 64	384	+/- 11%	+/- 6%	+/- 8%
Midterm	C0+C2: 298	C1: 107		405	CO+C2: 95 C1: 65 Total: 160	CO+C2: 570 C1: 390 Total: 960	+/- 8%	+/- 6%	C0+C2: +/- 7% C1: +/- 8%
Endline		C4: 122	C1+C2+C3: 283	405	C1+C2+C3: 95 C4: 65 Total: 160	C1+C2+C3: 570 C4: 390 Total: 960	+/- 8%	+/- 6%	C1+C2+C3: +/- 7% C4: +/- 8%

Source: Prepared by the Evaluation Team

Table 13: Sample size and margin of error for schools in the province of Kampong Chhnang not included in the quasi-experimental design

Phase	Number of schools	Sample size (schools)	Sample size (households)	Margin of error at school level	Margin of error at household level
Baseline	43	6	36	+/- 37%	+/- 21%
Midterm	43	13	78	+/- 23%	+/- 14%
Endline	43	13	78	+/- 23%	+/- 14%

Source: Prepared by the Evaluation Team

Table 14: Sample size and margin of error by province for schools included in the quasi-experimental design for the midterm survey

	Total population (number of schools)			Sample size (number of schools)			Margin of error by province at school level	Margin of error by province at household level
Province	**C0+C2**	**C1**	**Total**	**C0+C2**	**C1**	**Total**		
Kampong Thom	96	40	136	31	24	55	+/- 10%	+/- 7%
Siem Reap	202	67	269	64	41	105	+/- 7%	+/- 5%
Grand Total	**298**	**107**	**405**	**95**	**65**	160		

Source: Prepared by the Evaluation Team

Qualitative data collection. Qualitative semi-structured interviews have been a key method of collecting primary qualitative data to complement quantitative data collection, allowed for systematic triangulation of evidence, and provided explanatory elements to quantitative data. They contributed to the assessment of all evaluation criteria and were particularly important for measuring progress on foundational results, as there is no SABER update available at midline. They included individual or small-group interviews with stakeholders at national or regional level and FGDs with beneficiaries. At the national level, all relevant stakeholders identified at inception were consulted. The evaluation team could not apply considerations on disparities between men and women to the selection of stakeholders, who were determined by their function. At regional level, the ET conducted KIIs with WFP sub-office staff, provincial government, implementing partners in the three provincial capitals covered by the project, and interviews of relevant government officers at district level in 11 districts (out of 10 initially planned). The ET will visit one school in each district (11 in total).

Semi-structured interviews were conducted using the interview guides presented in Annex 17**.** These guides were be tailored to each interviewee the day before each interview, based on the profile and function of interviewees and the information already collected, to ensure all evaluation questions were covered with sufficient evidence by the end of the process.

Direct observation complemented semi-structured interviews and allowed another level of triangulation. Observation was applied in WFP and other stakeholders' offices (equipment, posters on the walls or other visuals providing information on activities or capacities), on the environment in intervention areas, including communication infrastructures, and on school materials and infrastructures (pedagogic materials, storage, kitchen, water and sanitation infrastructures, etc.).

Qualitative sampling. Interviews at national level and in the three provincial capitals covered by the project covered all relevant stakeholders. The list of stakeholders is provided in Annex 15.

Ten districts were selected at inception phase and an additional one was added during the mission. For the selection of the initial 10 districts and schools, the following criteria were be applied:

- Coverage of the three provinces considering their relative weight in the project. The team visited five districts and schools in Siem Reap, three districts and schools in Kampong Thom, and two districts and schools in Kampong Chhnang.
- Schools still under WFP coverage and schools already handed over: as there should not be significant changes in WFP-supported schools since the endline evaluation of the McGovern-Dole FY19 project, and the focus of the evaluation is on the hand over process, more schools already handed over were covered.
- Schools that only receive the literacy package: as mentioned in chapter 3.1, these schools were not covered by the survey and a few districts and schools were included in the qualitative sample to appreciate the main differences with schools that receive school meals and SO2 activities.
- Schools that receive water and sanitation infrastructure rehabilitation, so that the ET can assess the sustainability of these works.
- Access: the evaluation team selected schools both nearby to and distant from the main provincial centres considering that the level of monitoring and support could vary according to the access. Nevertheless, only schools accessible in a reasonable time will be included in the sample.

Table 19 summarizes the selection criteria for field data collection and presents the number of schools sampled for each criterion. Districts and schools were selected by the evaluation team. The eleventh school and district were added during the evaluation mission to optimize the time use of the evaluation team in the province of Kampong Thom. To make possible the addition of this school and district to already planned activities, the unique criteria considered was the short distance to the main city.

Table 15: Qualitative field level sampling

Province	Provincial coverage	Handover status	Literacy package only	Access
Siem Reap	5 districts/schools	2 districts/schools covered by WFP 2 districts/schools handed over	1 district/ school	2 schools close to main city 3 schools far from main city
Kampong Thom	3 districts/schools	1 district/school covered by WFP 1 district/school handed over	1 district/ school	1 school close to main city 2 schools far from main city
Kampong Chhnang	2 districts/schools	2 districts/schools handed over		1 school close to main city 1 school far from main city
Total	10 districts/schools	3 districts/schools covered by WFP 5 districts/schools handed over	2 districts/ schools	4 districts/schools close to cities 6 districts/schools far from main cities

Source: prepared by the Evaluation Team

DATA ANALYSIS

To ensure validity and reliability of data, the interview guides (Annex 17) have been designed using the evaluation matrix, to ensure that all midterm evaluation questions could be answered by multiple stakeholders for triangulation purposes, and that all aspects of the ToR were included.

In line with the sustainability focus of the project and the transfer of schools to the NHGSFP, the evaluation is designed to assess the project status regarding this aspect. Data analysis incorporated this key element in order to allow for the observation over time of the performance of schools transferred to the Government, and through the comparison of the performance of schools transferred at different stages and working under different periods of Government management.

Systematic triangulation was undertaken, including between data sources, methods (qualitative vs. literature review), as well as evaluation team members (observations on a determined element were made by several team members). The team applied a convergence analysis using multiple evidence collected on every element to be considered in the evaluation. As a general rule, a finding was considered to be reliable when it was supported by several convergent pieces of evidence and without having significant divergence. When significantly diverging evidence was collected, the ET looked for further evidence or did not draw a corresponding finding.

To ensure data integrity and factual accuracy throughout the review process, the ET's regular discussions enabled them to compare, triangulate and analyze data collected, supporting continuity and consistency.

Quantitative data analysis based on the survey was done using R software. The data was cleaned and recoded for analysis. Results were disaggregated, as relevant and as possible, by sex, province, and other important variables. Data analysis included systematic descriptive statistics and impact analysis using a DID approach that allowed estimating the short-term effect of the hand over to the Government.

As indicated earlier, the evaluation team did not access to an update of the SABER to analyse progresses on foundational results. The SABER 2023 included scoring for each of its five pillars, indicating the evolution of the key evidence over time to determine progress being made. The results framework for foundational results (

Annex 9) includes four outcomes that correspond to the five SABER pillars.[151] In the absence of such an update, the ET used a simple version of the Kirkpatrick model[152] that includes four key elements:

i. Reaction: to what extent are capacity strengthening activities considered relevant and well implemented by stakeholders?
ii. Learning: what new knowledge, guidelines, equipment, etc, has been acquired by participants?
iii. Behaviour: To what extent is this new knowledge, guidelines, equipment, etc used?
iv. Results: What benefits has the NHGSFP experienced as a result of capacity strengthening support?

The information for each element was qualitative and collected during KIIs and FGDs discussions at all levels. The analysis sought to relate the various elements to each other to evaluate the contribution of the project to the foundational results. Nevertheless, time availability affected the possibility to apply fully this framework and the evaluation team focused on the higher level of the model, identifying the key progresses achieved since 2023 for each pillar.

QUALITY ASSURANCE

All team members remained fully impartial and independent during this work and declared no direct interest or recent history in WFP activities in Cambodia. To ensure independence and impartiality, the selection of informants for qualitative data collection was made by the ET rather than WFP or its staff or partners. Team members ensured lack of biases by relying on a cross-section of information sources and triangulating the information received from each.

WFP has developed its decentralised evaluation quality assurance system (DEQAS) based on the UNEG norms and standards and good practice of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the OECD-DAC). It includes a process and contents guide that maps the steps for quality assurance and templates for evaluation products. It also includes quality control checklists and a decentralised evaluation support service (DEQS) that provides feedback on quality for each of the draft evaluation products. The DEQAS was systematically applied by all stakeholders involved with this evaluation: both the team leader and KonTerra's internal Quality Assurance (QA) expert worked to DEQAS standards and used all the appropriate tools available, including relevant WFP technical notes, templates and checklists.

The quality of the evaluation products was ensured at two levels. The team leader worked at the first level, responsible (along with the other team members) for conducting the evaluation and producing high quality products based on factual and verifiable primary data. KonTerra's evaluation manager and QA expert covered the second level, critically reviewing the draft Inception Report and draft Evaluation Report and providing written comments to the team to improve the drafts, before submission of the final (Draft Zero) versions to WFP, and to DEQS. The draft Inception and Evaluation Reports were reviewed by this service and feedback and recommendations received were used to finalise them. After circulation of the revised drafts for stakeholder comment, a similar process was followed to update and improve the final versions of the reports. KonTerra has good knowledge of WFP data systems and the corporate knowledge management ecosystem (including the multi-stakeholder requirements in DEQAS).

ETHICAL CONSIDERATIONS

The evaluation has conformed to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, KonTerra was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This included ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation results in no harm to participants or their communities.

Several ethical considerations have been identified during the inception phase and safeguards have been applied thorough the evaluation process that included:

- Voluntary participation and informed consent: Interviewees and FGD participants have been informed at the start of the interview/FGD regarding the purpose of the evaluation, assurances of voluntary

[151] MGD 1.4/2.7.1 Outcome of the Project ('Increased capacity of government institutions) includes two SABER pillars: 3. Institutional capacity and coordination; and 4. Programme design and implementation.
[152] Detailed information on the Kirkpatrick model is available at https://www.ardentlearning.com/blog/what-is-the-kirkpatrick-model#:~:text=2%2F19%2F2020,learning%2C%20behavior%2C%20and%20results.

participation, and confidentiality of all responses and the intended use/dissemination of the findings and recommendations. This information was shared prior to requesting verbal consent to participate.

- Fair and representative recruitment of participants: Recruitment of evaluation participants was designed to ensure a range of views was captured by the evaluation exercise, as far as feasible within the evaluation resources. Data collection processes ensured appropriate participation and treatment of all participants, enabling them to voice their perspectives and respecting differences in culture, social roles, ability, age, etc.
- Protection of privacy, confidentiality, and anonymity: Data protection measures have been used to ensure that no one beyond the core ET can access any confidential information, including personal data of participants. All primary data, including interview notes from the ET, are kept electronically on password encrypted computers. Personal names and other potential individual identifiers have been removed from the data prior to analysis. Reported data has been aggregated so individual responses cannot be traced. Data analysis has been carried out only with the ET members to ensure confidentiality. Data has been maintained on ET computers only until the finalization of the Evaluation Report, and then deleted to further protect individuals from possible identification.
- Independent, clear and transparent judgement: The evaluation report presents triangulated and balanced findings with clarity on evaluation limitations. Language is adjusted for accessibility of evaluation users. Evaluation products have undergone quality assurance (QA) processes to ensure validity of findings.

The household questionnaire of the quantitative survey includes questions that were addressed to the head of household and the children receiving school meals with the support of their caregiver. The evaluation team has collected informed consent from all the persons who have been consulted, including the head of household and the caregiver for children's consultations. Children have been questioned in the presence of their caregiver, who had the ability to support the children and decide to end the interview for any reason. Unaccompanied children have not been interviewed. The Evaluation Report and other products respect the USDA guidelines on maintaining anonymity and do not contain personally-identifiable information

Annex 14: Literature

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Annex 15: Key informants' overview

Organization	Number of Informants
National level	
WFP CO	13 (8 women, 5 men)
WFP APARO	2 (women)
MoEYS	10 (8 men, 2 women)
NSPC	5 (men)
World Bank	3 (men)
World Education	3 (men)
World Vision	2 (men)
UNICEF	1 (man)
GIZ	1 (man)
FAO	1 (man)
UNESCO	1 (woman)
Provincial level	
WFP Siem Reap	4 (2 women, 2 men)
Plan International Siem Reap	1 (man)
Provincial Government Siem Reap	1 (woman)
POEYS Siem Reap	3 (2 women, 1 man)
Provincial Government Kampong Chhnang	1 (man)
POEYS Kampong Chhnang	2 (men)
Provincial Government Kampong Thom	3 (men)
POEYS Kampong Thom	1 (man)
World Vision Kampong Thom	1 (man)
District level	
District Governments	10 (1 women, 9 men)
DOEYS	24 (8 women, 16 men)
DOAgriculture	7 (men)
School level	
School administrators (director, deputy director, secretary)	13 (3 women, 10 men)
Storekeepers	11 (7 women, 4 men)
Cooks	9 (women)
Teachers	36 (30 women, 6 men)
Parents	68 (55 women, 13 men)
School feeding/support committee members	8 (men)
Grand Total	245 (129 women, 116 men)

Annex 16: Survey questionnaires

Household Survey Questionnaire

USDA MCGOVERN-DOLE SCHOOL FEEDING

MIDTERM 2025 SURVEY

1. **My name is ..... and I work for ..... (name) and my colleague is ..... and works for ..... We are part of a team carrying out a survey to gather information on the Impact of WFP's interventions in this commune. We would like to ask you some questions about your family. The interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important.**	
2. **Do you have any questions? May we begin now 1. Yes☐↓ (go to the following questions) 2. No ☐ →Refused**	
3. **Outcome of interview**	4. **1. Completed 2. Partially completed 3. Interview postponed 4. Others**

SECTION AA – BASIC QUESTIONNAIRE INFORMATION, QUALITY CONTROL AND DATA ENTRY				
QUESTIONNAIRE INFORMATION				
AA01. Questionnaire Number: _____				
AA02. Location:	*Province*	*District*	*Commune*	Village
Name:	_____	_____	_____	_____
Code:	_____	_____	_____	_____
AA03. Date: |___|___| / |___|___| / 2025 *(Day/Month /Year)*				
AA04. Start time_____ End time _____				
AA05. ID of enumerator _____				
QUALITY CONTROL				
AA06. ID of team leader _____				
AA07. Date of checking: |___|___| / |___|___| / 2025 *(Day/Month /Year)*				
AA08. Remark: _____				

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

SECTION AB – BASIC INFORMATION OF INTERVIEWEE	
AB01. Name of FIRST interviewee	
AB02. Sex of interviewee (circle)	1 = Male 2 = Female
AB03 Relationship to children	Refer to Codelist – A03
AB04. Phone number (if any)	|____|____|____|____|____|____|____|____|____|____|
AB05. Name of interviewee (Mother/Main Female)	Can be the same as AB01 if the same respondent
AB06. Sex of interviewee (circle)	1 = Male 2 = Female
AB07 Relationship to children	Refer to Codelist – A03
AB08. Phone number (if any)	|____|____|____|____|____|____|____|____|____|____|
AB09. Sample type (circle)	1= WFP school or handed over for less than one year 2= Government school
AB10. Name of child (sample selection)	
AB11. Name of primary school	
AB11a. Code of primary school	|____|____|____|____|____|____|____|____|____|____|____|____|

PART I: Respondent: The Household head or an adult who knows educational information of all school-age children in the household **SECTION A: HOUSEHOLD COMPOSITION (All household members who currently live and eat at the household including the respondent)** **INTERVIEW: RECORD SINGLE ANSWER PER COLUMN PER ROW**												
ID Code	Name Please start with the head of house hold.	Relationship to household head (See Code below)	Sex 1. Male 2. Female	Age (years)	Marital Status 1. Single 2. Married 3. Widow/ widower 4. Divorced/ separated 5. Deserted	Age at First Marriage	Can [Name] read and write? 1. Can read and write 2. Can sign only 3. Can read only 4. Cannot read and write	Education (highest class completed) (See Code below)	Currently attending school? 1. Yes 2. No (skip to A12a)	If yes, is this school included in the same selection? (The interviewer will ask the name of the school, and then fill this answer by corroborating the name with the list provided to him/her of sample schools) Yes No	Current two main occupations	
											1st	2nd
A01	**A02**	**A03**	**A04**	**A05**	**A06**	**A07**	**A08**	**A09**	**A10**	**A11**	**A12a**	**A12b**
01		HHH										
02												
03												
04												
05												
06												
07												
08												
09												

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

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent. **SECTION B1: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGED CHILDREN (Children aged 6-11 years old OR anyone in Grades 1-6)** **TO BE FILLED FOR ALL HOUSEHOLD MEMBERS who are 6-11 years old, or in Grades 1-6 (please copy ID code from family list in SECTION A carefully.**												
ID Code	At what age (in years) did [NAME] start school? (write 999 and skip to B1.10a if never attended school)	Can [Name] read or write a simple sentence? 1. Yes 2. No	If [NAME] is currently attending school						If not currently attending school		If [NAME] never attended school	
			Highest completed grade	# of days attended school **last week**	Did [NAME] receive any external (non-household) support for this school year? If yes, name the most important (See Code below, allow multiple)	Can you give 2 important reasons why [NAME] attend this school (See Code below)		Do you plan on enrolling [NAME] in school next year? 1. Yes 2. No	Reason for stopping school (name up to 2 reasons) (See Code below)		Can you give 2 main reasons why [NAME] never attended school? (See Code below)	
						1st	2nd		1st	2nd	1st	2nd
B1.1	**B1.2**	**B1.3**	**B1.4**	**B1.5**	**B1.6**	**B1.7a**	**B1.7b**	**B1.8**	**B1.9a**	**B1.9b**	**B1.10a**	**B1.10b**

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

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

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

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

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

INTERVIEWER: USE SHOWCARDS

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

B2.2. Please identify 3 benefits of primary education? ***Do not read the options first. Record the answers. (Please probe as much as possible)** 1) My child will learn to read and write 2) Primary education will make my child a good human being 3) Primary education will help him/her to continue studying in upper classes 4) Primary education will provide my child with valuable life skills 5) Primary education will help to get a good job 6) Primary education will help him/her to be good farmer 7) Primary education will help my child to become a better father/mother when they are adult 8) Primary education will open up more opportunities in the future 9) Others (specify)_____ 98. Don't know 99. No benefit	1. _____ 2. _____ 3. _____
B2.3. How does your child travel to primary school (the most often)? SA 1. Foot 2. Bicycle 3. Any carts 4. Motorcycle 5. Koyun (tractor) 6.Others (specify)	_____
B2.4. If the child walks to school from home (answer B2.3 option 1) How long does it take? 1. Less than 15min 2. 15min to 29 min 3.30min to 44min 4. 45min to 1hr 5. More than 1 hr **6=NA**	_____
B2.5 How much does it cost to go to school (one way) <u>if the child uses public transport</u> (most often)? SA *****If respondent never uses public transport, identify the most common public transport in this area. In USD*** *(99 = N/A if the school is too close to use a public transport)*	_____

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

MODULE D: HOUSEHOLD EXPENDITURES ON EDUCATION

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

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

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

MODULE F1: REDUCED COPING STRATEGIES INDEX

During the last seven days, how many days did your household have to employ one of the following strategies to cope with a lack of food or money to buy it? (READ OUT EACH STRATEGY)	Frequency (# of days) write 0 if do not employ.
F1.1 Relied on less preferred, less expensive food	| |
F1.2 Borrowed food or relied on help from friends or relatives	| |
F1.3 Reduced the number of meals eaten per day	| |
F1 4 Reduced portion size of meals	| |
F1.5 Reduction in the quantities consumed by adults/mothers for young children	| |

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

MODULE G: BENEFITS OF SCHOOL FEEDING

Benefits for the child

G1. How many days in the last **month** did your child attend MORNING SESSIONS in school? (Note that some schools may alternate morning and afternoon shifts from one month to another)	Insert number of days_____ (answer should be less than 30 days) **IF 0 = SKIP TO G3**
G2. Did your child receive a meal every day during each of these sessions?	1 = yes 2 = No
G3. Does your child bring part of the food from school to share with the other members of the household when he/she received SMP/HGSF-Hybrid? (SHOWCARD)	1 = Yes, always 2 = Most days, 3-4 days per week 3 = Sometimes, 1-2 days per week 4 = Rarely 5 = Never

G4. Does school feeding benefit your child? (Record all mentioned, Showcard)	1 = Child gets food 2 = Child is more active/attentive 3 = Child is learning better 4 = Child is healthier 5 = Child has more opportunity 6 = Illness related absence is reduced 7 = No, it does not benefit my child 8 = Other (specify)
G5. Does school feeding benefit the Households (Record all mentioned) (showcard)	1 = No benefit 2 = School feeding saves time for parents 3 = School feeding saves food/money for household 4 = School feeding saves time for household skipping morning cooking 5 = Other (specify)

Respondent will be HHH 8or adult male or female). Please write the ID code of the respondent. **MODULE I. PARENTS/COMMUNITY PARTICIPATION IN THE SCHOOL FEEDING PROGRAM**	
I1. Are you a member of the PTA (Parent Teacher Association)?	1 = yes 2 = No
I2. Are you a member of the School Feeding Committee (SFC)?	1 = yes 2 = No
I3. Are you a member of the School Management Committee (SMC)?	1 = yes 2 = No
I4. Are you a member of the Mothers' Committee (MC)?	1 = yes 2 = No
I5. How many times did you visit the school during the school year 2024-2025 (excluding bringing the child to school)?	# of times

<u>Part-2: Respondent will be mother or main female of the household</u>

Respondent will be mother or main female of the household. Please write the ID code of the respondent. **PART 2: RESPONDENT: The main female member of the household or an adult who was involved in the household food preparation and present and ate food together with the household members in the past week (starting from yesterday)** **SECTION K1 – HH FOOD CONSUMPTION PART 1(Yesterday)**			
	K1.1	**K1.2**	**K1.3**
	# of meals	**Frequency This # compared to usual time over the last 6 months**	**<u>Quantity eaten per meal</u> compared to usual time over the last 6 months**
		Codes for K1.2 & K1.3: 1= Less 2= Same 3= more	

01. How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)			
02. How many meals were eaten by children (aged less than 15) living in your household yesterday?			

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

Please tell me how many days over the last seven days did most members of your household (50%+) eat the following food items, inside or outside the home? And what was their source? (includes meals prepared or bought by household and food taken away from home by all or most of household members such as having food at restaurant, wedding party etc. and NOT including school meals eaten by the child at school).
Write zero "0" if not eaten

No.	***Food Groups***	***No. of days eaten over the last seven days***	***Main source (use code below)***
K2.1	**Cereals and Grains:** Rice, porridge, Khmer noodle, corn/maize, bread, pasta, **Roots and Tubers:** Cassava, yam, sweet potato, potato, taro and other tubers, plantain		
K2.2	**Pulses/legumes, nuts and seeds:** beans, mung bean, soybean, peanuts, lentils, cashew nut, lotus seed, dry pumpkin/watermelon seeds etc.		
K2.3	**Dairy:** milk, yoghurt, cheese and other dairy products: Fresh/sour milk, powdered milk, ice cream, cheese etc. (exclude margarine/butter, or small amounts of milk for tea/coffee)		
K2.4	**Meat, fish and eggs:** beef, buffalo, mutton, lamb, pork, chicken, duck, innards, salted/dried meat, wild meat and birds; Liver, kidney, heart, blood and / or other organ meats; Fresh fish, salted, dried fish, smoke fish, canned fish, frogs, crabs, snails, shrimps and other aquatic animals; Chicken egg, duck egg, quail egg, fermented/salted egg, etc. Insects: Crickets, Spiders, called A-ping in Khmer, Silkworms etc.		
K2.5	**Vegetables and leaves:** spinach, broccoli, amaranth, cassava leaves and other dark green leaves, onion, cucumber, radishes, eggplant, long beans, lettuce, etc.		
K2.6	**Fruits:** mango, papaya, tomatoes, apricot, peach, banana, apple, orange, tangerine		
K2.7	**Oil and fats and butter:** rice bran oil, vegetable oil, animal fat, butter, margarine, coconut/frying oil, etc.		
K2.8	**Sugar and sweets:** Sugar, sweets, honey and sugary foods such as chocolate, candy and cake etc. and sugary drinks		
K2.9	**Condiments and spices:** Dried fish paste (Prahok, Phaork**)** Fish sauce, soy sauce, salt, pepper, garlic, tea and coffee etc.		

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

Respondent will be mother or main female of the household. Please write the ID code of the respondent. **MODULE M: MORBIDITY** (Questions to be asked ONLY for the School Aged Child aged 6-11 years (same child as the SAC DDS**)**						
M1. ID	M2. First Name (Please bring all members from **Module A** between 6 and 11 yrs old or in Grades 1-6)	M3. Has [NAME] suffered from any illness in the last 1 month]?	M4. What did [NAME] suffer from?	M5. How many days in the last 1 month [NAME] suffered from this illness?	M6. How many days has [NAME] been unable to go to school?	**Illness Code:** 1= Fever 2= Cough or colds 3= difficulty in breathing 4= Diarrhoea 5= Fever with chills like mal aria 6=Worm 7= Skin infections 8=Stomach-ache 9= Measles 10. Others (Specify)

<u>Part 3: Respondent will be the school-going child (the sample child) of the household.</u> Please write the ID code of the respondent. The module is to be asked to the School Aged Child. However, the parent/guardian of the children should be consulted first

SECTION N3 – FOOD CONSUMPTION PART 3 (SCHOOL AGE CHILD DIETARY DIVERSITY) **Respondent will be the school aged child sampled**					
Please tell us the number of meals that you <u>ate yesterday</u> during day and night and even you eat outside. Please start with morning meal. N3.1. Please, insert day of week for yesterday (see codes below): _____ 1- Monday 2- Tuesday 3- Wednesday 4- Thursday 5- Friday 6- Saturday 7- Sunday					
Was the food they ate part of SMP/HGSF-Hybrid or THR? N3.2. Id code of child (from SECTION A01):_____					
Source	N3.3a. Breakfast 1. Yes 2. No	N3.3b. Snack 1. Yes 2. No	N3.3c. Lunch 1. Yes 2. No	N3.3d. Snack 1. Yes 2. No	N3.3e. Dinner 1. Yes 2. No
N3.2a. Did the child eat this yesterday? (If No, Skip K3.2.1 & N3.2.2)					
N3.2.1. It was not part of SMP/HGSF-Hybrid					
N3.2.2. It was part of SMP/HGSF-Hybrid					

Now I'd like to ask you some yes-or-no questions about foods and drinks that you consumed yesterday during the day or night, whether you had it at home or somewhere else.

First, I would like you to think about yesterday, from the time you woke up through the night. Think to yourself about the first thing you ate or drank after you woke up in the morning … Think about where you were when you had any food or drink in the middle of the day … Think about where you were when you had any evening meal … and any food or drink you may have had in the evening or late-night… and any other snacks or drinks you may have had between meals throughout the day or night.

I am interested in whether you had the food items I will mention even if they were combined with other foods.

Please listen to the list of foods and drinks, and if you ate or drank ANY ONE OF THEM, say yes.

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

Code

1. Yes (it was not part of the school meal)
2. Yes (it was part of the school meal)
3. Yes (it was not part of the school meal but consumed at school)
4. No

99. Don't know/Don't remember

Food Group	N3.4
N3.4.1. Cereals: Rice, Khmer rice pancake, Khmer noodles, glass noodles, bread, or porridge	
N3.4.2. Grain: Brown rice, corn, or popcorn	
N3.4.3. Root: Potato, sweet potato, cassava, cassava noodles, taro, damlong daikla, or green banana	
N3.4.4. Pulse: Soybeans, soymilk, peas, pigeon peas, red mung beans, or mung beans	
N3.4.5. Nuts: Peanuts, sunflower seeds, pumpkin seeds, or watermelon seeds	
N3.4.6. Milk: Fresh milk, UHT milk, or powdered milk	
N3.4.7. Dairy: Yoghurt	
N3.4.8. Meat (O): Liver, kidney, heart, intestine or congealed blood	
N3.4.9. Meat (F): Beef, buffalo, lamb, or goat	
N3.4.10. Meat (non-ruminant): Pork, frog, turtle, rat, mice, or wild animal?	
N3.4.11. Meat (Pro): Sausages or ham	
N3.4.12. Meat (White): Chicken, duck, or goose	
N3.4.13. Meat (Fish): Fish, seafood, eel, small shrimp, canned fish, or fermented fish	
N3.4.14. Egg: Duck eggs or chicken eggs	
N3.4.15. Vegetables Green: Ivy gourd leaves, moringa leaves, green amaranth, water spinach, bok choy, or mustard greens?	

N3.4.16. Vegetables Green 2: pumpkin leaves, sweet leaf bush, choy sum, spinach, kale, or broccoli	
N3.4.17. Vegetables Orange: Carrots, pumpkin, or sweet potatoes that are orange inside	
N3.4.18. Vegetables Other: Eggplant, cauliflower, long beans, cabbage, bean sprouts, tomatoes, or okra	
N3.4.19. Vegetables Other 2: Wax gourd, sponge gourd, bitter gourd, ridge gourd, bottle gourd, ivy gourd, or cucumber	
N3.4.20. Vegetables Other 2: Lettuce, banana flower, mushrooms, bamboo shoots, white radish, green mango, or green papaya?	
N3.4.21. Fruit Orange: Ripe mango, ripe papaya, or passion fruit	
N.3.4.21.1. Fruit Orange: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.22. Fruit Citrus: Orange, mandarin, grapefruit, or pomelo	
N.3.4.22.1: Fruit Citrus: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.23. Fruit Other 1: Banana, watermelon, custard apple, pineapple, jackfruit, star fruit, or avocado?	
N.3.4.23.1: Fruit Other 1: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.24. Fruit Other 2: Mangosteen, durian, rambutan, longan or langsat, guava, dragon fruit, or apple?	
N.3.4.24.1: Fruit Other 2: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.25. Opt Salty: Potato chips or shrimp chips	
N.3.4.25.1: Opt Salty: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.26. Opt Fried: Fried chicken, fried banana, fried sweet potato, or French fries	
N.3.4.26.1: Opt Fried: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember

N3.4.27. Instant noodles: Instant noodles	
N.3.4.27.1: Instant Noodle: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
NK3.4.28. Fast food: Burger King, KFC, Pizza Company, Five Star, Lucky Burger, or other places that serve burgers, fried chicken or pizza	
N3.4.29. Opt Sugar food: 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	
N.3.4.29.1: Opt Sugar Food: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.30. Opt Sugar food 2: Candy, chocolates, ice cream, lot svet, mung bean pudding, or coconut jellies	
N.3.4.30.1: Opt Sugar Food 2: Where did you eat this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.31. Opt Sugar beverage: Sweetened tea, sweetened coffee, coffee frappe, chocolate frappe, or green tea frappe	
N.3.4.31.1: Opt Sugar Beverage: Where did you drink this?	1. School 2. Home 3. Other 99. Don't know/don't remember
K3.4.32. Opt Sugar beverage 2: Fruit juice, fruit drinks, sugarcane juice, or fruit shake	
K.3.4.32.1: Opt Sugar Beverage 2: Where did you drink this?	1. School 2. Home 3. Other 99. Don't know/don't remember
N3.4.33. Opt Sugar beverage 3: Soft drinks such as Coca-Cola, Fanta, Sprite, Bacchus, or M-150	
N.3.4.33.1: Opt Sugar Beverage 3: Where did you drink this?	1. School 2. Home 3. Other 99. Don't know/don't remember

Respondent will be the school going child. Please write the ID code of the respondent. **Benefit Received (for treatment group only)**	
[Only if they receive SMP/HGSF-Hybrid]	**Answer**
N3.5. Do you eat all your school meal every school day (morning sessions)? (The respondent is the child that eats hot meal at school) 1. Yes 2. No. It's not available every day during morning sessions 3. No, it's not offered to me 4. No, I don't like it 5. No, I don't have time to eat 6. No, I'm not hungry 7. No, I like to take some of it home to my family 8. Other (specify).....	

School Assessment

WFP World Food Programme wfp.org	**USDA McGovern-Dole School Feeding** **School Assessment Questionnaire for Education Project (Teacher): Midterm Survey 2025**	*USDA McGovern-Dole*

1. GENERAL INFORMATION	
1.1. Date:	1.2. Interviewer ID:
1.3. School name:	1.4. Province:
1.5. District:	1.6. Commune:
1.7. Village:	1.9. Teaching Grade: 1. Grade 2 ☐, 2. Grade 4 ☐, 3. Grade 6 ☐
1.8. Teacher Name	19.1 Shift: All interviews must be morning shift
1.8.1. Contact Number:	
2. IMPROVED STUDENT ATTENTIVENESS	
2.1. Number of absent students in your class on [MAY 2025] (Check records on attendance sheet together with teacher)	a.Total:_____ b. Female:_____
2.3. Total Number of students in your class **note to interviewer: current students in month of* [MAY 2025]	a. Total:_____ b. Female:_____
2.4 Percentage of students in your class eat breakfast at school (School provided) [MAY 2025] **note to interviewer: clarify that this is EAT, not just offered.*	%: _____
Short-term hunger	
2.5. Please estimate the number of children being hungry during classes and frequency of this happening this [MAY 2025]. *LOGIC: Daily + Sometimes = Total*	a. Total:_____ b. Female:_____ a. Daily:_____ b. Sometimes:_____
2.5.1. Does it vary by month?	1. Yes: ☐ 2. No: ☐
2.5.2. If yes, please specify the month when most students come to school hungry.	Month: _____
2.5.3 Does it also vary by shift?	1. Yes: ☐ 2. No: ☐
2.5.4. In which shift are more children hungry during classes?	1. Morning: ☐ 2. Afternoon: ☐
2.6. Please estimate the number of children who are inattentive (sleepy, inactive) during classes and frequency of this happening this [MAY 2025]. *LOGIC: Daily + Sometimes = Total*	a. Total:_____ b. Female:_____ a. Daily:_____ b. Sometimes:_____
2.6.1. Does it vary by month?	1. Yes:_____ 2. No:_____
2.6.2. If yes, please specify the month when most students are inattentive?	Month: _____
2.6.3 Does it also vary by shift?	1. Yes: ☐ 2. No: ☐
2.6.4. In which shift are more children inattentive (sleepy, inactive) during classes?	1. Morning: ☐ 2. Afternoon: ☐
Signature of the teacher:	

USDA McGovern-Dole Food for Education Project

School Assessment Questionnaire SY 2023-2024

Midterm Survey 2025

I. GENERAL INFORMATION	
1. Date: ..... Start time: ..... End time:	2. Interviewer ID:
3. Interviewee name:	4. Sex: ○1. M ○2. F
5. Interviewee is: ○School director/Deputy Director ○School Administrator ○ Head Teacher	6. Interviewee Tel: .....
7. Province:	11. School name: .....
8. District:	12. School code: .....
9. Commune:	13. School type: 1= WFP school or handed over for less than one year 2= Government school
10. Village:	
Please provide information on school mapping	
14. Number of primary-school-age (6-11) children in the school's catchment area during the school year, 2023-2024 **confirm with school census record* **the number of eligible students in catchment area may be more or less than the actual number of enrolled students*	Total: ..... Female: .....
14.a. Number of students aged 6 to 11 years in this school. **confirm with school records together with interviewee*	Total: ..... Female: .....
14.b. Number of students aged over 11 years in this school during the school year, 2023-2024 **refer to document review (to be done by 2 enumerators after interview)*	Total: ..... Female: .....
14.c. Total Number of school days during the school year, 2023-2024 **refer only to students are present in school*	Number of days:_____
14.d Total number of school days missed by all student during the school year, 2023-2024 **refer to document review (to be done by 2 enumerators after interview)* **refer to JAN 2024 – OCT 2024*	Number of days: _____ RECORD IN SEPARATE SHEET
15. Total Number of school days in *MARCH 2025* **refer to document review (to be done by 2 enumerators after interview)*	Number of days:_____
16. Total number of school days missed by all students in *MARCH 2025*	Number of days: _____ RECORD IN SEPARATE SHEET

17. Number of students in the school year, 2023-2024 by grade and sex								
17.a. Grade	**17.b. Number of enrolled student**		**17.c. Number of promoted student**		**17.d. Number of repeated student**		**17.e. Number of dropped out student**	
	Total	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**
1								
2								
3								
4								
5								
6								
18. Disability Data information								
1								
2								
3								
4								
5								
6								

II. IMPROVED QUALITY OF LITERACY INSTRUCTION		
20. Number of teachers and contractual teachers for grade 1-6 in the school year, 2023-2024 **(exclude school director, even though s/he also taught)**	Total teachers from grade 1-6:	Female: .....
21. Number of contractual teacher if any	Total:	Female: .....
22. Number of full-time equivalent teaching staff in the school year, 2023-2024 **(Include school director if s/he also taught)** **(can be administrator that can teach sometime)**	3.a. Total teachers from grade 1-6:	Female: .....
23. Does the school have attendance sheets/ books in the school year, 2023-2024? (Please observe or ask school director to show it) 23.1. Number of classrooms that have attendance sheets/books in the school year, 2023-2024?	○ 1. Yes .....classrooms	○ 2. No
24 Total number of studying days for the school year, 2023-2024 *(preparation days of teacher)*	..... days	

25. Attendance of grade 1-6 Teachers in this school year *JAN-OCT 2024* (LOGIC: check with Q20)

25.a. Teacher (one teacher per line)	25.b. Sex (1. M and 2. F)	25.c. Number of teaching days	25.d. Number of absent days
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

21. Does the school have: **(Multiple answers)**	□ 1. School development plan □ 2. Safe school environment (school gate, fence, and fence around pond (if applicable) at a minimum. Additional features may include slope/ ramp for disabled students, and playground) □ 3. Record and reporting system □ 4. Don't have any above
22. Number of teachers **using the national literacy curriculum and the related instructional materials** during school year 2023-2024.	a. Total: _____ b. Female: _____ (Need to check name of curriculum)

IV. INCREASED ENGAGEMENT OF LOCAL AND COMMUNITY GROUPS	
40. Does the school have a Local School Feeding Committee (LSFC), or School Support Committee (SSCs)?	○ 1. Yes ○ 2. No ***(If no, skip to Q 41)***
40.a. Is it functioning and contributing to the school?	○ 1. Yes ○ 2. No ○ 99. N/A
40.b. Number of parents who are members of LSFC, or SSCs	Total: ..... Female: .....
40.c. Has there been any training for LSFC/SSC on the importance of education?	○ 1. Yes ○ 2. No
40.d. How many times were awareness-raising events/trainings conducted for the school year 2023-2024?	○ 1. 1 time ○ 2. 2 times ○ 3. More than 2 times ○ 4. None ***(Skip to Q 41)***
40.e. When were awareness-raising events/trainings conducted? **(Multiple answers)**	□ 1. At beginning of the school year □ 2. At village meeting □ 3. Other, specify .....
41. Are there public-private partnerships formed in this school? (eg: farmer association HGSF)	○ 1. Yes ○ 2. No ***(If no, skip to Q 42)***
41.a. If yes, how many members?	41.a.1. Number of groups: ..... 41.a.2. Total: ..... Female: .....
42. How much did community/ parents contribute to the school in the school year 2023-2024?	42.a. In cash: ..... USD/ year 42.b. In kind: ..... USD/ year

V. INCREASED USE OF HEALTH DIETARY PRACTICES		
43. Does the school have soap and water at a hand-washing station in the school year 2023-2024?	○ 1. Yes ○ 2. No ***(If no, skip to Q 45)***	
43.a. Did students use hand-washing station? How often?	○ 1. Yes, always ○ 2. Yes, often ○ 3. Yes, sometimes ○ 4. Yes, rarely ○ 5. Did not use ○ 98. Don't know	
44 How long does the school have current soap supply in stock (hand and/or dish soap)?	○ 1. Less than 1 week ○ 2. 1-2 weeks ○ 3. 2-3 weeks ○ 4. 3-4 weeks	○ 5. 1 month to 3 months ○ 6. 4 months to 6 months ○ 7. Whole school year ○ 8. No soap
44.a. Who provided soaps for hand-washing to school? **(Multiple answers)**	□ 1. . Project budget (PB) □ 2. WFP/PLAN/WVC □ 3. Community □ 4. Charity persons	□ 5. Other NGOs □ 6. Companies □ 7. Other, specify .....

44.b. How frequently does the school buy or receive soap?	○ 1. Weekly ○ 5. Every 1-3 months ○ 2. Every 2-3 weeks ○ 6. Every 4-6 months ○ 3. Every 3-4 weeks ○ 7. Annually ○ 4. Monthly ○ 8. Never
45. Did the school receive kitchen utensil packages?	○ 1. Yes ○ 2. No ***(If no, skip to Q 45c)***
45.a. If yes, who provided kitchen utensil packages? **(Multiple answers)**	□ 1. Project budget (PB) □ 5. Other NGOs □ 2. WFP/PLAN/WVC □ 6. Companies □ 3. Community □ 7. Other, specify □ 4. Charity persons .....
45.b. If yes, what are they? And how many?	□ 1. Cooking pots:..... □ 5. Knife:..... □ 2. Serving pots:..... □ 6. Spoon and Plate:..... □ 3. Cutting board:..... □ 7. Cooking equipment:..... □ 4. Storage equipment:..... □ 8. Other, specify .....
45.c. If no, why?	.....
45.d. Does this school arrange meals distribution directly from cooking pot?	○ 1. Yes ○ 2. No
45.e. Does this school arrange meals distribution by class by stainless steel pots	○ 1. Yes ○ 2. No
45.f. Does this school arrange meals distribution by class by plastic pots	○ 1. Yes ○ 2. No
45.g. In MARCH 2025, what types of plate do children use and what percentage? **(Multiple answers) (0 if none)**	□ 1. Ceramic:.....% □ 3. stainless steel:.....% □ 2. plastic:.....% □ 4. plastic bags:.....%
46. Did the school receive hygiene packages for a yearly supply?	○ 1. Yes ○ 2. No ***(If no, skip to Q 47)***
46.a. If yes, who provided hygiene packages for yearly supply? **(Multiple answers)**	□ 1. PB budget □ 5. Other NGOs □ 2. WFP/PLAN/WVC □ 6. Companies □ 3. Community □ 7. Other, specify □ 4. Charity persons .....
46.b. If yes, what are they? **Note: Don't read answers** **(Multiple answers)**	□ 1. Soap □ 6. Toothpastes and brushes □ 2. Water filters □ 7. Hand towel □ 3. Bowls □ 8. Nail cutter □ 4. Combs □ 9. toilet brushes □ 5. long brooms □ 10. Other, specify .....
47. Did the school receive the training on food preparation and storage practices in the school year 2023-2024?	○ 1. Yes ○ 2. No
48. What did the school implement for food preparation and storage practices? **Note: Don't read answers** **(Multiple answers)**	□ 1. Clean cooking area □ 2. Store food at the appropriate temperatures (not in plastic pan, petrol tank) □ 3. Cover cooked food and store in safe place □ 4. Wash hand before cooking □ 5. Other, specify .....
49. Do teachers/stakeholders know about proper food storage? (Meat, vegetable, cooked meal, etc.)	○ 1. Yes ○ 2. No
50. Did the school receive the training on good health and nutrition practices?	○ 1. Yes ○ 2. No
51. Please name the 3 food groups? **Note: Don't read answers** **(Multiple answers)**	□ 1. Energy (Carbohydrates. Ex: rice, sugar, potato, oil) □ 2. Building (Protein. Ex: meat, fish, peanuts, eggs) □ 3. Protective foods (Vitamins & minerals. Ex: green leaves, pumpkin, banana, mango) □ 888. Don't know

Solid waste disposal	
52. Does the school have bins or other equipment for managing solid waste?	○ 1. Yes ○ 2. No
53. Is solid waste collected daily and safely disposed of?	○ 1. Yes ○ 2. No

ADDITIONAL SUPPORT PROJECT	
54.15 Was there any support project being implemented /implemented in the school year 2023-2024?	1. Yes 2. No (skip to 54.16)
54.15.a If yes, what were they?	○ 1.Building (Construction, rehabilitation, repair) ○ 2. Material for Study/ Office supply ○ 3.Morning meal program or meal program ○ 4. Others (specify).....
54.16 Did this school ever receive any support project in the school year 2023-2024?	1. Yes 2. No
54.16.a. If yes, what were they?	○ 1.Building (Construction, rehabilitation, repair) ○ 2. Material for Study/ Office supply ○ 3.Morning meal program or meal program ○ 4. Others (specify).....

USDA McGovern-Dole Food for Education Project

School Assessment Questionnaire SY 2023-2024

[Observation Sheet]

Midterm Survey 2025

I. GENERAL INFORMATION	
1. Date: ..... Start time: ..... End time:	2. Interviewer ID:
3. Interviewee name:	4. Sex: ○1. M ○2. F
5. Interviewee is: ○School director/Deputy Director ○School Administrator ○ Head Teacher	6. Interviewee Tel: .....
7. Province:	11. School name: .....
8. District:	12. School code: .....
9. Commune:	13. School type: 1= WFP school or handed over for less than one year 2= Government school
10. Village:	

II. IMPROVED SCHOOL INFRASTRUCTURE (Please observe and check with relevant people)	
28. Number of Grade 1-6 classrooms available in use in the school year, 2023-2024	..... classroom(s)
29. How many Grade 1-6 classrooms have sufficient literacy instructional materials for effective instruction in the school year, 2023-2024? Note for enumerator: - Alphabet poster (reading related material) - Numeric (mathematics related material) - Picture with description (ie. Human structure, animal) - Science related poster (observe the class)	..... classroom(s)
30. Did the school receive school materials or learning package in the school year, 2023-2024?	○ 1. Yes ○ 2. No ○ 99. N/A
31. Did the school receive stationery package in the school year, 2023-2024? (Folders, hole-punchers, calculators, whiteboards, and other non-food items...)	○ 1. Yes ○ 2. No ○ 99. N/A
32-39. USE OBSERVATION SHEET	

OBSERVATION FORM	
III. IMPROVED SCHOOL INFRASTRUCTURE (Please observe and check with relevant people)	
32. Does the school have latrines?	○ 1. Yes ○ 2. No ***(If no, skip to Q 33)***
32.a. Number of latrines in the school grounds **(0 if no non-functioning or functioning latrine)**	32.a.1. Functioning: …… 14.a.2 Non-functioning: ……
32.b. Number of latrines rehabilitated or constructed in the school year 2023-2024 **(0 if no latrine rehabilitated or constructed and skip to Q 32.c)**	32.b.1. Rehabilitated:…… 32.b.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 32.b.3. Constructed:…… 32.b.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify
32.c. Are the functioning latrines separated for teachers and students?	○ 1. Yes ○ 2. No ***(If no, skip to Q 32e)***
32.d. If 32c yes, how many functioning latrines for teachers?	Number:……
32.e. Are the functioning latrines for students separated for boy and girl students?	○ 1. Yes ○ 2. No ***(If no, skip to Q 32.g)*** ○ 99. N/A
32.f. If 32e yes, how many?	32.f.1. Functioning latrines for boy students: …… 32.f.2. Functioning latrines for girl students: ……
32.g. Functioning latrines non-separated	Number:……
32.h. Does the school have latrines accessible for students with disability?	○ 1. Yes ○ 2. No ***(If no, skip to Q 32.i)***
32.h.1. If yes, how many latrines for students with disability?	Functioning latrines for disable students:……
32.h.2. Facilities of latrine for students with disability **(Multiple answers)**	□ 1. Suitable size for students with disability □ 2. Slope (ramp) for students with disability □ 3. Handle for students with disability □ 4. Other, specify: …… □ 5. Don't have any above
32.i. What are the current conditions of functioning latrines? **(skip if all latrines are non-functioning Q 15)** **(Multiple answers)**	□ 1. Clean and well maintained □ 2. Dirty, not well maintained □ 3. Broken but still usable □ 4. Other, specify: ……

32.j. What are the current conditions of non-functioning latrines? **(skip if all latrines are functioning Q 15.k)** **(Multiple answers)**	□ 1. Door is broken □ 2. Commode is broken □ 3. Pit latrines is broken or full □ 4. Washbasins are broken □ 5. Other, specify: .....
32.k. How do you manage and maintain the latrines? **(Multiple answers)**	□ 1. Train students and take turn to clean latrines sometimes □ 2. Keep soap/hand-washing facilities within or near the toilets sometimes □ 3. Lock latrines during school vacation □ 4. Ensure washbasin is full of water □ 5. Propose users to leave shoes outside of latrine stalls □ 6. Other, specify: .....
33. Does the school have kitchen? (Ask kitchen key)	○ 1. Yes ○ 2. No ***(If no, skip to Q 34)***
33a. Number of kitchens rehabilitated or constructed in the school year 2023-2024 **(0 if no kitchen rehabilitated or constructed and skip to Q 33.b)**	33.a.1. Rehabilitated:..... 33.a.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 33.a.3. Constructed:..... 33.a.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify
33.b. If yes, what are the current conditions of the kitchen? **(Multiple answers)**	□ 1. Good condition □ 2. Lacking kitchen utensils □ 3. Clean cooking and eating equipment □ 4. Leaking roofs □ 5. Flooded during rainy season □ 6. Using rocks as stove □ 7. Other, specify: .....
34. Does the school have energy-saving stoves?	○ 1. Yes ○ 2. No ***(If no, skip to Q 35)***
34.a. Number of energy-saving stoves rehabilitated or constructed in the school year 2023-2024 **(0 if no energy-saving stove rehabilitated or constructed and skip to 34.b)**	34.a.1. Rehabilitated:..... 34.a.2. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify 34.a.3. Constructed:..... 34.a.4. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify
34.b. If yes, what is the current condition of the energy-saving stoves? **(single answer)**	○ 1. Good condition and function well ○ 2. Poor condition but still work ○ 3. Broken, not functioning ○ 4. Other, specify: .....
35. Does the school have a storeroom (or place to store food)?	○ 1. Yes ○ 2. No, please specify where the food stored: .....

	(and, skip to Q 36)
35.a. Number of storerooms (for food) rehabilitated or constructed the school year 2023-2024 **(0 if no storeroom rehabilitated or constructed and Skip to Q 35.b)**	35a.1. Rehabilitated:…… 35.a.2. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify 35,a.3. Constructed:…… 35.a.4. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify
35.b. If yes, what are the current conditions of the storerooms? **(Multiple answers)**	□ 1. Well cleaned □ 2. Floor is dry □ 3. Pallets for food storage □ 4. Door is locked well □ 5. Security guard at night time/ during school vacation □ 6. Foods are stored in order □ 7. Leaking roofs □ 8. Broken windows/door □ 9. Damaged walls □ 10. No walls □ 11. Food was stored off ground □ 12. Storeroom had ventilation □ 13. Other, specify: ……
36. Does the school have drilled wells/water stations? (Drinkable water)	○ 1. Yes ○ 2. No ***(If no, skip to Q 37)***
36.a. Number of drilled wells/water stations rehabilitated or constructed in the school year 2023-2024 **(0 if no drilled wells/water station rehabilitated or constructed and kip to Q 36.b)**	36.1. Rehabilitated:…… 36.a.2. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify 36.a.3. Constructed:…… 36.a.4. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify
36.b. Number of functioning drilled wells or water station installed on the school grounds? **(0 if doesn't have and skip to Q 36.d)**	36.b.1 Functioning drilled well: …… 36.b.2. Functioning water station: …… 36.b.3. Other, specify:……: ……
36.c. What are the current conditions of the functioning drilled wells/water station? **(Multiple answers)**	□ 1. Functioning well year-round □ 2. Water is used for human consumption □ 3. Platform is clean □ 4. System to clean the wells □ 5. Other, specify: ……

36.d. Number of non-functioning drilled wells or water station installed on the school grounds? **(0 if doesn't have and skip to Q 37)**	36.d.1. Non-functioning drilled well: ..... 36.d.2. Non- Functioning water station: ..... 36.d.3. Other, Specify: .....: .....
36.e. What are the current conditions of the non-functioning drilled wells/water station? **(Multiple answers)**	□ 1. Functioning only during rainy season □ 2. Water is used for animals only □ 3. Arsenic (poisonous) □ 4. Hand pump/ rain water station was broken □ 5. Other, specify: .....
37 Does the school have year-round access to a clean and safe water source?	○ 1. Yes (whole school year) ○ 2. No (some months not available) ○ 3. No (no clean water)
38. Does the school have hand-washing station in the school?	○ 1. Yes ○ 2. No ***(If no, skip to Q 39)***
38.a. If yes, how many hand-washing station in the school?	38.a.1. Fix hand-washing station:..... 38.a.1.1. Single Student: ..... 38.a.1.2. Multiple Student: ..... 38.a.2. Mobile hand-washing station:..... 38.a.2.1. Single Student: ..... 38.a.2.2. Multiple Student: .....

38.b. If yes, what are the current conditions of the hand-washing station?

Description	Fixed hand-washing station	Mobile hand-washing station
38.b.1. Good condition & function well year-round	○	○
38.b.2. Good condition & function well only during rainy season	○	○
38.b.3. Poor condition but still work year-round	○	○
38.b.4. Poor condition but still work only during rainy season	○	○
38.b.5. Broken, not functioning	○	○
38.b.6. Other, specify	.....	.....

38.c. Number of hand-washing stations rehabilitated or constructed in the school year 2023-2024 **(0 if no hand-washing station rehabilitated or constructed and skip to Q 39)**	38.c.1. Rehabilitated:.. 38.c.2. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify 38.c.3. Constructed:... 38.c.4. Supported by: ○ 1. WFP/PLAN/World Vision ○ 2. Other, specify

39. Does the school have vegetable gardens?	○ 1. Yes ○ 2. No ***(If no, end observation)***
39.a. Were any vegetable gardens rehabilitated or established in the school year 2023-2024?	○ 1. Yes ○ 2. No ***(If no, end observation)***
39.b. If yes, what were the purposes for establishing the gardens?	□ 1. Practicing life skills □ 2. Supplementing SMP recipe □ 3. Both
39.c. How many hours a week were children mentored on school gardens?	○ 1. 1 – 2 hours ○ 2. 3 – 5 hours ○ 3. > 5 hours
39.d. How did schools get vegetable seed?	□ 1. Purchased using PB □ 3. Purchased using School Improvement Grant □ 2. Donated by PLAN/World Vision □ 4. Donated by WFP
39.e. Which months did you grow vegetable in the gardens in the school year 2023-2024? **(Multiple answers)**	□ 1. Jan □ 2. Feb □ 3. Mar □ 4. Apr □ 5. May □ 6. Jun □ 7. July □ 8. August □ 9. September □ 10. Oct □ 11. Nov □ 12. Dec □ 13. Don't grow vegetable
39.f. How did you manage and maintain the vegetable garden? **(Multiple answers)**	□ 1. Children are mentored by trained teachers and community □ 2. Children from grade to grade are assigned to each plot of land □ 3. Prevent animals from entering school compound by repairing schools' fence once per year □ 4. Other, specify: .....

Annex 17: Qualitative data collection tools

WFP Country Office

OPENING AND ROLE
First of all, what is your relationship to, or how are you are connected to, this McGovern-Dole SFP? What is your role? How long have you been involved?
RELEVANCE AND COHERENCE
1. To what extent has the McGovern-Dole project evolved to adapt to the context evolution since 2023, including policy and institutional changes? What have been the main context institutional and policy changes relevant to the HGSFP, including resource and staffing?
2. To what extent is the capacity strengthening planning process resulting from the 2023 SABER workshop appropriate? To what extent are the capacity needs addressed in the project design and WFP activities?
3. What are the criteria used to assess the readiness of schools for their handover to the government? Have those criteria been applied to date? How relevant are those criteria? Are there any specific criteria that are used to assess MOH readiness to deliver the public health component of the SFP (was facilities & practices, deworming, dietary practices?
4. To what extent have the planned number of schools reached the readiness criteria and been handed over? If not, why?
5. How has the school status regarding the readiness criteria been assessed?
6. What difficulties have been experienced by schools after hand over. To what extent those difficulties are linked to readiness criteria?
7. To what extent are the project objectives and activities coherent with the other activities of the CSP? The literacy component could be seen as a very different activity within the SFP space (for example it seems to rely more on partners), has this created any issues in terms of overall implementation coherence?
8. To what extent activities under SO2 are coherent with other WFP nutrition activities in the country?
9. To what extent the project is coherent, synergized and coordinated with other WFP school feeding project in the country?
10. What are the synergies with other initiatives supported by other development actors in the areas of school feeding, education, health and nutrition? What is the role and level of participation of WFP in related coordination mechanism?
EFFECTIVENESS
11. Please summarize the progress to date on the literacy, school meals and SO2 components? This refers to all aspects, including materials, trainings, support and integration with existing early grade learning activities within the MOEYS (and with other partners), schools, beneficiaries, meals, health and nutrition trainings, infrastructures, equipment, etc?
12. Please summarize the progress to date on each of the 5 pillars of the SABER.
13. For each component, what is the level of implementation of planned activities?
14. For each component, what is the level of achievement of planned results (outcomes)?
15. Do you feel that the literacy, school meals and SO2 component activities undertaken by WFP (and partners) are well implemented and fully meet the needs of the beneficiaries? If not, how could these interventions be improved?
16. To what extent do the public health measures (WASH, Dietary practices, deworming) contribute to the effectiveness of the SFP?
17. In your opinion, what is the main evolution since 2023 on each pillar of the SABER?
18. What have been the results in terms of the integration of the specific needs of women and men in the NHGSFP? Are they adopted in the NHGSFP normative documents?
19. What are the key internal and external factors that have influenced the performance of the project? 20. Internal factors: planning process, M&E, partnership and institutional arrangements, logistic, resources, … 21. External factors: political and economic factors, evolution of the FS and nutrition situation, socio-cultural factors, access, etc.

EFFICIENCY
22. What is the lead time for regional purchase?
23. What quality process is applied for each type of procurement?
24. Are the resources budgeted for the project sufficient?
25. Have the resources been used in entirely? If not, why?
26. Have there been any significant delay for activity implementation? Was the period of implementation timely considering factors like seasonality or institutional capacity?
27. How has the country office taken in account cost-effectiveness in decision making? Give examples. 28. How are the different components related costs measured?
SUSTAINABILITY
29. What is the level of ownership of key relevant stakeholders at national, province, district, commune and school level on the project's activities and the NHGSFP?
30. To what extent each stakeholders play the role it has been assigned in the NHGSFP design the EGRA national programme and the school health policy?
31. How key institutions capacity at local and municipal level contribute to the performance and sustainability of the project and the NHGSFP?
32. A part from capacity, what other key factors can support or affect the sustainability of the literacy, health, nutrition, water, sanitation and hygiene benefits of the project?
33. To what extent is the governance structure of the NHGSFP appropriate?
34. How are effective the existing coordination mechanisms within the NHGSFP? What is the level of quality of relations between NHGSFP stakeholders?
35. To what extent the HGSFP is aligned with related key policies of the education, health, agriculture, etc, sectors? To what extent those policies are implemented and supportive for the HGSFP?
36. What is the level of ownership of the government on the NHGSFP? Is it a priority for the government?
37. What has been the evolution of the national budget for the NHGSFP in the last years?
38. Are there other factors that support or affect the hand-over and sustainability of the HGSF programme?
RECOMMENDATIONS AND LESSONS LEARNED
39. In your opinion, what would you suggest for corrections to improve the project and the support provided to the NHGSFP? a. Sustainability and transition factors and gaps b. Key bottlenecks for transition and handover c. Women's empowerment objectives d. Other

Government

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SFP? What is your role? How long have you been involved?
RELEVANCE AND COHERENCE
1. To what extent the McGovern-Dole project has evolved to adapt to the context evolution since 2023, including policy and institutional changes? What have been the main context institutional and policy changes relevant to the HGSFP, including resource and staffing?
2. To what extent the capacity strengthening planning process resulting from the 2023 SABER workshop is appropriate? To what extent the capacity needs are addressed in the project design and WFP activities?
3. What are the criteria used to assess the readiness of schools for their hand-over to the government? Have those criteria been applied to date? How relevant are those criteria? Are there any specific criteria that are used to assess MoH readiness to deliver the public health component of the SFP (was facilities & practices, deworming, dietary practices? Are there any specific criteria that assesses the readiness on the literacy component?
4. To what extent the planned number of schools have reached the readiness criteria and been handed over? If not, why?
5. How the school status regarding the readiness criteria has been assessed?
6. What difficulties have been experienced by schools after hand over. To what extent those difficulties are linked to readiness criteria?
7. How does the SFP enhance child health and nutrition outcomes and what are the linkages with other government departments and their partners?
8. What are the synergies with other initiatives supported by other development actors in the areas of school feeding, education, health and nutrition? What is the role and level of participation of WFP in related coordination mechanism?
EFFECTIVENESS
9. Please summarize the progress to date on the literacy, school meals and SO2 components? This refers to all aspects, including materials, trainings, support and integration with existing early grade learning activities within the MOEYS (and with other partners), schools, beneficiaries, meals, health and nutrition trainings, infrastructures, equipment, etc?
10. Please summarize the progress to date on each of the five pillars of the SABER.
11. For each component, what is the level of implementation of planned activities?
12. For each component, what is the level of achievement of planned results (outcomes)?
13. Do you feel that the literacy, school meals and SO2 component activities undertaken by WFP (and partners) are well implemented and fully meet the needs of the beneficiaries? If not, how could these interventions be improved?
14. To what extent do the public health measures (WASH, Dietary practices, deworming) contribute to the effectiveness of the SFP?
15. What challenges remain (if any) for the successful integration the project's components in all schools?
16. Are there any notable differences in implementation between schools and what are the reasons for this?
17. In your opinion, what is the main evolution since 2023 on each pillar of the SABER?
18. What have been the results in term of the integration of the needs of women and men in the NHGSFP? Are they adopted in the NHGSFP normative documents? To what extent are the specific needs of boys, girls and vulnerable groups taken into account?
19. What are the key internal and external factors that have influenced the performance of the project? 20. Internal factors: planning process, M&E, partnership and institutional arrangements, logistic, resources, … 21. External factors: political and economic factors, evolution of the FS and nutrition situation, socio-cultural factors, access, etc.
EFFICIENCY
22. What are the different types of procurement applied by the NHGSFP: international, regional, local?
23. What quality process is applied for local procurement?
24. What are the benefits, advantages and constraints of each type of procurement?
25. Have there been any significant delay for activity implementation? Was the period of implementation timely considering factors like seasonality or institutional capacity?
26. Is there sufficient budget for the implementation of each component of the project and necessary monitoring to measure progress and carry out additional activities when gaps are identified? 27. How is the budget managed from provincial to school level?
SUSTAINABILITY
28. What is the level of ownership of key relevant stakeholders at national, province, district, commune and school level on the project's activities and the NHGSFP?
29. To what extent each stakeholders play the role it has been assigned in the NHGSFP design the EGRA national programme and the school health policy?
30. How key institutions capacity at local and municipal level contribute to the performance and sustainability of the project and the NHGSFP?
31. A part from capacity, what other key factors can support or affect the sustainability of the literacy, health, nutrition, water, sanitation and hygiene benefits of the project?

32. Are there any examples of how the programme has contributed to increasing the capacity for the literacy, component and the health & nutrition pathway activities to be delivered by the different actors? 33. Do these actors need any additional support?
34. What is the best way of ensuring sustainability of the literacy component and the health pathway components in schools that have transitioned to government responsibility?
35. To what extent is the governance structure of the NHGSFP appropriate?
36. How are effective the existing coordination mechanisms within the NHGSFP? What is the level of quality of relations between NHGSFP stakeholders?
37. To what extent the HGSFP is aligned with related key policies of the education, health, agriculture, etc, sectors? To what extent those policies are implemented and supportive for the HGSFP?
38. What is the level of ownership of the government on the NHGSFP? Is it a priority for the government?
39. What has been the evolution of the national budget for the NHGSFP in the last years?
40. Are there other factors that support or affect the hand-over and sustainability of the HGSF programme?
RECOMMENDATIONS AND LESSONS LEARNED
41. In your opinion, what would you suggest for corrections to improve the project and the support provided to the NHGSFP? a. Sustainability and transition factors and gaps b. Key bottlenecks for transition and handover c. Women's empowerment objectives d. Other

Cooperating partners

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SFP? What is your role? How long have you been involved?
RELEVANCE AND COHERENCE
1. To what extent the McGovern-Dole project has evolved to adapt to the context evolution since 2023, including policy and institutional changes? What have been the main context institutional and policy changes relevant to the HGSFP, including resource and staffing?
2. What are the criteria used to assess the readiness of schools for their hand-over to the government? Have those criteria been applied to date? How relevant are those criteria? 3. Are there any specific criteria that are used to assess MOH readiness to deliver the public health component of the SFP (was facilities & practices, deworming, dietary practices?
4. To what extent the planned number of schools have reached the readiness criteria and been handed over? If not, why?
5. How the school status regarding the readiness criteria has been assessed?
6. What difficulties have been experienced by schools after hand over. To what extent those difficulties are linked to readiness criteria?
7. How relevant are the activities in the health & nutrition pathway component of the school feeding programme (wash facilities & hygiene practices, deworming, dietary practices) to child health and education outcomes and why?
8. What are the synergies with other initiatives supported by other development actors in the areas of school feeding, education, health and nutrition? What is the role and level of participation of WFP in related coordination mechanism?
EFFECTIVENESS
9. Please summarize the progress to date on the literacy, school meals and SO2 components? This refers to all aspects, including materials, trainings, support and integration with existing early grade learning activities within the MOEYS (and with other partners), schools, beneficiaries, meals, health and nutrition trainings, infrastructures, equipment, etc?
10. For each component, what is the level of implementation of planned activities?
11. For each component, what is the level of achievement of planned results (outcomes)?
12. Do you consider that the literacy, school meals and SO2 component activities undertaken by WFP (and partners) are well implemented and fully meet the needs of the beneficiaries? If not, how could these interventions be improved?
13. What are the key internal and external factors that have influenced the performance of the project? 14. Internal factors: planning process, M&E, partnership and institutional arrangements, logistic, resources,… 15. External factors: political and economic factors, evolution of the FS and nutrition situation, socio-cultural factors, access, etc.
EFFICIENCY
16. Are the resources budgeted for the project sufficient?
17. Have the resources been used in entirely? If not, why?
18. Have there been any significant delay for activity implementation? Was the period of implementation timely considering factors like seasonality or institutional capacity?
19. How have WFP and your organization taken in account cost-effectiveness in decision making? Give examples. 20. How are the different components related costs measured?
SUSTAINABILITY
21. What is the level of ownership of key relevant stakeholders at national, province, district, commune and school level on the project's activities and the NHGSFP?
22. To what extent each stakeholders play the role it has been assigned in the NHGSFP design the EGRA national programme and the school health policy?
23. How key institutions capacity at local and municipal level contribute to the performance and sustainability of the project and the NHGSFP?
24. A part from capacity, what other key factors can support or affect the sustainability of the literacy, health, nutrition, water, sanitation and hygiene benefits of the project?
RECOMMENDATIONS AND LESSONS LEARNED
25. In your opinion, what would you suggest for corrections to improve the project and the support provided to the NHGSFP? a. Sustainability and transition factors and gaps b. Key bottlenecks for transition and handover c. Women's empowerment objectives d. Other

United Nations Agencies

OPENING AND ROLE
First of all, what is your relationship to, or the way you are connected to, this McGovern-Dole SFP? What is your role? How long have you been involved?
RELEVANCE AND COHERENCE
5. What are objectives and activities of your organization in the areas of school feeding, education, health and nutrition, support to small holder farmers and value chains?
6. What are the existing coordination mechanisms for each of these areas? What is the role and participation of WFP in these mechanisms?
7. Are there any synergies between WFP and your organization's activities in these areas? Please describe
EFFECTIVENESS
8. Are you aware of the NHGSFP? If yes, in your opinion what have been the main progresses registered in the SABER pillars since 2023?
9. Do you consider that the literacy, school meals and SO2 component activities undertaken by WFP (and partners) are well implemented and fully meet the needs of the beneficiaries? If not, how could these interventions be improved?
SUSTAINABILITY
10. What is the level of ownership of key relevant stakeholders at national, province, district, commune and school level on the project's activities and the NHGSFP?
11. To what extent each stakeholders play the role it has been assigned in the NHGSFP design the EGRA national programme and the school health policy?
12. How key institutions capacity at local and municipal level contribute to the performance and sustainability of the project and the NHGSFP?
13. A part from capacity, what other key factors can support or affect the sustainability of the literacy, health, nutrition, water, sanitation and hygiene benefits of the project?
14. To what extent is the governance structure of the NHGSFP appropriate?
15. How are effective the existing coordination mechanisms within the NHGSFP? What is the level of quality of relations between NHGSFP stakeholders?
16. To what extent the HGSFP is aligned with related key policies of the education, health, agriculture, etc, sectors? To what extent those policies are implemented and supportive for the HGSFP?
17. What is the level of ownership of the government on the NHGSFP? Is it a priority for the government?
18. Are there other factors that support or affect the hand-over and sustainability of the HGSF programme?
RECOMMENDATIONS AND LESSONS LEARNED
19. In your opinion, what would you suggest for corrections to improve the project and the support provided to the NHGSFP? a. Sustainability and transition factors and gaps b. Key bottlenecks for transition and handover c. Women's empowerment objectives d. Other

School directors, store keepers, cooks

Number of teachers	Staff Male/Female Contract Teachers: Male / Female
Other staff	eg cashier, librarian, etc… sometimes it is a teacher sometimes it is not
Number of Cooks	
Storekeeper	Teacher Y / N How many years in school and in storekeeper role
Hygiene Focal Point	Teacher Y / N How many years in school and in Hygiene Focal Point role
Number of students	Total : Boys …… Girls ……
Number of students identified as ID poor	
School Feeding Committee Members	Number of members: Composition
School Support Committee Members	Number of members: Composition - highlight any members NOT in SFC

Introduction
1. What have been the main improvements to your school over the last 2 years and who would you say has most supported the school to achieve this?

Readiness
2. Do you know what are the readiness criteria for handover of schools from WFP to the government?
3. If your school has been handed over, did it meet the criteria at the time it was handed over?
4. If some criteria have not been met, have you received support after hand over to meet the criteria?

SCHOOL meals
5. Can you briefly describe the situation regarding the extent to which school meals activities are working well in your school? Please consider: - The capacity of the schools to distribute school meals every school day - Food pipelines breaks - The quality and usefulness of school meals distributed - Infrastructures (kitchen, eating hall, store) and equipment to prepare and distribute food - Food supplies - Cook availability, motivation and incentive. Is it positive or negative to work as a cook and why? - Store keeper turn-over, availability, etc
6. FOR SCHOOLS HANDED OVER ONLY: As anything changed for school feeding activities since the hand-over? Why?
7. Have you/the school participated in **trainings on school feeding** *(food supply management, food storage, food preparation and menu planning,,food budgeting etc)* in the last three years? If yes: - when and what were the topics? - Were the trainings relevant and well implemented? (If not, why?) - Did you learn anything new and are you applying this new knowledge? - What has improved in school meals activities as a result of these trainings?
Q8. What is your opinion of the quality and the usefulness of the trainings provided to the school staff in the last 2 years? Please consider: - what were the training topics? - Were the trainings relevant and well implemented? (If not, why?) - Did you learn anything new and are you applying this new knowledge?

- What has improved in school meals activities as a result of these trainings?
8. Do you use the daily records for school meals activities? If not, why?
9. Do you use the SFIS? Do you face challenges to use it?
10. Have you received supervision visits from the district or province in the last three years? With which frequency? 11. FOR SCHOOLS HANDED OVER ONLY: Is there a difference in the supervision and support received since hand over?
12. Are there any other challenges you face for the school feeding activities?

School Health -
13. With regards to the school water, sanitation and hygiene **infrastructure (**kitchen, latrines, water supply) what have been the main improvements and why? How can they be maintained in the next 2 years?
It is better to ask this question to the School Hygiene Focal Point if there is one *14.* What is your opinion of the quality and the usefulness of these health, nutrition and hygiene trainings provided to the school staff in the last 2 years? *Hygiene awareness activities* *Healthy Food Days,* *School Gardening* *Menstrual Hygiene days -* *who supported them and what effect this has on children*?
15. With regards to the health, nutrition and water and hygiene related training provided to the school staff, how does that improve the school environment? And how can this be maintained in the next 2 years?

Literacy
16. Have you received any training in the last 2 years on the Early Grade Learning (EGL) package, or the Komar Ren Komar Cheh methodology? If Yes: - Please indicate when, how many days and who provided the training
17. Does your school have a school based early grade (SBEG) or cluster-based mentor? (*NOTE: This question is about the school or cluster-based mentor, not the district master mentor*) - If yes, who is it? (school principal, etc.)
18. How often does the school (SBEG) or cluster-based mentor visit each early grade teacher (g1-g2-g3)?

RECOMMENDATIONS AND LESSONS LEARNED
19. In your opinion, what is needed to improve the functioning of the school meals and school health activities and its sustainability?
20. What else could the MoYES support the school with to improve the health, nutrition and sanitation environment of your school (*in line with national guidance)?*

Parents

RELEVANCE
1. In the last two years, have there been significant events or changes in your community? Please describe how those changes have impacted the community.
2. In the same period, have there been events of changes that have impacted specifically the school and the school canteen?
3. In your own words, why would you say there is school feeding in this school? What do you think about the school feeding?
4. According to you, what do you see as the main benefits of the school feeding programme? (for children, families, teachers, etc)

SCHOOL meals
5. Do children enjoy the school meals and why/why not?
6. Do you think the school canteen is working well? 7. If not, can you explain what does not work well and how it should or could be improved?
8. Have you observed any changes in the school meals activities in the last two years? Please consider: - The quantity and quality of school meals - The number of school days when the school canteen does not work - The school feeding infrastructures and equipment - Any other element.
9. If there have been changes, how have they affected your children? Please consider: - The level of satisfaction of your children and their motivation to go to school - The nutrition of your children - The food or money you give your children when they go to school - Any other element

School health
10. Have children changed their hygiene or nutrition related practices? Can you give examples, and what is your opinion of these? (*you can provide examples like handwashing, asking to eat more fruit at home….be culturally sensitive*)?

Literacy
11. Do your children have any of the Student Supplementary Books (SSB) for grades 1, 2 or 3?
12. If Yes, did the parents purchase these or were they provided by someone else?
13. If purchased, where did you purchase them?

Cooks
14. How would you qualify the work of the cooks in the school canteen?
15. Is it positive or negative for women to cook at the school canteen? Please explain why?
16. SCHOOLS ALREADY HANDED OVER. Has there been any change in the incentive and work conditions of the cooks after hand-over? Please describe the changes?

RECOMMENDATIONS AND LESSONS LEARNED
17. In addition to what has been already discussed, have you seen any improvement or deterioration of the school feeding activities in the last three years? What are the factors that have contributed to them?
18. In your opinion, what is needed to improve the school canteen?

School teachers and mentors

Introduction
1. What have been the main improvements to your school over the last 2 years and who would you say has most supported the school to achieve this?
School Health - Please find the School Teacher Focal Point for Sanitation and Hygiene for this section
2. With regards to the health, nutrition and water and hygiene related **training** provided to the school staff, how does that improve the school environment? And how can this be maintained in the next 2 years? Is this concluded as part of the life skills teaching? Yes / NO Do teachers have the School Heath books? Yes / No
3. Which school health, nutrition and hygiene promotion related **activities** that have taken place at this school have been most successful and why? *Probe for examples of the activities like:* *Hygiene awareness activities* *Healthy Food Days,* *School Gardening* *Menstrual Hygiene days -* *who supported them and what effect this has on children*?
4. What else could the MoEYS support the school with to improve the health, nutrition and sanitation environment of your school (in line with national guidance)?
5. Are there any other interventions in your village or commune from the government and other stakeholders in the areas of school feeding, literacy, health and nutrition? If yes, please describe them briefly
SCHOOL meals
6. What is your opinion of the quality and the usefulness of the school meals provided at the school in the last 2 years? How can this be maintained/improved in the next 2 years? (*listen to and note down the different components (in-kind supply, home grown foods, foods bought)*
7. Have you participated in trainings on **school feeding** (*food supply, storage and preparation)* in the last two years? If yes - When and what were the topics? - Were the trainings relevant and well implemented? (If not, why?) - Did you learn anything new and are you applying this new knowledge? - What has improved in school meals activities as a result of these trainings?
Literacy *NOTE: teachers can be convened as a group or they can be visited individually in their classrooms, the questions do not take long to answer. Please focus on teachers covering grade 1, 2 or 3*
8. Have you received any training in the last 2 years on the Early Grade Learning (EGL) package, or the Komar Ren Komar Cheh methodology? If Yes: - Please indicate when, how many days and who provided the training
9. How often does a cluster or school based early grade (SBEG) mentor visit you in your classroom? (If no mentor visits can skip to question 12 below) 10. Do the mentors provide you with feedback based on the classroom observation tool? If Yes: - Is the tool paper based or KOBO (tablet, smart phone), or both? - During your last classroom observation did the mentor tell you what level your score was from the observation? (there are three levels: Level 1, 2 and 3)
11. Has the mentor feedback improved your teaching? Please provide an example
12. Do all of the students in your classroom have a copy of the student workbook? (the book that goes with the teacher guide, also called "student homework book") 13. If No, why not?
14. Do any of the students in your classroom have any of the Student Supplementary Books? If Yes: - Did the families purchase the books or were they provided for them?
15. Do you and any of the students in your classroom access the Primary Learning Platform (PLP) from MoEYS? If Yes: - how many students access this platform (out of the total number of students)?
RECOMMENDATIONS AND LESSONS LEARNED
16. In addition to what has been already discussed, have you seen any improvement or deterioration of the school feeding activities in the last three years? What are the factors that have contributed to them?
17. In your opinion, what is needed to improve the functioning of the school canteen and its sustainability?

School feeding committee

Background/introduction
1. What have been the main improvements to your school over the last 2 years and who would you say has most supported the school to achieve this?
2. What is the composition of the school feeding committee?
3. What is the role of the school feeding committee?
4. What have been the main improvements to your school over the last 2 years and who would you say has most supported the school to achieve this?
5. Do children enjoy the school meals and why/why not?
Perception on the hand over
6. SCHOOLS ALREADY HANDED OVER: Are you aware that your school has been handed over from WFP to the Ministry of Education for school feeding activities? 7. SCHOOLS NOT YET HANDED OVER: Are you aware that your school will be handed over from WFP to the Ministry of Education for school feeding activities?
8. Are you aware of the readiness criteria for school hand-over and what do you think about them? (Are they relevant to ensure the school is ready to manage school meals without WFP support)? If not, why?
9. SCHOOLS ALREADY HANDED OVER: Have you observed any changes since the hand-over of the school canteen? Please consider the quantity and quality of school meals, the number of school days when the school canteen does not work or any other element.
Participation of the SF committee
10. How have you been involved in ensuring the quality of the school meals over the last 2 years? How can this be improved/maintained over the next 2 years?
11. How have you been involved in ensuring the school kitchens and equipment are improved/maintained? How can they be maintained in the next 2 years?
12. How have you been involved in ensuring the school water, sanitation and hygiene infrastructure are improved/maintained? How can they be maintained in the next 2 years?
Community contribution
13. Currently, do the community, parents or pagoda contribute to the canteen of the school? 14. yes, please describe the contribution considering: - Food (type of product, frequency) - Infrastructures (kitchen, eating hall, store) - Equipment (stove, cooking material, eating utensils…) - Other
15. How has evolved the contribution of the community over the last three years?
16. Have you received any sensitization or training to promote community contribution in the last three years? 17. If yes: - Were the trainings relevant and well implemented? - Did you learn anything new? Give examples. - Have you used this new learning and how? - Has this contributed to more community contribution to the school canteen?
18. Have there been school feeding days organized in this locality? 19. If yes, do you think those days have contributed to more awareness of the community on the need to contribute to the school canteen?
RECOMMENDATIONS AND LESSONS LEARNED
20. In addition to what has been already discussed, have you seen any improvement or deterioration of the school feeding activities in the last three years? What are the factors that have contributed to them?
21. In your opinion, what is needed to improve the functioning of the school canteen and its sustainability?

Annex 18: Field mission schedule

Date (2025)	Team Leader	National Expert	National Expert	Nutritionist	Educationalist
Sun 08/06	- Arrival to Phnom Penh (PNH) - Team meeting	- Team meeting	- Team meeting	- Arrival to Phnom Penh (PNH) - Team meeting	
Mon 09/06	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	
Tue 10/06	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	
Wed 11/06	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	**PNH** - Interviews with WFP and external stakeholders	
Thu 12/06	**PNH + SRP** - Interviews with WFP and external stakeholders - Travel to Siem Reap (SRP)	**PNH + SRP** - Interviews with WFP and external stakeholders - Travel to Siem Reap (SRP)	**PNH + SRP** - Interviews with WFP and external stakeholders - Travel to Siem Reap (SRP)	**PNH + SRP** - Interviews with WFP and external stakeholders - Travel to Siem Reap (SRP)	
Fri 13/06	**SRP** - Interviews with authorities, WFP sub-office and external stakeholders at province level	**SRP** - Visit District 1 SRP: interviews with district stakeholders and visit to one school	**SRP** - Interviews with authorities, WFP sub-office and external stakeholders at province level	**SRP** - Visit District 1 SRP: interviews with district stakeholders and visit to one school	
Sat 14/06	**SRP** - Team meeting and planning session	**SRP** - Team meeting and planning session	**SRP** - Team meeting and planning session	**SRP** - Team meeting and planning session	

Date (2025)	Team Leader	National Expert	National Expert	Nutritionist	Educationalist
Wed 18/06	**SRP + KCG** - Review and analysis of data already collected - Travel to Kampong Chhnang (KCG)	**SRP + KCG** - Review and analysis of data already collected - Travel to Kampong Chhnang (KCG)	**KTM** - Review and analysis of data already collected	**KTM + PNH** - Review and analysis of data already collected - Travel to PNH - End of mission / departure	
Thu 19/06	**KCG** - Interviews with authorities, and external stakeholders at province level	**KCG** - Interviews with authorities, and external stakeholders at province level	**KTM** - Visit District 2 KTM: interviews with district stakeholders and visit of one school		
Fri 20/06	**KCG** - Visit District 1 KCG: interviews with district stakeholders and visit to one school - Travel to PNH	**KCG** - Visit District 2 KCG: interviews with district stakeholders and visit to one school - Travel to PNH	**KTM** - Visit District 3 KTM: interviews with district stakeholders and visit to one school - Travel to PNH		
Sat 21/06	**KCG + PNH** - Review and analysis of data already collected	**KCG + PNH** - Review and analysis of data already collected	**KTM + PNH** - Review and analysis of data already collected		
Sun 22/06	**PNH** - Review and analysis of data already collected and planning of last week				
Mon 23/06	**PNH** - Interviews with WFP and external stakeholders				
Tue 24/06	**PNH** - Follow-up interviews with WFP and external stakeholders				
Wed 25/06	**PNH** - Follow-up interviews with WFP and external stakeholders - Data analysis				
Thu 26/06	**PNH** - Team meeting, preparation of debriefing				
Fri 27/06	**PNH** - Debriefing presentation - End of mission				

Annex 19: Detailed survey data

HOUSEHOLD SURVEY

Introduction

The household survey was conducted in June 2025 in 173 schools of 3 target provinces, such as Kampong Chhnang, Siem Reap, and Kampong Thom. In 2025, some questions related to health and nutrition has been revised. There are some questions that may not comparable.

When interpreting findings across provinces and over time, the following considerations should be kept in mind:

- **Small Sample Size makes Kampong Chhnang not directly comparable with other provinces.** Estimates for Kampong Chhnang are based on a small sample size. As such, results from this province should be interpreted with caution, triangulated with other sources of evidence from the evaluation, and not directly compared or aggregated with those from Kampong Thom and Siem Reap, which have larger samples that allow for more robust statistical analysis.
- **To produce the presented results for Kampong Thom and Siem Reap, sample proportionality by province and by quasi-experiment group was ensured through weighting**.
    - For these two provinces, the sample sizes in 2023 and 2025 were proportional to the number of target schools (see Table A). The 2019 sample, however, was not proportional. To address this, sample weights were applied in the analysis to ensure comparability (see Table B).
    - To ensure the quasi-experimental design would capture transition effects at a certain level, the HO group is over-represented in the 2025 sample. This is mitigated by the application of weighting in the calculation of results by province in 2025.

Table 16: Sample distribution vs. true population distribution by province and year

	Sample sizes by year and province (Household)			Distribution of sample sizes by year and province (Household)		
Province	**2019**	**2023**	**2025**	**2019**	**2023**	**2025**
Kampong Thom	124	124	326	26.27%	32.46%	34.32%
Siem Reap	348	258	624	73.73%	67.54%	65.68%
Total	472	382	950	100.00%	100.00%	100.00%
	True population of target schools (schools)			**Distribution of True population of target schools (schools)**		
Province	**2019**	**2023**	**2025**	**2019**	**2023**	**2025**
Kampong Thom	136	96	136	33.58%	32.21%	33.58%
Siem Reap	269	202	269	66.42%	67.79%	66.42%
Total	405	298	405	100.00%	100.00%	100.00%

Table 17: Sample distribution vs. true population distribution by Experiment Group

	2025 sample size by province and group (Household)			Distribution of sample sizes by province and group (Household)		
	KT	SR	KT & SR	KT	SR	KT & SR
HO	144	244	388	44.2%	39.1%	40.8%
NHO	182	380	562	55.8%	60.9%	59.2%
Total	326	624	950	100.0%	100.0%	100.0%
	2025 true population by province and group (schools)			**Distribution of True population of target schools (schools)**		
	KT	SR	KT & SR	KT	SR	KT & SR
HO	40	67	107	29.4%	24.9%	26.4%
NHO	96	202	298	70.6%	75.1%	73.6%
Total	136	269	405	100.0%	100.0%	100.0%

1. SAMPLE DESCRIPTIVE

1.1. Household sample distribution

Table 18: Sample size by year, province, and experiment group

		Year					
		2019		2023		2025	
		Count	%	Count	%	Count	%
Total	**N**	**508**	**100.0%**	**418**	**100.0%**	**1028**	**100.0%**
Location	Kampong Chhnang	36	7.1%	36	8.6%	78	7.6%
	Kampong Thom	124	24.4%	124	29.7%	326	31.7%
	Siem Reap	348	68.5%	258	61.7%	624	60.7%
Province Group	KC	36	7.1%	36	8.6%	78	7.6%
	KT & SR	472	92.9%	382	91.4%	950	92.4%
Quasi-Experiment Group	HO	0	0.0%	0	0.0%	388	40.8%
	NHO	0	0.0%	382	100.0%	562	59.2%
	N/A	508	N/A%	36	N/A%	78	N/A%

Table 19: Sample size by sex of the selected SAC

		Year											
		2019				2023				2025			
		Male		Female		Male		Female		Male		Female	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Total	**N**	**253**	**100.0%**	**255**	**100.0%**	**209**	**100.0%**	**209**	**100.0%**	**514**	**100.0%**	**514**	**100.0%**
Location	Kampong Chhnang	18	7.1%	18	7.1%	18	8.6%	18	8.6%	39	7.6%	39	7.6%
	Kampong Thom	62	24.5%	62	24.3%	60	28.7%	64	30.6%	163	31.7%	163	31.7%
	Siem Reap	173	68.4%	175	68.6%	131	62.7%	127	60.8%	312	60.7%	312	60.7%
Province Group	KC	18	7.1%	18	7.1%	18	8.6%	18	8.6%	39	7.6%	39	7.6%
	KT & SR	235	92.9%	237	92.9%	191	91.4%	191	91.4%	475	92.4%	475	92.4%
Quasi-Experiment Group	HO	0	0.0%	0	0.0%	0	0.0%	0	0.0%	194	40.8%	194	40.8%
	NHO	0	0.0%	0	0.0%	191	100.0%	191	100.0%	281	59.2%	281	59.2%
	N/A	253	N/A%	255	N/A%	18	N/A%	18	N/A%	39	N/A%	39	N/A%

1.2. Household sample distribution after weighting

Table 20: Sample size distribution by year, province, and experiment group after weighting

		Year		
		2019	**2023**	**2025**
Total	N	508	418	1028
Location	Kampong Chhnang	7.1%	8.6%	7.6%
	Kampong Thom	31.2%	29.7%	31.7%
	Siem Reap	61.7%	61.7%	60.7%
Province Group	KC	7.1%	8.6%	7.6%
	KT & SR	92.9%	91.4%	92.4%
Quasi-Experiment Group	HO	0.0%	0.0%	26.5%
	NHO	0.0%	100.0%	73.5%
	N/A	508	36	78

Table 21: Sample size by sex of the selected SAC after weighting

		Year					
		2019		**2023**		**2025**	
		Male	**Female**	**Male**	**Female**	**Male**	**Female**
Total	N	253	255	209	209	514	514
Location	Kampong Chhnang	7.1%	7.1%	8.6%	8.6%	7.6%	7.6%
	Kampong Thom	31.3%	31.1%	28.7%	30.6%	31.7%	31.7%
	Siem Reap	61.6%	61.8%	62.7%	60.8%	60.7%	60.7%
Province Group	KC	7.1%	7.1%	8.6%	8.6%	7.6%	7.6%
	KT & SR	92.9%	92.9%	91.4%	91.4%	92.4%	92.4%
Quasi-Experiment Group	HO	0.0%	0.0%	0.0%	0.0%	26.5%	26.5%
	NHO	0.0%	0.0%	100.0%	100.0%	73.5%	73.5%
	N/A	253	255	18	18	39	39

2. EDUCATIONAL CHARACTERISTICS OF SAC

2.1. Factors HH considered when making decisions about child's schooling

Table 22: Percentage of HH make decisions about their child's schooling by province

B2.1. Now we will ask you if you have considered the following factors when you made a decision about your child's schooling (about the SAC)		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
Total	N	36	158	314	36	124	258	78	326	624
B2.1.1. The school is close to my house	Very important	86.1%	42.7%	71.6%	80.6%	89.5%	81.0%	92.3%	87.8%	81.4%
	Important	11.1%	56.5%	28.2%	19.4%	9.7%	18.6%	7.7%	12.0%	18.2%
	Not important	0.0%	0.8%	0.3%	0.0%	0.8%	0.0%	0.0%	0.2%	0.2%
	I did not consider this factor	2.8%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.2%
B2.1.2. Good quality of education at the school	Very important	86.1%	35.5%	63.5%	69.4%	93.5%	77.1%	82.1%	83.6%	77.3%
	Important	13.9%	63.7%	35.9%	30.6%	6.5%	22.9%	17.9%	16.4%	22.7%
	Not important	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I did not consider this factor	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
B2.1.3. Good quality of infrastructure at the	Very important	69.4%	41.1%	62.9%	69.4%	91.1%	73.6%	75.6%	83.8%	77.1%
	Important	30.6%	56.5%	35.1%	30.6%	8.1%	26.4%	24.4%	15.8%	22.7%
	Not important	0.0%	2.4%	1.7%	0.0%	0.8%	0.0%	0.0%	0.4%	0.2%
	I did not consider this factor	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
B2.1.4. Good future career/livelihood prospect of the child if s/he finishes the school	Very important	86.1%	46.0%	70.1%	63.9%	93.5%	82.6%	89.7%	93.5%	86.8%
	Important	11.1%	53.2%	28.4%	33.3%	6.5%	17.4%	10.3%	6.5%	13.2%
	Not important	0.0%	0.8%	0.9%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
	I did not consider this factor	2.8%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
B2.1.5. My child need to do household chore rather than going to school	Very important	2.8%	6.5%	20.7%	5.6%	8.9%	3.9%	0.0%	1.6%	5.9%
	Important	11.1%	20.2%	11.2%	41.7%	17.7%	7.0%	1.3%	5.5%	11.3%
	Not important	83.3%	71.0%	43.7%	52.8%	72.6%	66.3%	94.9%	65.5%	54.4%
	I did not consider this factor	2.8%	2.4%	24.4%	0.0%	0.8%	22.9%	3.8%	27.5%	28.4%
B2.1.6. Scholarships received for continuing school	Very important	88.9%	37.9%	67.0%	77.8%	89.5%	81.8%	70.5%	88.4%	84.1%
	Important	11.1%	59.7%	32.2%	22.2%	8.9%	18.2%	29.5%	11.2%	15.3%
	Not important	0.0%	0.8%	0.3%	0.0%	0.8%	0.0%	0.0%	0.4%	0.4%
	I did not consider this factor	0.0%	1.6%	0.6%	0.0%	0.8%	0.0%	0.0%	0.0%	0.2%
B2.1.7. Hot breakfast at school	Very important	86.1%	36.3%	65.8%	75.0%	89.5%	78.3%	92.3%	82.1%	82.0%
	Important	13.9%	62.9%	33.3%	25.0%	9.7%	21.7%	7.7%	17.9%	18.0%
	Not important	0.0%	0.8%	0.6%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%
	I did not consider this factor	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
B2.1.8. Costs of schooling	Very important	47.2%	33.1%	52.0%	50.0%	82.3%	65.5%	71.8%	64.3%	71.2%
	Important	47.2%	66.1%	39.1%	47.2%	16.1%	24.4%	28.2%	35.1%	26.1%
	Not important	0.0%	0.8%	4.3%	2.8%	0.8%	8.9%	0.0%	0.6%	2.1%
	I did not consider this factor	5.6%	0.0%	4.6%	0.0%	0.8%	1.2%	0.0%	0.0%	0.6%

B2.1.9. Concern about security of the child when traveling to school	Very important	61.1%	44.4%	61.2%	66.7%	79.8%	62.4%	80.8%	80.6%	74.8%
	Important	33.3%	54.8%	34.8%	33.3%	12.9%	12.8%	15.4%	18.8%	19.9%
	Not important	2.8%	0.8%	2.9%	0.0%	7.3%	16.7%	0.0%	0.6%	3.7%
	I did not consider this factor	2.8%	0.0%	1.1%	0.0%	0.0%	8.1%	3.8%	0.0%	1.6%
B2.1.10. Long term illness/disability of the child	Very important	58.3%	39.5%	49.4%	52.8%	82.3%	59.7%	73.1%	77.6%	74.8%
	Important	33.3%	54.8%	40.5%	41.7%	14.5%	21.7%	23.1%	21.4%	21.8%
	Not important	2.8%	2.4%	7.8%	2.8%	1.6%	13.2%	0.0%	0.6%	2.7%
	I did not consider this factor	5.6%	3.2%	2.3%	2.8%	1.6%	5.4%	3.8%	0.4%	0.7%

Table 23: Percentage of HH make decisions about their child's schooling by experiment group

B2.1. Now we will ask you if you have considered the following factors when you made a decision about your child's schooling (about the SAC)		Year			
		2023		2025	
		HO	NHO	HO	NHO
Total	N	0	191	388	562
B2.1.1. The school is close to my house	Very important	N/A	83.8%	91.2%	80.8%
	Important	N/A	15.7%	8.6%	18.8%
	Not important	N/A	0.3%	0.3%	0.2%
	I did not consider this factor	N/A	0.3%	0.0%	0.2%
B2.1.2. Good quality of education at the school	Very important	N/A	82.5%	88.0%	76.4%
	Important	N/A	17.5%	12.0%	23.6%
	Not important	N/A	0.0%	0.0%	0.0%
	I did not consider this factor	N/A	0.0%	0.0%	0.0%
B2.1.3. Good quality of infrastructure at the	Very important	N/A	79.3%	88.3%	76.2%
	Important	N/A	20.4%	11.7%	23.4%
	Not important	N/A	0.3%	0.0%	0.4%
	I did not consider this factor	N/A	0.0%	0.0%	0.0%
B2.1.4. Good future career/livelihood prospect of the child if s/he finishes the school	Very important	N/A	86.1%	96.3%	86.5%
	Important	N/A	13.9%	3.7%	13.5%
	Not important	N/A	0.0%	0.0%	0.0%
	I did not consider this factor	N/A	0.0%	0.0%	0.0%
B2.1.5. My child need to do household chore rather than going to school	Very important	N/A	5.5%	8.9%	2.8%
	Important	N/A	10.5%	8.1%	9.7%
	Not important	N/A	68.3%	52.5%	60.3%
	I did not consider this factor	N/A	15.7%	30.5%	27.2%
B2.1.6. Scholarships received for continuing school	Very important	N/A	84.3%	94.3%	82.4%
	Important	N/A	15.2%	5.2%	17.0%
	Not important	N/A	0.3%	0.5%	0.4%
	I did not consider this factor	N/A	0.3%	0.0%	0.2%
B2.1.7. Hot breakfast at school	Very important	N/A	81.9%	90.8%	78.9%
	Important	N/A	17.8%	9.2%	21.1%

	Not important	N/A	0.3%	0.0%	0.0%
	I did not consider this factor	N/A	0.0%	0.0%	0.0%
B2.1.8. Costs of schooling	Very important	N/A	70.9%	79.3%	65.1%
	Important	N/A	21.7%	20.2%	32.4%
	Not important	N/A	6.3%	0.5%	1.9%
	I did not consider this factor	N/A	1.0%	0.0%	0.5%
B2.1.9. Concern about security of the child when traveling to school	Very important	N/A	68.1%	90.4%	71.9%
	Important	N/A	12.8%	8.1%	23.6%
	Not important	N/A	13.6%	1.5%	3.0%
	I did not consider this factor	N/A	5.5%	0.0%	1.4%
B2.1.10. Long term illness/disability of the child	Very important	N/A	67.0%	87.6%	71.6%
	Important	N/A	19.4%	11.1%	25.4%
	Not important	N/A	9.4%	1.0%	2.3%
	I did not consider this factor	N/A	4.2%	0.3%	0.7%

Table 24: Transportation to school of the SAC by province

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
Total	N	36	158	314	36	124	258	78	326	624
B2.3. How do you travel to primary school (the most often)?	Foot	36.1%	55.6%	53.4%	27.8%	57.3%	44.6%	23.1%	47.0%	41.3%
	Bicycle	58.3%	42.7%	42.8%	52.8%	34.7%	48.8%	60.3%	44.1%	45.3%
	Any carts	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
	Motorcycle	5.6%	1.6%	3.2%	13.9%	8.1%	6.6%	15.4%	8.8%	13.4%
	Koyun	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Others	0.0%	0.0%	0.3%	2.8%	0.0%	0.0%	1.3%	0.0%	0.0%
B2.4. How long does it take to go to school from home if the child walks?	Less than 15min	63.9%	58.9%	57.5%	25.0%	70.2%	48.4%	88.9%	86.9%	83.4%
	15min to 29 min	27.8%	31.5%	28.7%	44.4%	15.3%	26.4%	11.1%	10.5%	11.3%
	30min to 44min	8.3%	7.3%	10.1%	30.6%	11.3%	16.7%	0.0%	2.5%	5.1%
	45min to 1hr	0.0%	1.6%	3.4%	0.0%	2.4%	7.8%	0.0%	0.0%	0.2%
	More than 1 hr	0.0%	0.8%	0.3%	0.0%	0.8%	0.8%	0.0%	0.0%	0.0%
B2.5 How much does it cost to go to school (one way) if the child uses public transport (most often)?[1]		0.324 (0.198)	0.292 (0.301)	0.281 (1.223)	0.225 (0.512)	0.070 (0.179)	0.292 (0.290)	0.324 (0.198)	0.292 (0.301)	0.281 (1.223)

[1]Mean (SD)

Table 25: Transportation to school of the SAC by experiment group

		Year			
		2023		2025	
		HO	NHO	HO	NHO
Total	N	0	191	388	562
B2.3. How do you travel to primary school (the most often)?	Foot	N/A	100.0%	100.0%	100.0%
	Bicycle	N/A	48.7%	38.3%	45.0%
	Any carts	N/A	44.2%	52.5%	42.2%
	Motorcycle	N/A	0.0%	0.0%	0.0%
	Koyun	N/A	7.1%	9.2%	12.8%
	Others	N/A	0.0%	0.0%	0.0%
B2.4. How long does it take to go to school from home if the child walks?	Less than 15min	N/A	0.0%	0.0%	0.0%
	15min to 29 min	N/A	55.5%	83.7%	85.0%
	30min to 44min	N/A	22.8%	12.2%	10.7%
	45min to 1hr	N/A	14.9%	3.4%	4.3%
	More than 1 hr	N/A	6.0%	0.7%	0.0%
B2.5 How much does it cost to go to school (one way) if the child uses public transport (most often)?[1]		N/A	0.255 (0.512)	0.441 (0.302)	0.270 (0.282)

[1]Mean (SD)

3. HOUSEHOLD EXPENDITURE ON EDUCATION

Table 26: HH average expenditure on education of the SAC by province (USD)

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
Total	N	36	158	314	36	124	258	78	326	624
C2.3.1 Admissions / Registration[1]		0.0 (0.0)	0.0 (0.0)	0.0 (0.1)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
C2.3.2 Materials and books[1]		27.4 (34.3)	22.2 (30.6)	15.4 (23.7)	27.9 (45.6)	19.7 (28.2)	14.7 (16.8)	16.1 (12.3)	15.2 (12.0)	14.2 (13.0)
C2.3.3 Extra Tuition fees[1]		22.5 (52.5)	11.6 (67.0)	5.6 (25.8)	16.5 (42.0)	1.7 (7.4)	2.2 (6.4)	2.4 (5.6)	3.5 (17.9)	1.6 (5.5)
C2.3.4 Travel to/from School[1]		2.9 (9.7)	2.9 (22.9)	1.3 (5.9)	3.0 (8.0)	0.6 (3.1)	0.9 (3.5)	0.1 (0.3)	0.0 (0.2)	0.2 (1.0)
C2.3.5 Food, snacks, water at school[1]		9.7 (21.6)	19.0 (51.7)	4.5 (18.1)	17.0 (28.0)	6.4 (13.7)	1.5 (4.3)	0.6 (0.7)	0.7 (0.9)	0.6 (0.7)
C2.3.6 Uniforms[1]		22.3 (18.6)	23.0 (21.9)	21.0 (18.0)	22.9 (22.3)	26.0 (21.1)	20.9 (16.6)	20.2 (11.7)	21.0 (12.7)	22.3 (16.7)
C2.3.7 Other expenses related to education[1]		4.3 (6.4)	5.1 (45.0)	2.5 (29.9)	1.8 (7.0)	1.5 (6.6)	1.7 (8.8)	2.5 (6.6)	4.3 (11.9)	1.8 (6.2)
C4.1 Frequency of expense: Admissions / Registration	1. Daily	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	2. Monthly	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	3. Quaterly	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	4. Yearly	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	5. One time	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
C4.2 Frequency of expense: Materials and books	1. Daily	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	2. Monthly	20.2%	18.9%	13.9%	5.8%	17.4%	12.8%	8.5%	19.1%	15.5%
	3. Quaterly	16.0%	15.3%	16.7%	16.5%	18.3%	16.7%	18.8%	21.6%	20.6%
	4. Yearly	63.9%	65.6%	63.9%	76.9%	64.3%	70.5%	72.2%	57.0%	62.2%
	5. One time	0.0%	0.0%	5.6%	0.8%	0.0%	0.0%	0.4%	2.3%	1.6%
C4.3 Frequency of expense: Extra Tuition fees	1. Daily	42.5%	26.2%	0.0%	57.1%	38.3%	52.5%	59.4%	37.5%	46.4%
	2. Monthly	42.5%	66.0%	94.1%	42.9%	61.7%	47.5%	35.7%	61.5%	51.0%
	3. Quaterly	5%	0%	6%	0%	0%	0%	2%	1%	1.4%
	4. Yearly	10%	8%	0%	0%	0%	0%	3%	0%	1.2%
	5. One time	0%	0%	0%	0%	0%	0%	0%	0%	0.0%
C4.4 Frequency of expense: Travel to/from School	1. Daily	25%	30%	0%	31%	28%	100%	95%	85%	87.4%
	2. Monthly	50%	63%	100%	69%	72%	0%	5%	15%	12.6%
	3. Quaterly	0%	4%	0%	0%	0%	0%	0%	0%	0.0%
	4. Yearly	25%	2%	0%	0%	0%	0%	0%	0%	0.0%
	5. One time	0%	0%	0%	0%	0%	0%	0%	0%	0.0%

C4.5 Frequency of expense: Food, snacks, water at school	1. Daily	68%	89%	33%	73%	95%	99%	99%	99%	98.7%
	2. Monthly	12%	7%	67%	27%	5%	1%	1%	1%	0.9%
	3. Quaterly	0%	0%	0%	1%	0%	0%	0%	0%	0.0%
	4. Yearly	20%	4%	0%	0%	0%	0%	0%	1%	0.4%
	5. One time	0%	0%	0%	0%	0%	0%	0%	0%	0.0%
C4.6 Frequency of expense: Uniforms	1. Daily	0%	0%	0%	0%	0%	0%	0%	0%	0.0%
	2. Monthly	3%	3%	6%	0%	3%	0%	0%	0%	0.1%
	3. Quaterly	19%	8%	20%	11%	14%	23%	7%	7%	7.3%
	4. Yearly	77%	88%	69%	89%	82%	77%	92%	86%	87.7%
	5. One time	0%	0%	6%	0%	1%	0%	1%	7%	4.9%
C4.7 Frequency of expense: Other expenses related to education	1. Daily	18%	2%	50%	20%	31%	30%	28%	28%	28.1%
	2. Monthly	53%	18%	17%	33%	18%	41%	30%	33%	31.7%
	3. Quaterly	12%	7%	33%	27%	6%	4%	1%	4%	2.9%
	4. Yearly	18%	73%	0%	20%	44%	26%	32%	26%	28.5%
	5. One time	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	9.0%	8.7%	8.8%

Table 27: HH average expenditure on education of the SAC by experiment group (USD)

		2023		2025	
		HO	NHO	HO	NHO
Total	N	0	191	388	562
C2.3.1 Admissions / Registration[1]		N/A	0.0 (0.0)	0.0 (0.0)	0.0 (0.2)
C2.3.2 Materials and books[1]		N/A	16.3 (21.3)	15.8 (12.8)	14.0 (12.6)
C2.3.3 Extra Tuition fees[1]		N/A	2.0 (6.7)	2.3 (6.4)	2.3 (12.7)
C2.3.4 Travel to/from School[1]		N/A	0.8 (3.4)	0.2 (1.4)	0.1 (0.6)
C2.3.5 Food, snacks, water at school[1]		N/A	3.1 (8.8)	0.6 (0.5)	0.7 (0.8)
C2.3.6 Uniforms[1]		N/A	22.6 (18.3)	21.7 (13.5)	21.9 (16.1)
C2.3.7 Other expenses related to education[1]		N/A	1.7 (8.2)	2.3 (5.7)	2.8 (9.5)
C4.1 Frequency of expense: Admissions / Registration	1. Daily	N/A	0.0%	0.0%	0.0%
	2. Monthly	N/A	0.0%	0.0%	0.0%
	3. Quaterly	N/A	0.0%	0.0%	0.0%
	4. Yearly	N/A	0.0%	0.0%	0.0%
	5. One time	N/A	0.0%	100.0 %	100.0%
C4.2 Frequency of expense: Materials and books	1. Daily	N/A	0.0%	0.0%	0.0%
	2. Monthly	N/A	10.8%	17.2%	15.5%
	3. Quaterly	N/A	22.3%	20.0%	20.6%
	4. Yearly	N/A	66.7%	60.6%	62.2%
	5. One time	N/A	0.3%	2.1%	1.6%
C4.3 Frequency of expense: Extra Tuition fees	1. Daily	N/A	25.7%	53.3%	46.4%
	2. Monthly	N/A	73.5%	43.6%	51.0%
	3. Quaterly	N/A	0.8%	1.6%	1.4%
	4. Yearly	N/A	0.0%	1.6%	1.2%
	5. One time	N/A	0.0%	0.0%	0.0%
C4.4 Frequency of expense: Travel to/from School	1. Daily	N/A	84.1%	88.6%	87.4%
	2. Monthly	N/A	15.9%	11.4%	12.6%
	3. Quaterly	N/A	0.0%	0.0%	0.0%
	4. Yearly	N/A	0.0%	0.0%	0.0%
	5. One time	N/A	0.0%	0.0%	0.0%

C4.5 Frequency of expense: Food, snacks, water at school	1. Daily	N/A	99.7%	98.4%	98.7%
	2. Monthly	N/A	0.3%	1.1%	0.9%
	3. Quaterly	N/A	0.0%	0.0%	0.0%
	4. Yearly	N/A	0.0%	0.5%	0.4%
	5. One time	N/A	0.0%	0.0%	0.0%
C4.6 Frequency of expense: Uniforms	1. Daily	N/A	0.0%	0.0%	0.0%
	2. Monthly	N/A	0.0%	0.2%	0.1%
	3. Quaterly	N/A	9.4%	6.5%	7.3%
	4. Yearly	N/A	90.6%	86.7%	87.7%
	5. One time	N/A	0.0%	6.6%	4.9%
C4.7 Frequency of expense: Other expenses related to education	1. Daily	N/A	36.3%	24.0%	28.1%
	2. Monthly	N/A	37.3%	29.0%	31.7%
	3. Quaterly	N/A	1.1%	3.8%	2.9%
	4. Yearly	N/A	21.8%	31.8%	28.5%
	5. One time	N/A	3.5%	11.5%	8.8%

[1]Mean (SD)

4. REDUCE COPING STRATEGIES INDEX

Table 28: Percentage of HH employed any strategies to cope with a lack of food or money in the last 7 days by province

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
Total	N	36	158	314	36	124	258	78	326	624
$D1	D1.1 Relied on less preferred, less expensive food	85.7%	79.8%	84.2%	79.3%	69.0%	70.9%	80.7%	76.1%	80.0%
	D1.2 Borrowed food or relied on help from friends or relatives	25.0%	31.0%	36.4%	17.2%	36.2%	27.1%	26.3%	32.6%	32.2%
	D1.3 Reduced the number of meals eaten per day	60.7%	57.1%	60.8%	48.3%	36.2%	51.3%	40.4%	17.5%	37.7%
	D1 4 Reduced portion size of meals	35.7%	51.2%	61.5%	58.6%	44.8%	48.2%	26.3%	43.7%	38.4%
	D1.5 Reduction in the quantities consumed by adults/mothers for young children	28.6%	47.6%	71.1%	55.2%	55.2%	54.8%	57.9%	59.0%	60.2%

Table 29: Percentage of HH employed any strategies to cope with a lack of food or money in the last 7 days by experiment group

		Year			
		2023		2025	
		HO	NHO	HO	NHO
Total	N	0	191	388	562
$D1	D1.1 Relied on less preferred, less expensive food	N/A	70.4%	80.3%	78.4%
	D1.2 Borrowed food or relied on help from friends or relatives	N/A	29.2%	38.3%	30.2%
	D1.3 Reduced the number of meals eaten per day	N/A	47.9%	30.8%	32.3%
	D1 4 Reduced portion size of meals	N/A	47.5%	41.9%	39.3%
	D1.5 Reduction in the quantities consumed by adults/mothers for young children	N/A	54.9%	53.4%	62.1%

Table 30: Mean rCSI by province and year

	Year								
	2019			2023			2025		
	KC	KT	SR	KC	KT	SR	KC	KT	SR
rCSI	9.86 (8.54)	9.19 (10.91)	14.59 (11.77)	9.00 (8.35)	6.88 (10.44)	11.23 (11.24)	7.12 (7.53)	6.67 (8.82)	9.10 (9.78)

Table 31: Mean rCIS by experiment group

	Year				
	2023		2025		
	HO	NHO[1]	HO[1]	NHO[1]	P-Value[2]
rCSI	.	9.82 (11.16)	7.55 (8.75)	8.52 (9.79)	0.15

5. BENEFIT OF SCHOOL FEEDING

Table 32: Benefits of SFP by province

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
E1. How many days in the last month did your child attend MORNING SESSIONS in school? (Note that some schools may alternate morning and afternoon shifts from one month to another) {0}[1]		16 (6)	22 (4)	23 (5)	10 (7)	12 (4)	10 (6)	22 (5)	19 (8)	16 (9)
E2. Did your child receive a meal every day during each of these sessions? {0}	Yes	100.0%	95.2%	98.5%	93.8%	96.0%	98.2%	93.3%	96.3%	99.8%
	No	0.0%	4.8%	1.5%	6.3%	4.0%	1.8%	6.7%	3.7%	0.2%
E3. Does your child bring part of the food from school to share with the other members of the household when he/she received SMP/HGSF-Hybrid? (SHOWCARD) {0}	1 = Yes, always	0.0%	0.0%	1.1%	0.0%	0.0%	9.3%	0.0%	0.4%	0.2%
	2 = Most days, 3-4 days per week	0.0%	0.8%	0.3%	0.0%	0.0%	0.0%	1.3%	0.4%	0.1%
	3 = Sometimes, 1-2 days per week	2.8%	2.4%	6.9%	5.6%	2.4%	1.2%	0.0%	1.8%	1.5%
	4 = Rarely	5.6%	6.5%	10.9%	0.0%	1.6%	5.0%	6.4%	5.1%	3.0%
	5 = Never	91.7%	90.3%	80.7%	94.4%	96.0%	84.5%	92.3%	92.4%	95.2%
$E4_mult	1 = Child gets food	58.3%	70.2%	87.1%	50.0%	83.9%	96.9%	74.4%	99.0%	98.3%
	2 = Child is more active/attentive	16.7%	29.0%	60.1%	13.9%	60.5%	89.1%	17.9%	86.9%	84.8%
	3 = Child is learning better	19.4%	37.9%	71.8%	16.7%	73.4%	88.0%	39.7%	76.6%	77.7%
	4 = Child is healthier	66.7%	67.7%	82.5%	41.7%	74.2%	92.6%	76.9%	94.5%	91.6%
	5 = Child has more opportunity	0.0%	28.2%	50.6%	22.2%	60.5%	83.7%	15.4%	84.7%	83.8%
	6 = Illness related absence is reduced	0.0%	5.6%	28.4%	8.3%	53.2%	69.0%	12.8%	42.9%	58.9%
	7 = No, it does not benefit my child	0.0%	0.8%	0.6%	2.8%	0.0%	0.0%	0.0%	0.4%	0.3%
	8 = Others	13.9%	1.6%	0.9%	0.0%	0.0%	0.0%	2.6%	0.0%	0.0%
$E5_mult	1 = No benefit	0.0%	0.0%	3.4%	2.8%	4.0%	1.9%	2.6%	0.4%	0.6%
	2 = School feeding saves time for parents	58.3%	70.2%	79.9%	41.7%	83.9%	89.5%	26.9%	96.0%	93.1%
	3 = School feeding saves food/money for household	75.0%	74.2%	88.5%	75.0%	84.7%	93.8%	83.3%	98.2%	95.9%
	4 = School feeding saves time for household skipping morning cooking	22.2%	46.8%	70.4%	19.4%	70.2%	88.8%	32.1%	97.5%	97.6%
	5 = Others	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%

[1]Mean (SD)

Table 33: Benefits of SFP by province group

		Year			
		2023		2025	
		HO	NHO	HO	NHO
E1. How many days in the last month did your child attend MORNING SESSIONS in school? (Note that some schools may alternate morning and afternoon shifts from one month to another) {0}[1]		N/A	11 (5)	19 (9)	17 (9)
E2. Did your child receive a meal every day during each of these sessions? {0}	Yes	N/A	97.4%	99.0%	98.3%
	No	N/A	2.6%	1.0%	1.7%
E3. Does your child bring part of the food from school to share with the other members of the household when he/she received SMP/HGSF-Hybrid? (SHOWCARD) {0}	1 = Yes, always	N/A	6.3%	0.0%	0.4%
	2 = Most days, 3-4 days per week	N/A	0.0%	0.3%	0.2%
	3 = Sometimes, 1-2 days per week	N/A	1.6%	1.0%	1.8%
	4 = Rarely	N/A	3.9%	3.1%	3.9%
	5 = Never	N/A	88.2%	95.7%	93.7%
$E4_mult	1 = Child gets food	N/A	92.7%	98.0%	98.8%
	2 = Child is more active/attentive	N/A	79.8%	83.9%	86.1%
	3 = Child is learning better	N/A	83.2%	78.1%	77.0%
	4 = Child is healthier	N/A	86.6%	89.7%	93.6%
	5 = Child has more opportunity	N/A	76.2%	82.6%	84.7%
	6 = Illness related absence is reduced	N/A	63.9%	42.3%	57.4%
	7 = No, it does not benefit my child	N/A	0.0%	0.3%	0.4%
	8 = Others	N/A	0.0%	0.0%	0.0%
$E5_mult	1 = No benefit	N/A	2.6%	0.0%	0.7%
	2 = School feeding saves time for parents	N/A	87.7%	97.4%	92.9%
	3 = School feeding saves food/money for household	N/A	90.8%	99.2%	95.8%
	4 = School feeding saves time for household skipping morning cooking	N/A	82.7%	99.7%	96.8%
	5 = Others	N/A	0.0%	0.0%	0.0%

[1]Mean (SD)

6. PARENTS/COMMUNITY PARTICIPATION IN SFP

Table 34: Parents/Community participation in the SFP by province

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
G1. Are you a member of the PTA (Parent Teacher Association)?	Yes	8.3%	6.5%	23.0%	33.3%	9.7%	10.5%	38.5%	6.9%	15.8%
	No	91.7%	93.5%	77.0%	66.7%	90.3%	89.5%	61.5%	93.1%	84.2%
G2. Are you a member of the School Feeding Committee (SFC)?	Yes	11.1%	4.8%	7.5%	11.1%	5.6%	7.4%	23.1%	7.1%	10.3%
	No	88.9%	95.2%	92.5%	88.9%	94.4%	92.6%	76.9%	92.9%	89.7%
G3. Are you a member of the School Management Committee (SMC)?	Yes	2.8%	4.0%	3.4%	13.9%	2.4%	5.0%	24.4%	2.6%	6.2%
	No	97.2%	96.0%	96.6%	86.1%	97.6%	95.0%	75.6%	97.4%	93.8%
G4. Are you a member of the Mothers' Committee (MC)?	Yes	2.8%	4.0%	7.8%	13.9%	1.6%	9.3%	42.3%	10.5%	17.2%
	No	97.2%	96.0%	92.2%	86.1%	98.4%	90.7%	57.7%	89.5%	82.8%
G5. How many times did you visit the school during this school year 2024-2025 (excluding bringing the child to school)?[1]		**2**	**2**	**3**	**2**	**2**	**3**	**3**	**2**	**3**

[1]Mean

Table 35: Parents/Community participation in the SFP by experiment group

		Year			
		2023		2025	
		HO	NHO	HO	NHO
G1. Are you a member of the PTA (Parent Teacher Association)?	Yes	N/A	10.20%	9.20%	14.00%
	No	N/A	89.80%	90.80%	86.00%
G2. Are you a member of the School Feeding Committee (SFC)?	Yes	N/A	6.80%	6.70%	10.10%
	No	N/A	93.20%	93.30%	89.90%
G3. Are you a member of the School Management Committee (SMC)?	Yes	N/A	4.20%	4.30%	5.10%
	No	N/A	95.80%	95.70%	94.90%
G4. Are you a member of the Mothers' Committee (MC)?	Yes	N/A	6.80%	9.80%	16.70%
	No	N/A	93.20%	90.20%	83.30%
G5. How many times did you visit the school during this school year 2024-2025 (excluding bringing the child to school)?[1]		**N/A**	**3**	**3**	**3**

[1]Mean

7. MORBIDITY OF SAC

The 2025 data is not comparable with the 2019 and 2023 data because the question changed from asking all the children in the household to asking only the sample child.

Table 36: SAC suffered from illness in the last 1 month by province

		2025		
		KC	KT	SR
J3. Has [sample child] suffered from any illness in the last 1 month]?	Yes	62.8%	53.8%	45.3%
	No	37.2%	46.2%	54.7%
J4. What did [Sample Child] suffer from?	1= Fever	34.7%	43.8%	42.9%
	2= Cough or colds	55.1%	67.3%	51.3%
	3= difficulty in breathing	0.0%	0.7%	4.2%
	4= Diarrhoea	2.0%	2.6%	2.4%
	5= Fever with chills like malaria	0.0%	0.0%	0.2%
	6=Worm	0.0%	1.4%	1.5%
	7= Skin infections	0.0%	2.2%	0.5%
	8=Stomach-ache	12.2%	8.4%	15.6%
	9= Measles	0.0%	0.0%	0.0%
	9.5. Others	26.5%	18.5%	30.0%
J5. How many days in the last 1 month [{0}] suffered from this illness?[1]		**3**	**4**	**3**
J6. How many days has [{0}] been unable to go to school?[1]		**1**	**1**	**1**

[1]Mean

Table 37: SAC suffered from illness in the last 1 month by experiment group

		2025	
		HO	NHO
J3. Has [{0}] suffered from any illness in the last 1 month]?	Yes	48.2%	48.3%
	No	51.8%	51.7%
$J4_mult	1= Fever	31.3%	47.6%
	2= Cough or colds	63.8%	55.1%
	3= difficulty in breathing	2.6%	2.9%
	4= Diarrhoea	3.2%	2.2%
	5= Fever with chills like malaria	0.5%	0.0%
	6=Worm	0.5%	1.8%
	7= Skin infections	1.1%	1.1%
	8=Stomach-ache	12.8%	12.9%
	9= Measles	0.0%	0.0%
	9.5. Others	12.8%	30.2%
J5. How many days in the last 1 month [{0}] suffered from this illness?[1]		**3**	**4**
J6. How many days has [{0}] been unable to go to school?[1]		**1**	**1**

[1]Mean

8. BENEFIT RECEIVED

Table 38: Percentage children eat school meal at school by province (claimed by the child)

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
K3.5. Do you eat all your school meal every school day? (The respondent is the child that eats hot meal at school)	1. Yes	94.4%	85.5%	94.3%	75.0%	87.1%	94.6%	94.9%	87.3%	93.6%
	2. No. It's not available everyday	5.6%	3.2%	1.4%	8.3%	12.1%	3.5%	0.0%	10.9%	4.8%
	3. No, it's not offered to me	0.0%	1.6%	0.9%	2.8%	0.0%	0.8%	0.0%	0.0%	0.0%
	4. No, I don't like it	0.0%	1.6%	0.0%	2.8%	0.0%	0.8%	0.0%	0.2%	0.4%
	5. No, I don't have time to eat	0.0%	0.0%	0.3%	8.3%	0.0%	0.4%	0.0%	0.0%	0.4%
	6. No, I'm not hungry	0.0%	4.8%	1.4%	2.8%	0.8%	0.0%	0.0%	1.0%	0.6%
	7. No, I like to take some of it home to my family	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	8. No, I am not allowed to eat some foods to culture or religion	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	9. Others	0.0%	3.2%	1.4%	0.0%	0.0%	0.0%	5.1%	0.6%	0.2%

Table 39: Percentage children eat school meal at school by province group (claimed by the child)

		Year			
		2023		2025	
		HO	NHO	HO	NHO
K3.5. Do you eat all your school meal every school day? (The respondent is the child that eats hot meal at school)	1. Yes	N/A	92.1%	90.1%	92.0%
	2. No. It's not available everyday	N/A	6.3%	7.6%	6.6%
	3. No, it's not offered to me	N/A	0.5%	0.0%	0.0%
	4. No, I don't like it	N/A	0.5%	0.3%	0.4%
	5. No, I don't have time to eat	N/A	0.3%	1.0%	0.0%
	6. No, I'm not hungry	N/A	0.3%	0.8%	0.7%
	7. No, I like to take some of it home to my family	N/A	0.0%	0.0%	0.0%
	8. No, I am not allowed to eat some foods to culture or religion	N/A	0.0%	0.0%	0.0%
	9. Others	N/A	0.0%	0.3%	0.4%

9. FOOD CONSUMPTION PART 1

Table 40: Household food consumption yesterday by province

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
H1.1.1 How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)[1]		3	3	3	3	3	3	3	3	3
Frequency compared to usual time over the last 6 months	1= Less	19.4%	12.9%	14.9%	8.3%	6.5%	18.2%	10.3%	5.9%	16.3%
	2= Same	72.2%	67.7%	66.1%	75.0%	72.6%	63.2%	78.2%	91.2%	70.4%
	3= more	8.3%	19.4%	19.0%	16.7%	21.0%	18.6%	11.5%	3.0%	13.3%
Quantity eaten per meal compared to usual time over the last 6 months	1= Less	25.0%	15.3%	16.4%	2.8%	5.6%	15.1%	12.8%	9.0%	17.1%
	2= Same	58.3%	61.3%	58.9%	77.8%	63.7%	58.1%	69.2%	85.3%	63.0%
	3= more	16.7%	23.4%	24.7%	19.4%	30.6%	26.7%	17.9%	5.7%	19.9%
H1.1.2. How many meals were eaten by children (aged less than 15) living in your household yesterday?[1]		3	3	3	3	3	3	3	3	3
Frequency compared to usual time over the last 6 months	1= Less	16.7%	12.1%	12.1%	8.3%	3.2%	8.5%	10.3%	2.7%	12.0%
	2= Same	66.7%	64.5%	61.8%	69.4%	72.6%	59.7%	78.2%	91.0%	67.8%
	3= more	16.7%	23.4%	26.1%	22.2%	24.2%	31.8%	11.5%	6.3%	20.3%
Quantity eaten per meal compared to usual time over the last 6 months	1= Less	16.7%	18.5%	12.4%	5.6%	4.8%	12.4%	9.0%	6.2%	12.9%
	2= Same	50.0%	54.0%	45.4%	66.7%	54.8%	51.9%	70.5%	83.2%	60.7%
	3= more	33.3%	27.4%	42.2%	27.8%	40.3%	35.7%	20.5%	10.6%	26.4%

Table 41: Household food consumption by province group

		Year					
		2019		2023		2025	
		KC	KT & SR	KC	KT & SR	KC	KT & SR
H1.1.1 How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)[1]		3	3	3	3	3	3
Frequency compared to usual time over the last 6 months	1= Less	19.4%	14.3%	8.3%	14.4%	10.3%	12.7%
	2= Same	72.2%	66.6%	75.0%	66.2%	78.2%	77.5%
	3= more	8.3%	19.1%	16.7%	19.4%	11.5%	9.8%
Quantity eaten per meal compared to usual time over the last 6 months	1= Less	25.0%	16.0%	2.8%	12.0%	12.8%	14.3%
	2= Same	58.3%	59.7%	77.8%	59.9%	69.2%	70.7%
	3= more	16.7%	24.3%	19.4%	28.0%	17.9%	15.0%
H1.1.2. How many meals were eaten by children (aged less than 15) living in your household yesterday?[1]		3	3	3	3	3	3
Frequency compared to usual time over the last 6 months	1= Less	16.7%	12.1%	8.3%	6.8%	10.3%	8.8%
	2= Same	66.7%	62.7%	69.4%	63.9%	78.2%	75.7%
	3= more	16.7%	25.2%	22.2%	29.3%	11.5%	15.5%
Quantity eaten per meal compared to usual time over the last 6 months	1= Less	16.7%	14.4%	5.6%	9.9%	9.0%	10.6%
	2= Same	50.0%	48.3%	66.7%	52.9%	70.5%	68.4%
	3= more	33.3%	37.3%	27.8%	37.2%	20.5%	21.0%

Table 42: Household food consumption by experimental group

		Year			
		2023		2025	
		HO	NHO	HO	NHO
H1.1.1 How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)		.	3	3	3
H1.2.1. How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)	1= Less	0.0%	14.4%	9.7%	13.8%
	2= Same	0.0%	66.2%	83.4%	75.4%
	3= more	0.0%	19.4%	6.9%	10.8%
H1.3.1 How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)	1= Less	0.0%	12.0%	11.2%	15.4%
	2= Same	0.0%	59.9%	78.8%	67.7%
	3= more	0.0%	28.0%	9.9%	16.8%
H1.1.2. How many meals were eaten by children (aged less than 15) living in your household yesterday?		.	3	3	3
H1.2.2. How many meals were eaten by children (aged less than 15) living in your household yesterday?	1= Less	0.0%	6.8%	8.1%	9.0%
	2= Same	0.0%	63.9%	79.6%	74.3%
	3= more	0.0%	29.3%	12.2%	16.6%
H1.3.2. How many meals were eaten by children (aged less than 15) living in your household yesterday?	1= Less	0.0%	9.9%	6.6%	12.1%
	2= Same	0.0%	52.9%	76.2%	65.6%
	3= more	0.0%	37.2%	17.1%	22.3%

10. FOOD CONSUMPTION PART 2

Table 43: Average days of HH ate each food group over the last 7 days by province

Please tell me how many days in the past week (beginning from yesterday) your household has eaten the following foods	Year																	
	2019						2023						2025					
	KC		KT		SR		KC		KT		SR		KC		KT		SR	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cereals, Grains, Roots, and Tubers	6.9	0.3	6.9	0.5	7.0	0.3	6.8	0.5	7.0	0.2	7.0	0.1	6.5	0.8	7.0	0.1	7.0	0.2
Pulses/legumes, nuts, and seeds	1.3	2.2	0.7	1.3	0.7	1.3	0.7	1.4	0.4	0.9	0.4	1.1	1.3	1.9	0.9	1.4	0.6	1.4
Dairy	1.4	2.6	1.1	2.2	0.6	1.6	1.0	2.0	0.9	1.9	0.6	1.7	1.8	2.4	2.1	2.6	1.4	2.3
Meat, fish, and eggs	6.6	1.0	6.6	1.2	6.7	1.0	6.4	1.5	6.7	0.9	6.6	1.2	6.4	0.9	6.9	0.4	6.8	0.6
Vegetables and leaves	5.3	1.4	5.8	1.4	5.3	1.7	4.4	2.5	4.3	2.2	4.6	2.3	4.2	2.2	5.0	2.1	4.2	2.4
Fruits	2.9	1.7	2.2	1.4	2.3	1.6	2.3	2.5	2.1	2.2	1.8	2.4	3.4	2.4	2.4	2.2	2.4	2.5
Oil, fats, and butter	4.5	2.6	1.6	2.5	3.8	2.6	4.2	2.6	4.1	2.4	4.1	2.3	4.3	2.2	5.2	2.0	4.5	2.3
Sugar and Sweets	3.1	2.2	2.6	2.8	2.2	2.6	2.0	2.4	2.1	2.6	2.1	2.6	2.9	2.6	4.8	2.7	3.2	2.9
Condiments and spices	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.2	6.7	0.8	7.0	0.1	7.0	0.3

Table 44: Average days of HH ate each food group over the last 7 days by province group

Please tell me how many days in the past week (beginning from yesterday) your household has eaten the following foods	Year											
	2019				2023				2025			
	KC		KT & SR		KC		KT & SR		KC		KT & SR	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cereals, Grains, Roots, and Tubers	6.9	0.3	6.9	0.4	6.8	0.5	7.0	0.1	6.5	0.8	7.0	0.2
Pulses/legumes, nuts, and seeds	1.3	2.2	0.7	1.3	0.7	1.4	0.4	1.1	1.3	1.9	0.7	1.4
Dairy	1.4	2.6	0.8	1.8	1.0	2.0	0.7	1.8	1.8	2.4	1.6	2.4
Meat, fish, and eggs	6.6	1.0	6.6	1.0	6.4	1.5	6.6	1.1	6.4	0.9	6.9	0.5
Vegetables and leaves	5.3	1.4	5.4	1.7	4.4	2.5	4.5	2.3	4.2	2.2	4.4	2.4
Fruits	2.9	1.7	2.3	1.5	2.3	2.5	1.9	2.3	3.4	2.4	2.4	2.4
Oil and fats and butter	4.5	2.6	3.1	2.8	4.2	2.6	4.1	2.4	4.3	2.2	4.7	2.2
Sugar and Sweets	3.1	2.2	2.3	2.7	2.0	2.4	2.1	2.6	2.9	2.6	3.7	2.9
Condiments and spices	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.2	6.7	0.8	7.0	0.2

Table 45: Average days HH ate each food group over the last 7 days by experiment group

	Year								
	2023				2025				
	HO		NHO		HO		NHO		P-value[1]
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Cereals, Grains, Roots, and Tubers	.	.	7.0	0.1	6.9	0.3	7.0	0.1	0.004
Pulses/legumes, nuts, and seeds	.	.	0.4	1.1	0.6	1.2	0.8	1.5	0.046
Dairy	.	.	0.7	1.8	1.4	2.1	1.7	2.5	0.020
Meat, fish, and eggs	.	.	6.6	1.1	6.8	0.6	6.9	0.5	0.101
Vegetables and leaves	.	.	4.5	2.3	4.5	2.3	4.4	2.4	0.729
Fruits	.	.	1.9	2.3	2.5	2.4	2.4	2.4	0.701
Oil and fats and butter	.	.	4.1	2.4	4.9	2.1	4.7	2.3	0.137
Sugar and Sweets	.	.	2.1	2.6	3.1	2.8	4.0	2.9	0.000
Condiments and spices	.	.	7.0	0.2	7.0	0.3	7.0	0.2	0.164

[1]Welch Two Sample t-test; Pearson's Chi-squared test

Note: P-values below 0.05 indicate statistically significant differences between household in handed over and not handed over schools as of June 2025

11. FOOD CONSUMPTION PART 3

Table 46: Percentage of children ate each meal a day before the survey by province

		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
Breakfast	Per. Children ate yesterday	91.7%	83.9%	73.6%	97.2%	87.9%	92.2%	92.3%	95.1%	96.0%
	Per. Part of SMP/HGSF	3.0%	7.7%	2.0%	51.4%	72.5%	73.9%	81.9%	80.7%	86.2%
Snack (Morning)	Per. Children ate yesterday	72.2%	65.3%	61.8%	83.3%	81.5%	68.2%	87.2%	87.1%	82.6%
	Per. Part of SMP/HGSF	0.0%	3.7%	0.0%	30.0%	20.8%	19.9%	7.4%	0.4%	12.7%
Lunch	Per. Children ate yesterday	94.4%	95.2%	88.5%	100.0%	89.5%	93.4%	94.9%	97.0%	94.5%
	Per. Part of SMP/HGSF	2.9%	3.4%	1.3%	8.3%	9.9%	3.3%	1.4%	0.0%	1.3%
Snack (Afternoon)	Per. Children ate yesterday	83.3%	67.7%	58.6%	94.4%	75.8%	73.3%	80.8%	81.8%	76.5%
	Per. Part of SMP/HGSF	0.0%	3.6%	0.0%	8.8%	10.6%	1.6%	0.0%	0.0%	2.3%
Dinner	Per. Children ate yesterday	94.4%	96.0%	96.3%	100.0%	93.5%	98.4%	98.7%	100.0%	99.0%
	Per. Part of SMP/HGSF	2.9%	4.2%	1.2%	11.1%	9.5%	3.9%	1.3%	0.0%	0.6%

Table 47: Percentage of children ate each meal a day before the survey by province group

		Year					
		2019		2023		2025	
		KC	KT & SR	KC	KT & SR	KC	KT & SR
Breakfast	Per. Children ate yesterday	91.7%	77.0%	97.2%	90.8%	92.3%	95.7%
	Per. Part of SMP/HGSF	3.0%	4.1%	51.4%	73.5%	81.9%	84.3%
Snack (Morning)	Per. Children ate yesterday	72.2%	63.0%	83.3%	72.5%	87.2%	84.1%
	Per. Part of SMP/HGSF	0.0%	1.3%	30.0%	20.2%	7.4%	8.3%
Lunch	Per. Children ate yesterday	94.4%	90.7%	100.0%	92.1%	94.9%	95.3%
	Per. Part of SMP/HGSF	2.9%	2.0%	8.3%	5.4%	1.4%	0.8%
Snack (Afternoon)	Per. Children ate yesterday	83.3%	61.7%	94.4%	74.1%	80.8%	78.3%
	Per. Part of SMP/HGSF	0.0%	1.3%	8.8%	4.6%	0.0%	1.5%
Dinner	Per. Children ate yesterday	94.4%	96.2%	100.0%	96.9%	98.7%	99.4%
	Per. Part of SMP/HGSF	2.9%	2.2%	11.1%	5.7%	1.3%	0.4%

Table 48: Percentage of children ate each meal a day before the survey by experiment group

		Year				
		2023		2025		
		HO	NHO	HO	NHO	P-value[1]
Breakfast	Per. Children ate yesterday	0.0%	90.8%	98.7%	94.7%	0.005
	Per. Part of SMP/HGSF	0.0%	9.2%	1.3%	5.3%	
Snack (Morning)	Per. Children ate yesterday	0.0%	72.5%	87.4%	82.9%	0.105
	Per. Part of SMP/HGSF	0.0%	27.5%	12.6%	17.1%	
Lunch	Per. Children ate yesterday	0.0%	92.1%	97.7%	94.5%	0.048
	Per. Part of SMP/HGSF	0.0%	7.9%	2.3%	5.5%	
Snack (Afternoon)	Per. Children ate yesterday	0.0%	74.1%	83.4%	76.5%	0.025
	Per. Part of SMP/HGSF	0.0%	25.9%	16.6%	23.5%	
Dinner	Per. Children ate yesterday	0.0%	96.9%	100.0%	99.1%	0.35
	Per. Part of SMP/HGSF	0.0%	3.1%	0.0%	0.9%	

[1]Pearson Chi-Square test/Fisher's Exact Test

Note: P-values below 0.05 indicate statistically significant differences between children in handed over and not handed over schools as of June 2025

Table 49: Percentage of children ate each food group a day before the survey by province

K3.4 Did the child eat this kind of food yesterday?		Year								
		2019			2023			2025		
		KC	KT	SR	KC	KT	SR	KC	KT	SR
$K3.4	1.Grain, white roots, tubers, and plantains	100.0%	93.5%	97.7%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%
	2.Pulses (beans, peas, lentils)	25.0%	21.1%	12.7%	19.4%	16.1%	22.9%	21.8%	16.6%	13.1%
	3.Nuts and seeds	N/A	N/A	N/A	N/A	N/A	N/A	39.7%	23.2%	25.7%
	4.Dairy (milk and milk products)	16.7%	25.2%	13.3%	44.4%	14.5%	20.2%	43.6%	33.9%	34.7%
	5.Meat, poultry, and fish	97.2%	90.2%	85.3%	94.4%	97.6%	93.8%	98.7%	98.2%	97.1%
	6.Egg	38.9%	48.8%	44.8%	38.9%	41.1%	50.0%	66.7%	52.8%	52.2%
	7.Dark green leafy vegetables	47.2%	39.0%	35.3%	41.7%	55.6%	63.6%	87.2%	78.7%	70.1%
	8.Vitamin A-rich fruits and vegetables	41.7%	35.8%	28.6%	66.7%	50.0%	51.6%	79.5%	63.8%	60.9%
	9.Other vegetables	44.4%	42.3%	35.5%	36.1%	29.0%	37.6%	96.2%	75.4%	65.5%
	10.Other fruits	44.4%	40.7%	33.5%	47.2%	27.4%	38.0%	82.1%	52.5%	52.0%

Table 50: Percentage of children ate each food group a day before the survey by province group

K3.4 Did the child eat this kind of food yesterday?		Year					
		2019		2023		2025	
		KC	KT & SR	KC	KT & SR	KC	KT & SR
$K3.4	1.Grain, white roots, tubers, and plantains	100.0%	96.3%	88.9%	100.0%	100.0%	100.0%
	2.Pulses (beans, peas, lentils)	25.0%	15.5%	19.4%	20.7%	21.8%	14.3%
	3.Nuts and seeds	N/A	N/A	N/A	N/A	39.7%	24.8%
	4.Dairy (milk and milk products)	16.7%	17.3%	44.4%	18.3%	43.6%	34.4%
	5.Meat, poultry, and fish	97.2%	86.9%	94.4%	95.0%	98.7%	97.5%
	6.Egg	38.9%	46.1%	38.9%	47.1%	66.7%	52.4%
	7.Dark green leafy vegetables	47.2%	36.5%	41.7%	61.0%	87.2%	73.0%
	8.Vitamin A-rich fruits and vegetables	41.7%	31.0%	66.7%	51.0%	79.5%	61.9%
	9.Other vegetables	44.4%	37.8%	36.1%	34.8%	96.2%	68.9%
	10.Other fruits	44.4%	35.9%	47.2%	34.6%	82.1%	52.1%

Table 51: Percentage of children ate each food group a day before the survey by experiment group

K3.4 Did the child eat this kind of food yesterday?		Year				
		2023		2025		
		HO	NHO	HO	NHO	P-value[1]
$K3.4	1.Grain, white roots, tubers, and plantains	0.0%	100.0%	100.0%	100.0%	1.00
	2.Pulses (beans, peas, lentils)	0.0%	20.7%	14.3%	14.3%	0.99
	3.Nuts and seeds	N/A	N/A	25.1%	24.7%	0.91
	4.Dairy (milk and milk products)	0.0%	18.3%	32.1%	35.3%	0.38
	5.Meat, poultry, and fish	0.0%	95.0%	98.5%	97.2%	0.27
	6.Egg	0.0%	47.1%	49.1%	53.6%	0.21
	7.Dark green leafy vegetables	0.0%	61.0%	77.6%	71.4%	0.05
	8.Vitamin A-rich fruits and vegetables	0.0%	51.0%	63.9%	61.1%	0.43
	9.Other vegetables	0.0%	34.8%	74.2%	67.0%	0.03
	10.Other fruits	0.0%	34.6%	47.2%	53.9%	0.07

[1]Chi-sqare test

Note: P-values below 0.05 indicate statistically significant differences between children in handed over and not handed over schools as of June 2025

TEACHERS' SURVEY

McGovern-Dole Cambodia: Midterm Evaluation

Introduction

This report presents the analysis of the teacher survey conducted in June 2025 in schools targeted by the MGD intervention in the provinces of Kampong Chhnang, Kampong Thom, and Siem Reap. To support longitudinal analysis, the 2025 data are analyzed alongside results from teacher surveys conducted in 2023 and 2019 in the same provinces.

The 2023 and 2025 surveys were implemented within the framework of a quasi-experimental design to assess the effects of program handover to Cambodian Government authorities. In this design, all schools surveyed in 2023 were non-handed over (NHO), while by 2025, 26.4% had transitioned to the handed over (HO) group. This quasi-phased-in approach enables the comparison of outcomes between HO and NHO schools. Accordingly, each analysis section includes two tables labeled as "X.3" and "X.4". These tables present the comparison of outcomes between HO and NHO schools in 2025 (Tables X.3), as well as the differences in changes observed between 2023 and 2025 for each group (Tables X.4).

When interpreting findings across provinces and over time, the following considerations should be kept in mind:

- **Small Sample Size makes Kampong Chhnang not directly comparable with other provinces.** Estimates for Kampong Chhnang are based on a small sample size. As such, results from this province should be interpreted with caution, triangulated with other sources of evidence from the evaluation, and not directly compared or aggregated with those from Kampong Thom and Siem Reap, which have larger samples that allow for more robust statistical analysis.
- **To produce the presented results for Kampong Thom and Siem Reap, sample proportionality by province and by quasi-experiment group was ensured through weighting**.
    - For these two provinces, the sample sizes in 2023 and 2025 were proportional to the number of target schools (see Table A). The 2019 sample, however, was not proportional. To address this, sample weights were applied in the analysis to ensure comparability (see Table B).
    - To ensure the quasi-experimental design would capture transition effects at a certain level, the HO group is over-represented in the 2025 sample. This is mitigated by the application of weighting in the calculation of results by province in 2025.

Table 52: Sample distribution vs. true population distribution by province and year

	Sample sizes by year and province (teachers)			Distribution of sample sizes by year and province (teachers)		
Province	**2019**	**2023**	**2025**	**2019**	**2023**	**2025**
Kampong Thom	62	62	163	26.27%	32.46%	33.82%
Siem Reap	174	129	319	73.73%	67.54%	66.18%
Total	236	191	482	100.00%	100.00%	100.00%
	True population of target schools (schools)			**Distribution of True population of target schools (schools)**		
Province	**2019**	**2023**	**2025**	**2019**	**2023**	**2025**
Kampong Thom	136	96	136	33.58%	32.21%	33.58%
Siem Reap	269	202	269	66.42%	67.79%	66.42%
Total	405	298	405	100.00%	100.00%	100.00%

Table 53: Sample distribution vs. true population distribution by Experiment Group

	2025 sample size by province and group (teachers)			Distribution of sample sizes by province and group (teachers)		
	KT	**SR**	**KT & SR**	**KT**	**SR**	**KT & SR**
HO	72	122	194	44.2%	39.1%	40.8%
NHO	91	190	281	55.8%	60.9%	59.2%
Total	163	312	475	100.0%	100.0%	100.0%
	2025 true population by province and group (schools)			**Distribution of True population of target schools (schools)**		
	KT	**SR**	**KT & SR**	**KT**	**SR**	**KT & SR**
HO	40	67	107	29.4%	24.9%	26.4%
NHO	96	202	298	70.6%	75.1%	73.6%
Total	136	269	405	100.0%	100.0%	100.0%

1. Sample descriptive.

1.1. Surveyed teachers and schools

Table 54: Sample size. Surveyed schools by province

	Schools 2019	Schools 2023	Schools 2025	Teachers 2019	Teachers 2023	Teachers 2025
PROVINCE						
Kampong Chhnang	6	6	13	18	18	39
Kampong Thom	21	21	54	62	62	163
Siem Reap	57	42	105	174	129	312
Quasi-experiment group						
HO			65			194
NHO		63	95		191	281
Non applicable	84	6	13	254	18	39
Total	**84**	**69**	**173**	**254**	**209**	**514**

1.2 Teachers' sample distribution after weighting

Table 55: Teachers' survey. Weighted distribution of sample's size by year and group. Samples in KT & SR only

Characteristic	**2019** N = 236[1]	**2023** N = 191[1]	**2025** N = 475[1]
Quasi-experiment provinces			
Kampong Thom	33.6%	32.5%	34.3%
Siem Reap	66.4%	67.5%	65.7%
Quasi-experiment group			
HO	NA%	0.0%	26.5%
NHO	NA%	100.0%	73.5%
Non applicable	236	0	0

[1]%

2. Attendance

2.1. Attendance by province

Table 56: Student Attendance by province

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 18[1]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 174[1]	**Kampong Chhnang**, N = 18[1]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 129[1]	**Kampong Chhnang**, N = 39[1]	**Kampong Thom**, N = 163[1]	**Siem Reap**, N = 312[1]
Q2.3a. Total Number of students in your class - Total	38.4 (10.7)	28.1 (9.3)	28.8 (11.5)	37.9 (14.5)	28.2 (10.5)	29.4 (10.8)	29.9 (8.7)	28.9 (12.7)	31.6 (10.7)
Missing	0	0	0	0	0	0	0	0	0
Perc. female pupils, %	48.7 (7.5)	51.9 (9.2)	50.2 (11.9)	44.7 (10.6)	49.8 (9.5)	49.1 (11.4)	50.0 (9.9)	50.3 (12.5)	50.1 (11.3)
Missing	0	0	0	0	0	0	0	0	0
Attendance rate in class, %	88.6 (12.2)	88.1 (10.4)	91.4 (9.5)	75.0 (17.8)	73.9 (19.5)	77.3 (16.3)	81.1 (16.7)	71.3 (19.9)	73.0 (20.5)
Missing	0	0	0	0	0	0	0	0	0
Female attendance rate in class, %	91.2 (10.5)	90.0 (10.9)	92.0 (10.8)	81.6 (18.7)	78.6 (20.7)	80.3 (22.3)	84.9 (17.7)	78.9 (19.2)	78.6 (21.0)
Missing	0	0	0	0	0	0	0	0	1
Male attendance rate in class, %	86.6 (14.4)	85.8 (12.7)	90.6 (11.6)	70.3 (21.7)	68.8 (28.2)	73.4 (21.4)	76.0 (19.4)	63.8 (26.9)	64.7 (36.8)
Missing	0	0	0	0	0	0	0	1	1

[1]Mean (SD)

Table 57: Student Attendance by province. KT vs. SR

Characteristic	2019			2023			2025		
	Kampong Thom, N = 62[1]	**Siem Reap**, N = 174[1]	p-value[2]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 129[1]	p-value[2]	**Kampong Thom**, N = 163[1]	**Siem Reap**, N = 312[1]	p-value[2]
Q2.3a. Total Number of students in your class - Total	28.1 (9.3)	28.8 (11.5)	0.8	28.2 (10.5)	29.4 (10.8)	0.6	28.9 (12.7)	31.6 (10.7)	0.14
Missing	0	0		0	0		0	0	
Perc. female pupils, %	51.9 (9.2)	50.2 (11.9)	0.3	49.8 (9.5)	49.1 (11.4)	0.7	50.3 (12.5)	50.1 (11.3)	0.9
Missing	0	0		0	0		0	0	
Attendance rate in class, %	88.1 (10.4)	91.4 (9.5)	0.034	73.9 (19.5)	77.3 (16.3)	0.3	71.3 (19.9)	73.0 (20.5)	0.5
Missing	0	0		0	0		0	0	
Female attendance rate in class, %	90.0 (10.9)	92.0 (10.8)	0.2	78.6 (20.7)	80.3 (22.3)	0.7	78.9 (19.2)	78.6 (21.0)	0.9
Missing	0	0		0	0		0	1	
Male attendance rate in class, %	85.8 (12.7)	90.6 (11.6)	0.016	68.8 (28.2)	73.4 (21.4)	0.3	63.8 (26.9)	64.7 (36.8)	0.8
Missing	0	0		0	0		1	1	

[1]Mean (SD)

[2]Design-based t-test

Note: P-values below 0.05 indicate statistically significant differences between KT and SR schools

2.2. Attendance for HO and NHO schools

Table 58: Student Attendance by group

Characteristic	2023	2025		
	NHO N = 191[1]	**HO** N = 194[1]	**NHO** N = 281[1]	**p-value**[2]
Q2.3a. Total Number of students in your class - Total	29.0 (10.7)	28.9 (12.1)	31.3 (11.2)	0.029
Missing	0	0	0	
Perc. female pupils, %	49.4 (10.8)	49.5 (11.6)	50.5 (11.8)	0.4
Missing	0	0	0	
Attendance rate in class, %	76.2 (17.4)	70.8 (19.3)	73.0 (20.6)	0.2
Missing	0	0	0	
Female attendance rate in class, %	79.8 (21.8)	77.8 (20.5)	79.0 (20.3)	0.5
Missing	0	0	1	
Male attendance rate in class, %	71.9 (23.9)	63.0 (24.8)	64.9 (36.4)	0.5
Missing	0	1	1	

[1]Mean (SD)

[2]Welch Two Sample t-test

Note: P-values below 0.05 indicate statistically significant differences between handed over and not handed over schools as of June 2025

Table 59: Differences in changes in student attendance by group

Characteristic	All KT+SR Schools[1] 2023 A	HO Schools 2025 B	NHO Schools 2025 C	Difference for HO Schools[2] D=B-A	Difference for NHO Schools[3] E=C-A	Difference of differences[4] F=D-E
Q2.3a. Total Number of students in your class - Total	29.0	28.9	31.3	-0.1	2.3	-2.4
Perc. female pupils, %	49.4	49.5	50.5	0.1	1.1	-1.0
Attendance rate in class, %	76.2	70.8	73.0	-5.4	-3.2	-2.2
Female attendance rate in class, %	79.8	77.8	79.0	-2.0	-0.8	-1.2
Male attendance rate in class, %	71.9	63.0	64.9	-8.9	-7.0	-1.9

[1] In 2023, all KT and SR schools were NHO

2 Negative values indicate the indicator value for HO in 2025 is below (poorer) than for all schools in KT and SR at baseline in 2023

3 Negative values indicate the indicator value for NHO in 2025 is below (poorer) than for all schools in KT and SR at baseline in 2023

4 Negative values indicate the indicator change for HO schools in the evaluation period (2023-2025) is smaller (less positive) than for NHO schools. Results must be taken with caution as statistical significance is not confirmed.

3. Hunger

3.1. Hunger by province

Table 60: Absence of hunger among children by province

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 18[1]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 174[1]	**Kampong Chhnang**, N = 18[1]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 129[1]	**Kampong Chhnang**, N = 39[1]	**Kampong Thom**, N = 163[1]	**Siem Reap**, N = 312[1]
Percentage of students who eat breakfast at school (%, School provided)	86.8 (12.8)	90.9 (11.1)	95.0 (11.5)	72.2 (36.8)	95.0 (10.2)	95.6 (8.8)	85.1 (30.1)	86.4 (28.7)	88.8 (26.1)
Missing	0	0	0	0	0	0	0	0	0
Percentage of students who are not hungry during class, %	85.8 (23.9)	88.6 (13.5)	87.3 (17.7)	70.0 (29.8)	94.1 (11.1)	78.5 (30.4)	78.6 (29.3)	92.4 (15.8)	91.4 (18.3)
Missing	0	0	0	0	0	0	0	0	0
Percentage of female students who are not hungry during class, %	85.2 (26.7)	90.4 (13.2)	89.2 (17.2)	68.2 (35.4)	93.5 (13.9)	79.1 (35.3)	79.9 (28.2)	93.5 (15.2)	92.3 (18.5)
Missing	0	0	0	0	0	0	0	0	1
Percentage of male students who are not hungry during class, %	86.4 (21.8)	86.8 (15.6)	84.8 (22.2)	69.9 (27.4)	94.7 (9.5)	77.1 (31.7)	76.2 (34.2)	90.9 (20.0)	90.4 (20.0)
Missing	0	0	0	0	0	0	0	1	1

[1]Mean (SD)

3.2. Hunger for HO and NHO schools

Table 61: Absence of hunger among children by group

Characteristic	2023	2025		
	NHO N = 191[1]	**HO** N = 194[1]	**NHO** N = 281[1]	**p-value**[2]
Percentage of students who eat breakfast at school (%, School provided)	95.4 (9.2)	84.2 (30.6)	89.4 (25.4)	0.050
Missing	0	0	0	
Percentage of students who are not hungry during class, %	83.6 (26.8)	94.8 (12.0)	90.7 (18.9)	0.004
Missing	0	0	0	
Percentage of female students who are not hungry during class, %	83.8 (30.8)	95.6 (11.3)	91.7 (19.1)	0.005
Missing	0	0	1	
Percentage of male students who are not hungry during class, %	82.8 (27.8)	93.3 (16.1)	89.7 (21.1)	0.037
Missing	0	1	1	

[1]Mean (SD)

[2]Welch Two Sample t-test

Note: P-values below 0.05 indicate statistically significant differences between handed over and not handed over schools as of June 2025

Table 62: Differences in changes in absence of hunger among children by group

Characteristic	All KT+SR Schools[1] 2023 A	HO Schools 2025 B	NHO Schools 2025 C	Difference for HO Schools[2] D=B-A	Difference for NHO Schools[3] E=C-A	Difference of differences[4] F=D-E
Percentage of students who eat breakfast at school (%, School provided)	95.4	84.2	89.4	-11.2	-6.0	-5.2
Percentage of students who are not hungry during class, %	83.6	94.8	90.7	11.2	7.1	4.1
Percentage of female students who are not hungry during class, %	83.8	95.6	91.7	11.8	7.9	3.9
Percentage of male students who are not hungry during class, %	82.8	93.3	89.7	10.5	6.9	3.6

[1] In 2023, all KT and SR schools were NHO
2 Negative values indicate the indicator value for HO in 2025 is below (poorer) than for all schools in KT and SR at baseline in 2023
3 Negative values indicate the indicator value for NHO in 2025 is below (poorer) than for all schools in KT and SR at baseline in 2023
4 Negative values indicate the indicator change for HO schools in the evaluation period (2023-2025) is smaller (less positive) than for NHO schools. Results must be taken with caution as statistical significance is not confirmed.

4. Attentiveness

4.1. Attentiveness by province

Table 63: Student Attentiveness by province

	2019			2023			2025		
Characteristic	**Kampong Chhnang**, N = 18[1]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 174[1]	**Kampong Chhnang**, N = 18[1]	**Kampong Thom**, N = 62[1]	**Siem Reap**, N = 129[1]	**Kampong Chhnang**, N = 39[1]	**Kampong Thom**, N = 163[1]	**Siem Reap**, N = 312[1]
Percentage of students who are attentive during class, %	86.7 (12.2)	83.3 (15.9)	87.5 (13.4)	86.6 (14.5)	91.9 (7.6)	90.0 (8.3)	95.2 (5.4)	90.1 (9.8)	92.0 (8.1)
Missing	0	0	0	0	0	0	0	0	0
Percentage of female students who are attentive during class, %	91.5 (10.6)	86.9 (17.4)	90.1 (14.8)	91.7 (9.1)	96.0 (7.3)	94.6 (8.8)	98.4 (4.7)	93.8 (10.1)	95.6 (7.5)
Missing	0	0	0	0	0	0	0	0	1
Percentage of male students who are attentive during class, %	82.7 (15.4)	78.5 (20.6)	84.5 (15.4)	83.4 (17.9)	87.6 (12.8)	84.2 (15.8)	91.4 (11.0)	85.9 (14.7)	87.8 (12.7)
Missing	0	0	0	0	0	0	0	1	1

[1]Mean (SD)

4.2. Attentiveness for HO and NHO schools

Table 64: Student Attentiveness by group

Characteristic	2023	2025		
	NHO N = 191[1]	**HO** N = 194[1]	**NHO** N = 281[1]	**p-value**[2]
Percentage of students who are attentive during class, %	90.6 (8.1)	93.2 (8.3)	90.7 (8.8)	0.001
Missing	0	0	0	
Percentage of female students who are attentive during class, %	95.0 (8.3)	95.8 (8.9)	94.7 (8.4)	0.2
Missing	0	0	1	
Percentage of male students who are attentive during class, %	85.3 (15.0)	89.8 (14.1)	86.2 (13.0)	0.005
Missing	0	1	1	

[1]Mean (SD)

[2]Welch Two Sample t-test

Note: P-values below 0.05 indicate statistically significant differences between handed over and not handed over schools as of June 2025

Table 65: Differences in changes in Student Attentiveness by group

Characteristic	All KT+SR Schools[1] 2023	HO Schools 2025	NHO Schools 2025	Difference for HO Schools[2]	Difference for NHO Schools[3]	Difference of differences[4]
	A	B	C	D=B-A	E=C-A	F=D-E
Percentage of students who are attentive during class, %	90.6	93.2	90.7	2.6	0.1	2.5
Percentage of female students who are attentive during class, %	95.0	95.8	94.7	0.8	-0.3	1.1
Percentage of male students who are attentive during class, %	85.3	89.8	86.2	4.5	0.9	3.6

[1] In 2023, all KT and SR schools were NHO

[2]Negative values indicate the indicator value for HO in 2025 is below (poorer) than for all schools in KT and SR at baseline in 2023

[3]Negative values indicate the indicator value for NHO in 2025 is below (poorer) than for all schools in KT and SR at baseline in 2023

[4]Negative values indicate the indicator change for HO schools in the evaluation period (2023-2025) is smaller (less positive) than for NHO schools. Results must be taken with caution as statistical significance is not confirmed.

SCHOOL SURVEY

MGD Cambodia. Midterm Evaluation

Introduction

This report presents the analysis of the school survey conducted in June 2025 in schools targeted by the MGD intervention in the provinces of Kampong Chhnang, Kampong Thom, and Siem Reap. To support longitudinal analysis, the 2025 data are analyzed alongside results from teacher surveys conducted in 2023 and 2019 in the same provinces.

The 2023 and 2025 surveys were implemented within the framework of a quasi-experimental design to assess the effects of program handover to Cambodian Government authorities. In this design, all schools surveyed in 2023 were non-handed over (NHO), while by 2025, 26.4% had transitioned to the handed over (HO) group. This quasi-phased-in approach enables the comparison of outcomes between HO and NHO schools. This survey report provides insights into whether school-level interventions and conditions differed between HO and NHO schools.

When interpreting findings across provinces and over time, the following considerations should be kept in mind:

Small Sample Size makes Kampong Chhnang not directly comparable with other provinces. Estimates for Kampong Chhnang are based on a small sample size. As such, results from this province should be interpreted with caution, triangulated with other sources of evidence from the evaluation, and not directly compared or aggregated with those from Kampong Thom and Siem Reap, which have samples of a bigger size.

To produce the presented results for Kampong Thom and Siem Reap, sample proportionality by province and by quasi-experiment group was ensured through weighting.

For these two provinces, the sample sizes in 2023 and 2025 were proportional to the number of target schools (see Table A). The 2019 sample, however, was not proportional. To address this, sample weights were applied in the analysis to ensure comparability (see Table B).

To ensure the quasi-experimental design would capture transition effects at a certain level, the HO group is over-represented in the 2025 sample. This is mitigated by the application of weighting in the calculation of results by province in 2025.

In this report, most tables are presented in three formats: disaggregated by province, by province grouping (KC vs. CK + SR), and by quasi-experimental group. In cases where results are shown only by province, further disaggregation was considered unnecessary due to the nature of the indicator. Generally speaking, missing values are reported only when they are different from zero.

Table 66: Sample distribution vs. true population distribution by province and year

	Sample sizes by year and province (schools)			Distribution of sample sizes by year and province (schools)		
Province	**2019**	**2023**	**2025**	**2019**	**2023**	**2025**
Kampong Thom	21	21	55	27%	33%	34%
Siem Reap	58	43	105	73%	67%	66%
Total	79	64	160	100%	100%	100%
	True population of target schools (schools)			**Distribution of True population of target schools (schools)**		
Province	**2019**	**2023**	**2025**	**2019**	**2023**	**2025**
Kampong Thom	136	96	136	33.58%	32.21%	33.58%
Siem Reap	269	202	269	66.42%	67.79%	66.42%
Total	405	298	405	100.00%	100.00%	100.00%

Table 67: Sample distribution vs. true population distribution by Experiment Group

	2025 sample size by province and group (schools)			Distribution of sample sizes by province and group (schools)		
	KT	**SR**	**KT & SR**	**KT**	**SR**	**KT & SR**
HO	24	41	65	44%	39%	41%
NHO	31	64	95	56%	61%	59%
Total	55	105	160	100%	100%	100%
	2025 true population by province and group (schools)			**Distribution of True population of target schools (schools)**		
	KT	**SR**	**KT & SR**	**KT**	**SR**	**KT & SR**
HO	40	67	107	29.4%	24.9%	26.4%
NHO	96	202	298	70.6%	75.1%	73.6%
Total	136	269	405	100.0%	100.0%	100.0%

1. SAMPLE DESCRIPTIVES

1.1. Surveyed schools. Distribution by province and experiment groups

Table 68: Sample size by year. Distribution by province

Characteristic	2019 N = 85[1]	2023 N = 70[1]	2025 N = 173[1]
Province			
Kampong Chhnang	6 (7.1%)	6 (8.6%)	13 (7.5%)
Kampong Thom	21 (25%)	21 (30%)	55 (32%)
Siem Reap	58 (68%)	43 (61%)	105 (61%)
Province Group			
KC	6 (7.1%)	6 (8.6%)	13 (7.5%)
KT & SR	79 (93%)	64 (91%)	160 (92%)

[1]n (%)

1.2. Schools' sample distribution after weighting

Table 69: Weighted sample. Samples in KT & SR only

Characteristic	2019, N = 79[1]	2023, N = 64[1]	2025, N = 160[1]
Quasi-experiment provinces			
Kampong Thom	33.6%	32.8%	34.4%
Siem Reap	66.4%	67.2%	65.6%
Quasi-experiment group			
HO	NA%	0.0%	26.5%
NHO	NA%	100.0%	73.5%
Non applicable	79	0	0

[1]%

2. STUDENT ATTENDANCE, PROMOTION AND DROP-OUT RATES

2.1. Attendance, promotion and drop-out rates

Table 70: Numbers of students and female students

	2019			2023			2025		
Characteristic	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q14. Number of primary-school-age (6-11) children in the school's catchment area during the school year, 2024-2025: Total	367.3 (300.7)	179.4 (66.7)	194.8 (99.6)	420.3 (350.5)	183.7 (76.9)	203.8 (108.0)	263.2 (154.9)	182.1 (95.9)	224.5 (111.2)
Q14. Number of primary-school-age (6-11) children in the school's catchment area during the school year, 2024-2025: Female	185.5 (153.7)	89.6 (34.7)	96.8 (49.9)	208.5 (167.7)	93.4 (39.7)	96.5 (47.8)	127.0 (77.0)	89.3 (47.1)	109.2 (59.2)
Q14.a. Number of students aged 6 to 11 years in this school: Total	433.2 (350.5)	160.5 (63.6)	180.6 (88.6)	349.8 (256.5)	159.5 (69.4)	183.9 (85.4)	254.5 (154.2)	176.8 (91.7)	212.6 (106.5)
Q14.a. Number of students aged 6 to 11 years in this school: Female	210.2 (172.2)	82.1 (33.8)	88.0 (44.4)	176.2 (132.8)	81.9 (35.6)	89.7 (40.6)	130.0 (74.5)	86.1 (43.9)	103.8 (55.6)
Q14.b. Number of students aged over 11 years in this school during the school year, 2024-2025: Total	61.2 (50.7)	29.9 (21.7)	33.0 (23.7)	101.0 (163.4)	29.8 (25.7)	36.0 (28.9)	11.8 (10.7)	21.6 (21.0)	42.6 (46.9)
Q14.b. Number of students aged over 11 years in this school during the school year, 2024-2025: Female	28.3 (25.5)	12.6 (10.9)	13.4 (11.0)	43.7 (70.7)	15.0 (13.3)	15.9 (14.0)	3.8 (3.8)	10.6 (16.1)	18.5 (23.3)
Q14.c. Total Number of school days during the school year, 2024-2025	100.7 (2.3)	101.5 (4.6)	104.4 (5.0)	213.7 (13.2)	225.9 (10.5)	232.4 (11.1)	211.9 (6.5)	218.6 (10.1)	222.9 (9.9)
Q14.d Total number of school days missed by all student during the school year, 2024-2025	0.2 (0.4)	0.1 (0.3)	0.0 (0.2)	0.0 (0.0)	2.1 (5.5)	0.5 (1.3)	1.5 (2.6)	1.6 (3.0)	1.0 (2.1)
Q15. Total Number of school days in May 2025	12.7 (0.5)	12.9 (1.2)	12.8 (0.9)	24.3 (0.8)	24.8 (1.4)	24.8 (0.7)	24.2 (1.0)	23.2 (0.7)	23.3 (0.6)
Q16. Total number of school days missed by all students in May 2025	0.0 (0.0)	0.0 (0.0)	0.0 (0.1)	0.8 (1.6)	0.0 (0.0)	0.0 (0.2)	0.3 (0.9)	0.2 (0.6)	0.3 (0.6)

[1]Mean (SD)

Table 71: Attendance rates and perc. females

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Attendance rate indicator (percentage of attended in terms of student-day units all school year)	100.00 (0.00)	100.00 (0.00)	100.00 (0.00)	100.00 (0.00)	99.99 (0.01)	100.00 (0.00)	100.00 (0.01)	100.00 (0.01)	100.00 (0.01)
Attendance rate indicator in March 2025 (percentage of attended in terms of student-day units in March 2025)	100.00 (0.00)	100.00 (0.00)	100.00 (0.00)	99.98 (0.03)	100.00 (0.00)	100.00 (0.00)	99.99 (0.02)	99.99 (0.03)	99.99 (0.02)
Perc. of female students in the 6-11 age range (%)	48.0 (2.7)	50.9 (5.3)	49.2 (8.0)	51.5 (7.5)	51.3 (3.9)	49.0 (4.5)	52.3 (11.7)	49.3 (5.4)	48.7 (7.7)
Perc. of female students in the 12+ age range (%)	43.6 (5.5)	42.9 (14.5)	39.3 (15.1)	44.2 (8.3)	51.2 (12.8)	42.8 (10.2)	30.0 (12.4)	44.4 (23.6)	42.4 (15.6)
Missing	0	3	0	1	3	0	2	1	2

[1]Mean (SD)

Table 72: Attendance rates and perc. females

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Attendance rate indicator (percentage of attended in terms of student-day units all school year)	100.00 (0.01)	99.99 (0.01)	100.00 (0.01)
Attendance rate indicator in March 2025 (percentage of attended in terms of student-day units in March 2025)	100.00 (0.00)	99.99 (0.02)	99.99 (0.02)
Perc. of female students in the 6-11 age range (%)	49.8 (4.4)	48.1 (6.6)	49.5 (7.7)
Perc. of female students in the 12+ age range (%)	45.2 (11.6)	42.4 (18.8)	42.2 (18.6)
Missing	3	0	6

[1]Mean (SD)

The proportion of females in the 12+ age group shows a notable decline compared to the 6–11 age group, with a difference ranging from 5 to 10 percentage points. This pattern is consistent across provinces and quasi-experimental groups over the years.

Table 73: Enrolment, repetition and drop-out rates. Overall and Female Rates

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Promotion rate	91.3 (1.9)	85.9 (6.5)	84.5 (5.8)	87.8 (3.3)	85.8 (8.2)	86.1 (6.1)	94.8 (3.0)	86.0 (7.5)	86.8 (7.5)
Female promotion rate	94.6 (2.3)	89.2 (5.7)	89.4 (5.0)	92.9 (2.3)	88.9 (7.2)	89.7 (4.7)	97.6 (2.1)	90.8 (6.4)	90.6 (6.3)
Repetition rate	8.3 (2.0)	11.7 (6.0)	12.2 (4.9)	10.3 (2.9)	11.0 (7.1)	11.4 (5.4)	5.2 (3.0)	11.1 (5.9)	10.2 (6.2)
Female Repetition rate	4.9 (2.1)	9.0 (5.1)	8.2 (4.0)	6.0 (2.0)	8.5 (6.4)	8.3 (4.5)	2.3 (2.1)	7.3 (4.7)	7.4 (5.6)
Drop-out rate	0.5 (0.4)	2.3 (2.6)	3.3 (2.8)	1.9 (2.2)	3.2 (3.7)	2.5 (2.7)	0.0 (0.2)	2.9 (2.8)	3.0 (3.0)
Female drop-out rate	0.5 (0.5)	1.8 (2.3)	2.4 (2.6)	1.1 (1.7)	2.6 (3.3)	1.9 (2.5)	0.1 (0.3)	1.9 (2.7)	2.0 (2.4)

[1]Mean (SD)

Table 74: Enrolment, repetition and drop-out rates. Overall and Female Rates

	2023	2025	
Characteristic	**NHO**, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Promotion rate	86.0 (6.8)	86.6 (7.0)	87.3 (7.7)
Female promotion rate	89.5 (5.6)	91.0 (5.9)	91.2 (6.6)
Repetition rate	11.3 (5.9)	10.5 (5.9)	10.0 (6.2)
Female Repetition rate	8.4 (5.1)	7.1 (4.7)	6.9 (5.5)
Drop-out rate	2.7 (3.1)	2.9 (2.6)	2.7 (3.1)
Female drop-out rate	2.1 (2.8)	1.9 (2.5)	1.8 (2.4)

[1]Mean (SD)

Table 75: Students with disabilities

	2019			2023			2025		
Characteristic	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Total students with disabilities enrolled	1.8 (3.0)	1.0 (2.0)	0.8 (1.5)	2.5 (2.8)	0.8 (1.5)	1.1 (2.0)	0.5 (0.8)	0.8 (1.2)	1.7 (2.7)
Perc enrolled with disabilities (%)	0.004 (0.006)	0.005 (0.008)	0.004 (0.009)	0.011 (0.021)	0.003 (0.005)	0.005 (0.008)	0.003 (0.007)	0.004 (0.006)	0.007 (0.009)
Perc female among enrolled students with disabilities (%)	26.8 (2.5)	31.4 (47.4)	39.1 (43.0)	12.5 (25.0)	37.9 (45.1)	60.4 (33.1)	37.5 (47.9)	52.7 (47.9)	47.1 (39.4)
Missing	4	18	35	2	14	26	9	31	50

[1]Mean (SD)

3. IMPROVED QUALITY OF LITERACY INSTRUCTION

Table 76: Numbers of teachers

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q19. Number of teachers and contractual teachers for grade 1-6 in the school year, 2024-2025 (Total)	8.8 (7.1)	6.2 (1.4)	6.4 (2.6)	10.3 (10.1)	6.4 (1.6)	6.7 (2.3)	6.5 (4.0)	5.9 (2.0)	7.0 (3.0)
Q19. Number of teachers and contractual teachers for grade 1-6 in the school year, 2024-2025 (Female)	4.0 (3.3)	3.4 (1.5)	3.6 (2.1)	4.5 (4.6)	4.1 (1.6)	4.1 (2.3)	3.8 (2.7)	3.8 (2.1)	4.6 (2.7)
Perc female among total teachers (%)	42.6 (9.1)	54.7 (21.1)	55.6 (26.8)	38.9 (20.3)	63.6 (17.9)	61.0 (26.4)	56.5 (18.5)	65.4 (25.7)	63.7 (22.1)
Q20. Number of contractual teacher if any (Total:)	0.0 (0.0)	2.7 (1.7)	2.1 (2.3)	0.0 (0.0)	2.2 (1.6)	2.5 (2.3)	0.0 (0.0)	1.5 (1.7)	3.6 (3.0)
Q20. Number of contractual teacher if any (Female:)	0.0 (0.0)	1.7 (1.5)	1.3 (1.6)	0.0 (0.0)	1.7 (1.4)	1.8 (1.8)	0.0 (0.0)	1.2 (1.5)	2.5 (2.3)
Perc female among contractual teachers (%)	0.0 (0.0)	62.4 (33.0)	66.4 (31.5)	0.0 (0.0)	72.8 (33.7)	72.7 (32.9)	0.0 (0.0)	70.4 (36.7)	66.9 (28.6)
Missing	6	4	20	6	3	11	13	21	17
Q21. Number of full-time equivalent teaching staff in the school year: Total	8.8 (7.1)	6.3 (1.3)	6.6 (2.5)	10.7 (9.8)	6.5 (1.6)	6.7 (2.3)	7.2 (3.9)	5.9 (2.1)	6.4 (3.2)
Q21. Number of full-time equivalent teaching staff in the school year: Females	4.0 (3.3)	3.4 (1.5)	3.6 (2.2)	4.5 (4.6)	4.1 (1.6)	4.1 (2.3)	3.8 (2.7)	3.4 (1.8)	4.1 (2.7)
Perc female among full time teachers (%)	42.6 (9.1)	53.1 (19.0)	54.3 (25.9)	36.1 (19.6)	63.2 (18.2)	61.0 (26.4)	52.2 (22.6)	59.2 (21.2)	61.8 (24.6)
Q26. Number of teachers using the national literacy curriculum and the related instructional materials during school year 2024-2025. (Total:)	8.8 (7.1)	4.5 (2.2)	3.9 (2.8)	0.0 (0.0)	1.3 (2.2)	4.2 (3.6)	0.4 (0.7)	2.6 (3.1)	4.8 (4.0)
Q26. Number of teachers using the national literacy curriculum and the related instructional materials during school year 2024-2025. (Female:)	4.0 (3.3)	2.4 (1.3)	2.3 (2.1)	0.0 (0.0)	0.9 (1.4)	2.6 (2.6)	0.2 (0.6)	1.9 (2.5)	3.1 (3.0)
Perc female among teachers using the national literacy curriculum (%)	42.6 (9.1)	59.4 (28.3)	57.7 (28.8)	0.0 (0.0)	71.6 (27.4)	60.6 (29.4)	25.0 (50.0)	70.0 (24.1)	64.2 (26.7)
Missing	0	0	13	6	13	14	9	28	29
Perc of teachers using the national literacy curriculum (%)	100.0 (0.0)	70.1 (31.5)	65.9 (42.9)	0.0 (0.0)	20.7 (32.7)	63.8 (46.0)	5.8 (9.9)	51.7 (70.7)	80.8 (83.1)

[1]Mean (SD)

Table 77: Teacher attendance rates

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q25.1 Does the school have: (Multiple answers) (1. School development plan)	89.1%	96.9%	98.3%
Q25.2 Does the school have: (Multiple answers) (2. Safe school environment (school gate, fence, and fence around pond (if applicable) at a minimum.	85.9%	94.0%	91.6%
Q25.3 Does the school have: (Multiple answers) (3. Record and reporting system)	90.6%	77.4%	95.8%
Q25.4 Does the school have: (Multiple answers) (4. Don't have any above)	1.6%	1.5%	0.9%

[1]%

The presence of records and reporting systems appears to decline among handed over (HO) schools.

4. IMPROVED INFRASTRUCTURE

4.1. Class materials

Table 78: Classes with sufficient materials

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Perc of classes with sufficient literacy instructional materials	93.3 (16.3)	78.9 (28.5)	88.8 (23.3)	100.0 (0.0)	34.2 (45.1)	93.3 (15.8)	100.0 (0.0)	97.3 (10.5)	94.2 (18.0)
Q13. Did the school receive school materials or learning package in the school year, 2024-2025?	100.0%	38.1%	94.8 %	83.3%	61.9%	93.0 %	38.5%	67.4%	77.9 %
Q14. Did the school receive stationery package in the school year, 2024-2025?	83.3%	52.4%	70.7 %	16.7%	71.4%	97.7 %	30.8%	60.6%	73.9 %

[1]Mean (SD); %

Table 79: Classes with sufficient materials

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Perc of classes with sufficient literacy instructional materials	73.9 (39.9)	98.1 (8.2)	94.9 (16.9)
Q13. Did the school receive school materials or learning package in the school year, 2024-2025?	82.8%	58.6%	75.8%
Q14. Did the school receive stationery package in the school year, 2024-2025?	89.1%	66.2%	66.5%

[1]Mean (SD); %

4.2. Latrines

Table 80: Percentages of schools with latrines

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q15. Does the school have latrines?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Q15c. Are the functioning latrines separated for teachers and students?	50.0%	61.9%	69.0%	16.7%	61.9%	44.2%	15.4%	72.3%	47.7%
Q15e. Are the functioning latrines for students separated for boy and girl students?	83.3%	66.7%	81.0%	100.0%	81.0%	83.7%	76.9%	82.8%	87.5%
Q15h. Does the school have latrines accessible for students with disability?	33.3%	76.2%	55.2%	100.0%	61.9%	74.4%	76.9%	65.3%	66.1%

[1]%

Table 81: Percentages of schools with latrines

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15. Does the school have latrines?	100.0%	100.0%	100.0%
Q15c. Are the functioning latrines separated for teachers and students?	50.0%	42.4%	56.5%
Q15e. Are the functioning latrines for students separated for boy and girl students?	82.8%	84.8%	85.3%
Q15h. Does the school have latrines accessible for students with disability?	70.3%	58.8%	69.2%

[1]%

Table 82: Numbers of latrines

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Total number of latrines (functional + non-functional)	6.7 (3.0)	6.9 (3.5)	5.9 (2.1)	14.0 (7.7)	8.3 (3.6)	6.9 (3.0)	7.0 (2.7)	6.9 (2.4)	8.4 (3.4)
Number of separated functioning latrines for teachers	1.2 (1.6)	0.8 (0.7)	1.2 (1.0)	0.7 (1.6)	1.0 (0.9)	0.7 (1.0)	0.3 (0.8)	1.2 (1.0)	0.9 (1.0)
Number of separated functioning latrines for girls	2.0 (1.1)	1.8 (1.8)	1.5 (1.2)	4.2 (2.1)	2.0 (1.7)	2.0 (1.7)	2.2 (1.8)	1.7 (1.2)	2.6 (2.0)
Number of accessible latrines for students with disability	1.2 (2.4)	0.8 (0.5)	0.7 (0.7)	3.2 (3.4)	0.9 (0.8)	1.3 (1.3)	1.0 (0.8)	1.0 (1.0)	1.5 (1.9)

[1]Mean (SD)

Table 83: Numbers of latrines

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Total number of latrines (functional + non-functional)	7.3 (3.3)	7.7 (3.8)	7.9 (2.9)
Number of separated functioning latrines for teachers	0.8 (0.9)	0.7 (0.9)	1.0 (1.0)
Number of separated functioning latrines for girls	2.0 (1.6)	2.4 (2.5)	2.3 (1.5)
Number of accessible latrines for students with disability	1.1 (1.1)	0.9 (0.9)	1.4 (1.8)

[1]Mean (SD)

Table 84: Latrine related indicators

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Perc of functional latrines (%)	89.6 (20.0)	87.0 (23.4)	88.3 (15.2)	75.2 (31.3)	73.2 (27.2)	85.0 (19.7)	89.1 (17.8)	82.7 (19.9)	92.2 (13.3)
Students per latrine ratio	90.2 (71.5)	40.6 (18.9)	43.4 (17.7)	48.2 (25.2)	36.8 (14.1)	42.0 (18.2)	43.9 (19.0)	39.0 (22.3)	34.8 (15.5)
Perc of separated functioning latrines for girls (over functional latrines, %)	32.6 (17.9)	28.4 (22.0)	28.4 (17.0)	47.4 (11.1)	32.6 (17.4)	32.6 (18.9)	37.7 (22.8)	30.7 (16.7)	33.3 (17.9)
Perc of separated functioning latrines for boys (over functional latrines, %)	34.9 (20.4)	23.5 (18.7)	27.5 (15.7)	42.6 (8.2)	28.7 (17.3)	31.3 (17.7)	35.4 (21.4)	29.2 (16.1)	31.7 (16.1)
Boys per separate functional boy latrine ratio	125.3 (96.1)	43.1 (23.0)	73.5 (45.8)	55.0 (30.8)	44.2 (20.0)	61.9 (33.5)	47.2 (21.1)	59.9 (45.0)	Inf (Inf)
Missing	1	9	10	0	4	7	3	9	13
Girls per separate functional girl latrine ratio	110.5 (91.5)	50.8 (21.4)	63.6 (32.3)	55.6 (26.1)	53.6 (23.7)	59.3 (28.5)	51.9 (23.4)	64.1 (48.3)	49.8 (27.4)
Missing	1	9	10	0	4	7	3	9	13
Students with disabilities per accessible latrine ratio	2.6 (2.0)	0.9 (2.1)	0.6 (1.4)	1.3 (2.3)	0.6 (0.9)	0.9 (1.4)	0.4 (0.7)	0.6 (0.9)	1.2 (1.7)
Missing	4	6	24	0	8	11	3	19	36
Perc of accessible latrines for students with disability (over functional latrines, %)	16.4 (34.3)	16.5 (13.5)	12.4 (13.7)	30.9 (26.3)	15.0 (13.4)	23.8 (22.2)	16.7 (13.6)	19.3 (19.8)	19.0 (22.1)
Perc. functional latrines for teachers (%)	15.8 (20.1)	14.1 (13.7)	23.5 (19.0)	6.7 (16.3)	16.7 (14.8)	13.2 (16.7)	6.4 (16.0)	22.3 (16.9)	11.9 (13.9)
Teachers per separate functional teacher latrine ratio	6.6 (7.4)	5.5 (1.9)	4.4 (1.9)	1.3 (NA)	4.8 (1.6)	4.5 (2.6)	2.5 (0.7)	3.8 (1.6)	3.9 (1.7)
Missing	3	10	16	5	8	24	11	15	55

[1]Mean (SD)

Table 85: Latrine related indicators

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Perc of functional latrines (%)	81.1 (22.9)	87.4 (17.6)	89.5 (16.1)
Students per latrine ratio	40.3 (17.0)	36.0 (17.4)	37.1 (18.6)
Perc of separated functioning latrines for girls (over functional latrines, %)	32.6 (18.3)	32.9 (19.3)	32.8 (17.5)
Perc of separated functioning latrines for boys (over functional latrines, %)	30.4 (17.5)	29.2 (15.4)	31.8 (16.8)
Boys per separate functional boy latrine ratio	56.2 (30.8)	Inf (Inf)	Inf (Inf)
Missing	11	6	19
Girls per separate functional girl latrine ratio	57.5 (27.0)	51.1 (26.0)	55.4 (37.9)
Missing	11	6	19
Students with disabilities per accessible latrine ratio	0.8 (1.3)	1.2 (1.8)	0.9 (1.4)
Missing	19	17	40
Perc of accessible latrines for students with disability (over functional latrines, %)	20.9 (20.1)	16.5 (20.2)	19.7 (21.0)
Perc. functional latrines for teachers (%)	14.3 (16.1)	12.2 (15.8)	15.6 (15.9)
Teachers per separate functional teacher latrine ratio	4.6 (2.2)	3.9 (1.4)	3.8 (1.7)
Missing	32	24	57

[1]Mean (SD)

Table 86: Facilities of latrine for students with disability are equipped with...(% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q15h.2.1 Facilities of latrine for students with disability (1. Suitable size for students with disability	33.3%	47.6%	44.8%	100.0%	19.0%	62.8%	76.9%	59.2%	52.0%
Q15h.2.2 Facilities of latrine for students with disability (2. Slope (ramp) for students with disability	33.3%	76.2%	55.2%	100.0%	57.1%	74.4%	76.9%	65.3%	65.5%
Q15h.2.3 Facilities of latrine for students with disability (3. Handle for students with disability	0.0%	4.8%	25.9%	100.0%	23.8%	51.2%	61.5%	30.6%	47.3%
Q15h.2.4 Facilities of latrine for students with disability (4. Other, specify:)	0.0%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%	0.0%	4.7%
Q15h.2.5 Facilities of latrine for students with disability (5. Don't have any above	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

[1]%

Table 87: What are the current conditions of functioning latrines? (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15i.1 What are the current conditions of functioning latrines? (1. Clean and well maintained	79.7%	94.0%	90.5%
Q15i.2 What are the current conditions of functioning latrines? (2. Dirty, not well maintained	23.4%	26.2%	35.5%
Q15i.3 What are the current conditions of functioning latrines? (3. Broken but still usable	9.4%	15.5%	21.7%
Q15i.4 What are the current conditions of functioning latrines? (4. Other, specify:)	0.0%	0.0%	0.0%

[1]%

Table 88: What are the current conditions of non-functioning latrines? (% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q15j.1 What are the current conditions of non-functioning latrines? (1. Door is broken	16.7%	23.8%	24.1%	33.3%	38.1%	23.3%	7.7%	30.1%	17.2%
Q15j.2 What are the current conditions of non-functioning latrines? (2. Commode is broken	33.3%	23.8%	19.0%	50.0%	19.0%	16.3%	7.7%	30.3%	15.4%
Q15j.3 What are the current conditions of non-functioning latrines? (3. Pit latrines is broken or full	16.7%	23.8%	25.9%	16.7%	38.1%	16.3%	15.4%	41.3%	19.6%
Q15j.4 What are the current conditions of non-functioning latrines? (4. Washbasins are broken)	0.0%	14.3%	10.3%	0.0%	14.3%	18.6%	23.1%	20.8%	15.4%
Q15j.5 What are the current conditions of non-functioning latrines? (5. Other, specify:)	0.0%	4.8%	5.2%	33.3%	19.0%	9.3%	0.0%	0.0%	0.6%

[1]%

Table 89: What are the current conditions of non-functioning latrines? (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15j.1 What are the current conditions of non-functioning latrines? (1. Door is broken	28.1%	23.1%	19.8%
Q15j.2 What are the current conditions of non-functioning latrines? (2. Commode is broken	17.2%	21.8%	18.8%
Q15j.3 What are the current conditions of non-functioning latrines? (3. Pit latrines is broken or full	23.4%	26.0%	26.3%
Q15j.4 What are the current conditions of non-functioning latrines? (4. Washbasins are broken)	17.2%	18.4%	17.5%

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15j.5 What are the current conditions of non-functioning latrines? (5. Other, specify:)	12.5%	1.5%	0.0%

[1]%

Table 90: How do you manage and maintain the latrines? (% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q15k.1 How do you manage and maintain the latrines? (1. Train students and take turn to clean latrines sometimes	100.0%	100.0%	98.3%	100.0%	100.0%	95.3%	100.0%	100.0%	98.8%
Q15k.2 How do you manage and maintain the latrines? (2. Keep soap/hand-washing facilities within or near the toilets sometimes	50.0%	66.7%	93.1%	83.3%	81.0%	67.4%	69.2%	96.3%	92.9%
Q15k.3 How do you manage and maintain the latrines? (3. Lock latrines during school vacation	66.7%	57.1%	69.0%	83.3%	47.6%	46.5%	84.6%	72.2%	50.3%
Q15k.4 How do you manage and maintain the latrines? (4. Ensure washbasin is full of water	83.3%	33.3%	77.6%	100.0%	42.9%	72.1%	69.2%	84.8%	81.8%
Q15k.5 How do you manage and maintain the latrines? (5. Propose users to leave shoes outside of latrine stalls)	83.3%	4.8%	39.7%	100.0%	9.5%	48.8%	15.4%	37.5%	16.7%
Q15k.6 How do you manage and maintain the latrines? (6. Other, specify:)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

[1]%

Table 91: How do you manage and maintain the latrines? (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15k.1 How do you manage and maintain the latrines? (1. Train students and take turn to clean latrines sometimes	96.9%	100.0%	99.1%
Q15k.2 How do you manage and maintain the latrines? (2. Keep soap/hand-washing facilities within or near the toilets sometimes	71.9%	92.2%	92.2%
Q15k.3 How do you manage and maintain the latrines? (3. Lock latrines during school vacation	46.9%	63.3%	58.7%
Q15k.4 How do you manage and maintain the latrines? (4. Ensure washbasin is full of water	62.5%	87.5%	79.9%
Q15k.5 How do you manage and maintain the latrines? (5. Propose users to leave shoes outside of latrine stalls)	35.9%	37.2%	18.7%
Q15k.6 How do you manage and maintain the latrines? (6. Other, specify:)	0.0%	0.0%	0.0%

[1]%

Table 92: How do you manage and maintain the latrines? (% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q15b.1. Number of latrines rehabilitated or constructed in the school year 2024-2025 : Rehabilitated	0.3 (0.8)	0.8 (2.3)	0.6 (1.5)	2.5 (3.6)	1.0 (1.2)	0.8 (1.4)	0.3 (1.1)	0.4 (1.0)	0.8 (1.7)
Q15b.2. Supported by: (1. WFP/PLAN/World Vision)	0.0%	9.5%	12.1%	0.0%	9.5%	9.3%	0.0%	8.2%	13.6%
Q15b.2. Supported by: (2. Other, specify)	16.7%	14.3%	8.6%	50.0%	38.1%	23.3%	7.7%	9.1%	17.2%
Q15b.3. Number of latrines rehabilitated or constructed in the school year 2024-2025 : Constructed:	0.3 (0.8)	0.1 (0.5)	0.1 (0.7)	0.8 (1.0)	0.4 (1.2)	0.5 (1.3)	0.3 (0.9)	0.0 (0.3)	0.2 (0.9)
Q15b.4. Supported by: (1. WFP/PLAN/World Vision)	0.0%	0.0%	3.4%	0.0%	4.8%	7.0%	0.0%	0.0%	1.8%
Q15b.4. Supported by: (2. Other, specify)	16.7%	9.5%	0.0%	50.0%	4.8%	9.3%	15.4%	2.3%	7.1%

[1]Mean (SD); %

Table 93: How do you manage and maintain the latrines? (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15b.1. Number of latrines rehabilitated or constructed in the school year 2024-2025 : Rehabilitated	0.9 (1.4)	0.5 (1.3)	0.7 (1.6)
Q15b.2. Supported by: (1. WFP/PLAN/World Vision)	9.4%	9.3%	11.3%

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q15b.2. Supported by: (2. Other, specify)	28.1%	10.5%	15.0%
Q15b.3. Number of latrines rehabilitated or constructed in the school year 2024-2025 : Constructed:	0.5 (1.3)	0.2 (0.9)	0.2 (0.7)
Q15b.4. Supported by: (1. WFP/PLAN/World Vision)	6.3%	1.5%	0.9%
Q15b.4. Supported by: (2. Other, specify)	7.8%	3.0%	7.2%

[1]Mean (SD); %

4.3. Kitchens

Table 94: Kitchens and conditions (% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q16. Does the school have kitchen? (Ask kitchen key)	100.0%	100.0%	100.0%	100.0%	100.0%	97.7%	100.0%	98.8%	99.4%
Q16b.1 If yes, what are the current conditions of the kitchen? (1. Good condition)	66.7%	57.1%	36.2%	83.3%	95.2%	83.7%	84.6%	89.3%	90.6%
Q16b.2 If yes, what are the current conditions of the kitchen? (2. Lacking kitchen utensils)	66.7%	38.1%	79.3%	100.0%	4.8%	27.9%	23.1%	54.8%	41.2%
Q16b.3 If yes, what are the current conditions of the kitchen? (3. Clean cooking and eating equipment)	50.0%	47.6%	20.7%	100.0%	52.4%	60.5%	38.5%	91.6%	72.8%
Q16b.4 If yes, what are the current conditions of the kitchen? (4. Leaking roofs)	50.0%	23.8%	46.6%	16.7%	9.5%	27.9%	7.7%	3.7%	15.3%
Q16b.5 If yes, what are the current conditions of the kitchen? (5. Flooded during rainy season)	16.7%	9.5%	12.1%	0.0%	0.0%	18.6%	0.0%	5.8%	3.0%
Q16b.6 If yes, what are the current conditions of the kitchen? (6. Using rocks as stove)	0.0%	9.5%	10.3%	0.0%	0.0%	9.3%	0.0%	0.0%	0.6%
Q16b.7 If yes, what are the current conditions of the kitchen? (7. Other, specify:)	0.0%	14.3%	25.9%	0.0%	0.0%	2.3%	7.7%	0.0%	1.2%

[1]%

Table 95: Kitchens and conditions (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q16. Does the school have kitchen? (Ask kitchen key)	98.4%	96.9%	100.0%
Q16b.1 If yes, what are the current conditions of the kitchen? (1. Good condition)	87.5%	89.0%	90.0%
Q16b.2 If yes, what are the current conditions of the kitchen? (2. Lacking kitchen utensils)	20.3%	32.9%	47.8%
Q16b.3 If yes, what are the current conditions of the kitchen? (3. Clean cooking and eating equipment)	57.8%	80.0%	75.0%
Q16b.4 If yes, what are the current conditions of the kitchen? (4. Leaking roofs)	21.9%	10.8%	11.1%
Q16b.5 If yes, what are the current conditions of the kitchen? (5. Flooded during rainy season)	12.5%	3.1%	3.8%
Q16b.6 If yes, what are the current conditions of the kitchen? (6. Using rocks as stove)	6.3%	1.5%	0.0%
Q16b.7 If yes, what are the current conditions of the kitchen? (7. Other, specify:)	1.6%	0.0%	1.7%

[1]%

Table 96: Rehabilitated kitchens

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q16a.1. Number of kitchens rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.0 (0.0)	0.1 (0.4)	0.1 (0.3)	0.2 (0.4)	0.3 (0.5)	0.2 (0.4)	0.1 (0.3)	0.1 (0.3)	0.1 (0.3)
Missing	0	0	0	0	0	1	0	1	1
Q16a.2. Supported by: (1. WFP/PLAN/World Vision)	0.0%	9.5%	10.3%	0.0%	14.3%	9.3%	0.0%	4.6%	1.2%
Missing	0	0	0	0	0	0	0	0	0
Q16a.2. Supported by: (2. Other, specify)	0.0%	4.8%	5.2%	16.7%	14.3%	11.6%	7.7%	8.1%	8.3%
Missing	0	0	0	0	0	0	0	0	0
Q16a.3. Number of kitchens rehabilitated or constructed in the school year 2024-2025: Constructed:	0.0 (0.0)	0.0 (0.2)	0.1 (0.2)	0.0 (0.0)	0.2 (0.4)	0.2 (0.4)	0.2 (0.4)	0.2 (0.4)	0.1 (0.3)
Missing	0	0	0	0	0	1	0	1	1
Q16a.4. Supported by: (1. WFP/PLAN/World Vision)	0.0%	4.8%	3.4%	0.0%	23.8%	18.6%	7.7%	15.1%	7.6%
Missing	0	0	0	0	0	0	0	0	0
Q16a.4. Supported by: (2. Other, specify)	0.0%	0.0%	1.7%	0.0%	9.5%	2.3%	15.4%	5.8%	0.0%
Missing	0	0	0	0	0	0	0	0	0

[1]Mean (SD); %

Table 97: Rehabilitated kitchens

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q16a.1. Number of kitchens rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.2 (0.4)	0.0 (0.2)	0.1 (0.3)
Missing	1	1	0
Q16a.2. Supported by: (1. WFP/PLAN/World Vision)	10.9%	0.0%	2.9%
Missing	0	0	0
Q16a.2. Supported by: (2. Other, specify)	12.5%	4.6%	9.3%
Missing	0	0	0
Q16a.3. Number of kitchens rehabilitated or constructed in the school year 2024-2025: Constructed:	0.2 (0.4)	0.1 (0.3)	0.1 (0.3)
Missing	1	1	0
Q16a.4. Supported by: (1. WFP/PLAN/World Vision)	20.3%	6.3%	11.2%
Missing	0	0	0
Q16a.4. Supported by: (2. Other, specify)	4.7%	1.6%	3.4%
Missing	0	0	0

[1]Mean (SD); %

4.4. Energy saving stoves and store rooms

Table 98: Kitchens and conditions (% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q17. Does the school have energy-saving stoves?									
1. Yes	0.0%	47.6%	56.9%	16.7%	95.2%	90.7%	84.6%	77.1%	97.7%
2. No	100.0%	52.4%	43.1%	83.3%	4.8%	9.3%	15.4%	22.9%	2.3%
Q17b. If yes, what is the current condition of the energy-saving stoves?									
1. Good condition and function well	NA%	100.0%	54.5%	100.0%	70.0%	97.4%	90.9%	95.2%	89.1%
2. Poor condition but still work	NA%	0.0%	42.4%	0.0%	30.0%	2.6%	9.1%	4.8%	10.9%
3. Broken, not functioning	NA%	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4. Other, specify:	NA%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	6	14	23	5	1	4	2	13	2
Q18. Does the school have a storeroom (or place to store food)?									
1. Yes	83.3%	33.3%	77.6%	100.0%	66.7%	93.0%	100.0%	87.4%	96.5%
2. No	16.7%	66.7%	22.4%	0.0%	33.3%	7.0%	0.0%	12.6%	3.5%
Q18. If No, please specify where the food stored:									
Keep in classroom	0.0%	21.4%	23.1%	NA%	0.0%	50.0%	NA%	27.8%	66.7%
Keep in pagoda	0.0%	0.0%	0.0%	NA%	0.0%	0.0%	NA%	0.0%	0.0%
Keep in rice warehouse	0.0%	0.0%	0.0%	NA%	0.0%	0.0%	NA%	0.0%	0.0%
Keep in community`s house	0.0%	0.0%	0.0%	NA%	0.0%	0.0%	NA%	0.0%	0.0%
There is no breakfast	0.0%	0.0%	0.0%	NA%	0.0%	0.0%	NA%	0.0%	0.0%
Keep in the school office	100.0%	57.1%	69.2%	NA%	0.0%	50.0%	NA%	72.2%	33.3%
Keep in the food`s management`s house	0.0%	0.0%	0.0%	NA%	0.0%	0.0%	NA%	0.0%	0.0%
Keep in the village chief`s house	0.0%	0.0%	0.0%	NA%	100.0%	0.0%	NA%	0.0%	0.0%
Keep in the kitchen	0.0%	21.4%	7.7%	NA%	0.0%	0.0%	NA%	0.0%	0.0%
Missing	5	9	41	6	14	41	13	48	101

[1]%

Table 99: Kitchens and conditions (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q17. Does the school have energy-saving stoves?			
1. Yes	92.2%	96.8%	88.0%
2. No	7.8%	3.2%	12.0%
Q17b. If yes, what is the current condition of the energy-saving stoves?			
1. Good condition and function well	88.1%	92.0%	90.6%
2. Poor condition but still work	11.9%	8.0%	9.4%
3. Broken, not functioning	0.0%	0.0%	0.0%
4. Other, specify:	0.0%	0.0%	0.0%
Missing	5	1	16
Q18. Does the school have a storeroom (or place to store food)?			
1. Yes	84.4%	98.4%	92.4%
2. No	15.6%	1.6%	7.6%
Q18. If No, please specify where the food stored:			
Keep in classroom	11.1%	100.0%	37.3%
Keep in pagoda	0.0%	0.0%	0.0%
Keep in rice warehouse	0.0%	0.0%	0.0%
Keep in community`s house	0.0%	0.0%	0.0%
There is no breakfast	0.0%	0.0%	0.0%
Keep in the school office	11.1%	0.0%	62.7%
Keep in the food`s management`s house	0.0%	0.0%	0.0%
Keep in the village chief`s house	77.8%	0.0%	0.0%
Keep in the kitchen	0.0%	0.0%	0.0%
Missing	55	42	121

[1]%

Table 100: Energy saving stoves

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	Kampong Thom, N = 21[1]	Siem Reap, N = 58[1]	Kampong Chhnang, N = 6[1]	Kampong Thom, N = 21[1]	Siem Reap, N = 43[1]	Kampong Chhnang, N = 13[1]	Kampong Thom, N = 55[1]	Siem Reap, N = 105[1]
Q17a.1. Number of energy-saving stoves rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.0 (0.0)	0.1 (0.3)	0.2 (0.5)	0.0 (NA)	0.1 (0.3)	0.1 (0.3)	0.0 (0.0)	0.0 (0.2)	0.1 (0.3)
Missing	6	14	23	5	1	4	2	13	2
Q17a.2.1 Supported by: (1. WFP/PLAN/World Vision)	0.0%	4.8%	8.6%	0.0%	0.0%	11.6%	0.0%	0.0%	2.3%
Q17a.2.2 Supported by: (2. Other, specify)	0.0%	0.0%	0.0%	0.0%	9.5%	0.0%	0.0%	2.3%	3.5%
Q17a.3. Number of energy-saving stoves rehabilitated or constructed in the school year 2024-2025: Constructed:	0.0 (0.0)	0.0 (0.0)	0.1 (0.3)	0.0 (NA)	0.4 (0.5)	0.4 (0.8)	0.1 (0.3)	0.2 (0.4)	0.1 (0.2)
Missing	6	14	23	5	1	4	2	13	2
Q17a.4.1 Supported by: (1. WFP/PLAN/World Vision)	0.0%	0.0%	5.2%	0.0%	28.6%	20.9%	7.7%	11.6%	5.3%
Q17a.4.2 Supported by: (2. Other, specify)	0.0%	0.0%	1.7%	0.0%	4.8%	2.3%	0.0%	0.0%	0.0%

[1]Mean (SD); %

Table 101: Energy saving stoves

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q17a.1. Number of energy-saving stoves rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.1 (0.3)	0.0 (0.0)	0.1 (0.3)
Missing	5	1	16
Q17a.2.1 Supported by: (1. WFP/PLAN/World Vision)	7.8%	0.0%	1.9%
Q17a.2.2 Supported by: (2. Other, specify)	3.1%	0.0%	3.8%
Q17a.3. Number of energy-saving stoves rehabilitated or constructed in the school year 2024-2025: Constructed:	0.4 (0.7)	0.0 (0.2)	0.1 (0.3)
Missing	5	1	16
Q17a.4.1 Supported by: (1. WFP/PLAN/World Vision)	23.4%	4.7%	8.4%
Q17a.4.2 Supported by: (2. Other, specify)	3.1%	0.0%	0.0%

[1]Mean (SD); %

Table 102: Store rooms

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q18a.1. Number of storerooms (for food) rehabilitated or constructed the school year 2024-2025: Rehabilitated	0.0 (0.0)	0.1 (0.4)	0.1 (0.3)	0.0 (0.0)	0.1 (0.3)	0.1 (0.3)	0.0 (0.0)	0.0 (0.2)	0.1 (0.2)
Missing	1	18	12	0	7	3	0	7	4
Q18a.2.1 Supported by: (1. WFP/PLAN/World Vision)	0.0%	4.8%	3.4%	0.0%	4.8%	4.7%	0.0%	2.3%	2.3%
Q18a.2.2 Supported by: (2. Other, specify)	0.0%	0.0%	1.7%	0.0%	0.0%	4.7%	0.0%	0.0%	3.5%
Q18a.3. Number of storerooms (for food) rehabilitated or constructed the school year 2024-2025: Constructed:	0.0 (0.0)	0.0 (0.0)	0.0 (0.2)	0.3 (0.5)	0.1 (0.3)	0.2 (0.4)	0.1 (0.3)	0.2 (0.4)	0.0 (0.2)
Missing	1	18	12	0	7	3	0	7	4
Q18a.4.1 Supported by: (1. WFP/PLAN/World Vision)	0.0%	0.0%	3.4%	33.3%	4.8%	18.6%	7.7%	14.9%	4.1%
Q18a.4.2 Supported by: (2. Other, specify)	0.0%	0.0%	0.0%	16.7%	0.0%	4.7%	0.0%	2.3%	0.0%

[1]Mean (SD); %

Table 103: Store rooms

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q18a.1. Number of storerooms (for food) rehabilitated or constructed the school year 2024-2025: Rehabilitated	0.1 (0.3)	0.0 (0.0)	0.1 (0.2)
Missing	10	1	10
Q18a.2.1 Supported by: (1. WFP/PLAN/World Vision)	4.7%	0.0%	2.8%
Q18a.2.2 Supported by: (2. Other, specify)	3.1%	0.0%	2.8%
Q18a.3. Number of storerooms (for food) rehabilitated or constructed the school year 2024-2025: Constructed:	0.2 (0.4)	0.0 (0.2)	0.1 (0.3)
Missing	10	1	10
Q18a.4.1 Supported by: (1. WFP/PLAN/World Vision)	14.1%	3.1%	9.3%
Q18a.4.2 Supported by: (2. Other, specify)	3.1%	0.0%	1.0%

[1]Mean (SD); %

Table 104: Storeroom conditions (% of schools)

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q18b.1 If yes, what are the current conditions of the storerooms? (1. Well cleaned)	60.0%	100.0%	66.7%	83.3%	100.0%	82.5%	61.5%	90.2%	90.2%
Missing	1	18	12	0	7	3	0	7	4
Q18b.2 If yes, what are the current conditions of the storerooms? (2. Floor is dry)	100.0%	85.7%	80.0%	100.0%	100.0%	90.0%	92.3%	82.6%	98.2%
Missing	1	18	12	0	7	3	0	7	4
Q18b.3 If yes, what are the current conditions of the storerooms? (3. Pallets for food storage)	60.0%	28.6%	68.9%	100.0%	100.0%	70.0%	53.8%	83.6%	93.8%
Missing	1	18	12	0	7	3	0	7	4
Q18b.4 If yes, what are the current conditions of the storerooms? (4. Door is locked well)	100.0%	100.0%	82.2%	100.0%	92.9%	92.5%	92.3%	93.4%	98.2%
Missing	1	18	12	0	7	3	0	7	4
Q18b.5 If yes, what are the current conditions of the storerooms? (5. Security guard at night time/ during school vacation)	40.0%	14.3%	11.1%	0.0%	50.0%	17.5%	0.0%	8.0%	11.0%
Missing	1	18	12	0	7	3	0	7	4
Q18b.6 If yes, what are the current conditions of the storerooms? (6. Foods are stored in	100.0%	0.0%	53.3%	66.7%	78.6%	80.0%	7.7%	66.1%	96.3%

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
order)									
Missing	1	18	12	0	7	3	0	7	4
Q18b.7 If yes, what are the current conditions of the storerooms? (7. Leaking roofs)	0.0%	0.0%	6.7%	0.0%	0.0%	5.0%	7.7%	0.0%	0.0%
Missing	1	18	12	0	7	3	0	7	4
Q18b.8 If yes, what are the current conditions of the storerooms? (8. Broken windows/door)	0.0%	0.0%	6.7%	0.0%	0.0%	2.5%	0.0%	0.0%	0.0%
Missing	1	18	12	0	7	3	0	7	4
Q18b.9 If yes, what are the current conditions of the storerooms? (9. Damaged walls)	0.0%	0.0%	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	1	18	12	0	7	3	0	7	4
Q18b.10 If yes, what are the current conditions of the storerooms? (10. No walls)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	1	18	12	0	7	3	0	7	4
Q18b.11 If yes, what are the current conditions of the storerooms? (11. Food was stored off ground)	0.0%	0.0%	17.8%	0.0%	14.3%	5.0%	7.7%	11.0%	4.9%
Missing	1	18	12	0	7	3	0	7	4
Q18b.12 If yes, what are the current conditions of the storerooms? (12. Storeroom had ventilation)	100.0%	0.0%	42.2%	0.0%	50.0%	27.5%	69.2%	42.3%	46.9%
Missing	1	18	12	0	7	3	0	7	4
Q18b.13 If yes, what are the current conditions of the storerooms? (13. Other, specify:)	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	1	18	12	0	7	3	0	7	4

[1]%

Table 105: Storeroom conditions (% of schools)

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q18b.1 If yes, what are the current conditions of the storerooms? (1. Well cleaned)	87.0%	85.6%	88.7%
Missing	10	1	10
Q18b.2 If yes, what are the current conditions of the storerooms? (2. Floor is dry)	92.6%	90.4%	94.0%
Missing	10	1	10
Q18b.3 If yes, what are the current conditions of the storerooms? (3. Pallets for food storage)	77.8%	80.9%	89.9%
Missing	10	1	10
Q18b.4 If yes, what are the current conditions of the storerooms? (4. Door is locked well)	92.6%	96.9%	96.1%
Missing	10	1	10
Q18b.5 If yes, what are the current conditions of the storerooms? (5. Security guard at night time/ during school vacation)	25.9%	9.4%	9.2%
Missing	10	1	10
Q18b.6 If yes, what are the current conditions of the storerooms? (6. Foods are stored in order)	79.6%	75.9%	81.8%
Missing	10	1	10
Q18b.7 If yes, what are the current conditions of the storerooms? (7. Leaking roofs)	3.7%	0.0%	0.8%
Missing	10	1	10
Q18b.8 If yes, what are the current conditions of the storerooms? (8. Broken windows/door)	1.9%	0.0%	0.0%
Missing	10	1	10
Q18b.9 If yes, what are the current conditions of the storerooms? (9. Damaged walls)	0.0%	0.0%	0.0%
Missing	10	1	10
Q18b.10 If yes, what are the current conditions of the storerooms? (10. No walls)	0.0%	0.0%	0.0%
Missing	10	1	10
Q18b.11 If yes, what are the current conditions of the storerooms? (11. Food was stored off ground)	7.4%	12.8%	4.9%
Missing	10	1	10
Q18b.12 If yes, what are the current conditions of the storerooms? (12. Storeroom had ventilation)	33.3%	58.7%	43.4%
Missing	10	1	10
Q18b.13 If yes, what are the current conditions of the storerooms? (13. Other, specify:)	0.0%	0.0%	0.0%
Missing	10	1	10

[1]%

4.5. Wells

Table 106: Drilled wells

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	Kampong Thom, N = 21[1]	Siem Reap, N = 58[1]	Kampong Chhnang, N = 6[1]	Kampong Thom, N = 21[1]	Siem Reap, N = 43[1]	Kampong Chhnang, N = 13[1]	Kampong Thom, N = 55[1]	Siem Reap, N = 105[1]
Q19a.1. Number of drilled wells/water stations rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.0 (0.0)	0.1 (0.3)	0.1 (0.5)	0.3 (0.5)	0.2 (0.4)	0.2 (0.5)	0.1 (0.3)	0.0 (0.0)	0.1 (0.3)
Missing	0	0	1	0	2	1	0	0	0
Q19a.2.1 Supported by: (1. WFP/PLAN/World Vision)	NA%	100.0%	60.0 %	0.0%	75.0%	57.1 %	0.0%	NA%	38.5 %
Missing	6	24	48	4	17	36	12	55	97
Q19a.2.2 Supported by: (2. Other, specify)	NA%	0.0%	40.0 %	50.0%	25.0%	42.9 %	100.0%	NA%	61.5 %
Missing	6	24	48	4	17	36	12	55	97
Q19a.3. Number of drilled wells/water stations rehabilitated or constructed in the school year 2024-2025: Constructed:	0.5 (0.8)	0.1 (0.3)	0.1 (0.3)	0.3 (0.8)	0.1 (0.2)	0.2 (0.5)	0.0 (0.0)	0.2 (0.5)	0.1 (0.3)
Missing	0	0	1	0	2	1	0	0	0
Q19a.4.1 Supported by: (1. WFP/PLAN/World Vision)	50.0%	100.0%	42.9 %	0.0%	100.0%	71.4 %	NA%	87.5%	24.7 %
Missing	4	24	46	5	20	36	13	45	95
Q19a.4.2 Supported by: (2. Other, specify)	50.0%	50.0%	57.1 %	100.0%	0.0%	28.6 %	NA%	25.0%	75.3 %
Missing	4	24	46	5	20	36	13	45	95

[1]Mean (SD); %

Table 107: Drilled wells

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q19a.1. Number of drilled wells/water stations rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.2 (0.4)	0.1 (0.3)	0.0 (0.3)
Missing	3	0	0
Q19a.2.1 Supported by: (1. WFP/PLAN/World Vision)	63.6%	42.9%	26.2%
Missing	53	38	126
Q19a.2.2 Supported by: (2. Other, specify)	36.4%	57.1%	73.8%
Missing	53	38	126
Q19a.3. Number of drilled wells/water stations rehabilitated or constructed in the school year 2024-2025: Constructed:	0.1 (0.4)	0.1 (0.4)	0.1 (0.4)
Missing	3	0	0
Q19a.4.1 Supported by: (1. WFP/PLAN/World Vision)	75.0%	0.0%	69.4%
Missing	56	39	114
Q19a.4.2 Supported by: (2. Other, specify)	25.0%	100.0%	38.3%
Missing	56	39	114

[1]Mean (SD); %

Table 108: Average numbers of drilled wells and related indicators

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q19b.1 Number of functioning drilled wells or water station installed on the school grounds? (19.b.1 Functioning drilled well:)	1.8 (1.0)	1.0 (0.5)	1.2 (1.0)	2.3 (0.5)	1.4 (0.6)	1.3 (1.1)	1.2 (0.8)	1.5 (1.0)	1.4 (1.0)
Missing	0	0	1	0	2	1	0	0	0
Q19b.2 Number of functioning drilled wells or water station installed on the school grounds? (19.b.2. Functioning water station:)	1.7 (0.5)	1.6 (0.9)	1.2 (0.8)	5.3 (2.9)	2.1 (1.5)	1.9 (1.3)	7.1 (2.5)	2.4 (1.5)	3.7 (2.3)
Missing	0	0	1	0	2	1	0	0	0

Q19b.3 Number of functioning drilled wells or water station installed on the school grounds? (19.b.3.1 Other, specify Number:)	0.0 (0.0)	0.0 (0.0)	1.0 (0.0)	0.0 (0.0)	3.0 (NA)	3.3 (2.6)	1.1 (0.4)	1.5 (0.9)	1.2 (0.6)
Missing	6	27	48	6	20	39	5	41	61
Q19.b.3 Number of functioning drilled wells or water station installed on the school grounds? (19.b.3.2 Other, specify Number:)	NA (NA)	NA (NA)	NA (NA)	NA (NA)	NA (NA)	NA (NA)	0.0 (0.0)	0.0 (0.0)	1.0 (0.0)
Missing	6	27	52	6	21	43	13	55	103
Number of functioning drilled wells or water stations	3.5 (1.4)	2.6 (1.0)	2.4 (1.2)	7.7 (3.3)	3.1 (2.0)	3.1 (1.9)	8.3 (2.9)	4.0 (1.9)	5.1 (2.6)
Missing	0	0	0	0	0	0	0	0	0
Students per functioning drilled well/water station ration	150.9 (122.3)	83.9 (44.5)	Inf (Inf)	54.9 (26.8)	Inf (Inf)	Inf (Inf)	32.8 (19.2)	58.0 (33.5)	68.7 (66.1)
Missing	0	0	0	0	0	0	0	0	0

[1]Mean (SD)

Table 109: Average numbers of drilled wells and related indicators

	2023	2025	
Characteristic	**NHO**, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q19b.1 Number of functioning drilled wells or water station installed on the school grounds? (19.b.1 Functioning drilled well:)	1.3 (1.0)	1.7 (1.0)	1.3 (1.0)
Missing	3	0	0
Q19b.2 Number of functioning drilled wells or water station installed on the school grounds? (19.b.2. Functioning water station:)	1.9 (1.4)	3.4 (2.5)	3.6 (2.4)
Missing	3	0	0
Q19b.3 Number of functioning drilled wells or water station installed on the school grounds? (19.b.3.1 Other, specify Number:)	3.2 (2.3)	1.0 (0.0)	1.2 (0.7)
Missing	59	38	68
Q19.b.3 Number of functioning drilled wells or water station installed on the school grounds? (19.b.3.2 Other, specify Number:)	NA (NA)	0.0 (0.0)	1.0 (0.0)
Missing	64	42	128
Number of functioning drilled wells or water stations	3.1 (1.9)	5.2 (2.8)	4.9 (2.6)
Missing	0	0	0
Students per functioning drilled well/water station ration	Inf (Inf)	53.9 (43.1)	65.4 (59.3)
Missing	0	0	0

[1]Mean (SD)

Table 110: Well conditions

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q19. Does the school have drilled wells/water stations? (Drinkable water)	100.0%	100.0%	98.3%	100.0%	90.5%	97.7%	100.0%	100.0%	100.0%
Missing	0	0	0	0	0	0	0	0	0
Q19c.1 What are the current conditions of the functioning drilled wells/water station? (1. Functioning well year-round	100.0%	100.0%	68.4%	100.0%	100.0%	73.8%	100.0%	97.7%	85.8%
Missing	0	0	1	0	2	1	0	0	0
Q19c.2 What are the current conditions of the functioning drilled wells/water station? (2. Water is used for human consumption	100.0%	61.9%	66.7%	83.3%	31.6%	66.7%	100.0%	85.5%	76.5%
Missing	0	0	1	0	2	1	0	0	0
Q19c.3 What are the current conditions of the functioning drilled wells/water station? (3. Platform is clean	83.3%	28.6%	63.2%	100.0%	63.2%	64.3%	69.2%	54.8%	60.4%
Missing	0	0	1	0	2	1	0	0	0
Q19c.4 What are the current conditions of the functioning drilled wells/water station? (4. System to clean the wells	0.0%	4.8%	22.8%	0.0%	15.8%	16.7%	0.0%	56.2%	33.1%
Missing	0	0	1	0	2	1	0	0	0
Q19c.5 What are the current conditions of the functioning drilled wells/water station? (5. Other, specify:)	0.0%	0.0%	8.8%	0.0%	0.0%	2.4%	0.0%	0.0%	5.9%
Missing	0	0	1	0	2	1	0	0	0
Q19e.1 What are the current conditions of the non-functioning drilled wells/water station? (1. Functioning only during rainy season	0.0%	0.0%	15.8%	0.0%	5.3%	2.4%	0.0%	9.1%	13.1%
Missing	0	0	1	0	2	1	0	0	0
Q19e.2 What are the current conditions of the non-functioning drilled wells/water station? (2. Water is used for animals only	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.8%	6.6%
Missing	0	0	1	0	2	1	0	0	0
Q19e.3 What are the current conditions of the non-functioning drilled wells/water station? (3. Arsenic (poisonous)	0.0%	4.8%	7.0%	0.0%	0.0%	0.0%	0.0%	16.1%	4.8%
Missing	0	0	1	0	2	1	0	0	0
Q19e.4 What are the current conditions of the non-functioning drilled wells/water station? (4. Hand pump/ rain water station was broken	100.0%	9.5%	38.6%	50.0%	21.1%	11.9%	69.2%	31.0%	40.9%

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Missing	0	0	1	0	2	1	0	0	0
Q19e.5 What are the current conditions of the non-functioning drilled wells/water station? (5. Other, specify:)	0.0%	4.8%	10.5%	50.0%	10.5%	21.4%	7.7%	2.5%	8.3%
Missing	0	0	1	0	2	1	0	0	0

[1]%

Table 111: Well conditions

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q19. Does the school have drilled wells/water stations? (Drinkable water)	95.3%	100.0%	100.0%
Missing	0	0	0
Q19c.1 What are the current conditions of the functioning drilled wells/water station? (1. Functioning well year-round	82.0%	94.0%	89.6%
Missing	3	0	0
Q19c.2 What are the current conditions of the functioning drilled wells/water station? (2. Water is used for human consumption	55.7%	81.1%	81.1%
Missing	3	0	0
Q19c.3 What are the current conditions of the functioning drilled wells/water station? (3. Platform is clean	63.9%	42.4%	64.8%
Missing	3	0	0
Q19c.4 What are the current conditions of the functioning drilled wells/water station? (4. System to clean the wells	16.4%	23.0%	42.8%
Missing	3	0	0
Q19c.5 What are the current conditions of the functioning drilled wells/water station? (5. Other, specify:)	1.6%	0.0%	4.7%
Missing	3	0	0
Q19e.1 What are the current conditions of the non-functioning drilled wells/water station? (1. Functioning only during rainy season	3.3%	12.1%	10.4%
Missing	3	0	0
Q19e.2 What are the current conditions of the non-functioning drilled wells/water station? (2. Water is used for animals only	0.0%	10.5%	4.8%
Missing	3	0	0
Q19e.3 What are the current conditions of the non-functioning drilled wells/water station? (3. Arsenic (poisonous)	0.0%	12.2%	6.7%
Missing	3	0	0
Q19e.4 What are the current conditions of the non-functioning drilled wells/water station? (4. Hand pump/ rain water station was broken	14.8%	36.4%	41.0%
Missing	3	0	0
Q19e.5 What are the current conditions of the non-functioning drilled wells/water station? (5. Other, specify:)	18.0%	6.2%	6.4%
Missing	3	0	0

[1]%

4.6. Hand-washing stations

Table 112: Access to water

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q20. Does the school have year-round access to a clean and safe water source?									
1. Yes (whole school year)	100.0%	100.0%	58.6%	66.7%	90.5%	62.8%	92.3%	93.2%	82.9%
2. No (some months not available)	0.0%	0.0%	31.0%	0.0%	4.8%	23.3%	0.0%	0.0%	11.8%
3. No (no clean water)	0.0%	0.0%	10.3%	33.3%	4.8%	14.0%	7.7%	6.8%	5.3%
Missing	0	0	0	0	0	0	0	0	0
Q21. Does the school have hand-washing station in the school?									
1. Yes	100.0%	90.5%	100.0%	100.0%	100.0%	100.0%	100.0%	97.7%	100.0%
2. No	0.0%	9.5%	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%
Missing	0	0	0	0	0	0	0	0	0
Q21b.1 If yes, what are the current conditions of the hand-washing station? (21.b.1. Fixed hand-washing station)									
1. Good condition & function well year-round	100.0%	100.0%	82.4%	100.0%	61.9%	86.0%	61.5%	66.1%	76.3%
2. Good condition & function well only during rainy season	0.0%	0.0%	13.7%	0.0%	0.0%	0.0%	7.7%	2.4%	5.9%
3. Poor condition but still work year round	0.0%	0.0%	2.0%	0.0%	14.3%	7.0%	15.4%	11.2%	11.2%
4. Poor condition but still work only during rainy season	0.0%	0.0%	0.0%	0.0%	0.0%	4.7%	0.0%	2.4%	2.4%
5. Broken, not functioning	0.0%	0.0%	2.0%	0.0%	23.8%	2.3%	0.0%	18.0%	3.6%
6. Other, specify	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.4%	0.0%	0.6%
Missing	0	4	6	0	0	0	0	3	1
Q21b.1 If yes, what are the current conditions of the hand-washing station? (Other, specify)									
Stop using	NA%	NA%	NA%	NA%	NA%	NA%	0.0%	NA%	0.0%
Some part was broken and some part is usable	NA%	NA%	NA%	NA%	NA%	NA%	100.0%	NA%	100.0%
Missing	6	27	52	6	21	43	11	55	104

Q21b.2 If yes, what are the current conditions of the hand-washing station? (21.b.2. Mobile hand-washing station)									
1. Good condition & function well year-round	50.0%	100.0%	73.8%	NA%	75.0%	70.8%	66.7%	66.7%	42.3%
2. Good condition & function well only during rainy season	0.0%	0.0%	2.4%	NA%	0.0%	0.0%	0.0%	0.0%	0.0%
3. Poor condition but still work year-round	50.0%	0.0%	19.0%	NA%	25.0%	16.7%	0.0%	22.2%	18.5%
4. Poor condition but still work only during rainy season	0.0%	0.0%	2.4%	NA%	0.0%	4.2%	0.0%	0.0%	5.1%
5. Broken, not functioning	0.0%	0.0%	2.4%	NA%	0.0%	8.3%	33.3%	11.1%	34.1%
6. Other, specify	0.0%	0.0%	0.0%	NA%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	2	21	14	6	9	19	10	44	45
Q21b.1 If yes, what are the current conditions of the hand-washing station? (Other, specify)									
Stop using	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%
Some part was broken and some part is usable	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%
Missing	6	27	52	6	21	43	13	55	105

[1]%

Table 113: Access to water

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q20. Does the school have year-round access to a clean and safe water source?			
1. Yes (whole school year)	71.9%	92.5%	85.0%
2. No (some months not available)	17.2%	6.0%	7.5%
3. No (no clean water)	10.9%	1.5%	7.4%
Missing	0	0	0
Q21. Does the school have hand-washing station in the school?			
1. Yes	100.0%	100.0%	99.0%
2. No	0.0%	0.0%	1.0%
Missing	0	0	0
Q21b.1 If yes, what are the current conditions of the hand-washing station? (21.b.1. Fixed hand-washing station)			
1. Good condition & function well year-round	78.1%	84.2%	68.0%
2. Good condition & function well only during rainy season	0.0%	0.0%	6.6%
3. Poor condition but still work year-round	9.4%	9.6%	12.2%
4. Poor condition but still work only during rainy season	3.1%	0.0%	2.9%
5. Broken, not functioning	9.4%	4.7%	8.8%
6. Other, specify	0.0%	1.5%	1.6%
Missing	0	1	3
Q21b.1 If yes, what are the current conditions of the hand-washing station? (Other, specify)			
Stop using	NA%	0.0%	0.0%
Some part was broken and some part is usable	NA%	100.0%	100.0%
Missing	64	42	129
Q21b.2 If yes, what are the current conditions of the hand-washing station? (21.b.2. Mobile hand-washing station)			
1. Good condition & function well year-round	72.2%	44.8%	47.7%
2. Good condition & function well only during rainy season	0.0%	0.0%	0.0%
3. Poor condition but still work year-round	19.4%	13.8%	19.8%
4. Poor condition but still work only during rainy season	2.8%	3.4%	4.4%
5. Broken, not functioning	5.6%	37.9%	28.1%
6. Other, specify	0.0%	0.0%	0.0%
Missing	28	24	75
Q21b.1 If yes, what are the current conditions of the hand-washing station? (Other, specify)			
Stop using	NA%	NA%	NA%
Some part was broken and some part is usable	NA%	NA%	NA%
Missing	64	42	131

[1]%

Table 114: Average numbers of hand-washing stations

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q21a.1 If yes, how many hand-washing station in the school? (21.a.1. Fix hand-washing station:)	3.8 (3.4)	3.3 (2.2)	2.3 (4.1)	5.2 (4.3)	3.9 (2.4)	4.7 (3.6)	7.2 (4.8)	4.8 (4.0)	4.4 (3.5)
Missing	0	3	0	0	0	0	0	1	0
Q21a.1.1 If yes, how many hand-washing station in the school? (21.a.1.1. Single Student:)	0.0 (0.0)	0.4 (1.0)	1.1 (4.4)	2.0 (3.1)	0.2 (0.9)	1.6 (2.9)	0.2 (0.4)	0.7 (2.7)	0.9 (1.8)
Missing	0	4	5	0	0	0	0	1	0
Q21a.1.2 If yes, how many hand-washing station in the school? (21.a.1.2. Multiple Student:)	3.8 (3.4)	3.1 (1.9)	1.4 (1.0)	3.2 (1.6)	3.6 (2.5)	3.1 (1.8)	7.0 (4.7)	4.0 (2.2)	3.5 (2.6)
Missing	0	4	5	0	0	0	0	1	0
Q21a. If yes, how many hand-washing station in the school? (21.a.2. Mobile hand-washing station:)	5.2 (5.5)	0.6 (1.5)	3.8 (3.4)	0.0 (0.0)	2.6 (2.6)	1.9 (2.4)	1.2 (3.3)	0.7 (1.7)	1.4 (1.8)
Missing	0	3	0	0	0	0	0	1	0
Q21a. If yes, how many hand-washing station in the school? (21.a.2.1. Single Student:)	7.8 (4.9)	2.0 (2.7)	3.2 (3.1)	0.0 (0.0)	4.3 (2.0)	2.5 (2.9)	1.2 (3.3)	0.5 (1.6)	0.9 (1.7)
Missing	2	21	14	6	9	19	0	1	0
Q21a. If yes, how many hand-washing station in the school? (21.a.2.2. Multiple Student:)	0.0 (0.0)	0.8 (1.0)	2.0 (3.2)	0.0 (0.0)	0.3 (0.9)	1.0 (1.2)	0.0 (0.0)	0.3 (0.8)	0.5 (1.1)
Missing	2	21	14	6	9	19	0	1	0
Number of functioning hand-washing stations	9.0 (6.8)	3.5 (2.6)	6.1 (4.9)	5.2 (4.3)	6.4 (3.9)	6.6 (3.9)	8.3 (5.6)	5.4 (4.1)	5.8 (3.9)
Missing	0	0	0	0	0	0	0	0	0
Students per hand-washing stations	85.0 (96.3)	Inf (Inf)	58.9 (59.9)	124.8 (125.3)	39.8 (28.1)	40.5 (25.6)	41.9 (31.8)	Inf (Inf)	59.3 (43.6)
Missing	0	0	0	0	0	0	0	0	0

[1]Mean (SD)

Table 115: Average numbers of hand-washing stations

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q21a.1 If yes, how many hand-washing station in the school? (21.a.1. Fix hand-washing station:)	4.4 (3.2)	3.4 (1.9)	5.2 (4.2)
Missing	0	0	1
Q21a.1.1 If yes, how many hand-washing station in the school? (21.a.1.1. Single Student:)	1.1 (2.5)	0.6 (1.1)	0.8 (2.3)
Missing	0	0	1
Q21a.1.2 If yes, how many hand-washing station in the school? (21.a.1.2. Multiple Student:)	3.3 (2.1)	2.9 (1.4)	4.3 (3.1)
Missing	0	0	1
Q21a. If yes, how many hand-washing station in the school? (21.a.2. Mobile hand-washing station:)	2.1 (2.4)	1.2 (1.6)	1.1 (2.0)
Missing	0	0	1
Q21a. If yes, how many hand-washing station in the school? (21.a.2.1. Single Student:)	3.1 (2.7)	0.8 (1.4)	0.8 (2.0)
Missing	28	0	1
Q21a. If yes, how many hand-washing station in the school? (21.a.2.2. Multiple Student:)	0.7 (1.1)	0.4 (1.2)	0.4 (0.9)
Missing	28	0	1
Number of functioning hand-washing stations	6.5 (3.9)	4.6 (2.2)	6.2 (4.6)
Missing	0	0	0
Students per hand-washing stations	40.3 (26.2)	55.6 (35.6)	Inf (Inf)
Missing	0	0	0

[1]Mean (SD)

Table 116: Hand-washing stations

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q21c.1. Number of hand-washing stations rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.2 (0.4)	0.1 (0.2)	0.2 (1.0)	0.0 (0.0)	0.0 (0.0)	0.3 (0.8)	0.1 (0.3)	0.0 (0.2)	0.5 (1.2)
Missing	0	3	0	0	0	0	0	1	0
Q21c.2.1 Supported by: (1. WFP/PLAN/World Vision)	0.0%	4.8%	5.2%	0.0%	0.0%	2.3%	0.0%	1.2%	4.7%
Missing	0	0	0	0	0	0	0	0	0
Q21c.2.2 Supported by: (2. Other, specify)	16.7%	0.0%	0.0%	0.0%	0.0%	11.6%	7.7%	1.2%	14.2%
Missing	0	0	0	0	0	0	0	0	0
Q21c.3. Number of hand-washing stations rehabilitated or constructed in the school year 2024-2025: Constructed:	2.2 (4.0)	0.1 (0.2)	0.2 (0.9)	1.2 (2.4)	0.6 (2.2)	0.3 (1.0)	0.0 (0.0)	0.0 (0.2)	0.0 (0.3)
Missing	0	3	0	0	0	0	0	1	0
Q21c.4.1 Supported by: (1. WFP/PLAN/World Vision)	0.0%	4.8%	3.4%	0.0%	4.8%	7.0%	0.0%	3.5%	2.3%
Missing	0	0	0	0	0	0	0	0	0
Q21c.4.2 Supported by: (2. Other, specify)	33.3%	0.0%	1.7%	33.3%	9.5%	4.7%	0.0%	0.0%	0.6%
Missing	0	0	0	0	0	0	0	0	0

[1]Mean (SD); %

Table 117: Hand-washing stations

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q21c.1. Number of hand-washing stations rehabilitated or constructed in the school year 2024-2025: Rehabilitated	0.2 (0.7)	0.2 (0.7)	0.3 (1.1)
Missing	0	0	1
Q21c.2.1 Supported by: (1. WFP/PLAN/World Vision)	1.6%	1.6%	3.8%
Missing	0	0	0
Q21c.2.2 Supported by: (2. Other, specify)	7.8%	7.6%	10.2%
Missing	0	0	0
Q21c.3. Number of hand-washing stations rehabilitated or constructed in the school year 2024-2025: Constructed:	0.4 (1.5)	0.0 (0.2)	0.0 (0.2)
Missing	0	0	1
Q21c.4.1 Supported by: (1. WFP/PLAN/World Vision)	6.3%	1.6%	2.8%
Missing	0	0	0
Q21c.4.2 Supported by: (2. Other, specify)	6.3%	1.5%	0.0%
Missing	0	0	0

[1]Mean (SD); %

4.7. Gardens

Table 118: Gardens

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q22. Does the school have vegetable gardens?									
1. Yes	50.0%	66.7%	72.4%	33.3%	71.4%	88.4%	92.3%	69.9%	95.3%
2. No	50.0%	33.3%	27.6%	66.7%	28.6%	11.6%	7.7%	30.1%	4.7%
Q22a. Were any vegetable gardens rehabilitated or established in the school year 2024-2025?									
1. Yes	100.0%	100.0%	76.2%	100.0%	86.7%	92.1%	58.3%	89.7%	94.4%
2. No	0.0%	0.0%	23.8%	0.0%	13.3%	7.9%	41.7%	10.3%	5.6%
Missing	3	9	14	4	6	5	1	17	5
Q22b. If yes, what were the purposes for establishing the gardens?									
1. Practicing life skills	0.0%	28.6%	25.0%	0.0%	0.0%	5.7%	14.3%	5.9%	32.8%
2. Supplementing SMP recipe	0.0%	0.0%	6.3%	0.0%	46.2%	5.7%	0.0%	35.5%	2.6%
3. Both	100.0%	71.4%	68.8%	100.0%	53.8%	88.6%	85.7%	58.7%	64.6%
Missing	3	9	24	4	8	8	6	21	11
Q22c. How many hours a week were children mentored on school gardens?									
1. 1 – 2 hours	66.7%	100.0%	78.1%	50.0%	53.8%	60.0%	57.1%	84.9%	87.6%
2. 3 – 5 hours	33.3%	0.0%	12.5%	0.0%	46.2%	40.0%	14.3%	15.1%	8.5%
3. > 5 hours	0.0%	0.0%	9.4%	50.0%	0.0%	0.0%	28.6%	0.0%	3.9%
Missing	3	9	24	4	8	8	6	21	11

[1]%

Table 119: Gardens

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q22. Does the school have vegetable gardens?			
1. Yes	82.8%	87.4%	86.8%
2. No	17.2%	12.6%	13.2%
Q22a. Were any vegetable gardens rehabilitated or established in the school year 2024-2025?			
1. Yes	90.6%	91.0%	90.1%
2. No	9.4%	9.0%	9.9%
Missing	11	5	17
Q22b. If yes, what were the purposes for establishing the gardens?			
1. Practicing life skills	4.2%	21.2%	26.3%

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
2. Supplementing SMP recipe	16.7%	14.0%	9.8%
3. Both	79.2%	64.8%	64.0%
Missing	16	9	28
Q22c. How many hours a week were children mentored on school gardens?			
1. 1 – 2 hours	58.3%	90.1%	83.8%
2. 3 – 5 hours	41.7%	9.9%	10.7%
3. > 5 hours	0.0%	0.0%	5.6%
Missing	16	9	28

[1]%

5. INCREASED ENGAGEMENT OF LOCAL AND COMMUNITY GROUPS

Table 120: Engagement of local and community groups

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q27. Does the school have a Local School Feeding Committee (LSFC), or School Support Committee (SSCs)?									
1. Yes	100.0%	100.0%	98.3%	100.0%	100.0%	97.7%	100.0%	98.8%	98.8%
2. No	0.0%	0.0%	1.7%	0.0%	0.0%	2.3%	0.0%	1.2%	1.2%
Missing	0	0	0	0	0	0	0	0	0
Q27a. Is it functioning and contributing to the school?									
1. Yes	100.0%	100.0%	100.0%	83.3%	95.2%	100.0%	100.0%	98.8%	98.2%
2. No	0.0%	0.0%	0.0%	16.7%	4.8%	0.0%	0.0%	1.2%	1.8%
99. N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	0	0	1	0	0	1	0	1	1
Q27c. Has there been any training for LSFC/SSC on the importance of education?									
1. Yes	66.7%	90.5%	86.0%	33.3%	95.2%	78.6%	69.2%	94.0%	88.1%
2. No	33.3%	9.5%	14.0%	66.7%	4.8%	21.4%	30.8%	6.0%	11.9%
Missing	0	0	1	0	0	1	0	1	1
Q27d. How many times were awareness-raising events/trainings conducted for the school year 2024-2025?									

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
1. 1 time	33.3%	9.5%	42.1%	33.3%	47.6%	21.4%	15.4%	36.9%	34.7%
2. 2 times	66.7%	33.3%	19.3%	16.7%	28.6%	35.7%	30.8%	31.2%	38.5%
3. More than 2 times	0.0%	42.9%	29.8%	33.3%	19.0%	23.8%	7.7%	25.9%	19.1%
4. None	0.0%	14.3%	8.8%	16.7%	4.8%	19.0%	46.2%	6.0%	7.8%
Missing	0	0	1	0	0	1	0	1	1
Q28. Are there public-private partnerships formed in this school? (eg: farmer association HGSF)									
1. Yes	16.7%	0.0%	19.0%	0.0%	9.5%	46.5%	23.1%	53.4%	89.3%
2. No	83.3%	100.0%	81.0%	100.0%	90.5%	53.5%	76.9%	46.6%	10.7%
Missing	0	0	0	0	0	0	0	0	0

[1]%

Table 121: Engagement of local and community groups

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q27. Does the school have a Local School Feeding Committee (LSFC), or School Support Committee (SSCs)?			
1. Yes	98.4%	98.4%	99.1%
2. No	1.6%	1.6%	0.9%
Missing	0	0	0
Q27a. Is it functioning and contributing to the school?			
1. Yes	98.4%	96.9%	99.0%
2. No	1.6%	3.1%	1.0%
99. N/A	0.0%	0.0%	0.0%
Missing	1	1	1
Q27c. Has there been any training for LSFC/SSC on the importance of education?			
1. Yes	84.1%	92.1%	87.4%
2. No	15.9%	7.9%	12.6%
Missing	1	1	1
Q27d. How many times were awareness-raising events/trainings conducted for the school year 2024-2025?			
1. 1 time	30.2%	39.4%	32.1%
2. 2 times	33.3%	35.3%	35.7%
3. More than 2 times	22.2%	15.8%	21.8%
4. None	14.3%	9.4%	10.4%
Missing	1	1	1
Q28. Are there public-private partnerships formed in this school? (eg: farmer association HGSF)			
1. Yes	34.4%	71.9%	73.3%

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
2. No	65.6%	28.1%	26.7%
Missing	0	0	0

[1]%

6. INCREASED USE OF HEALTH DIETARY PRACTICES

6.1. Soap

Table 122: Use of soap

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q30. Does the school have soap and water at a hand-washing station in the school year 2024-2025?									
1. Yes	100.0%	95.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	98.8%
2. No	0.0%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Missing	0	0	0	0	0	0	0	0	0
Q30.a. Did students use hand-washing station? How often?									
1. Yes, always	83.3%	95.0%	60.3%	100.0%	85.7%	72.1%	92.3%	84.8%	55.1%
2. Yes, often	16.7%	0.0%	22.4%	0.0%	14.3%	16.3%	0.0%	9.3%	36.0%
3. Yes, sometimes	0.0%	0.0%	17.2%	0.0%	0.0%	9.3%	7.7%	6.0%	8.9%
4. Yes, rarely	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%
5. Did not use	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
98. Don’t know	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	0	1	0	0	0	0	0	0	1
Q31. How long does the school have current soap supply in stock (hand and/or dish soap)?									
1. Less than 1 week	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2. 1-2 weeks	0.0%	30.0%	0.0%	16.7%	9.5%	0.0%	0.0%	2.5%	3.1%
3. 2-3 weeks	0.0%	20.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4. 3-4 weeks	0.0%	5.0%	1.7%	0.0%	0.0%	4.7%	0.0%	0.0%	3.0%
5. 1 month to 3 months	66.7%	35.0%	60.3%	66.7%	19.0%	9.3%	15.4%	22.9%	26.4%
6. 4 months to 6 months	0.0%	10.0%	19.0%	0.0%	4.8%	20.9%	7.7%	3.7%	8.4%
7. Whole school year	33.3%	0.0%	15.5%	16.7%	66.7%	65.1%	76.9%	70.9%	57.9%
8. No soap	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Missing	0	1	0	0	0	0	0	0	1
Q31.b. How frequently does the school buy or receive soap?									
1. Weekly	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
2. Every 2-3 weeks	0.0%	0.0%	1.7%	16.7%	9.5%	0.0%	7.7%	2.3%	0.0%
3. Every 3-4 weeks	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4. Monthly	0.0%	10.0%	0.0%	0.0%	9.5%	0.0%	0.0%	2.5%	5.4%
5. Every 1-3 months	83.3%	40.0%	51.7%	50.0%	9.5%	23.3%	30.8%	31.2%	45.5%
6. Every 4-6 months	0.0%	0.0%	32.8%	16.7%	19.0%	34.9%	0.0%	16.1%	16.7%
7. Annually	16.7%	40.0%	6.9%	16.7%	52.4%	41.9%	30.8%	48.0%	30.6%
8. Never	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	30.8%	0.0%	1.2%
Missing	0	1	0	0	0	0	0	0	1

[1]%

Table 123: Use of soap

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q30. Does the school have soap and water at a hand-washing station in the school year 2024-2025?			
1. Yes	100.0%	100.0%	99.1%
2. No	0.0%	0.0%	0.9%
Missing	0	0	0
Q30.a. Did students use hand-washing station? How often?			
1. Yes, always	76.6%	66.4%	67.8%
2. Yes, often	15.6%	27.3%	23.8%
3. Yes, sometimes	6.3%	6.3%	8.4%
4. Yes, rarely	1.6%	0.0%	0.0%
5. Did not use	0.0%	0.0%	0.0%
98. Don't know	0.0%	0.0%	0.0%
Missing	0	0	1
Q31. How long does the school have current soap supply in stock (hand and/or dish soap)?			
1. Less than 1 week	0.0%	0.0%	0.0%
2. 1-2 weeks	3.1%	10.7%	0.0%
3. 2-3 weeks	0.0%	0.0%	0.0%
4. 3-4 weeks	3.1%	4.5%	1.0%
5. 1 month to 3 months	12.5%	24.3%	24.5%
6. 4 months to 6 months	15.6%	7.8%	6.5%
7. Whole school year	65.6%	49.7%	68.0%
8. No soap	0.0%	3.0%	0.0%
Missing	0	0	1
Q31.b. How frequently does the school buy or receive soap?			
1. Weekly	0.0%	1.5%	0.0%
2. Every 2-3 weeks	3.1%	0.0%	1.7%
3. Every 3-4 weeks	0.0%	0.0%	0.0%

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
4. Monthly	3.1%	7.7%	2.9%
5. Every 1-3 months	18.8%	35.1%	41.3%
6. Every 4-6 months	29.7%	9.2%	17.2%
7. Annually	45.3%	46.5%	32.8%
8. Never	0.0%	0.0%	4.0%
Missing	0	0	1

[1]%

Table 124: Who provided soaps for hand-washing to school?

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q31a.1 Who provided soaps for hand-washing to school? (Multiple answers) (1. Project budget (PB))	100.0%	76.2%	89.7%	50.0%	42.9%	67.4%	15.4%	24.9%	50.3%
Q31a.2 Who provided soaps for hand-washing to school? (Multiple answers) (2. WFP/PLAN/WVC)	83.3%	85.7%	96.6%	50.0%	95.2%	100.0%	92.3%	97.5%	84.3%
Q31a.3 Who provided soaps for hand-washing to school? (Multiple answers) (3. Community)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	11.3%
Q31a.4 Who provided soaps for hand-washing to school? (Multiple answers) (4. Charity persons)	0.0%	0.0%	6.9%	16.7%	4.8%	7.0%	0.0%	1.2%	9.5%
Q31a.5 Who provided soaps for hand-washing to school? (Multiple answers) (5. Other NGOs)	16.7%	4.8%	0.0%	0.0%	0.0%	7.0%	0.0%	0.0%	7.7%
Q31a.6 Who provided soaps for hand-washing to school? (Multiple answers) (6. Companies)	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q31a.7 Who provided soaps for hand-washing to school? (Multiple answers) (7. Other, specify)	0.0%	9.5%	19.0%	66.7%	9.5%	14.0%	23.1%	2.3%	21.3%

[1]%

Table 125: Who provided soaps for hand-washing to school?

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q31a.1 Who provided soaps for hand-washing to school? (Multiple answers) (1. Project budget (PB))	59.4%	46.1%	37.4%
Q31a.2 Who provided soaps for hand-washing to school? (Multiple answers) (2. WFP/PLAN/WVC)	98.4%	63.7%	97.3%
Q31a.3 Who provided soaps for hand-washing to school? (Multiple answers) (3. Community)	0.0%	13.6%	5.5%
Q31a.4 Who provided soaps for hand-washing to school? (Multiple answers) (4. Charity persons)	6.3%	10.6%	4.7%
Q31a.5 Who provided soaps for hand-washing to school? (Multiple answers) (5. Other NGOs)	4.7%	4.5%	4.7%
Q31a.6 Who provided soaps for hand-washing to school? (Multiple answers) (6. Companies)	0.0%	0.0%	0.0%
Q31a.7 Who provided soaps for hand-washing to school? (Multiple answers) (7. Other, specify)	12.5%	12.1%	16.5%

[1]%

6.2. Hygiene packages

Table 126: What hygiene packages were provided?

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q33b.1. If yes, what are they? Note: Don't read answers (1. Soap)	100.0%	78.6%	96.2%	100.0%	100.0%	100.0%	100.0%	97.2%	100.0%
Missing	0	9	5	4	3	2	5	10	12
Q33b.2 If yes, what are they? Note: Don't read answers (2. Water filters)	16.7%	7.1%	15.4%	100.0%	5.6%	36.6%	25.0%	52.7%	25.3%
Missing	0	9	5	4	3	2	5	10	12
Q33b.3 If yes, what are they? Note: Don't read answers (3. Bowls)	83.3%	21.4%	46.2%	50.0%	0.0%	70.7%	62.5%	46.2%	50.1%
Missing	0	9	5	4	3	2	5	10	12
Q33b.4 If yes, what are they? Note: Don't read answers (4. Combs)	50.0%	14.3%	19.2%	0.0%	5.6%	51.2%	12.5%	5.6%	27.5%
Missing	0	9	5	4	3	2	5	10	12
Q33b.5 If yes, what are they? Note: Don't read answers (5. long brooms)	100.0%	28.6%	80.8%	0.0%	27.8%	85.4%	25.0%	55.9%	66.1%
Missing	0	9	5	4	3	2	5	10	12
Q33b.6 If yes, what are they? Note: Don't read answers (6. Toothpastes and brushes)	0.0%	28.6%	13.5%	0.0%	22.2%	48.8%	12.5%	28.5%	20.5%
Missing	0	9	5	4	3	2	5	10	12
Q33b.7 If yes, what are they? Note: Don't read answers (7. Hand towel)	100.0%	57.1%	32.7%	0.0%	22.2%	80.5%	25.0%	17.3%	34.2%
Missing	0	9	5	4	3	2	5	10	12

Q33b.8 If yes, what are they? Note: Don't read answers (8. Nail cutter)	50.0%	0.0%	25.0%	0.0%	0.0%	46.3%	0.0%	3.0%	14.0%
Missing	0	9	5	4	3	2	5	10	12
Q33b.9. If yes, what are they? Note: Don't read answers (9. toilet brushes)	83.3%	21.4%	78.8%	50.0%	11.1%	85.4%	25.0%	52.9%	64.7%
Missing	0	9	5	4	3	2	5	10	12
Q33b.10 If yes, what are they? Note: Don't read answers (10. Other, specify)	50.0%	0.0%	40.4%	0.0%	27.8%	17.1%	0.0%	30.9%	15.9%
Missing	0	9	5	4	3	2	5	10	12

Table 127: What hygiene packages were provided?

	2023	2025	
Characteristic	**NHO**, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q33b.1. If yes, what are they? Note: Don't read answers (1. Soap)	100.0%	100.0%	98.9%
Missing	5	11	16
Q33b.2 If yes, what are they? Note: Don't read answers (2. Water filters)	27.1%	31.5%	34.3%
Missing	5	11	16
Q33b.3 If yes, what are they? Note: Don't read answers (3. Bowls)	49.2%	64.8%	45.4%
Missing	5	11	16
Q33b.4 If yes, what are they? Note: Don't read answers (4. Combs)	37.3%	30.7%	17.0%
Missing	5	11	16
Q33b.5 If yes, what are they? Note: Don't read answers (5. long brooms)	67.8%	74.9%	56.9%
Missing	5	11	16
Q33b.6 If yes, what are they? Note: Don't read answers (6. Toothpastes and brushes)	40.7%	10.7%	25.8%
Missing	5	11	16
Q33b.7 If yes, what are they? Note: Don't read answers (7. Hand towel)	62.7%	47.5%	23.3%
Missing	5	11	16
Q33b.8 If yes, what are they? Note: Don't read answers (8. Nail cutter)	32.2%	10.5%	9.7%
Missing	5	11	16
Q33b.9. If yes, what are they? Note: Don't read answers (9. toilet brushes)	62.7%	66.5%	56.9%
Missing	5	11	16
Q33b.10 If yes, what are they? Note: Don't read answers (10. Other, specify)	20.3%	4.1%	23.9%
Missing	5	11	16

[1]%

Table 128: What hygiene packages were provided?

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q35.1 What did the school implement for food preparation and storage practices? (1. Clean cooking area)	100.0%	100.0%	81.0%	100.0%	95.2%	97.7%	76.9%	85.1%	93.0%
Missing	0	0	0	0	0	0	0	0	0
Q35.2 What did the school implement for food preparation and storage practices? (2. Store food at the appropriate temperatures (not in plastic pan, petrol tank))	83.3%	71.4%	67.2%	50.0%	23.8%	65.1%	61.5%	79.5%	87.7%
Missing	0	0	0	0	0	0	0	0	0
Q35.3 What did the school implement for food preparation and storage practices? (3. Cover cooked food and store in safe place)	100.0%	85.7%	87.9%	100.0%	90.5%	100.0%	100.0%	88.6%	97.7%
Missing	0	0	0	0	0	0	0	0	0
Q35.4 What did the school implement for food preparation and storage practices? (4. Wash hand before cooking)	66.7%	85.7%	82.8%	100.0%	81.0%	100.0%	46.2%	87.2%	85.9%
Missing	0	0	0	0	0	0	0	0	0
Q35.5 What did the school implement for food preparation and storage practices? (5. Other, specify)	16.7%	0.0%	0.0%	0.0%	9.5%	0.0%	0.0%	11.4%	1.2%
Missing	0	0	0	0	0	0	0	0	0

[1]%

Table 129: What hygiene packages were provided?

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q35.1 What did the school implement for food preparation and storage practices? (1. Clean cooking area)	96.9%	98.4%	86.3%
Missing	0	0	0
Q35.2 What did the school implement for food preparation and storage practices? (2. Store food at the appropriate temperatures (not in plastic pan, petrol tank))	51.6%	98.5%	78.1%
Missing	0	0	0
Q35.3 What did the school implement for food preparation and storage practices? (3. Cover cooked food and store in safe place)	96.9%	100.0%	93.3%
Missing	0	0	0
Q35.4 What did the school implement for food preparation and storage practices? (4. Wash hand before cooking)	93.8%	95.2%	79.5%
Missing	0	0	0
Q35.5 What did the school implement for food preparation and storage practices? (5. Other, specify)	3.1%	0.0%	5.7%
Missing	0	0	0

[1]%

6.3 Knowledge and training on nutrition

Table 130: Knowledge on food groups

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q38. Please name the 3 food groups? (1. Energy (Carbohydrates. Ex: rice, sugar, potato, oil))	100.0%	100.0%	98.3%	100.0%	90.5%	100.0%	100.0%	95.4%	99.4%
Missing	0	0	0	0	0	0	0	0	0
Q38. Please name the 3 food groups? (2. Building (Protein. Ex: meat, fish, peanuts, eggs))	100.0%	100.0%	100.0%	100.0%	85.7%	100.0%	100.0%	100.0%	100.0%
Missing	0	0	0	0	0	0	0	0	0
Q38. Please name the 3 food groups? (3. Protective foods (Vitamins & minerals. Ex: green leaves, pumpkin, banana, mango))	100.0%	100.0%	100.0%	100.0%	95.2%	100.0%	100.0%	100.0%	99.4%
Missing	0	0	0	0	0	0	0	0	0
Q38. Please name the 3 food groups? (888. Don't know)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Missing	0	0	0	0	0	0	0	0	0

[1]%

Table 131: Knowledge on food groups

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q38. Please name the 3 food groups? (1. Energy (Carbohydrates. Ex: rice, sugar, potato, oil))	96.9%	98.5%	98.1%
Missing	0	0	0
Q38. Please name the 3 food groups? (2. Building (Protein. Ex: meat, fish, peanuts, eggs))	95.3%	100.0%	100.0%
Missing	0	0	0
Q38. Please name the 3 food groups? (3. Protective foods (Vitamins & minerals. Ex: green leaves, pumpkin, banana, mango))	98.4%	98.5%	100.0%
Missing	0	0	0
Q38. Please name the 3 food groups? (888. Don't know)	0.0%	0.0%	0.0%
Missing	0	0	0

[1]%

Table 132: Knowledge and training on storage and practices

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q36. Do teachers/stakeholders know about proper food storage? (Meat, vegetable, cooked meal, etc.)									
1. Yes	100.0%	100.0%	98.3%	100.0%	100.0%	100.0%	100.0%	100.0%	98.8%
2. No	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Missing	0	0	0	0	0	0	0	0	0
Q37. Did the school receive the training on good health and nutrition practices?									
1. Yes	16.7%	100.0%	96.6%	100.0%	100.0%	95.3%	92.3%	97.7%	97.6%
2. No	83.3%	0.0%	3.4%	0.0%	0.0%	4.7%	7.7%	2.3%	2.4%
Missing	0	0	0	0	0	0	0	0	0

[1]%

Table 133: Knowledge and training on storage and practices

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q36. Do teachers/stakeholders know about proper food storage? (Meat, vegetable, cooked meal, etc.)			
1. Yes	100.0%	97.0%	100.0%
2. No	0.0%	3.0%	0.0%
Missing	0	0	0
Q37. Did the school receive the training on good health and nutrition practices?			
1. Yes	96.9%	94.0%	98.3%
2. No	3.1%	6.0%	1.7%
Missing	0	0	0

[1]%

6.4. Solid waste disposal

Table 134: Solid bin disposal

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 58[1]	**Kampong Chhnang**, N = 6[1]	**Kampong Thom**, N = 21[1]	**Siem Reap**, N = 43[1]	**Kampong Chhnang**, N = 13[1]	**Kampong Thom**, N = 55[1]	**Siem Reap**, N = 105[1]
Q39. Does the school have bins or other equipment for managing solid waste?									
1. Yes	83.3%	95.2%	91.4%	83.3%	95.2%	76.7%	46.2%	90.5%	93.0%
2. No	16.7%	4.8%	8.6%	16.7%	4.8%	23.3%	53.8%	9.5%	7.0%
Missing	0	0	0	0	0	0	0	0	0
Q40. Is solid waste collected daily and safely disposed of?									
1. Yes	83.3%	100.0%	91.4%	100.0%	95.2%	93.0%	100.0%	100.0%	95.9%
2. No	16.7%	0.0%	8.6%	0.0%	4.8%	7.0%	0.0%	0.0%	4.1%
Missing	0	0	0	0	0	0	0	0	0

[1]%

Table 135: Solid bin disposal

Characteristic	2023	2025	
	NHO, N = 64[1]	**HO**, N = 65[1]	**NHO**, N = 108[1]
Q39. Does the school have bins or other equipment for managing solid waste?			
1. Yes	82.8%	93.6%	87.1%
2. No	17.2%	6.4%	12.9%
Missing	0	0	0
Q40. Is solid waste collected daily and safely disposed of?			
1. Yes	93.8%	98.5%	97.2%
2. No	6.3%	1.5%	2.8%
Missing	0	0	0

[1]%

Annex 20: Additional SO2 output level analysis from survey data

Additional findings from school survey data details are presented here on SO2 related hygiene and safe food preparation and storage outputs. Comparisons are made between HO with NHO at baseline 2023 and midterm 2025. No province level comparisons are presented here as at midterm, the focus is on presenting progress on handover.

Note: Direct comparisons with baseline should be interpreted with care as 2023 data is an average for all schools surveyed in 2023, some of which will have been performing better than others, which may account for decreases on performance in 2025 for NHO schools compared with 2023 levels.

School capacity to maintain hygiene environment

A more detailed breakdown of the different elements of the school hygiene environment reveals high levels (99.1-100%) of soap availability in schools surveyed. Since the school handover process, more HO schools (49.7%) have reported receiving/purchasing soap stocks annually than NHO schools (32%) and less HO schools have reported having annual soap stocks for the whole year (46.7%) compared with NHO schools (68%) for NHO. These results are not conclusive in terms of school capacity to maintain availability throughout the school year once they have been handed over, as 63.7% of HO schools still reported WFP/Plan/WVI as common source of soap.

Frequent use (always and often combined) of handwashing stations at schools remains similar in both HO (93.7%) and NHO (91.6%) schools in 2025 than at baseline (92.2%) No schools reported that children do not use a handwashing station. These results are positive, however there is the opportunity to improve on them for the remainder of the project lifetime as maintenance of hand-washing stations and related hygiene supplies in terms of soap are key elements for improved hygiene and safe food preparation practices.

The percentage of schools disposing of solid waste has remained similar for both HO and NHO schools since 2023. There is an increase in the percentage of bins at HO schools (93.6%) and NHO schools (87.1%), from 2023 baseline levels (82.2%). This suggests that the school management of waste is improving.

Table 136: Schools hygiene environment, by school category

School hygiene environment –	NHO 2023	HO 2025	NHO 2025
Schools with soap and water at hand-washing station	100%	100%	99.1%
Schools with ANNUAL soap receipt/purchase frequency	45.3%	46.5%	32.8%
Schools with current soap stock for whole school year	65.6%	49.7%	68%
Schools whose most common source of soap is WFP/Plan/WVI	98.4%	63.7%	97.3%
Students where children ALWAYS use hand-washing station	76.6%	66.4%	67.8%
Students where children OFTEN use a handwashing station	15.6%	27.3%	23.8%
Students where children DO NOT use a handwashing station	0.0%	0.0%	0.0%
School has bins	82.8%	93.6%	87.1%
School disposes of solid waste	93.8%	98%	97.2%

Source: Baseline 2023; Midterm Teachers survey 2025

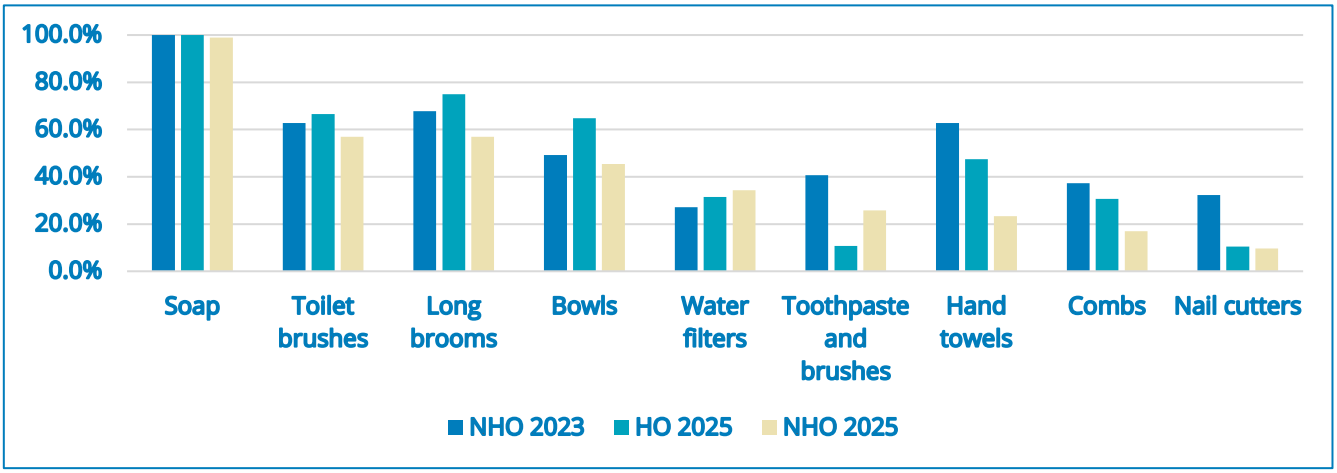
A more detailed breakdown of the availability of hygiene related products in schools reveals variable results with overall high availability of soap confirming availability for handwashing stations and usage. The provision of water filers has increased slightly HO schools (34.3%) and NHO schools (31,5%) up from 27.1% at baseline, although this result is hard to interpret as there is no information on the percentage of functioning water filters in schools and whether water filter provision is for replacement purposes. Latrine cleaning equipment such as toilet brushes and brooms are less available in NHO schools (56.9% for both) that at HO schools (66.5% and 74.9%) but still below optimal levels to maintain latrine hygiene. Provision of personal hygiene items such as combs, nail cutters and toothpaste and toothbrushes which are part of the school health activities have decreased since 2023 levels and remain below 25%. The implications of this are hard to interpret in terms of school health policy and practice linkages at school level between DoEYS and DoH and the source of budget for these items.

Table 137: Provision of hygiene package, by school category

Provision of hygiene packages	NHO 2023	HO 2025	NHO 2025
Soap	100.0%	100.0%	98.9%
Toilet brushes	62.7%	66.5%	56.9%
Long brooms	67.8%	74.9%	56.9%
Bowls	49.2%	64.8%	45.4%
Water filters	27.1%	31.5%	34.3%
Toothpaste and brushes	40.7%	10.7%	25.8%
Hand towels	62.7%	47.5%	23.3%
Combs	37.3%	30.7%	17.0%
Nail cutters	32.2%	10.5%	9.7%

Source: Baseline 2023; Midterm Teachers survey 2025

Figure 24: Comparison of Hygiene related product availability in HO and NHO schools 2025 with baseline 2023



Source: Baseline 2023; Midterm Teachers survey 2025

Kitchen hygiene and safe food preparation and storage practices

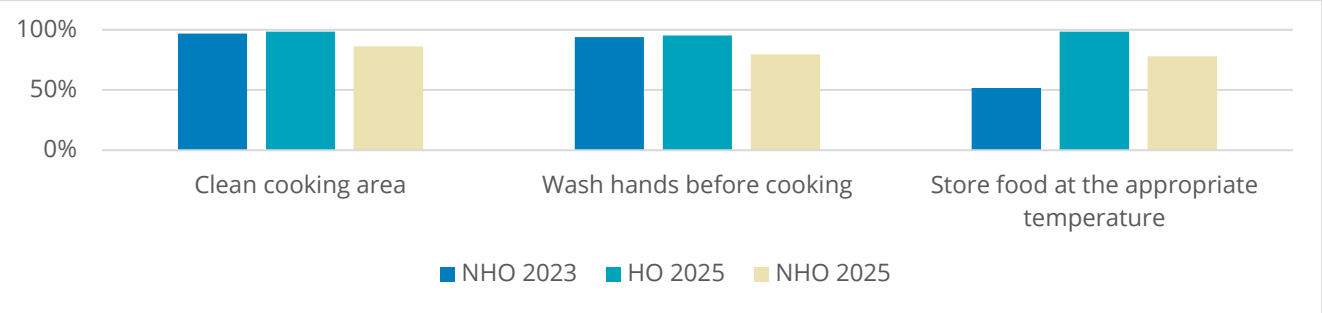
A more detailed breakdown of the different elements of kitchen hygiene and safe food preparation and storage practices in school kitchens reveals improved reported practices for HO schools in 2025 for all four criteria and a decrease in three of the four criteria in NHO schools from baseline 2023 levels. The most commonly used safe food preparation practice is covering cooked food and storing in a safe place at HO schools (100%) and NHO schools (93.3%), a slight decrease from 2023 NHO school baseline (96.9%). The most notable change in food preparation is the increase in storing food at the appropriate temperature (HO schools 98.5%) and NHO schools 78.1%) compared with baseline 2023 levels of 51.6%. This is likely to be the result of safe food practices trainings as it is dependent on cook´s knowledge and awareness rather than kitchen equipment like some of the other kitchen hygiene and food preparation criteria. Reported results for maintaining a clean cooking area has seen a decrease in NHO schools (86.3%) from baseline 2023 levels (93.8%) and both perform less well than HO schools (98.4%). Cook trainings, salaries and availability kitchen hygiene equipment are likely contributors to this result and the exact cause cannot be ascertained form the data. Washing hands before cooking is performing well in HO schools (95.2%) although there is a need for improvement given the risks associated in food contamination during preparation and the reported availability of hand-washing stations and soap at schools. In NHO schools reported handwashing before cooking has decreased (79.5%) form baseline levels (93.2%).

Table 138: Kitchen hygiene practices by cooks, by school category

Kitchen hygiene practices by cooks	NHO 2023	HO 2025	NHO 2025
Cover cooked food and store in safe place	96.9%	100.0%	93.3%
Clean cooking area	96.9%	98.4%	86.3%
Wash hands before cooking	93.8%	95.2%	79.5%
Store food at the appropriate temperature	51.6%	98.5%	78.1%

Source: Baseline 2023; Midterm Teachers survey 2025

Figure 25: Comparison of Kitchen Hygiene and Safe Food preparation related practices in HO and NHO schools 2025 with baseline 2023



Source: Baseline 2023; Midterm Teachers survey 2025

Kitchen conditions

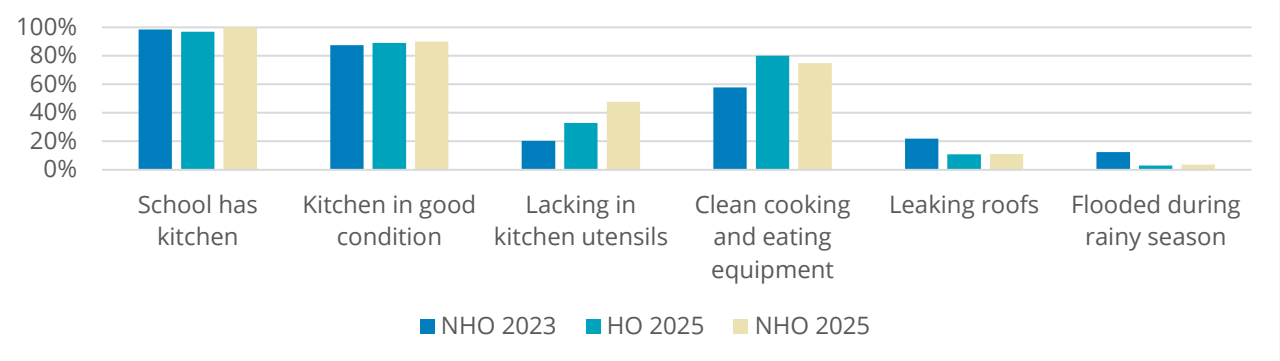
A more detailed breakdown of the different elements of the conditions of kitchens for safe food preparation and storage reveals that not all HO schools have kitchens (96.8%) which is a surprising result, especially as 100% of NHO reported having a kitchen. Of those schools with kitchens there are similar results for the kitchen being in good condition in HO schools (89%) and NHO schools (90%) since baseline 2023 (87.5%). More notable improvements can be seen in the availability of clean cooking and eating equipment in HO schools (80%) and NHO schools (75%) since baseline 2023 57.8%, however there are no improvements in availability of kitchen utensils with HO schools (47%) reporting lacking equipment more often than NHO schools (32.9%) compared with only 20% at baseline 2023. Leaking roofs and flooding during rainy season remains a problem for 10-11% and 3-1-3.8% of schools at midterm, but is an improvement from baseline levels.

Table 139: Existence and conditions of kitchen, by school category

Existence & Condition of kitchens	NHO 2023	HO 2025	NHO 2025
School has kitchen	98.4%	96.9%	100%
Kitchen in good condition	87.5%	89.0%	90.0%
Lacking in kitchen utensils	20.3%	32.9%	47.8%
Clean cooking and eating equipment	57.8%	80.0%	75.0%
Leaking roofs	21.9%	10.8%	11.1%
Flooded during rainy season	12.5%	3.1%	3.8%

Source: Baseline 2023; Midterm Teachers survey 2025

Figure 26: Comparison of Kitchen infrastructure conditions in HO and NHO schools 2025 with Baseline 2023



Source: Baseline 2023; Midterm Teachers survey 2025

Existence and use of energy-saving stoves

A more detailed breakdown of the existence and condition of energy saving stoves in school kitchens reveals more HO schools (96.8%) reporting having and energy saving stove than NHO schools (88%), which are down from baseline levels (92.2%). Given the role of parents in the provision of school firewood for cooking, this result is inadequate and deserves attention during the remaining lifetime of the project and handover process.

The condition of school stoves in HO schools (92%) and NHO schools (90.6%) reported is a slight improvement on

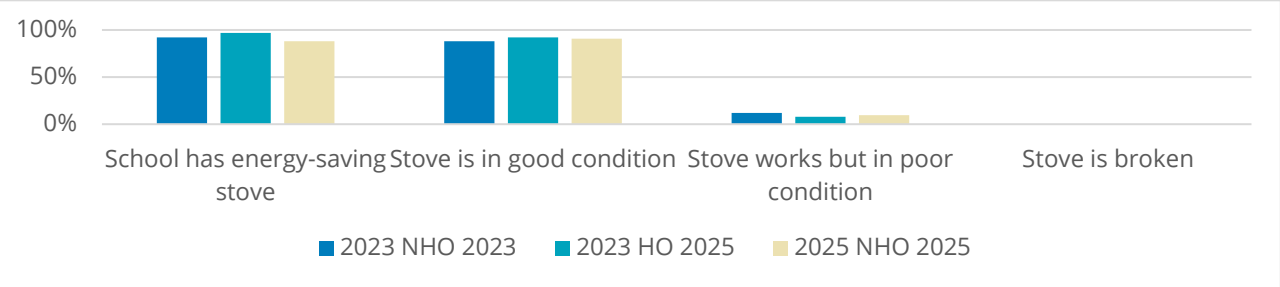
baseline 2023 (88.1%). No stoves were reported to be broken, but 1.5% of HO still reported using rocks as a stove. While this is an improvement form 2023 baseline (6.3%), it deserves looking into as this is higher than that reported by NHO schools (0%).

Table 140: Existence and condition of energy saving stoves

Existence & Condition of energy saving stoves	NHO 2023	HO 2025	NHO 2025
School has energy-saving stove	92.2%	96.8%	88.0%
Stove is in good condition	88.1%	92.0%	90.6%
Stove works but in poor condition	11.9%	8.0%	9.4%
Stove is broken	0%	0%	0%
Using rocks as stove	6.3%	1.5%	0%

Source: Baseline 2023; Midterm Teachers survey 2025

Figure 27: Comparison of Kitchen cooking stove conditions in HO and NHO schools 2025 with baseline 2023



Source: Baseline 2023; Midterm Teachers survey 2025

Existence and use of school vegetable gardens

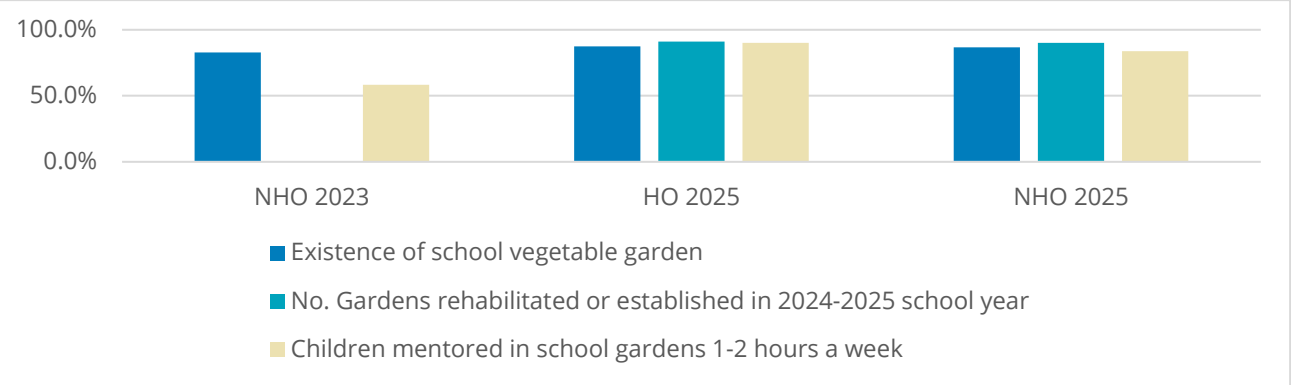
A more detailed breakdown of the existence of school vegetable gardens reveals similar results between HO schools (87.4%) and NHOS schools (86.8%) and slight improvement since baseline 2023 (82.2%). Schools reported that 90-91% had been rehabilitated or established in the 2024-2025 school year which deserves further attention is it suggests most gardens have been improved on in the last 12 months. The amount of time children are mentored in school gardens has increase in HO schools (90%) and NHO schools (83.8%) compared with baseline 2023 (58.3%). This result suggests children are spending at least 1-2 hours a week in the vegetable gardens. This result deserves further attention as it may contribute to increased awareness on diverse food sources and trainings provided on child nutrition for school staff based on the project activity 8.

Table 141: Vegetable gardens and use, by school category

Vegetable Garden existence and use	**NHO 2023**	**HO 2025**	**NHO 2025**
Existence of school vegetable garden	82.8%	87.4%	86.8%
No. Gardens rehabilitated or established in 2024-2025 school year	na	91.0%	90.1%
Children mentored in school gardens 1-2 hours a week	58.3%	90.1%	83.8%

Source: Baseline 2023; Midterm Teachers survey 2025

Figure 28: Comparison of existence of School Vegetable Gardens in HO and NHO schools 2025 with Baseline 2023



Source: Baseline 2023; Midterm Teachers survey 2025

Additional Household Survey Dietary Diversity Score Module analysis

Additional findings from the Household Survey Module on Dietary Diversity Score analysis are presented here for the DDS Outcome indicator #6 for girls and boys and for food groups consumed.

Trend comparisons are made by province for baseline 2019, baseline 2035 and midterm 2025 and by school handover status for baseline 2023 and midterm 2025. To assess the effects of program handover, the 2023 and 2025 household surveys were implemented within the framework of a quasi-experimental approach mimicking a phased-in design. In this design, all schools surveyed in 2023 were non-handed over (NHO), while by 2025, 26.4% had transitioned to the handed over (HO) group. The quasi-phased-in approach enables the comparison of outcomes between HO and NHO schools. The full methodology and results are found in Annex 20.

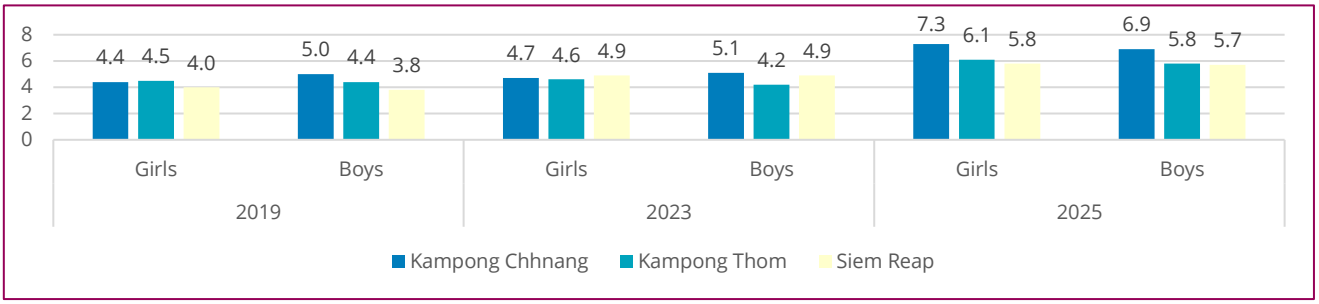
Standard Indicator #6: Average dietary diversity score (DDS)[153] **for school-aged girls and boys** enrolled at target schools are performing well with a general upward trend for both girls and boys in all three provinces and for handed over schools and non-handed over schools. Kampong Chhnang shows the highest mean SAC DDS for girls (7.3) and boys (6.9) at midterm, this needs to be interpreted with caution given the small sample size (7.6% of total household sample)[154] (see Annex 20 methodology section).

Mean SAC DDS for girls and boys: Girls have systematically higher mean SAC DDS at midterm than boys (7.3 vs 6.9 in Kampong Chhnang; 6.1 vs 5.8 in Kampong Thom; and 5.8 vs 5.7 in Siem Reap). Girls present slightly higher results for mean DDS for handed over schools (6.0) compared with non-handed over schools (5.8) and an improvement from baseline values of 4.8. Boys on the other hand present a slightly lower result for mean DDS for handed over schools (5.7) compared with non-handed over schools (5.8), but an overall improvement from baseline values of 4.7.These differences cannot be interpreted as they are likely to be caused by many factors such as household food security dynamics, eating the school meal the day before the survey, access to additional foods and snacks as well as health and hunger status.

153 A corrected DDS is being presented here to be able to compare 2025 results with those of 2019 and 2023 where food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. As a result, the DDS may undercount the consumption of one of these two groups. Corrected metrics are created for the purpose of cross year comparison only. See Annex 20 Tables 3.1 and 3.4. for further details.

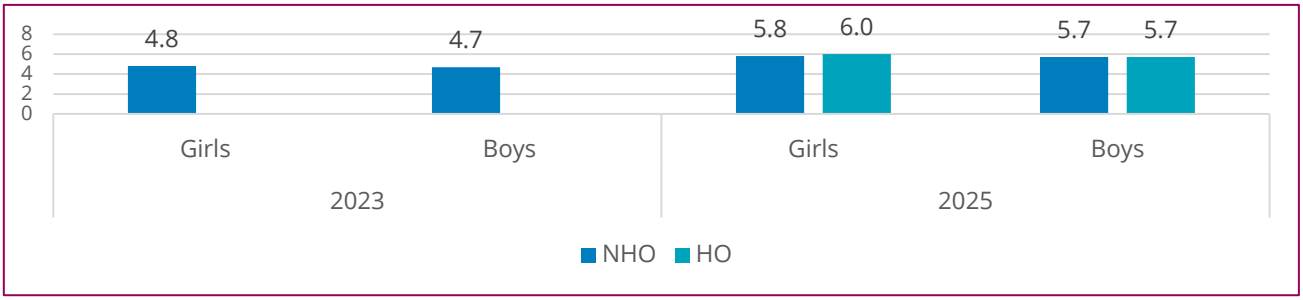
154 Small Sample Size makes Kampong Chhnang not directly comparable with other provinces. Estimates for Kampong Chhnang are based on a small sample size. As such, results from this province should be interpreted with caution.

Figure 29: Mean DDS for girls and boys trend comparison by province



Source: Evaluation surveys 2023, 2025, household questionnaire
* Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution. For DDS results the general trend is in a positive direction for all provinces. KCG data is excluded for comparisons between HO and NHO schools.

Figure 30: Mean DDS for girls and boys trend comparison by school handover status

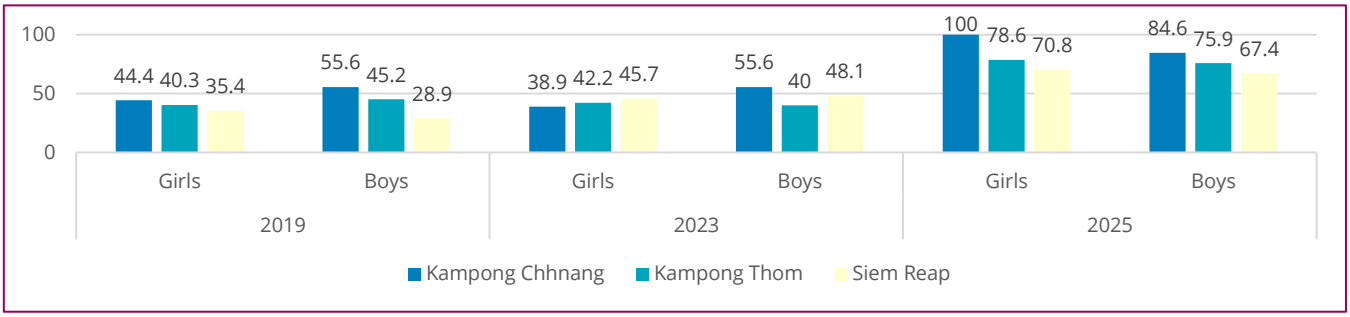


Source: Evaluation surveys 2023, 2025, household questionnaire
* Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution. For DDS results the general trend is in a positive direction for all provinces. KCG data is excluded for comparisons between HO and NHO schools.

Additional WFP Corporate Indicator:[155] Percentage of SAC with a DDS of 5 or more (not MGD indicator). The percentage of SAC with a DDS of 5 or above for school-aged girls and boys enrolled at target schools are performing well at midterm. Data collected from previous years and re-analysed for comparison purposes at midline shows a general upward trend for both girls and boys in all three provinces and for handed over and non-handed over schools.

Percentage of SAC DDS of 5 or above for girls and boys: Girls have systematically higher percentage DDS of 5 or above at midterm than boys: (100 percent of girls compared with 84.6 of boys in Kampong Chhnang; 78.6 percent of girls compared with 75.9 percent of boys in Kampong Thom; and 70.8 percent of girls compared with 67.4 percent of boys in Siem Reap. Girls present slightly higher results for DDS of 5 or above than boys for both handed over schools (77.8 percent for girls and 72.7 percent) and non-handed over schools (71.9 percent for girls and 69.4 percent for boys), both are an improvement from baseline values of 44.5 percent for girls and 45.0 percent for boys. These differences cannot be interpreted as they are likely to be caused by many factors such as household food security dynamics, eating the school meal the day before the survey, access to additional foods and snacks as well as health and hunger status

Figure 31: Percentage DDS of 5 and above for girls and boys trend comparison by province



Source: Evaluation surveys 2023, 2025, household questionnaire
* Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution. For DDS results the general trend is in a positive direction for all provinces. KCG data is excluded for comparisons between HO and NHO schools

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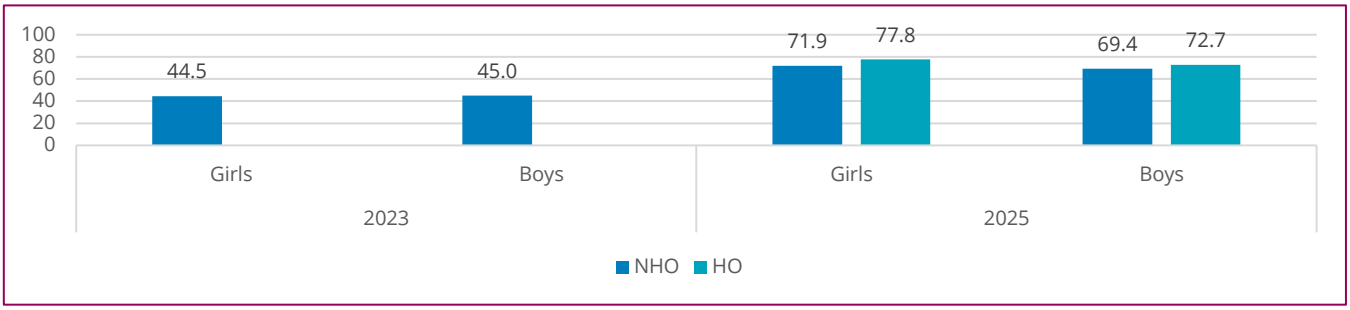
Figure 32: Percentage DDS of 5 and above for girls and boys trend comparison by school handover status



Source: Evaluation surveys 2023, 2025, household questionnaire
* Small sample size makes Kampong Chhnang not directly comparable with other provinces, so results from this province should be interpreted with caution. For DDS results the general trend is in a positive direction for all provinces. KCG data is excluded for comparisons between HO and NHO schools.

The analysis shows a statistically significant improvement in dietary diversity among SAC following the handover of the project schools to the Government (see Annex 20). Improvements in DDS were primarily driven by two food groups that showed notable differences in gains between HO and NHO schoolchildren—namely, group 7 (dark green leafy vegetables) and group 9 (other vegetables)—with the most pronounced changes observed in Kampong Thom. Importantly, children exhibited lower DDS scores and reduced odds of reaching the adequacy threshold when it was a female caretaker who provided the information versus a male respondent. This may reflect differences in male and female reporting practices, food preparation roles, or underlying carer dynamics. Significant changes in the data collection methodology for the DDS calculation in 2019 and 2023 have been dealt with in 2025, but the 2025 methodology could continue to overestimate DDS levels due to exhaustivity[156].

Food groups consumed by SAC surveyed

The list of food groups used to collect household level data has evolved from 18 in 2019 and 2023 to 24 in 2025[157]. This greater exhaustivity in data collection could have led to more food groups being reported in 2025 and therefore higher DDS values in 2025. The models explain only a small portion of the variance in dietary diversity (R^2 = 2.3–2.6%), and—regardless of the hand-over status—a strong upward trend is observed.

A marked improvement is observed in the consumption of nutrient dense foods that improve dietary diversity which must be attributed to a combination of factors, the improvements of school menus in terms of diversified diets, the increase in child health and nutrition trainings in school, the good nutrition awareness activities taking place at school and an element of household level behaviour change factors that cannot be identified form the data. Children attending handed over schools at midterm demonstrate being able to maintain diversified diets as well as children attending non handed over schools at midterm.

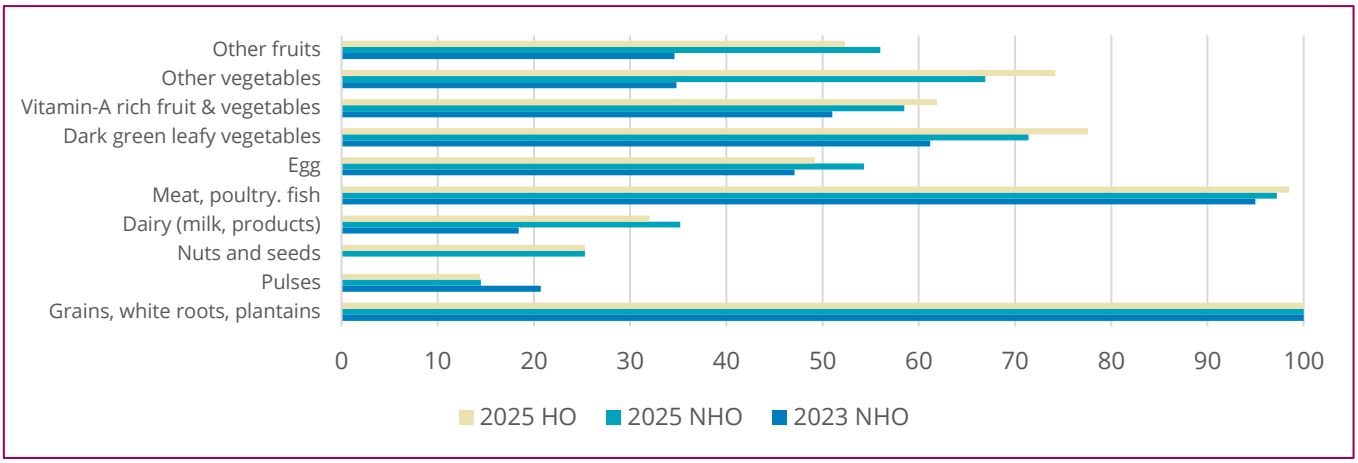
School level food and nutrition related awareness events include the Three food Group Programme, School meals and Hygiene events, Food Safety Day, Food Awards Day. See Annex 20 Table 5.2 for more details

Comparison between handed over and non-handed over schools

A more detailed analysis of food groups consumed by children surveyed during the household survey shows improved consumption rates of all food groups.[158] Comparative analysis shows improvements in the consumption of all types of vegetables and vitamin-A rich foods midterm since baseline in schools handed over.

156 The list of food groups used to collect household level data has evolved from 18 in 2019 and 2023 to 24 in 2025156. This greater exhaustivity in data collection could have led to more food groups being reported in 2025 and therefore higher DDS values in 2025.
157 Additionally, data on consumption for 9 non-healthy groups, was also collected in 2025 as part of the methodology. Unhealthy groups are not considered in the DDS calculation
158 Note there is no available data for food group 3 (nuts and seeds) for baseline 2019

Figure 33: Percentage of children who ate each food group the day before the survey, by school hand over status



Source: Evaluation surveys 2023, 2025, household questionnaire

Reported consumption of the main staple foods (grains, white roots and tubers) has remained consistently high at 100% across schools since baseline, followed by consumption of meat (meat, poultry, fish) 95.0% at baseline 2023 and 97.2% in non-handed over schools and 98.5% in handed over schools.

There is more variance in the reported consumption of other protein rich foods such as dairy (milk and milk products) 18.4% at baseline and 32.0% in handed over schools and 35.2% in non-handed over schools at midterm; followed by less increase in the consumption of eggs 47.1% at baseline and 49.2% at handed over schools and 54.3% at non handed over schools.

The most positive variance in terms of improved dietary diversity since baseline is in the increase consumption of the other vegetables category 34.6% at baseline and 74.2% in handed over schools and 66.9% in non-handed over schools at midterm; followed by the increased consumption of dark green leafy vegetables 61.2% at baseline and 77.6% in handed over schools and 71.4% in non-handed over schools; and followed by an increase in the reported consumption of Vitamin-A rich fruits and vegetables 51% at baseline and 61.9% in handed over schools and 58.5% in non-handed over schools.

Annex 21: Difference in difference analysis of SAC DDS

Household survey: McGovern-Dole Cambodia - Midterm Evaluation

Introduction

This report presents the analysis of the effect of the handover of the McGovern-Dole project to the Royal Government of Cambodia in terms of dietary diversity of school-aged children, as measured through the Dietary Diversity Score (DDS or SAC DDS). The analysis is based on household level data collected in the provinces of Kampong Thom and Seam Reap in June 2023 and June 2025. Beyond this specific focus, results for the province of Kampong Chhnang (using a small sample) are also presented, along with results of an analogous survey conducted in 2019 as part of the previous evaluation cycle's baseline.

To assess the effects of program handover, the 2023 and 2025 household surveys were implemented within the framework of a quasi-experimental approach mimicking a phased-in design. In this design, all schools surveyed in 2023 were non-handed over (NHO), while by 2025, 26.4 percent had transitioned to the handed over (HO) group. The quasi-phased-in approach enables the comparison of outcomes between HO and NHO schools.

There is a series of methodological aspects or constraints to bear in mind when reading this report

Small Sample Size makes Kampong Chhnang not directly comparable with other provinces. Estimates for Kampong Chhnang are based on a small sample size. As such, results from this province should be interpreted with caution.

To produce the presented results for Kampong Thom and Siem Reap, sample proportionality by province and by quasi-experiment group was ensured through weighting. This was necessary for 2019 and 2025 data.

Significant changes in the data collection methodology for DDS calculation have been dealt with, but the 2025 methodology could continue to overestimate DDS levels due to exhaustivity:

The list of food groups used to collect household level data has evolved from 18 in 2019 and 2023 to 24 in 2025[159]. This greater exhaustivity in data collection could have led to more food groups being reported in 2025 and therefore higher DDS values in 2025.

Table 142: Food groups showing the largest differences in the number of items included in the questionnaire, 2019-2023 vs. 2025

DDS group	Number of questionnaire categories in 2019 and 2023	Number of questionnaire categories in 2025
5. Meat, poultry and fish	3	6
7. Dark Green leafy vegetables	1	2
9. Other vegetables	1	3
10. Other fruits	1	3

Moreover, the group Pulses, nuts and seeds, that was grouped as one category in 2019 and 2023, is 2 different categories in 2025. This has necessitated the calculation of "corrected metrics" for DDS to facilitate cross year comparisons as follows:

DDS (corrected): In 2019 and 2023, the corrected DDS metric assigns group 2 (pulses, seeds and nuts) a value of 1.5 instead of 1, before summing up DDS groups. This is based on the observation from 2025 data analysis that 53% of children reporting group 2 (pulses) also reported group 3 (seeds and nuts).

Percentage of cases where school-aged children DDS is 5 or above (corrected): For the sake of comparison, the food group 3 (seeds and nuts) is not counted in 2025, as it did not exist separately in previous years.

Despite corrections associated to groups 2 and 3, the 2025 methodology could continue to overestimate DDS.

159 Additionally, data on consumption for 9 non-healthy groups, was also collected in 2025 as part of the methodology. Unhealthy groups are not considered in the DDS calculation

This report provides thorough disaggregation of indicators. Section 2 provides results for the different food groups. Section 3 presents composite DDS indicators, including original and corrected metrics. Section 4 analyzes composite indicators by sex. Finally, section 5 presents the regression models developed to quantify the hand-over effect. The appendix presents some detailed responses to survey questions for 2023 and 2025.

Conclusion

This analysis has shown statistically significant improvements in dietary diversity among school-aged children following the hand-over of the MGD program to the Cambodian government. Using a quasi-experimental design and corrected DDS metrics for comparability across years, results consistently point to a positive program effect associated with the time elapsed since hand-over: Each additional year since hand-over was associated with a 0.47-point increase in DDS and nearly doubled the odds of achieving adequate dietary diversity (DDS ≥ 5).

Improvements in DDS were primarily driven by two food groups that showed notable differences in gains between HO and NHO schoolchildren—namely, group 7 (dark green leafy vegetables) and group 9 (other vegetables)—with the most pronounced changes observed in Kampong Thom.

Importantly, children exhibited lower DDS scores and reduced odds of reaching the adequacy threshold when it was a female caretaker who provided the information versus a male respondent. This may reflect differences in reporting practices, food preparation roles, or underlying dynamics related to differences by sex that merit further exploration for future programming.

Despite these encouraging results, it is important to acknowledge the limitations of the analysis. The models explain only a small portion of the variance in dietary diversity (R^2 = 2.3–2.6%), and—regardless of the hand-over status—a strong upward trend is observed. Therefore, results should be interpreted in conjunction with complementary qualitative insights to fully understand the mechanisms at play and to guide future programming

Figure 34. Improvements in DDS, HO vs. NHO groups

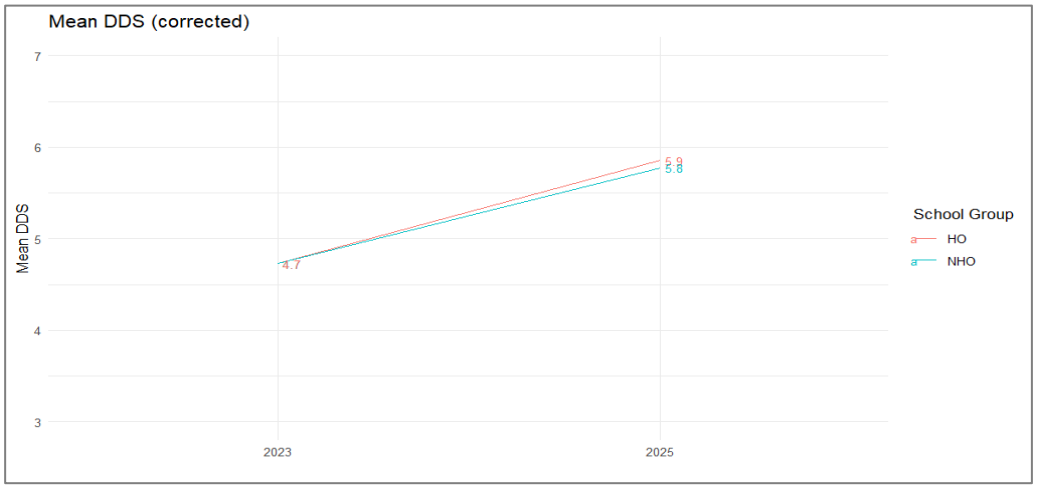
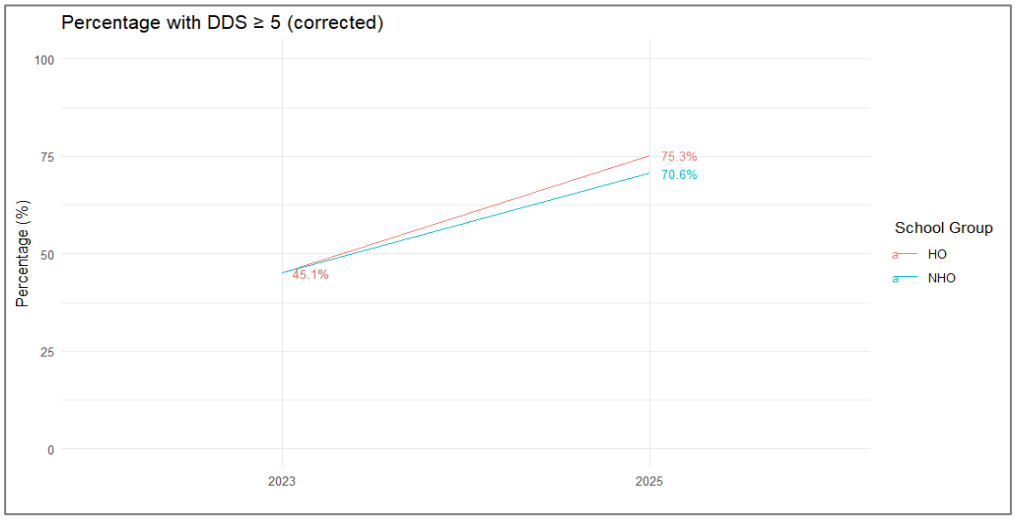


Figure 35. Improvements in the percentage of children with DDS of value 5 or above, HO vs. NHO groups



1. Sample descriptives

The 2025 survey covered 1,028 households in Siem Reap (624 households, 61%), Kampong Thom (326 households, 32 %) and Kampong Chhnang (with a small sample of 78 households). Overall, sample size is more than double that of 2019 (508 households) and 2023 (418 households) for these provinces where the focus of the study is now put.

The analysis in conducted on the weighted sample in order to balance for (1) the unbalanced distribution of the Kampong Thom vs Siem Reap sample in 2029, and (2) the oversampling of handed over schools to ensure effect capture at a certain level in 2025. See Table 1.3. for the weighted sample.

1.1. Household sample distribution by province and experiment groups

Table 143: Household survey. Sample size by year. Distribution by province

Characteristic	2019 N = 508[1]	2023 N = 418[1]	2025 N = 1,028[1]
Province			
Kampong Chhnang	36 (7.1%)	36 (8.6%)	78 (7.6%)
Kampong Thom	124 (24%)	124 (30%)	326 (32%)
Siem Reap	348 (69%)	258 (62%)	624 (61%)
Province Group			
KC	36 (7.1%)	36 (8.6%)	78 (7.6%)
KT & SR	472 (93%)	382 (91%)	950 (92%)
Quasi-experiment provinces			
Kampong Thom	124 (26%)	124 (32%)	326 (34%)
Siem Reap	348 (74%)	258 (68%)	624 (66%)
Unknown	36	36	78
Quasi-experiment group			
HO	0 (NA%)	0 (0%)	388 (41%)
NHO	0 (NA%)	382 (100%)	562 (59%)
Unknown	508	36	78

[1]n (%)

Table 144: Household survey. Sample distribution by sex of school-aged child

Characteristic	2019		2023		2025	
	Male N = 253[1]	**Female** N = 255[1]	**Male** N = 209[1]	**Female** N = 209[1]	**Male** N = 514[1]	**Female** N = 514[1]
Province						
Kampong Chhnang	18 (7.1%)	18 (7.1%)	18 (8.6%)	18 (8.6%)	39 (7.6%)	39 (7.6%)
Kampong Thom	62 (25%)	62 (24%)	60 (29%)	64 (31%)	163 (32%)	163 (32%)
Siem Reap	173 (68%)	175 (69%)	131 (63%)	127 (61%)	312 (61%)	312 (61%)
Quasi-experiment group						
HO	0 (NA%)	0 (NA%)	0 (0%)	0 (0%)	194 (41%)	194 (41%)
NHO	0 (NA%)	0 (NA%)	191 (100%)	191 (100%)	281 (59%)	281 (59%)
Unknown	253	255	18	18	39	39

[1]n (%)

1.3. Household sample distribution after weighting

Table 145: Household survey. Weighted Sample Distribution

Characteristic	**2019**, N = 508[1]	**2023**, N = 418[1]	**2025**, N = 1028[1]
Province			
Kampong Chhnang	7.1%	8.6%	7.6%
Kampong Thom	31.2%	29.7%	31.7%
Siem Reap	61.7%	61.7%	60.7%
Province group			
KC	7.1%	8.6%	7.6%
KT & SR	92.9%	91.4%	92.4%
Quasi-experiment provinces			
Kampong Thom	33.6%	32.5%	34.3%
Siem Reap	66.4%	67.5%	65.7%
Non applicable	36	36	78
Quasi-experiment group			
HO	NA%	0.0%	26.5%
NHO	NA%	100.0%	73.5%
Non applicable	508	36	78

[1]%

2. DDS: Results by food group

Table 146: Percentage of children who ate each food group the day before the survey

Characteristic	2019			2023			2025		
	Kampong Chhnang, N = 36[1]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 348[1]	**Kampong Chhnang**, N = 36[1]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 258[1]	**Kampong Chhnang**, N = 78[1]	**Kampong Thom**, N = 326[1]	**Siem Reap**, N = 624[1]
1.Grains, white roots and tubers and plantains	100.0%	92.7%	97.1%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%
Missing	0	0	0	0	0	0	0	0	0
2.Pulses (beans, peas, lentils)*	25.0%	21.0%	12.6%	19.4%	16.3%	22.9%	21.8%	17.3%	13.1%
Missing	0	0	0	0	1	0	0	14	1
3.Nuts and seeds*	NA%	NA%	NA%	NA%	NA%	NA%	39.7%	24.3%	25.7%
Missing	36	158	314	36	124	258	0	15	0
4.Dairy (milk and milk products)	17.1%	25.0%	13.4%	44.4%	14.6%	20.2%	43.6%	33.9%	34.7%
Missing	1	0	4	0	1	1	0	0	0
5.Meat, poultry and fish	97.2%	89.5%	84.8%	94.4%	97.6%	93.8%	98.7%	98.2%	97.1%
Missing	0	0	0	0	0	0	0	0	0
6.Egg	38.9%	48.4%	44.5%	38.9%	41.1%	50.0%	66.7%	54.3%	52.3%
Missing	0	0	0	0	0	0	0	9	1
7.Dark Green leafy vegetables	47.2%	38.7%	35.1%	41.7%	56.1%	63.6%	87.2%	78.7%	70.1%
Missing	0	0	0	0	1	0	0	0	0
8.Vitamin A-rich fruits and vegetables	41.7%	35.5%	28.4%	66.7%	50.0%	51.6%	73.1%	61.8%	58.2%
Missing	0	0	0	0	0	0	0	0	0
9.Other vegetables	44.4%	41.9%	35.4%	36.1%	29.0%	37.6%	96.2%	75.4%	65.5%
Missing	0	0	1	0	0	0	0	0	0
10.Othe fruits	44.4%	40.3%	33.3%	47.2%	27.4%	38.0%	83.3%	54.2%	55.5%
Missing	0	0	0	0	0	0	0	0	0

[1]%; *In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. In this table, they are all counted in group 2 (pulses). As a result, children recorded as having eaten pulses in those years may have actually consumed pulses or nuts/seeds, or both

Table 147: Percentage of children who ate each food group the day before the survey (KT vs. SR)

Characteristic	2019			2023			2025		
	Kampong Thom, N = 124[1]	**Siem Reap**, N = 348[1]	**p-value**[2]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 258[1]	**p-value**[2]	**Kampong Thom**, N = 326[1]	**Siem Reap**, N = 624[1]	**p-value**[2]
1.Grains, white roots and tubers and plantains	**92.7%**	**97.1%**	**0.034**	100.0%	100.0%		100.0%	100.0%	
Missing	0	0		0	0		0	0	
2.Pulses (beans, peas, lentils)*	**21.0%**	**12.6%**	**0.026**	16.3%	22.9%	0.14	17.3%	13.1%	0.10
Missing	0	0		1	0		14	1	
3.Nuts and seeds*	NA%	NA%		NA%	NA%		24.3%	25.7%	0.6
Missing	158	314		124	258		15	0	
4.Dairy (milk and milk products)	**25.0%**	**13.4%**	**0.003**	14.6%	20.2%	0.2	33.9%	34.7%	0.8
Missing	0	4		1	1		0	0	
5.Meat, poultry and fish	89.5%	84.8%	0.2	97.6%	93.8%	0.11	98.2%	97.1%	0.3
Missing	0	0		0	0		0	0	
6.Egg	48.4%	44.5%	0.5	41.1%	50.0%	0.10	54.3%	52.3%	0.6
Missing	0	0		0	0		9	1	
7.Dark Green leafy vegetables	38.7%	35.1%	0.5	56.1%	63.6%	0.2	**78.7%**	**70.1%**	**0.006**
Missing	0	0		1	0		0	0	
8.Vitamin A-rich fruits and vegetables	35.5%	28.4%	0.14	50.0%	51.6%	0.8	61.8%	58.2%	0.3
Missing	0	0		0	0		0	0	
9.Other vegetables	41.9%	35.4%	0.2	29.0%	37.6%	0.10	**75.4%**	**65.5%**	**0.003**
Missing	0	1		0	0		0	0	
10.Othe fruits	40.3%	33.3%	0.2	**27.4%**	**38.0%**	**0.043**	54.2%	55.5%	0.7
Missing	0	0		0	0		0	0	

[1]%

[2]Pearson's X^2: Rao & Scott adjustment

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. In this table, they are all counted in group 2 (pulses). As a result, children recorded as having eaten pulses in those years may have actually consumed pulses or nuts/seeds, or both

Note: P-values below 0.05 indicate statistically significant differences between KT and SR school-aged children

Table 148: Percentage of children who ate each food group the day before the survey (Results by province group

Characteristic	2019		2023		2025	
	KC, N = 36[1]	**KT & SR**, N = 472[1]	**KC**, N = 36[1]	**KT & SR**, N = 382[1]	**KC**, N = 78[1]	**KT & SR**, N = 950[1]
1.Grains, white roots and tubers and plantains	100.0%	95.7%	88.9%	100.0%	100.0%	100.0%
Missing	0	0	0	0	0	0
2.Pulses (beans, peas, lentils)*	25.0%	15.4%	19.4%	20.7%	21.8%	14.5%
Missing	0	0	0	1	0	15
3.Nuts and seeds*	NA%	NA%	NA%	NA%	39.7%	25.2%
Missing	36	472	36	382	0	15
4.Dairy (milk and milk products)	17.1%	17.3%	44.4%	18.4%	43.6%	34.4%
Missing	1	4	0	2	0	0
5.Meat, poultry and fish	97.2%	86.4%	94.4%	95.0%	98.7%	97.5%
Missing	0	0	0	0	0	0
6.Egg	38.9%	45.8%	38.9%	47.1%	66.7%	53.0%
Missing	0	0	0	0	0	10
7.Dark Green leafy vegetables	47.2%	36.3%	41.7%	61.2%	87.2%	73.0%
Missing	0	0	0	1	0	0
8.Vitamin A-rich fruits and vegetables	41.7%	30.8%	66.7%	51.0%	73.1%	59.4%
Missing	0	0	0	0	0	0
9.Other vegetables	44.4%	37.6%	36.1%	34.8%	96.2%	68.9%
Missing	0	1	0	0	0	0
10.Othe fruits	44.4%	35.7%	47.2%	34.6%	83.3%	55.0%
Missing	0	0	0	0	0	0

[1]%

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. In this table, they are all counted in group 2 (pulses). As a result, children recorded as having eaten pulses in those years may have actually consumed pulses or nuts/seeds, or both

2.2. DDS for school children in HO and NHO schools

Table 149: Percentage of children who ate each food group the day before the survey (Results by group)

	2023	2025		
Characteristic	**NHO** N = 382[1]	**HO** N = 388[1]	**NHO** N = 562[1]	**p-value**[2]
1.Grains, white roots and tubers and plantains	100.0%	100.0%	100.0%	>0.9
Missing	0	0	0	
2.Pulses (beans, peas, lentils)*	20.7%	14.4%	14.5%	>0.9
Missing	1	0	12	
3.Nuts and seeds*	NA%	25.3%	25.3%	>0.9
Missing	382	0	12	
4.Dairy (milk and milk products)	18.4%	32.2%	35.2%	0.3
Missing	2	0	0	
5.Meat, poultry and fish	95.0%	98.5%	97.2%	0.2
Missing	0	0	0	
6.Egg	47.1%	49.2%	54.3%	0.12
Missing	0	0	8	
7.Dark Green leafy vegetables	**61.2%**	**77.6%**	**71.4%**	**0.032**
Missing	1	0	0	
8.Vitamin A-rich fruits and vegetables	51.0%	61.9%	58.5%	0.3
Missing	0	0	0	
9.Other vegetables	**34.8%**	**74.2%**	**66.9%**	**0.016**
Missing	0	0	0	
10.Othe fruits	34.6%	52.3%	56.0%	0.3
Missing	0	0	0	

[1]%

[2]Fisher's exact test; Pearson's Chi-squared test

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. In this table, they are all counted in group 2 (pulses). As a result, children recorded as having eaten pulses in those years may have actually consumed pulses or nuts/seeds, or both

Note: P-values below 0.05 indicate statistically significant differences between children in handed over and not handed over schools as of June 2025

3. Composite indicator results: DDS and "DDS of 5 or above"

3.1. DDS by province

Table 150: DDS, corrected DDS, and perc. with DDS of 5 or above

	2019			2023			2025		
Characteristic	**Kampong Chhnang**, N = 36[1]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 348[1]	**Kampong Chhnang**, N = 36[1]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 258[1]	**Kampong Chhnang**, N = 78[1]	**Kampong Thom**, N = 326[1]	**Siem Reap**, N = 624[1]
School-aged children DDS*	4.6 (1.7)	4.3 (1.9)	3.8 (1.6)	4.8 (2.1)	4.3 (1.4)	4.8 (2.0)	7.1 (1.6)	5.9 (1.7)	5.7 (1.9)
Missing	0	0	0	0	0	0	0	0	0
School-aged children DDS (corrected*)	4.7 (1.8)	4.4 (2.0)	3.9 (1.7)	4.9 (2.2)	4.4 (1.5)	4.9 (2.1)	7.1 (1.6)	5.9 (1.7)	5.7 (1.9)
Missing	0	0	0	0	1	0	0	0	0
Cases where school-aged children DDS is 5 or above*	50.0%	42.7%	32.2%	47.2%	41.1%	46.9%	92.3%	79.3%	71.9%
Missing	0	0	0	0	0	0	0	0	0
Cases where school-aged children DDS is 5 or above (corrected*)	50.0%	42.7%	32.2%	47.2%	41.1%	46.9%	92.3%	77.3%	69.1%
Missing	0	0	0	0	0	0	0	0	0

[1]Mean (SD); %

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. As a result, the DDS may undercount the consumption of one of these two groups. For school-aged children who reported consuming food from this combined category in 2019 or 2023, the **corrected DDS** assigns a value of 1.5 food groups in the DDS sum. This adjustment is based on the observation that, in 2025, 53% of children who ate pulses had also consumed nuts and seeds. The **corrected percentage of cases where school-aged children DDS is 5 or above,** does not count the food group 3 (Nuts and seeds) in the DDS sum in 2025. Corrected metrics are created for the purpose of cross year comparison only.

Table 151: DDS, corrected DDS, and perc. with DDS of 5 or above (KT vs. SR)

Characteristic	2019			2023			2025		
	Kampong Thom, N = 124[1]	**Siem Reap**, N = 348[1]	**p-value**[2]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 258[1]	**p-value**[2]	**Kampong Thom**, N = 326[1]	**Siem Reap**, N = 624[1]	**p-value**[2]
School-aged children DDS*	**4.3 (1.9)**	**3.8 (1.6)**	**0.022**	4.3 (1.4)	4.8 (2.0)	0.10	5.9 (1.7)	5.7 (1.9)	0.068
Missing	0	0		0	0		0	0	
School-aged children DDS (corrected*)	**4.4 (2.0)**	**3.9 (1.7)**	**0.016**	4.4 (1.5)	4.9 (2.1)	0.12	5.9 (1.7)	5.7 (1.9)	0.068
Missing	0	0		1	0		0	0	
Cases where school-aged children DDS is 5 or above*	**42.7%**	**32.2%**	**0.035**	41.1%	46.9%	0.3	**79.3%**	**71.9%**	**0.017**
Missing	0	0		0	0		0	0	
Cases where school-aged children DDS is 5 or above (corrected*)	**42.7%**	**32.2%**	**0.035**	41.1%	46.9%	0.3	**77.3%**	**69.1%**	**0.010**
Missing	0	0		0	0		0	0	

[1]Mean (SD); %

[2]Design-based KruskalWallis test; Pearson's X^2: Rao & Scott adjustment

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. As a result, the DDS may undercount the consumption of one of these two groups. For school-aged children who reported consuming food from this combined category in 2019 or 2023, the **corrected DDS** assigns a value of 1.5 food groups in the DDS sum. This adjustment is based on the observation that, in 2025, 53% of children who ate pulses had also consumed nuts and seeds. The **corrected percentage of cases where school-aged children DDS is 5 or above,** does not count the food group 3 (Nuts and seeds) in the DDS sum in 2025. Corrected metrics are created for the purpose of cross year comparison only.

Note: P-values below 0.05 indicate statistically significant differences between KT and SR children in terms of DDS

Table 152: DDS, corrected DDS, and perc. with DDS of 5 or above (Results by province group

Characteristic	2019		2023		2025	
	KC, N = 36[1]	**KT & SR**, N = 472[1]	**KC**, N = 36[1]	**KT & SR**, N = 382[1]	**KC**, N = 78[1]	**KT & SR**, N = 950[1]
School-aged children DDS*	4.6 (1.7)	4.0 (1.8)	4.8 (2.1)	4.6 (1.8)	7.1 (1.6)	5.8 (1.8)
Missing	0	0	0	0	0	0
School-aged children DDS (corrected*)	4.7 (1.8)	4.1 (1.8)	4.9 (2.2)	4.7 (1.9)	7.1 (1.6)	5.8 (1.8)
Missing	0	0	0	1	0	0
Cases where school-aged children DDS is 5 or above*	50.0%	35.7%	47.2%	45.0%	92.3%	74.4%
Missing	0	0	0	0	0	0
Cases where school-aged children DDS is 5 or above (corrected*)	50.0%	35.7%	47.2%	45.1%	92.3%	71.9%
Missing	0	0	0	0	0	0

[1]Mean (SD); %

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. As a result, the DDS may undercount the consumption of one of these two groups. For school-aged children who reported consuming food from this combined category in 2019 or 2023, the **corrected DDS** assigns a value of 1.5 food groups in the DDS sum. This adjustment is based on the observation that, in 2025, 53% of children who ate pulses had also consumed nuts and seeds. The **corrected percentage of cases where school-aged children DDS is 5 or above,** does not count the food group 3 (Nuts and seeds) in the DDS sum in 2025. Corrected metrics are created for the purpose of cross year comparison only.

Figure 36. Corrected DDS, change over time by province group

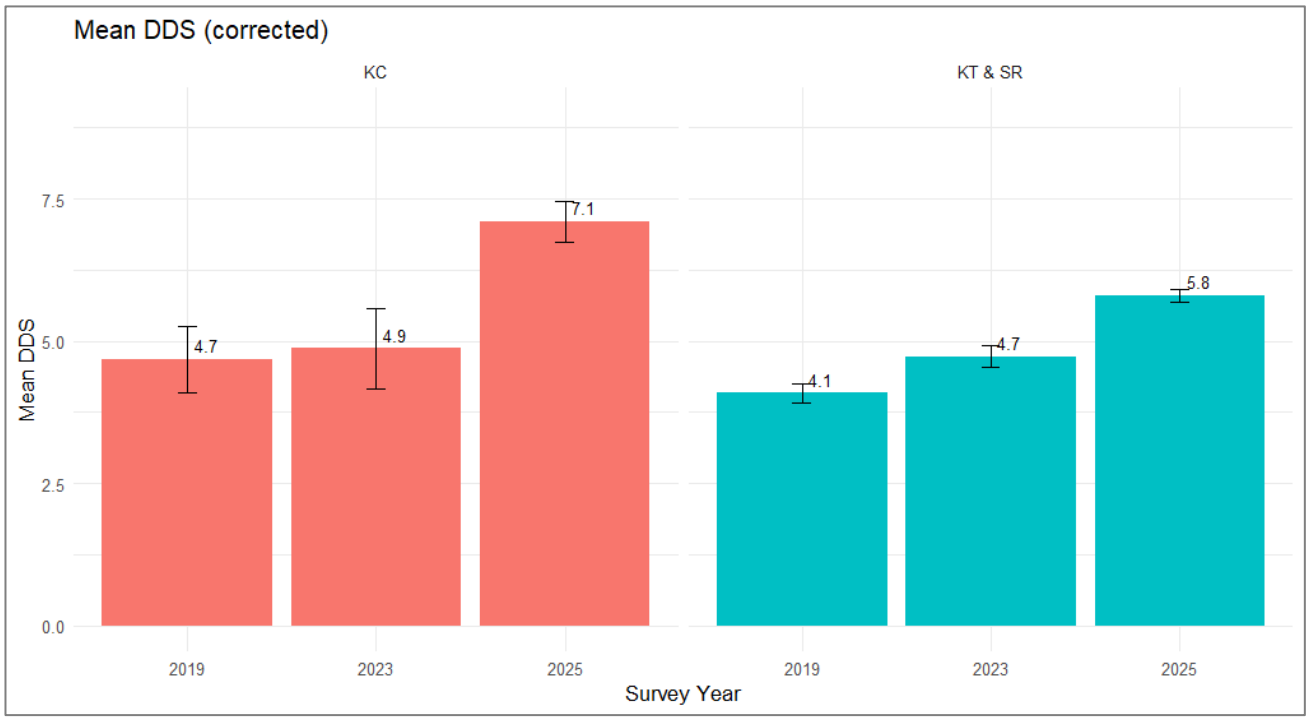
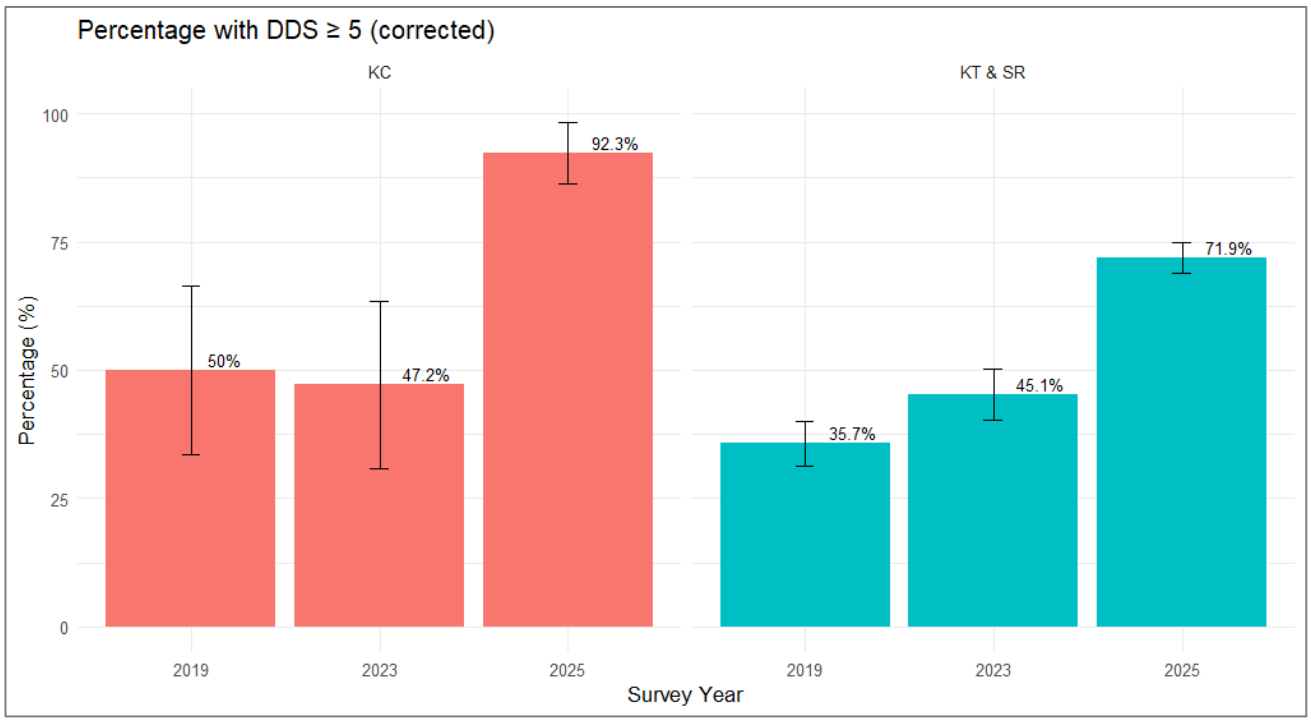


Figure 37. Corrected percentage of children with DDS 5 or above, change over time by province group



3.3. DDS for HO and NHO schools

Table 153: DDS, corrected DDS, and perc. with DDS of 5 or above (NHO vs HO school children)

	2023	2025		
Characteristic	**NHO** N = 382[1]	**HO** N = 388[1]	**NHO** N = 562[1]	**p-value**[2]
School-aged children DDS*	4.6 (1.8)	5.9 (1.8)	5.8 (1.9)	0.5
Missing	0	0	0	
School-aged children DDS (corrected*)	4.7 (1.9)	5.9 (1.8)	5.8 (1.9)	0.5
Missing	1	0	0	
Cases where school-aged children DDS is 5 or above*	45.0%	77.3%	73.3%	0.2
Missing	0	0	0	
Cases where school-aged children DDS is 5 or above (corrected*)	45.0%	75.3%	70.6%	0.12
Missing	0	0	0	

[1]Mean (SD); %

[2]Welch Two Sample t-test; Pearson's Chi-squared test

*In 2019 and 2023, food groups 2 (pulses) and 3 (nuts and seeds) were reported as a single category. As a result, the DDS may undercount the consumption of one of these two groups. For school-aged children who reported consuming food from this combined category in 2019 or 2023, the **corrected DDS** assigns a value of 1.5 food groups in the DDS sum. This adjustment is based on the observation that, in 2025, 53% of children who ate pulses had also consumed nuts and seeds. The **corrected percentage of cases where school-aged children DDS is 5 or above,** does not count the food group 3 (Nuts and seeds) in the DDS sum in 2025. Corrected metrics are created for the purpose of cross year comparison only.

Note: P-values below 0.05 indicate statistically significant differences between children in handed over and not handed over schools as of June 2025

Table 154: Differences in SAC DDS by group

Characteristic	All KT+SR Schools[1] 2023 A	HO Schools 2025 B	NHO Schools 2025 C	Difference for HO Schools[2] D=B-A	Difference for NHO Schools[3] E=C-A	Difference of differences[4] F=D-E
School-aged children DDS*	4.63	5.86	5.78	1.23	1.15	0.08
School-aged children DDS (corrected*)	4.73	5.86	5.78	1.13	1.05	0.08
Cases where school-aged children DDS is 5 or above*	45.0%	77.3%	73.3%	32.3%	28.3%	4.0%
Cases where school-aged children DDS is 5 or above (corrected*)	45.0%	75.3%	70.6%	30.3%	25.6%	4.7%

4. Analysis by Sex (Male/Female)

4.1. Differences by sex in the provinces of KT and SR

Table 155: DDS, corrected DDS, and perc. with DDS of 5 or above. Results disaggregated by sex for schools in the KT and SR provinces

	2019			2023			2025		
Characteristic	**Male**, N = 235[1]	**Female**, N = 237[1]	**p-value**[2]	**Male**, N = 191[1]	**Female**, N = 191[1]	**p-value**[2]	**Male**, N = 475[1]	**Female**, N = 475[1]	**p-value**[2]
School-aged children DDS*	3.9 (1.6)	4.1 (1.9)	0.8	4.5 (1.9)	4.7 (1.8)	0.4	5.7 (1.8)	5.9 (1.9)	0.2
Missing	0	0		0	0		0	0	
School-aged children DDS (corrected*)	4.0 (1.7)	4.2 (2.0)	0.9	4.7 (2.0)	4.8 (1.9)	0.5	5.7 (1.8)	5.9 (1.9)	0.2
Missing	0	0		0	1		0	0	
Cases where school-aged children DDS is 5 or above*	34.4%	37.1%	0.6	45.5%	44.5%	0.8	72.8%	76.0%	0.3
Missing	0	0		0	0		0	0	
Cases where school-aged children DDS is 5 or above (corrected*)	34.4%	37.1%	0.6	45.5%	44.5%	0.8	70.3%	73.5%	0.3
Missing	0	0		0	0		0	0	

[1]Mean (SD); %

[2]Design-based KruskalWallis test; Pearson's X^2: Rao & Scott adjustment

4.2. DDS Indicators calculated by province, disaggregated by girls/boys

Table 156: Indicators for DDS, corrected DDS, and perc. with DDS of 5 or above. Results by province disaggregated by girls/boys.

	2019			2023			2025		
Characteristic	**Kampong Chhnang**, N = 36[1]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 348[1]	**Kampong Chhnang**, N = 36[1]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 258[1]	**Kampong Chhnang**, N = 78[1]	**Kampong Thom**, N = 326[1]	**Siem Reap**, N = 624[1]
School-aged GIRLS DDS (corrected*)	4.4 (1.4)	4.5 (2.4)	4.0 (1.8)	4.7 (2.5)	4.6 (1.3)	4.9 (2.1)	7.3 (1.5)	6.1 (1.8)	5.8 (1.9)
Missing	18	79	156	18	61	131	39	163	312
School-aged BOYS DDS (corrected*)	5.0 (2.2)	4.4 (1.7)	3.8 (1.6)	5.1 (1.9)	4.2 (1.6)	4.9 (2.1)	6.9 (1.8)	5.8 (1.6)	5.7 (1.9)
Missing	18	79	158	18	64	127	39	163	312
Cases where school-aged GIRLS DDS is 5 or above (corrected*)	44.4%	40.3%	35.4%	38.9%	42.2%	45.7%	100.0%	78.6%	70.8%
Missing	18	79	156	18	60	131	39	163	312
Cases where school-aged BOYS DDS is 5 or above (corrected*)	55.6%	45.2%	28.9%	55.6%	40.0%	48.1%	84.6%	75.9%	67.4%
Missing	18	79	158	18	64	127	39	163	312

[1]Mean (SD); %

Table 157: Indicators for DDS, corrected DDS, and perc. with DDS of 5 or above, disaggregated by girls/boys (KT vs. SR)

	2019			2023			2025		
Characteristic	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 348[1]	**p-value**[2]	**Kampong Thom**, N = 124[1]	**Siem Reap**, N = 258[1]	**p-value**[2]	**Kampong Thom**, N = 326[1]	**Siem Reap**, N = 624[1]	**p-value**[2]
School-aged GIRLS DDS (corrected*)	4.5 (2.4)	4.0 (1.8)	0.3	4.6 (1.3)	4.9 (2.1)	>0.9	6.1 (1.8)	5.8 (1.9)	0.10
Missing	79	156		61	131		163	312	
School-aged BOYS DDS (corrected*)	**4.4 (1.7)**	**3.8 (1.6)**	**0.012**	**4.2 (1.6)**	**4.9 (2.1)**	**0.032**	5.8 (1.6)	5.7 (1.9)	0.4
Missing	79	158		64	127		163	312	
Cases where school-aged GIRLS DDS is 5 or above (corrected*)	40.3%	35.4%	0.5	42.2%	45.7%	0.6	78.6%	70.8%	0.076
Missing	79	156		60	131		163	312	
Cases where school-aged BOYS DDS is 5 or above (corrected*)	**45.2%**	**28.9%**	**0.020**	40.0%	48.1%	0.3	75.9%	67.4%	0.063
Missing	79	158		64	127		163	312	

[1]Mean (SD); %

[2]Design-based KruskalWallis test; Pearson's X^2: Rao & Scott adjustment

Note: P-values below 0.05 indicate statistically significant differences between KT and SR schools

Table 158: Indicators for DDS, corrected DDS, and perc. with DDS of 5 or above (Results by province, disaggregated by girls/boys)

Characteristic	2019		2023		2025	
	KCH, N = 36[1]	**KTM & SRP**, N = 472[1]	**KCH**, N = 36[1]	**KTM & SRP**, N = 382[1]	**KCH**, N = 78[1]	**KTM & SRP**, N = 950[1]
School-aged GIRLS DDS (corrected*)	4.4 (1.4)	4.2 (2.0)	4.7 (2.5)	4.8 (1.9)	7.3 (1.5)	5.9 (1.9)
Missing	18	235	18	192	39	475
School-aged BOYS DDS (corrected*)	5.0 (2.2)	4.0 (1.7)	5.1 (1.9)	4.7 (2.0)	6.9 (1.8)	5.7 (1.8)
Missing	18	237	18	191	39	475
Cases where school-aged GIRLS DDS is 5 or above (corrected*)	44.4%	37.1%	38.9%	44.5%	100.0%	73.5%
Missing	18	235	18	191	39	475
Cases where school-aged BOYS DDS is 5 or above (corrected*)	55.6%	34.4%	55.6%	45.5%	84.6%	70.3%
Missing	18	237	18	191	39	475

[1]Mean (SD); %

4.3. Indicators for DDS calculated by HO/NHO groups, disaggregated by girls/boys

Table 159: DDS, corrected DDS, and perc. with DDS of 5 or above (Results by province group, disaggregated by girls/boys)

	2023	2025		
Characteristic	**NHO** N = 382[1]	**HO** N = 388[1]	**NHO** N = 562[1]	**p-value**[2]
School-aged GIRLS DDS (corrected*)	4.8 (1.9)	6.0 (1.7)	5.8 (1.9)	0.5
Missing	192	194	281	
School-aged BOYS DDS (corrected*)	4.7 (2.0)	5.7 (1.8)	5.7 (1.8)	0.8
Missing	191	194	281	
Cases where school-aged GIRLS DDS is 5 or above (corrected*)	44.5%	77.8%	71.9%	0.14
Missing	191	194	281	
Cases where school-aged BOYS DDS is 5 or above (corrected*)	45.5%	72.7%	69.4%	0.4
Missing	191	194	281	

[1]Mean (SD); %

[2]Welch Two Sample t-test; Pearson's Chi-squared test

Note: P-values below 0.05 indicate statistically significant differences between handed over and not handed over schools as of June 2025

5. Regression analysis for hand-over effect estimation

To estimate the effect of the program hand-over on dietary diversity among school-aged children, regression analyses were conducted. Given the phased implementation design, a standard Difference-in-Differences (DiD) model was not applicable. Instead, regression models were used, with "Years since hand-over" being the main explanatory variable. Thus, a linear regression was used to model the continuous DDS score (Model 1), and a logistic regression modelled the odds of having a DDS score ≥5 (Model 2). In both cases, corrected DDS metrics were used for the sake of cross year comparability.

Besides, "Years since hand-over", other explanatory variables used were (1) sex of child, (2) sex of respondent, and (3) province. All these variables were at least marginally significant for the continuous DDS model – Model 1 (i.e. p-value between 0.05 and 0.1).

The resulting models are presented in Table 5.1. As a main limitation, both models explain only a small portion of outcome variability (**R^2 = 2.3–2.6%**), suggesting other unmeasured factors influence DDS. This is despite the fact that the team also tested the following potentially explanatory variables: (a) sex of the head of household, (b) literacy of the head of household, (c) household size, and (c) annual expenditure on education per household member attending school. None of these variables were relevant in either model. These findings imply that the positive results regarding hand-over effects should be interpreted alongside qualitative evidence for confirmation.

Time since program hand-over is consistently and significantly associated with improved dietary diversity, both in terms of the absolute DDS score and the likelihood of reaching the DDS ≥ 5 threshold. It is important to note that this time is counted starting one year after the hand-over, rather than from the exact hand-over moment.

- According to Model 1, each additional year since program hand-over is associated with a **0.47-point increase** in DDS ($p < 0.001$), suggesting a significant and positive effect
- According to Model 2, each year since hand-over **nearly doubles** the odds of achieving a DDS ≥ 5 (OR = 1.94, $p < 0.001$).

Female caretakers reported lower levels of dietary diversity:

- In Model 1, female respondents are associated with a **0.34-point decrease** in the child's DDS (p = 0.004).
- In Model 2, when female caretakers were reporting on consumed foods, children have **26% lower odds** of reaching adequate DDS (OR = 0.74, p = 0.021).

Table 160: DDS, corrected DDS, and perc. with DDS of 5 or above (Results by province group

	MODEL 1: School-aged children DDS (corrected*)			**MODEL 2: Cases where school-aged children DDS is 5 or above (corrected*)**		
Predictors	*Estimates*	*CI*	*p*	*Odds Ratios*	*CI*	*p*
(Intercept)	5.37	5.12 – 5.62	**<0.001**	1.80	1.36 – 2.38	**<0.001**
Years since hand-over	0.47	0.24 – 0.70	**<0.001**	1.94	1.49 – 2.54	**<0.001**
Sex of Child [Female]	0.18	-0.02 – 0.39	0.080	1.12	0.89 – 1.41	0.324
Sex of caretaker respondent [Female]	-0.34	-0.57 – -0.11	**0.004**	0.74	0.57 – 0.95	**0.021**
Province [Siem Reap]	0.20	-0.03 – 0.42	0.085	1.00	0.77 – 1.28	0.969
Observations	1331			1332		
R^2	0.023			0.026		

Appendix

This appendix presents detailed questionnaire responses to consumed food groups by target children the day before the survey.

Table 161: Detailed questionnaire responses, year 2023

	Kampong Chhnang						Kampong Thom and Siem Reap					
Characteristic	**1. Yes (it was not part of SMP/HGSF-Hybrid or THR)**	**2. Yes (it was part of SMP/HGSF-Hybrid or THR)**	**3. Yes (Both SMP/HGSF-Hybrid and THR)**	**4. Yes (SMP/HGSF-Hybrid/THR and Family food)**	**5. No**	**98. Don't know**	**1. Yes (it was not part of SMP/HGSF-Hybrid or THR)**	**2. Yes (it was part of SMP/HGSF-Hybrid or THR)**	**3. Yes (Both SMP/HGSF-Hybrid and THR)**	**4. Yes (SMP/HGSF-Hybrid/THR and Family food)**	**5. No**	**98. Don't know**
N3.4.1. Cereals (Rice, porridge, Khmer noodle, corn/maize, bread, pasta, donut etc.)	5.6%	11.1%	2.8%	66.7%	13.9%	0.0%	32.7%	8.6%	5.0%	53.7%	0.0%	0.0%
N3.4.2. Root and Tuber (Cassava, jam, sweet potato, potato, taro and other tubers)	5.6%	2.8%	0.0%	11.1%	80.6%	0.0%	13.4%	2.6%	0.5%	1.8%	81.7%	0.0%
N3.4.3. Legumes / nuts (Beans, mung bean, soybean, peanuts, lentils, cashew nut, lotus seed, dry pumpkin/watermelon seeds etc.)	8.3%	0.0%	0.0%	11.1%	80.6%	0.0%	16.0%	1.6%	0.8%	2.4%	79.1%	0.3%
N3.4.4. Orange vegetables (vegetables rich in Vit A) (Carrot, red pepper, pumpkin, orange sweet potatoes)	11.1%	2.8%	0.0%	36.1%	50.0%	0.0%	18.3%	11.3%	0.5%	7.3%	62.6%	0.0%
N3.4.5. Green leafy vegetables (Spinach, broccoli, amaranth, cassava leaves and other dark green leaves)	8.3%	2.8%	0.0%	30.6%	58.3%	0.0%	26.2%	11.8%	3.1%	19.9%	38.7%	0.3%
N3.4.6. Other vegetables (onion, cucumber, radishes, eggplant, long beans, lettuce, etc.)	11.1%	0.0%	0.0%	25.0%	63.9%	0.0%	20.4%	7.9%	1.3%	5.2%	65.2%	0.0%

	Kampong Chhnang						Kampong Thom and Siem Reap					
Characteristic	**1. Yes (it was not part of SMP/HGSF-Hybrid or THR)**	**2. Yes (it was part of SMP/HGSF-Hybrid or THR)**	**3. Yes (Both SMP/HGSF-Hybrid and THR)**	**4. Yes (SMP/HGSF-Hybrid/THR and Family food)**	**5. No**	**98. Don't know**	**1. Yes (it was not part of SMP/HGSF-Hybrid or THR)**	**2. Yes (it was part of SMP/HGSF-Hybrid or THR)**	**3. Yes (Both SMP/HGSF-Hybrid and THR)**	**4. Yes (SMP/HGSF-Hybrid/THR and Family food)**	**5. No**	**98. Don't know**
N3.4.7. Orange fruits (Fruits rich in Vitamin A) (Mango, papaya, tomatoes, apricot, peach)	19.4%	2.8%	0.0%	27.8%	50.0%	0.0%	24.6%	2.4%	0.5%	4.7%	67.0%	0.8%
N3.4.8. Other Fruits (Banana, apple, orange, tangerine)	5.6%	2.8%	0.0%	38.9%	52.8%	0.0%	28.0%	3.4%	0.0%	3.1%	65.4%	0.0%
N3.4.9. Organ meat (ironic) (Liver, kidney, heart, blood and / or other organ meats)	19.4%	0.0%	0.0%	11.1%	69.4%	0.0%	11.5%	0.8%	0.0%	1.6%	85.9%	0.3%
N3.4.10. Meat & poultry (Beef, buffalo, mutton, lamb, pork, chicken, duck, innards, salted/dried meat, wild meat and birds)	19.4%	2.8%	2.8%	47.2%	27.8%	0.0%	45.3%	5.8%	0.0%	12.6%	36.4%	0.0%
N3.4.11. Fish & Other aquatic animals (Fresh fish, salted, dried fish, smoke fish, canned fish, frogs, crabs, snails, shrimps and other seafood etc.)	16.7%	2.8%	0.0%	41.7%	38.9%	0.0%	47.1%	8.4%	2.4%	22.0%	19.9%	0.3%
N3.4.12. Eggs (Chicken egg, duck egg, quail egg, fermented/salted egg, etc.)	13.9%	0.0%	0.0%	25.0%	61.1%	0.0%	32.5%	6.8%	0.8%	7.1%	52.9%	0.0%
N3.4.13. Milk and milk products (Fresh/sour milk, powdered milk, ice cream, cheese etc. (except condensed milk))	13.9%	2.8%	0.0%	27.8%	55.6%	0.0%	14.4%	1.6%	0.3%	2.1%	81.2%	0.5%
N3.4.14. Oils and fats (Rice bran oil, vegetable oil, animal	0.0%	2.8%	0.0%	36.1%	61.1%	0.0%	46.3%	6.8%	0.5%	13.9%	32.5%	0.0%

Characteristic	Kampong Chhnang						Kampong Thom and Siem Reap					
	1. Yes (it was not part of SMP/HGSF-Hybrid or THR)	2. Yes (it was part of SMP/HGSF-Hybrid or THR)	3. Yes (Both SMP/HGSF-Hybrid and THR)	4. Yes (SMP/HGSF-Hybrid/THR and Family food)	5. No	98. Don't know	1. Yes (it was not part of SMP/HGSF-Hybrid or THR)	2. Yes (it was part of SMP/HGSF-Hybrid or THR)	3. Yes (Both SMP/HGSF-Hybrid and THR)	4. Yes (SMP/HGSF-Hybrid/THR and Family food)	5. No	98. Don't know
fat, butter, margarine, coconut/frying oil, etc.)												
N3.4.15. Sweets (Sugar, sweets, honey and sugary foods such as chocolate, candy and cake etc.)	16.7%	0.0%	0.0%	47.2%	36.1%	0.0%	41.1%	3.9%	0.3%	5.2%	49.0%	0.5%
N3.4.16. Condiments/ seasonings (Fish sauce, soy sauce, salt, pepper, garlic, tea and coffee etc.)	25.0%	2.8%	0.0%	52.8%	19.4%	0.0%	41.6%	4.5%	1.3%	46.9%	5.5%	0.3%
N3.4.17. Prahok/Phaork	19.4%	0.0%	0.0%	27.8%	52.8%	0.0%	31.2%	2.9%	0.3%	5.0%	60.5%	0.3%
N3.4.18. Condiments/ seasonings (Crickets, Spiders, called A-ping in Khmer, Silkworms etc.)	5.6%	0.0%	0.0%	2.8%	91.7%	0.0%	19.6%	0.5%	0.0%	1.3%	78.3%	0.3%

Table 162: Detailed questionnaire responses, year 2025

Characteristic	KCH, N = 78[1]	KTM & SRP, N = 950[1]
K3.4.1. Cereals: Rice, Khmer rice pancake, Khmer noodles, glass noodles, bread, or porridge	100.0%	100.0%
Missing	0	0
K3.4.2. Grain: Brown rice, corn, or popcorn	29.5%	18.7%
Missing	0	15
K3.4.3. Root: Potato, sweet potato, cassava, cassava noodles, taro, damlong daikla, or green banana	44.9%	28.8%
Missing	0	19
K3.4.4. Pulse: Soybeans, soymilk, peas, pigeon peas, red mung beans, or mung beans	21.8%	14.5%
Missing	0	15
K3.4.5. Nuts: Peanuts, sunflower seeds, pumpkin seeds, or watermelon seeds	39.7%	25.2%
Missing	0	15
K3.4.6. Milk: Fresh milk, UHT milk, or powdered milk	34.6%	27.1%
Missing	0	15
K3.4.7. Dairy: Yoghurt	19.2%	14.7%
Missing	0	21
K3.4.8. Meat (O): Liver, kidney, heart, intestine or congealed blood	29.5%	19.2%
Missing	0	14
K3.4.9. Meat (F): Beef, buffalo, lamb, or goat	41.0%	22.9%
Missing	0	13
K3.4.10. Meat (non ruminant): Pork, frog, turtle, rat, mice, or wild animal?	60.3%	53.3%
Missing	0	4
K3.4.11. Meat (Pro): Sausages or ham	23.1%	14.6%
Missing	0	15
K3.4.12. Meat (White): Chicken, duck, or goose	47.4%	34.9%
Missing	0	11
K3.4.13. Meat (Fish): Fish, seafood, eel, small shrimp, canned fish, or fermented fish	73.1%	79.7%
Missing	0	6
K3.4.14. Egg: Duck eggs or chicken eggs	66.7%	53.0%
Missing	0	10
K3.4.15. Vegetables Green: Ivy gourd leaves, moringa leaves, green amaranth, water spinach, bok choy, or mustard greens?	82.1%	69.8%
Missing	0	5

Characteristic	KCH, N = 78[1]	KTM & SRP, N = 950[1]
K3.4.16. Vegetables Green 2: pumpkin leaves, sweet leaf bush, choy sum, spinach, kale, or broccoli	55.1%	27.4%
Missing	0	11
K3.4.17. Vegetables Orange: Carrots, pumpkin, or sweet potatoes that are orange inside	57.7%	47.3%
Missing	0	15
K3.4.18. Vegetables Other: Eggplant, cauliflower, long beans, cabbage, bean sprouts, tomatoes, or okra	60.3%	30.9%
Missing	0	14
K3.4.19. Vegetables Other 2: Wax gourd, sponge gourd, bitter gourd, ridge gourd, bottle gourd, ivy gourd, or cucumber	65.4%	43.4%
Missing	0	11
K3.4.20. Vegetables Other 2: Lettuce, banana flower, mushrooms, bamboo shoots, white radish, green mango, or green papaya?	71.8%	39.9%
Missing	0	18
K3.4.21. Fruit Orange: *:* Ripe mango, ripe papaya, or passion fruit	52.6%	32.0%
Missing	0	10
K3.4.22. Fruit Citrus: Orange, mandarin, grapefruit, or pomelo	24.4%	13.2%
Missing	0	18
K3.4.23. Fruit Other 1: Banana, watermelon, custard apple, pineapple, jackfruit, star fruit, or avocado?	61.5%	43.1%
Missing	0	15
K3.4.24. Fruit Other 2: Mangosteen, durian, rambutan, longan or langsat, guava, dragon fruit, or apple?	55.1%	26.7%
Missing	0	13
K3.4.25. Opt Salty: Potato chips or shrimp chips	52.6%	42.4%
Missing	0	14
K3.4.26. Opt Fried: Fried chicken, fried banana, fried sweet potato, or French fries	41.0%	27.5%
Missing	0	10
K3.4.27. Instant noodles: Instant noodles	25.6%	19.0%
Missing	0	18
K3.4.28. Fast food: Burger King, KFC, Pizza Company, Five Star, Lucky Burger, or other places that serve burgers, fried chicken or pizza	12.8%	2.5%
Missing	0	21
K3.4.29. Opt Sugar food: 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	48.7%	22.0%
Missing	0	15
K3.4.30. Opt Sugar food 2: Candy, chocolates, ice cream, lot svet, mung bean	52.6%	37.7%

Characteristic	KCH, N = 78[1]	KTM & SRP, N = 950[1]
pudding, or coconut jellies		
Missing	0	10
K3.4.31. Opt Sugar beverage: Sweetened tea, sweetened coffee, coffee frappe, chocolate frappe, or green tea frappe	60.3%	36.0%
Missing	0	11
K3.4.32. Opt Sugar beverage 2: Fruit juice, fruit drinks, sugarcane juice, or fruit shake	57.7%	26.1%
Missing	0	16
K3.4.32. Opt Sugar beverage 3: Soft drinks such as Coca-Cola, Fanta, Sprite, Bacchus, or M-150	9.2%	10.0%
Missing	2	19

[1]%

Annex 22: McGovern-Dole FY19 endline evaluation management response

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

Recommendations and related Sub-recommendations (Deadline) *[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]*	**Recommendation and Sub-Recommendation Lead** *[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]*	**Management Response** *[Is (sub-) recommendation Agreed Partially agreed or Not agreed ? If Partially agreed or Not agreed, provide a brief reason for this.]*	**Actions to be taken** *[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]*	**Action Lead (Supporting Offices/Divisions)** *[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]*	**Action Deadline** *[Month and year – not to exceed related (sub-)recommendation deadline.]*
Priority: High **Recommendation 1: WFP CO, together with MoEYS and other relevant government stakeholders, should conduct an assessment of technical assistance needs at different levels.** Based on this needs assessment, the specific skills required to provide this assistance should be identified and a plan of action should be developed and implemented. This will enable targeted and focused technical support that relevant and effective part of this exercise should be an evaluation to track the progress of programme implementation after handover, which would help to ensure that the programme is meeting its goals and that it is sustainable over the long term. **(Q1 of 2024)**	CO	*Agreed*	1. WFP Cambodia conducted a SABER-SF exercise to assess governement's capacity needs for the management of the NHGSFP. It is also supporting the General Secretariat of the National Social Protection Conncil to conduct a process evaluation to assess programme implementation after handover.Based on technical need identified in these assessments, WFP will support the government to develop a national action plan to strengthen their capacities at all levels and across the 5 SABER-SF policy goals. This will likely include continued support to evaluate the NHGSFP implementation. The technical assistance support will be integrated in WFP CO's activity workplans. WFP will identify skills required for such assistance, and will recruit or hire third-party service provider, depending on which ever is best placed to provide high-quality technical assistance to the NHGSFP.	SF programme Unit (MoEYS and NSPC)	April 2024

Priority: High **Recommendation 2: WFP should play a role in convening stakeholders and facilitating optimal coordination between government entities (ministries, and departments within ministries) as well as at the community level.** This will strengthen the position of the CO as a strategic partner, ensure that all relevant stakeholders are involved, and provide opportunity for advocacy and awareness raising, including related to community (cash) contributions. **(December 2025)**	CO	*Agreed*	1.WFP will provide secretariat support for the inter-ministerial coordination committee of the NHGSFP. **WFP is supporting the Prakas to set up the mechanism for inter-ministerial coordination. Once approved, WFP will convene stakeholders three times a year**. This activity has been planned within the FY22 MGD project. **2. WFP will support the provincial administration to organize quarterly coordination meetings involving representatives of various sectors**. **3. WFP team will provide support to set a mechanism to ensure community engagement and contribution to the programme implementation and management at school level. Those include the provision of training on the roles of community in programme implementation and management and other awareness raising activities (nutrition day)**.	SF programme Unit (MoEYS and NSPC)	December 2025
Priority: Medium **Recommendation 3: WFP should focus on supporting the schools that were handed over without being fully ready**. According to the JTS, all schools in a district are transitioned to the NHGSFP if 80 percent fulfils the criteria of readiness, leaving up to 20 percent with gaps in infrastructure or capacity. The support of WFP, especially on ensuring infrastructure is in place and school stakeholders are able to implement the programme	CO	*Agreed*	**1. For schools that entered the NHGSFP before the transition strategy was developed (which include schools not handed over by WFP), WFP Cambodia will work with the government to budget and advocate for necessary investment to meet the minimum standards defined in the NHGSFP manual**. **2. In addition,** WFP will assess readiness of all schools before handing over districts to the government. WFP school feeding team with M&E team plans to implement transition checklist to assess readiness from school year 2023/24. WFP plans that 100% fulfil readiness criteria before handover. However, if <20% of schools do not	SF programme Unit (MoEYS)	December 2024

procedures, will contribute to sustainability. **(Over the course of FY22 cycle).**			fulfil the criteria, handover of all schools in the district will proceed and WFP will continue to work with the Govt to ensure those schools to be fully ready.		
Priority: High **Recommendation 4: WFP CO should continue its efforts, with the MoWA, to seek to integrate increased gender sensitivity into school meals processes**. This would include the identification of gender indicators that not only measure gender participation but also gender transformative change. **(Over the course of FY22 cycle).**	CO	*Agreed*	1. WFP Cambodia will work with the RBB on a **gender analysis for gender sensitive and transformative school feeding**. Cambodia office is conducting a country case study as a part of the regional study, and this will have a country-specific presentation and recommendation. WFP Cambodia will ensure that the team conducting the regional study engage with the MoWA during their field mission with the support from RBB. 2. WFP Cambodia will take forward the recommendation of the study to advocate for **gender-sensitive adjustments of the NHGSFP design, and gender-transformative considerations** to be reflected in updates of the NHGSFP ToC, policy, M&E framework and operational manual. 3. For the indicators, current result framework monitors all indicators (enrolment, attendance, attentiveness, completion, drop out, eating students and dietary diversity score) by gender. It should be discussed with **gender focal point to monitor gender transformative change**, beyond the gender disaggregation.	SF programme Unit, Senior managet (MoEYS and MoWA), CO Gender and protection officer, RBB	December 2024
Priority: Medium **Recommendation 5:** **WFP CO should continue to improve their staffing profile to ensure sufficient in-house capacity to provide technical assistance.** Assessments of any gaps in current internal capacity and identifying the most suitable	CO	*Agreed*	**1. WFP will recruit a National Officer to support the strengthening of the National Home-Grown School Feeding Programme.** A key focus of the role will be to ensure that systems, processes and guidelines are in place to enable national and sub-national stakeholders to guide, implement, manage and monitor school feeding in Cambodia. The position will be based	Senior management, SFP programme unit	December 2024

individuals to provide the necessary technical assistance to the Government will facilitate the implementation of the next cycle of the McGovern-Dole project, as well as other aspects of the CSP, and ensure WFP remains relevant as a development partner in Cambodia. The presence of preferably national staff who have a thorough understanding of the workings of government – in addition to staff with strong technical expertise - is essential. **(December 2024)**			in the Ministry of Education, Youth and Sports to ensure consistent support to the Government. WFP will continue to assess any staffing gaps and recruit staff as required. For specialized areas of expertise, WFP may continue to rely on partnerships and external consultants, playing a facilitating role in providing the Government with technical assistance needs.		
Priority: Medium **Recommendation 6: WFP CO should improve their M&E systems to be able to easily monitor their project(s).** Managing multiple school feeding projects complicates documenting and reporting. Having streamlined systems in place will enable programme staff to access updated and valid data on their projects, and will facilitate identifying issues, (donor) reporting and project monitoring. The CO should review the bottlenecks in information management and quality assurance of monitoring data and reporting, and make amendments based on the results	CO	*Agreed*	1. WFP Country office established the integrated, **multi year** school feeding programme monitoring and tracking tool (Indicator hub) which enables programme staff to access, update and analyze the performance of key programme indicators. When it comes to data quality and consistencies, M&E unit plans to work with the programme team to validate the progress regularly. **For new MGD FY22 specifically, the indicator hub is updated to document correct and consistent data monitoring method and calculation methods**.	M&E Unit, Senior managet (SF programme Unit)	December 2024

Annex 23: Evaluation team members' Conflict of Interest Declarations

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **Pierre Leguéné**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **Pierre Leguéné,** have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **Pierre Leguéné,** disclose the following situation that may give rise to a conflict of interest:

  NONE

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: Evaluation Team Leader

Date: 01 June 2025

Signature: 

Supplier's corporate seal

THE KONTERRA GROUP

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **JACQUELINE FRIZE**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **JACQUELINE FRIZE**, have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **JACQUELINE FRIZE**, disclose the following situation that may give rise to a conflict of interest:

  NONE

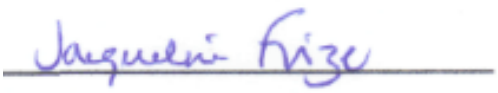
I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: Nutrition expert

Date: 01 June 2025

Signature: 

Supplier's corporate seal

THE KONTERRA GROUP

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **Chandara Gnim**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **Chandara Gnim,** have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **Chandara Gnim,** disclose the following situation that may give rise to a conflict of interest:

  NONE

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: National Evaluator

Date: 01 June 2025

Signature: 

Supplier's corporate seal

THE KONTERRA GROUP

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **Jeffery H. MARSHALL**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **Jeffery H. MARSHALL,** have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **Jeffery H. MARSHALL,** disclose the following situation that may give rise to a conflict of interest:

  NONE

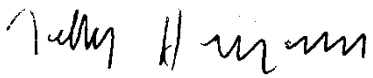
I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: Education Specialist

Date: 01 June 2025

Signature: 

Supplier's corporate seal

THE KONTERRA GROUP

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **Martin Fisher**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **Martin Fisher**, have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **Martin Fisher,** disclose the following situation that may give rise to a conflict of interest:

  NONE

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: Evaluation Manager and Quality Assurance Adviser

Date: 01 June 2025

Signature: 

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THE KONTERRA GROUP

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **SIN SOVITH**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **SIN SOVITH,** have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **SIN SOVITH,** disclose the following situation that may give rise to a conflict of interest:

  NONE

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: National Evaluation Specialist

Date: 01 June 2025

Signature: 

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THE KONTERRA GROUP

DISCLOSURE OF CONFLICT OF INTEREST MADE BY EVALUATION TEAM MEMBERS

I, the undersigned, **Covadonga Canteli de Castro**, member of the evaluation team of The KonTerra Group, contracted for carrying out the following services: *Midterm Activity Evaluation of WFP Home Grown School Feeding (USDA McGovern Dole Grants) in Cambodia from 2022 to 2027*, grant reference number FFE-442-2022-009-00, confirm, to the best of my knowledge, that I,:

- **Covadonga Canteli de Castro**, have no conflict of interest in connection with this evaluation process; I am not involved in any activities nor do I have any relationships that would affect, impair, or influence my ability to perform evaluation duties impartially and objectively;
- **Covadonga Canteli de Castro**, disclose the following situation that may give rise to a conflict of interest:

  NONE

I understand that I have an ongoing obligation to disclose to WFP, without any delay, any situation that may constitute a conflict of interest.

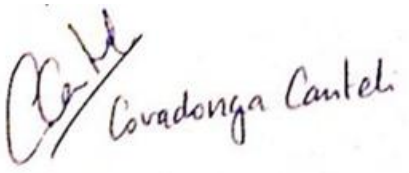
I further understand that, without prejudice to any other rights or remedies, WFP reserves the right to verify the representation made above, along with any disclosed information, and to disqualify myself from this evaluation or to terminate the awarded contract if The KonTerra Group is found to have a conflict of interest.

Company seal and signature:

Title: Data analyst and evaluation team member

Date: 01 June 2025

Signature:



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Annex 24: Acronyms

APARO	WFP Asia and the Pacific Regional Office
CI	Custom indicator
CO	WFP Cambodia Country Office
CP	Cooperating Partner
CPD	Capacity Development Platform
DiD	Difference in Difference
DOEYS	District Office of Education
EGL	Early Grade Learning
FAO	Food and Agriculture Organization
FAS	Foreign Assistance Service
FLA	Field Level Agreement
FY	Fiscal Year
IRL	IndoChina Research Ltd
kg	kilogram
KOICA	Korea International Cooperation Agency
LRP	Local and Regional Procurement
MAFF	Ministry of Agriculture, Forestry and Fisheries
MEF	Ministry of Economy and Finance (MEF).
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
MoWA	Ministry of Women's Affairs
MT	metric tonne
NHGSFP	National Home Grown-School Feeding Programme
NSPC	National Social Protection Council
POEYS	Provincial Office of Education
rCSI	reduced Copying Strategy Index
SABER	System Approach for Better Education Results
SFP	School feeding programme
SFIS	School Feeding Information System
SI	Standard indicator
SO	Strategic objective
SSB	Student Supplementary Books
SY	School Year
TOC	Theory of Change
ToR	Terms of Reference
TSH	Transport, Storage and Handling
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children Fund
USDA	United States Department of Agriculture
WASH	Water, sanitation and hygiene
WFP	World Food Programme
WiS	Wash in Schools

WFP Cambodia Country Office

https://www.wfp.org/countries/cambodia

World Food Programme

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