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DECENTRALIZED EVALUATION FOR EVIDENCE-BASED DECISION MAKING

# Decentralized Evaluation

**Activity Evaluation of USDA Local and Regional Food  
Aid Procurement Grants (LRP-442-2019/011-00) for  
WFP School Feeding in Cambodia**

**01 November 2019 to 30 September 2023**

**Final Report for Baseline Study**

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Evaluation Manager: Bunthang Chhe



**World Food  
Programme**

Prepared by

Wanjiku Gichigi, Team Leader

Soledad Posada, International Evaluator

Dr Sovith Sin, Agriculture and Food Security Specialist

Prem B. Bhandari, Quantitative Data Specialist



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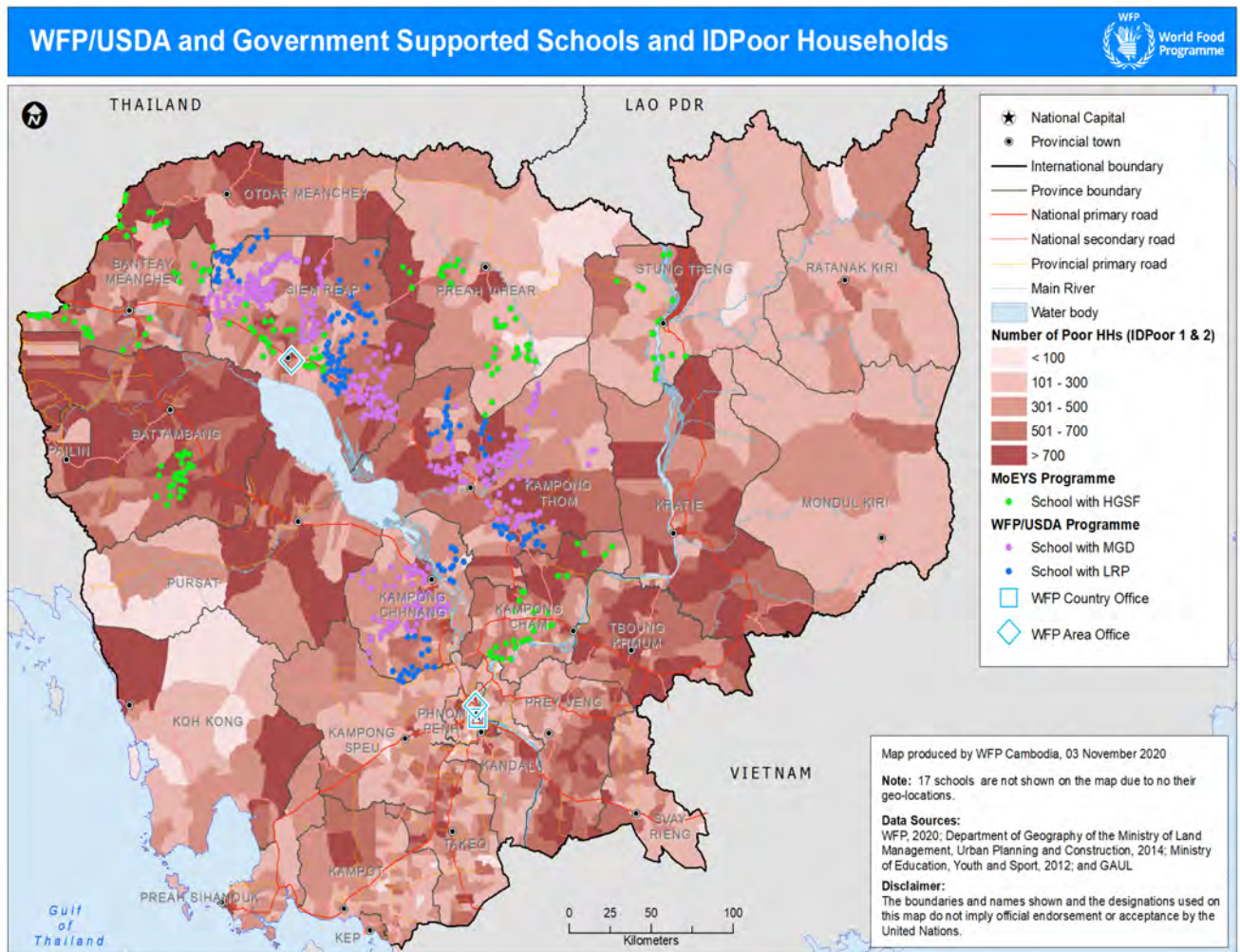
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# Map of WFP Cambodia's Country Portfolio target areas 2019-2023



Source: WFP Country Office. [Note: HGSF = home-grown school feeding; MGD = McGovern-Dole; LRP = local and regional procurement]

## Executive Summary

### Introduction

1. This report presents the baseline findings for the Local and Regional Food Aid Procurement (LRP) Programme (2019–2023)<sup>1</sup> to be implemented by the World Food Programme (WFP) in Cambodia and supported by United States Department of Agriculture (USDA). This baseline, commissioned by the WFP Country Office, was carried out in conjunction with another baseline study for the McGovern-Dole school feeding programme, (encompassing all the LRP target schools) and were conducted in parallel. They were due to have been completed before programme activities started, but delays caused by the COVID-19 pandemic delayed the work, although schools also were not operating for much of the 2019/2020 school year.<sup>2</sup>

2. The baseline sets out to validate the programme design, identifies the current status of key parameters and potential challenges to optimize implementation, and provides recommendations for monitoring and overcoming them. The mutually-reinforcing objectives of the evaluation series<sup>3</sup> are learning for future and improved programming, and accountability to donors and beneficiaries. The main users of the baseline report will be WFP, the Royal Government of Cambodia, cooperating partners, USDA and development partners.

3. The LRP has a budget of US\$4.7 million funded by USDA over four years. Almost half of this is allocated for cash transfers to schools (US\$2.3 million), to enable them to procure local food commodities to provide one school meal daily in 163 institutions<sup>4</sup> (with 45,900 students) across three central provinces of Cambodia: Siem Reap, Kampong Thom and Kampong Chhnang. The remainder of the budget will support stakeholders' capacity strengthening on procurement mechanisms; technical assistance on rural market engagement; and institutional capacity building. The capacity building/technical assistance components targets four groups of stakeholders: farmers, suppliers, school personnel and government representatives at national and sub-national levels, of whom the key participants are local suppliers responsible for procurement and delivery of commodities to the targeted schools. By programme design, there will be more than 163 suppliers (one or more per school) determined through a bidding process.

4. The LRP programme objective is to improve the effectiveness of food assistance through local and regional procurement to support the shift of target school to a Home-Grown School Feeding (HGSF) model using local procurement of commodities. There are three expected programme outcomes: improved cost-effectiveness, improved timeliness and better utilization of nutritious and culturally acceptable foods that meet quality standards.

### Contextual Summary

5. In Cambodia, short-term hunger is a key factor affecting educational results, such as literacy, attendance and concentration in schools.<sup>5</sup> The USDA McGovern-Dole programme aims to encourage students' enrolment, attendance and completion of their primary education, as well as reduce short-term hunger and improve the children's concentration in

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<sup>1</sup> The COVID-19 pandemic has led to delays in the start of implementation of the LRP due to the closure of schools. The LRP began with the re-opening of schools in January 2021, after this report was prepared.

<sup>2</sup> This baseline was also delayed due to the COVID-19 pandemic, but eventually took place in September 2020.<sup>2</sup> Schools were closed during the data collection phase of the study, but this was mitigated as much as possible by adjusting the timeframe of the survey, ensuring highly focused questions, and drawing strongly on secondary data in advance of fieldwork. It was agreed with WFP to establish a broad baseline coverage, comparing available data from school year 2019/20 with the situation at the time of the study.

<sup>3</sup> This baseline will be followed by a midline and endline evaluation focusing on results and attainment of objectives; dates to be finalized.

<sup>4</sup> All under the WFP Cambodia's USDA McGovern-Dole grant (FFE-442-2019/013-00) that will be implemented concurrently with LRP.

<sup>5</sup> WFP/USDA LRP Proposal, FY 2019

the classroom. The LRP supports this by creating a market through the procurement of local and nutritious food commodities of good quality.

### **Baseline Methodology**

6. The baseline utilized mixed methods – secondary review, a quantitative survey and qualitative data collection through key informant interviews, focus group discussions, and observation. It focuses principally on three evaluation OECD-DAC<sup>6</sup> criteria: relevance, coherence and likely sustainability, and explores the other three criteria with a specific emphasis on the potential implications for implementation. In order to respond to the main evaluation questions,<sup>7</sup> the evaluation team drew on a quasi-experimental design using case schools targeted for the LRP and comparison schools from the USDA McGovern-Dole programme, and a pre-experimental design using the LRP case schools only for a before-after comparison in later evaluations.

7. Information collected is directed towards providing a situational analysis of the current procurement context disaggregated by stakeholders, an assessment of current capacities for implementation, and to address specific evaluation questions. It also provides baseline values for the LRP's Performance Monitoring Plan and information on the elements of the LRP Results Framework.

8. The sample schools that had previously implemented HGSF were all in one district in Siem Reap province, and therefore could not be used to generalize results. To mitigate this, the ET plans to collect midline and endline data from the LRP sample schools after the programme begins.

### **Key Baseline Findings**

9. The key findings are summarized below, structured according to the main evaluation questions and indicating the type and strength of evidence supporting each finding.

**Question 1 - Relevance:** Do the LRP objectives and design respond to the needs of stakeholders and institutions?

10. The LRP design is relevant to WFP because it enables the provision of support to stakeholders towards the transition to national ownership. Its design, to support target schools in using a local procurement model, is relevant to the needs of women and girls, men and boys, who are the primary beneficiaries and the most vulnerable. The HGSF model is the official one to be adopted for the national school feeding programme and it uses the government's own procurement mechanism. The direct involvement of government line ministries, provincial departments and local commune councils ensures that the activities are aligned with government priorities, local needs and systems. However, a comprehensive transition plan, articulating the concrete steps required for readiness, is lacking.

11. The LRP capacity development component is relevant because schools, suppliers and farmers transitioning to the HGSF modality have relatively little experience and familiarity with the procurement processes. The HGSF model has potential to promote economic development through increased market access for local agricultural produce. It is also relevant for national level stakeholders where there is a need for a stronger coordination mechanism and clear roles and responsibilities among line ministries and sub-national departments.

12. The LRP considers gender as a priority with regards to increased women's empowerment among programme participants (under activities 2 and 3) and data will be

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<sup>6</sup> Organization for Economic Co-operation and Development's Development Assistance Committee: evaluation criteria are Relevance, Coherence, Effectiveness, Efficiency, Sustainability and Impact.

<sup>7</sup> Listed under the Key Findings below.

disaggregated. However, there are no overall gender results statements in the project framework and this needs to be addressed.

**Question 2 - Coherence:** Is the LRP coherent with other interventions and institutions?

13. The LRP programme is aligned with government priorities, as well as with USDA, the United Nations and other partners. It provides the necessary technical assistance and capacity development for eventual transition and management of school feeding by the national government through a local procurement model.

**Question 3 – Effectiveness:** Can the LRP - as designed - achieve its objectives and expected results?

14. There is currently no systematic tracing of the source of the food commodities delivered to HGSF to accurately determine if suppliers/schools are meeting the 70 percent requirement from local sources.<sup>8</sup> There is also still a need for further training around food safety and quality control levels to ensure quality food.

15. Suppliers face barriers when advancing credit for local purchase to farmers, which benefits larger suppliers with sufficient access to capital and/or credit. Survey findings suggest this may have implication on the extent to which food delivered comes from local smallholder farmers' produce. Survey results show that the cost of delivery is covered solely by suppliers (except for fortified rice and vegetable oil delivered by WFP) and this must be factored into their bid price. To date, the HGSF market has increased the income of contracted suppliers and farmers they collect food commodities from.

16. Stakeholders are satisfied with the timeliness and quality of local foods delivered, but there is a need for improvement of storage facilities and for the schools to accept their responsibility in storing food commodities properly, especially for perishable foods such as vegetables and animal products.

**Question 4 - Sustainability:** Are results, benefits, and outcomes likely to continue after LRP concludes?

17. The 'School Feeding Roadmap' signed in May 2015 lays out a plan for transition to local procurement, based on the HGSF model that was piloted in 2014, with elaborated targets for achievement by 2023. The LRP began in January 2021, after this baseline study, and almost a year later than the plan foresaw, so it is too early to properly assess the question related to sustainability but the evaluation has tried to identify the existing frameworks that can lead to likely sustainability.

18. Building blocks for sustainability include government commitments, local structures and interests, and pre-existing policies and budget allocations. At the commune level, these measures include the alignment with the on-going national Decentralization & Deconcentration reforms, and the high level of interest from suppliers, farmers and schools in expanding local procurement. A comprehensive transition plan would help outline how integration of implementation processes, systems and mechanisms within government institutions could be operationalized and clarify how other key stakeholders would be involved.

19. The further development of coordination mechanisms among official national and commune level stakeholders will be an important contribution for ongoing management by government of the local procurement and the HGSF overall. Past trainings and experience in local procurement in schools transitioned to HGSF provide a baseline for beginning transition in the McGovern-Dole supported schools, and previous experience of the

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<sup>8</sup> As per the HGSF Operational Guidelines. The guidelines developed are mostly complete for many aspects of the procurement process (bidding, application etc.) and have been endorsed by the MoEYS. Their distribution to HGSF schools is also not yet complete.

transition of schools to HGSF and local procurement, both within Cambodia and in other countries, can provide a template of potential experiences that the LRP could draw on to facilitate the transition to local procurement.

**Question 5 - Impact:** What are the factors affecting the potential impact of the LRP?

20. It is now too early to assess any impact, but the transitional Roadmap (2015) to national ownership and pre-existing experience in moving schools towards local procurement are positive factors for potential success. Institutional capacity strengthening for coordination should be a given top priority in the support provided by WFP to government and subnational stakeholders.

21. Further clarification of stakeholder roles and responsibilities in joint programming of the LRP will need to be developed during initial programme implementation. The information management and monitoring systems are not yet sufficiently established to be able to track and monitor LRP progress and effectiveness.

22. Ensuring better nutritional inputs to children's diets through the school meals has already received a lot of support and advice from WFP towards producing guidelines and recommendations that cooks and school committees can work with. As part of this broader effort, the use of locally blended fortified rice has the potential to replace the current in-kind contributions, although local production of fortified rice remains in nascent stage within Cambodia.

23. The COVID-19 pandemic has already had substantial negative impact on the start of programme implementation creating a situation where the realistic accomplishment of the intended transitions of schools by 2023 may no longer be feasible. Mitigation measures for local farmers are being considered within a range of technical assistance activities, in collaboration with the United Nations Food and Agriculture Organization and the Ministry of Agriculture (for example, supporting agricultural input supply chains).

### **Overall Conclusion**

24. The LRP programme offers an important opportunity to ensure - and monitor - that targeted schools can eventually transition smoothly into the national school meals programme founded on the HGSF model. It also provides a starting point for WFP to work with suppliers and farmers in the two provinces where the HGSF will be implemented for the first time. Already at baseline, the LRP schools are able to provide primary schoolchildren with a more diverse and more nutritious menu than the original SMP model, suggesting that the HGSF has built a strong foundation on which the LRP can continue to build.

25. The procurement process is considered to be transparent, with priority given to empower local communities to engage with the HGSF market as producers and/or suppliers. However, with suppliers find it easier to purchase from local market sites where the source is unknown. Effective implementation will require budget allocations beyond procurement by schools to also support administrative and implementation costs, establishment of processes for training cooperating partners and establishment of a strong monitoring system to effectively track progress as schools transition to local procurement and on gender considerations.

### **Recommendations (in order of priority)**

**Recommendation 1:** The WFP CO and MoEYS should jointly update and consolidate activities into a comprehensive, gradual, evidence-based transition plan.

**Recommendation 2:** The WFP CO should coordinate with MoEYS, the MoH and MAFF to develop a capacity strengthening strategy that outlines clear roles and responsibilities for implementation of the LRP for each of the ministries at national, subnational and local levels.

**Recommendation 3:** The WFP CO, in collaboration with the MoEYS, MoH and MAFF, should seek to strengthen the mechanisms for joint coordination on LRP implementation as a complement to the capacity strengthening strategy.

**Recommendation 4:** Before the LRP midline WFP should support the MoEYS to undertake a systematic review of the national school meals implementation that started in school year 2019/20.

**Recommendation 5:** The WFP CO should draw on available technical support, to continue exploring options for enhanced nutritional input to their school meals.

**Recommendation 6:** WFP, USDA, and in consultation with the Ministry of Women's Affairs, should integrate specific gender indicators into the programme's Results Framework.

## 1. Introduction

1. This report presents the baseline study for the United States Department of Agriculture's (USDA) Local and Regional Food Aid Procurement programme (LRP)<sup>9</sup> for the World Food Programme (WFP) School Feeding activities in Cambodia (USDA Project Agreement number: LRP-442-2019/011-00). The baseline is the first in a series of three linked evaluation exercises: baseline, mid-term evaluation in 2021 and a final evaluation in 2023. This baseline was commissioned by the WFP Cambodia Country Office (CO) based on the Terms of Reference (ToR)<sup>10</sup> in Annex 1.

2. The evaluation series serves the two mutually reinforcing objectives of **accountability** and **learning** to provide evidence-based findings which inform and incorporate lessons into operational and strategic decision making.

3. The programme is implemented directly by WFP and the Ministry of Education, Youth and Sport (MoEYS)<sup>11</sup> along with its Provincial and District Offices of Education (POEYS and DOEYS). Another key ministry is the Ministry of Agriculture, Forestry and Fisheries (MAFF) which, in partnership with the United Nations Food and Agriculture Organization (FAO), will support on aspects of procurement, production and food safety related activities.

4. The main users of this report are expected to be the WFP, the Royal Government of Cambodia,<sup>12</sup> cooperating partners, USDA and development partners. The baseline provides an evidence-based, independent assessment of the potential results of the programme and current situation to enable the WFP CO, the government and cooperating partners to demonstrate results and learning to feed into future programmes – in particular the government-led and managed school feeding programme (SFP).

5. The LRP Strategic Objective is “Improved Effectiveness of Food Assistance through Local and Regional Procurement”. The LRP targets schools that are currently implementing school feeding activities using internationally procured commodities and supports a shift to a Home-Grown School Feeding (HGSF) model using local procurement of commodities. The purpose is to improve the dietary diversity, cost effectiveness and timeliness of food delivery. The LRP also seeks to complement institutional support provided through the wider school feeding activities in Cambodia with activities designed to ensure policy dialogue, capacity building and technical assistance on development of information management systems.

6. This baseline study is intended to confirm indicator selection and targets and determine the existing values for programme performance indicators as provided in the design documents<sup>13</sup> in the LRP targeted locations. This includes an assessment of the current capacity of the key stakeholders targeted in the LRP and a situation assessment of the potential relevance, coherence and likely sustainability of the LRP programme. The baseline therefore provides a snapshot at the start of LRP activities, against which change can be measured at the mid- and endlines (planned to be conducted in 2021 and 2024, respectively). It serves to inform implementation and monitoring activities. The mid-term exercise will build upon the baseline and will give more focus on programme learning than accountability. The final evaluation will build upon baseline and mid-term evaluation

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<sup>9</sup> USDA Local and Regional Procurement (LRP-442-2019/011-00) signed on 27 September 2019 and amended on 18 December 2019.

<sup>10</sup> Conducted by an evaluation team of independent consultants from the KonTerra Group in partnership with Indo-China Research Limited (IRL), a local Cambodian research company.

<sup>11</sup> In particular, its Primary Education Department/the Scholarship Office (which supports the implementation and monitoring of the programme), School Health Department, and Policy Department, as well as the Teacher Training Department and the Curriculum Department (which are involved in the literacy component).

<sup>12</sup> MoEYS, MAFF, MEF and the Ministry of Social Affairs, Veterans, and Youth Rehabilitation (MoSAVY).

<sup>13</sup> WFP LRP Project Agreement (Attachment C), LRP Indicator Definitions, LRP Master Proposal, LRP Baseline ToR and LRP Indicator Definition Document (provided as Annex 5)

results to provide an evidence-based assessment of the programme’s success and impact against its strategic objectives, as well as to ensure accountability and generate lessons learned.

7. This baseline was conducted at the same time as the baseline for the USDA McGovern-Dole grant in Cambodia.<sup>14</sup> This was for the sake of efficiency, as all the LRP schools will also be supported by the USDA McGovern-Dole funding for activities related to literacy, school health and nutrition practices as well as donation of food commodities. Please see para 70 and Figure 1 below (page 15) for a fuller explanation of the link between these two programmes.

### 1.1. Overview of the Baseline Subject

8. The subject of this baseline is the USDA LRP in Cambodia that is scheduled to run from 01 November 2019 to 30 October 2023.<sup>15</sup> Due to COVID-19, planned programme activities were substantially delayed during 2020.<sup>16</sup>

9. **Geographic locations:** The LRP will be implemented in 163 schools located in three central provinces of Cambodia: Siem Reap (SRP), Kampong Thom (KTM) and Kampong Chhnang (KCG) (see breakdown in Table 1 below, and map in Figure 1). Over 55 percent of the LRP schools are in SRP province. Annex 2 shows the location of the USDA supported schools and the locations of the wider WFP school feeding interventions.

**Table 1: Location of the LRP targeted schools, by province**

Province	Number of schools
Kampong Chhnang	30 (18%)
Kampong Thom	42 (26%)
Siem Reap	91 (56%)
Total	163

10. **Partners:** The principal partner is the Royal Government of Cambodia, represented by the MoEYS (and their provincial and district level offices), and the MAFF, with the various Commune Councils and local school committees; the programme will benefit from the further direct assistance of the FAO and indirectly from PLAN and World Vision where activities overlap with the McGovern-Dole programme.

11. **Objective:** The LRP project objective is to improve the effectiveness of food assistance through local and regional procurement.

12. **Outcomes and Activities:** There is no specific Theory of Change (TOC) developed but the outcomes, activities and outputs of the LRP can be found in the Results Framework (RF) in Annex 3. There are three expected project outcomes:

- Improved cost-effectiveness of food assistance
- Improved timeliness of food assistance
- Improved utilization of nutritious and culturally acceptable foods that meet quality standards.

13. The LRP intends to achieve these outcomes through the implementation of four activities each of which include multiple outputs, as shown in Table 2.

**Table 2: LRP activities and outputs**

Activity	Outputs
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<sup>14</sup> Data collection was conducted from August to October 2020.

<sup>15</sup> The COVID-19 pandemic has led to delays in the start of implementation of the LRP due to the closure of schools. The LRP activities began with the re-opening of schools in January 2021.

<sup>16</sup> There are ongoing discussions between WFP and USDA to set a revised timeline for the midline and endline evaluations.

1	Cash transfers to schools to support the Home-Grown School Feeding (HGSF) programme.	Cash transfers to school for local food purchase for HGSF-hybrid
2	Strengthen capacity of HGSF stakeholders on procurement mechanisms	<ul style="list-style-type: none"> <li>• Train HGSF stakeholders on programme implementation including procurement process and roll-out of operational guidelines</li> <li>• Undertake supplier consultation events to inform strategy around building capacity of supply side actors in the HGSF procurement process</li> </ul>
3	Technical assistance to farmers and suppliers to strengthen HGSF market engagement	<ul style="list-style-type: none"> <li>• Enhance supplier and smallholder capacity to more effectively engage in HGSF programme and access market information</li> </ul>
4	Strengthen national and institutional capacities and systems.	<ul style="list-style-type: none"> <li>• Strengthen information management systems</li> <li>• Procurement of fortified kernels of rice for rice fortification pilot</li> </ul>

14. To increase the likelihood of achieving the project objective and outcomes and ensure sustainability of results once the LRP assistance ends, USDA also identified a set of foundational results: a) increased capacity of Government institutions; b) improved policy and regulatory framework; c) improved capacity of relevant organizations; and d) increased leverage of private-sector resources (Annex 4).

15. **Planned Outputs and Beneficiaries:** The project targets 163 schools, each of which will be receiving some commodities for the school meals through WFP Cambodia's USDA LRP programme (LRP-442-2019-011-00). The primary beneficiaries are the 45,900 pre-primary and primary students receiving a daily school meal.<sup>17</sup>

16. Beyond schools, the key participants for LRP are local suppliers who will be responsible for procurement and delivery of commodities to the targeted schools. By programme design, their number will be more than 163 (that is, one per school) but the actual beneficiaries will be determined by who wins the bidding process. All actors involved in the procurement process and provision of school meals will also be targeted for various capacity building activities as appropriate. This includes suppliers, farmers, sub-national officials, commune councils and school administrators.

17. Overall, the LRP aims to support policy and systems development, and build capacities of actors involved in school procurement processes, to ensure the local procurement and delivery of 1,216 metric tonnes (mt) of a diverse variety of food commodities to targeted schools.

18. **Performance Indicators:** The LRP programme design includes 19 indicators covering the four activities described above.<sup>18</sup> Annex 5 shows all the project indicators and their year-on-year targets, and how they were identified.

19. **Resource Situation:** LRP is funded by USDA through the Foreign Agricultural Service (FAS). The budget for the LRP programme totals US\$4.7 million over three years. The largest portion of the programme implementation budget is for cash transfers to schools (US\$2.3 million) (see budget in Table 3). Other implementation expenses, such as staff costs, will be mostly borne by WFP Cambodia and the MoEYS with some contribution from the LRP budget.

**Table 3: LRP Budget Breakdown**

Activity	Activity Name	Cost (USD)
1	Cash transfers to schools to support the Home-Grown School Feeding	2,308,881 <sup>19</sup>

<sup>17</sup> World Food Programme Cambodia. FY 2019 USDA LRP Proposal

<sup>18</sup> These performance indicators were based on WFP LRP Project Agreement (Attachment C), LRP Indicator Definitions, LRP Master Proposal, LRP Baseline ToR and LRP Indicator Definition Document.

<sup>19</sup> Incorporating the US\$1,769,375 allocated for food commodity purchases, as shown in Table 2.

	Programme (HGSF)	
2	Strengthen capacity of HGSF stakeholders on procurement mechanisms.	213,024
3	Technical assistance to producers and suppliers on enhancing production capacity to engage with HGSF market.	557,218
4	Strengthen national institutional capacities and systems.	407,034
	Monitoring and Evaluation	480,000
	<b>Activity Costs Subtotal:</b>	<b>3,966,157</b>
	Adjusted Direct Support Costs	446,988
	Indirect Support Costs	286,854
	<b>Grand Total</b>	<b>4,700,000</b>

Source: Confirmed with Budget Unit, WFP CO, Cambodia

## 1.2. Context Description

20. The Royal Government of Cambodia registered impressive economic growth over the past 20 years, bringing the country to lower middle-income status in 2016. In 2018, Cambodia ranked 146 out of 189 countries on the global Human Development Index (HDI) and life expectancy increased to an average age of 69.88 years in 2020, compared to 69.66 in 2019. While the education index is also on a positive trend, both health and education indicators remain lower than for other countries in the region.

21. **COVID-19 Pandemic:** The first patient diagnosed positive with COVID-19 in Cambodia was confirmed on 31 January 2020, and by 18 December 2020 there had been 362 reported cases in the country, and no deaths. While the caseload has been much lower than in most other countries, the economic impact of the pandemic has had widespread effects.

22. The Royal Government of Cambodia reacted to COVID-19 in a timely manner by adopting several policy measures to control the outbreak including: (i) the establishment of task forces by the Ministry of Economics and Finance (MEF) to control the price and supply of strategic goods and plan for budget policy on financing and social assistance, (ii) health preventive measures, and (iii) border control measures.<sup>20</sup> Government operational budgets across the board were also cut by up to 50 percent - with the exception of the Ministry of Health (MoH) and MoEYS.

23. **Demographics and Poverty:** The country has a population of over 16.9 million (2020) that is predominantly young, with a median age of 26 years.<sup>21</sup> Nearly three-quarters of the population live in rural areas where approximately 90 percent of the country's poor reside. In 2019, before COVID-19, the growth rate was 7.5 percent<sup>22</sup> and gross domestic product (GDP) per capita reached US\$1,643.12.<sup>23</sup>

24. In early December 2020, the International Monetary Fund forecast a decline of 2.8 percent in GDP over 2020<sup>24</sup> with indications of increased poverty due to loss of livelihoods as a result of the COVID-19 pandemic - in particular, tourism, agriculture, manufacturing, and the informal sectors are hard hit.<sup>25</sup> A study undertaken by the Future Forum and

<sup>20</sup> Future Forum and Angkor Research Cambodia are undertaking an economic impact study on COVID-19, specifically on the economic impacts on Cambodian citizens expected to be hit the hardest by the pandemic (farmers, wage workers and families with micro enterprises). Preliminary data show that the majority of the decrease in household income from farming can be attributed to Siem Reap province (followed by Phnom Penh), where mean income dropped from US\$351.44 in January to US\$186.01 in April 2020. The first round of data collection has also identified the emergence of a general trend in the country whereby households are substituting the economic returns of their produce for self-consumption. Farming profits in Siem Reap fell by 53 percent.

<sup>21</sup> [https://www.indexmundi.com/cambodia/demographics\\_profile.html](https://www.indexmundi.com/cambodia/demographics_profile.html)

<sup>22</sup> UNDP (2019) Human Development Index

<sup>23</sup> GDP per capita in current USD. Source: World Bank (2018) <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=KH>

<sup>24</sup> <https://www.imf.org/en/Countries/KHM>

<sup>25</sup> Angkor Research. Covid-19 Economic Impact Study. Headline Results Brief Round 1 Data Collection. May 2020

Angkor Research in Cambodia<sup>26</sup> on the economic impact of COVID-19 found that the populations likely to be hardest hit by the crisis were farmers, wage workers and families with small business enterprises – the specific potential stakeholders in the LRP for improving agricultural production.

25. **Food Security and Nutrition:** The national objectives set for the Cambodia-specific Millennium Development Goals were not met<sup>27</sup> and the figures for malnutrition remain higher than most countries in the region.<sup>28</sup> The new Sustainable Development Goal (SDG) indicators covering undernourishment and dietary diversity (Goal 2) suggest that 14 percent of households continue to consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.<sup>29</sup> Micronutrient deficiencies, particularly anaemia, are prevalent. According to the manual of the Integrated Food Security Phase Classification (IPC), differentiation between severities of chronic food insecurity are identified by the size and duration of gaps in quality (micro-nutrients) and quantity (energy) of dietary intake. The latest data from the 2014 Demographic and Health Survey (DHS)<sup>30</sup> found 45 percent of women of reproductive age and 55 percent of children under five years of age were anaemic. Undernutrition is most prevalent in rural areas. The 2014 DHS also reported that 34 percent of children under the age of five years are stunted, 10 percent are wasted, and 24 percent are underweight.<sup>31</sup> Among women aged 15-49 years, 14 percent are reported to be underweight.<sup>32</sup>

26. **Social Protection:** To help address poverty and food insecurity, there are two types of social protection interventions in Cambodia: social assistance and social insurance; with school feeding falling under the former. Beneficiaries for social protection interventions are identified through a classification system that places households at different levels of vulnerability (the Government's Identification of Poor Households programme, commonly known as 'IDPoor') and the interventions are implemented under the National Social Protection Policy Framework which has been expanded during 2020 because of the COVID-19 pandemic.

27. **Gender:** Gender inequality persists in Cambodia, with 25 percent of women nationwide being illiterate compared to 13.5 percent of men (2015). The United Nations Office of the High Commissioner for Human Rights (UNHCHR) in Cambodia reported (2015) that 70 percent of women in employment were engaged at lower levels and on less pay than men, with estimates that on average, women are paid 30 percent less for

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<sup>26</sup> COVID-19 Economic Impact Study. 08.06.20. Angkor Research.

<http://angkorresearch.com/?page=detail&ctype=article&id=567&lg=en>

<sup>27</sup> Cambodia had an objective of reducing the prevalence of undernourished people to <10%.

<sup>28</sup> <https://opendevelopmentcambodia.net/topics/sdg-2-zero-hunger//>

<sup>29</sup> Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning; Available at:

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

<sup>30</sup> Government of Cambodia (2014) Cambodia 2014 Demographic and health survey: Key Findings.

<sup>31</sup> <https://dhsprogram.com/pubs/pdf/FR312/FR312.pdf>

<sup>32</sup> Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning; Available at: <https://www.unicef.org/cambodia/6.Maternal.pdf>

commensurate work.<sup>33</sup> Women are also underrepresented in the public sector where 77 percent of employees and 85 percent of decision-making positions are occupied by men.

28. However, Cambodia's Gender Development Index (GDI) results show progress in recent years. More women are creating independent sources of income within the private sector through urban migration for work or by starting small businesses, particularly in the clothing sector. The Government is working on reducing violence against women as shown by its National Action Plan to Prevent Violence Against Women (NAPVAW), which includes school-based prevention interventions to change social norms around violence among young females.<sup>34</sup> The SDG targets on gender equality in education and literacy have been achieved at the primary school level but gender disparity is higher for secondary education as only 40 percent of girls complete schooling.

29. **Education:** Cambodia has been improving primary education programmes and reducing gender disparity in education for many years. Over the last two decades, net primary school enrolment (NER) rose significantly from 81 percent (2001) to over 90 percent, with an annual average of 91.5 percent (91.5 for girls, 92.0 for boys)<sup>35</sup> in School Year (SY) 2018/19.<sup>36</sup> This is a significant improvement from 81 percent in 2001. Although there is still a need to expand enrolment in primary schools and pre-schools in some locations, sustained efforts to globally expand access to school are less relevant than they once were. While repetition and dropout rates have declined steadily over the last five years, school dropout remains of concern: dropout is most problematic at the end of the primary school as students transition to secondary school, and students in rural areas are more likely to drop out.<sup>37</sup>

30. In Cambodia, short-term hunger is a key factor affecting educational results, such as literacy, attendance and concentration in schools.<sup>38</sup> The USDA McGovern-Dole programme aims to encourage students' enrolment, attendance and completion of their primary education, as well as reduce short-term hunger and improve the children's concentration in the classroom. The LRP supports this by creating a market through the procurement of local and nutritious food commodities of good quality.

31. As part of COVID-19 measures, all schools in Cambodia were closed in mid-March 2020 and were only allowed to reopen – within strict guidelines and in a limited capacity – from early September 2020. Online learning has posed many challenges, in particular for students from vulnerable households, many of whom have difficulty accessing online resources. While schools were closed, school meal funds were reallocated to provide take-home rations (THR) for children from vulnerable households during the closure, in conjunction with Government cash distributions to vulnerable households holding the IDPoor cards.<sup>39</sup> Schools started to reopen during the last quarter of 2020 and subsequently

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<sup>33</sup> According to Global Gender Gap Index, 2020 (GGGI, 2020):

- Cambodia ranks high on women's economic participation and opportunity (25<sup>th</sup> out of 153 countries), with the economy transitioning from a predominantly agricultural economy to a manufacturing and service-based economy, including a large garment industry, of which 90% of the workforce are women.
- Women's political empowerment is low and reversing: in 2006 the country was ranked 94<sup>th</sup> and in 2018 ranked 119 (of 153 countries). There are only 20 percent of seats in parliament held by women and only nine percent of ministerial positions are held by women.
- Cambodia is classified as a "Medium Human Development" country, ranking 146 out of 189 countries and territories the country has made significant progress with the HDI value increasing 51% between 1990 and 2018 (UNDP HDI 2019)

<sup>34</sup> NAPVAW 2014-2018. Available at <https://drive.google.com/file/d/0By4DrHxo3C94Skx4VmZUN2JoMmc/view?pli=1>

<sup>35</sup> "The literacy rate in Cambodia was highest among women and men in the age group 15-34 years in both 2014 and 2016. Generally, the literacy rate among men was higher than among women in all ages except for the ages 6-24 in 2014 and 2016." Available at : [http://www.nis.gov.kh/nis/Women%20and%20Men%27s%20in%20Cambodia%20final%20version\\_EN.pdf](http://www.nis.gov.kh/nis/Women%20and%20Men%27s%20in%20Cambodia%20final%20version_EN.pdf)

<sup>36</sup> MoEYS, Education Statistics & Indicators 2018/2019. According to the Education Congress Report 2019, the overall national NER for public and private schools is 98 percent for total and 98.5 percent for girls.

<sup>37</sup> *ibid*

<sup>38</sup> WFP/USDA LRP Proposal, FY 2019

<sup>39</sup> To date, two rounds of US\$25 million each have been distributed to 500,000 poor households.

were closed again in December. The SY 2020/21 started, two months later than usual, in mid-January 2021.

32. At the global level, WFP, FAO and UNICEF have developed a joint note<sup>40</sup> to provide guidance to national and local authorities, school administrators and staff, and implementing partners on short-term measures to support and adapt school feeding programmes to safeguard the food security and nutritional status of school-age children during the COVID-19 pandemic. The Government, WFP and several development partners<sup>41</sup> have also developed an operational handbook to guide schools during the COVID-19 context, and these have been distributed to all schools under the school meals programmes.

33. **Agriculture:** Since 2013, Cambodia accounts for more than three percent of rice exports worldwide. The agriculture sector accounted for 20.7 percent of Cambodia's GDP in 2019.<sup>42</sup> About 70 per cent of Cambodians are farmers with the majority being rural smallholders. Agricultural sector documentation makes reference to three broad geographical production areas in the country: coastal (fisheries); upland (cash crops) and central plains (smallholder food crops).<sup>43</sup> The provinces targeted by the LRP fall in the central plains, characterized by a high proportion of smallholder farmers producing food crops with limited market access for their produce.

34. There are five classes of Farmer Organizations<sup>44</sup> in Cambodia, as follows: (i) farmers' groups (5-15 members); (ii) farmers' associations (>15 members); (iii) farmer communities (for user groups of natural resources); (iv) federations (formed from different groups with an overarching common purpose); and (v) cooperatives (established at either the village or commune level, >30 members). Forming cooperatives is one MAFF's priorities as they are considered a more sustainable business model than working through farmers' groups. Activities of cooperatives are limited to agricultural activities (for instance, input supply, marketing, production and agricultural sector credit provision/savings). The Provincial Department of Agriculture (PDA) is responsible for taking farmers and their groups through the process of forming a cooperative, including training, registration, legal costs, and reporting. It is estimated that there are currently 360-370 cooperatives involved.

35. Rural household incomes in Cambodia are mostly dependent on a single harvest, particularly of the staple food, rice. However, the agricultural sector has seen considerable slowdown in recent years due to extreme weather conditions (floods and droughts), a drop in prices for agricultural commodities, and urban migration. There has been a deterioration in the growth of the agricultural sector and sub-sector from 6.2 percent average growth during 2004-2008, 3.7 percent during 2009-2013, and one percent from 2014-2018.<sup>45</sup> Fisheries contribute about 12 percent to GDP and the role that aquaculture plays in food security is increasingly gaining economic importance. Although aquaculture production is still small compared to capture fisheries, the sector has succeeded in producing high value species both for domestic and export markets.

36. The agriculture sector has also been further affected by COVID-19. Preliminary data from the recent Future Forum and Angkor Research in Cambodia study<sup>46</sup> indicated a reduction in household income from farming where average income dropped from

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<sup>40</sup> WFP, FAO and UNICEF. Mitigating the effects of the COVID-19 pandemic on food and nutrition of schoolchildren. Interim Guidance Note. 7 April 2020.

<sup>41</sup> UNICEF, WFP, GIZ, NGOs.

<sup>42</sup> [https://www.theglobaleconomy.com/Cambodia/share\\_of\\_agriculture/](https://www.theglobaleconomy.com/Cambodia/share_of_agriculture/)

<sup>43</sup> MOP, 2013; Agricultural census (MAFF, 2019); Agricultural Sector Development Plan (2019-2023)

<sup>44</sup> Royal Decree "Compilation of legal framework for agricultural cooperatives 2012".

<sup>45</sup> National Institute of Statistics, Cambodia

<sup>46</sup> COVID-19 Economic Impact Study. 8 June 2020. Angkor Research  
<http://angkorresearch.com/?page=detail&ctype=article&id=567&lg=en>

US\$351.44 in January to US\$186.01 in April. Siem Reap province<sup>47</sup> was found to be the worst affected (followed by Phnom Penh), with farm income reported to have fallen by 53 percent. WFP also conducted some ongoing food security modelling where early indications suggested an increase in poverty and food insecurity levels. Social distancing and restrictions on travel, transportation, and movement across borders have naturally had an impact on food insecurity; and a breakdown in supply chains of agricultural inputs and produce, plus increasing the rate of unemployment.<sup>48</sup>

37. The Royal Government of Cambodia emphasizes local production of vegetables to curb imports. According to 2019 Government estimates, there were 58,000 hectares under vegetable cultivation producing 68 percent of local market demand. One of the government's responses to COVID-19 was a ban on exports of some food items (rice and fish) to protect local food security during the crisis, which was later lifted. While finding markets for produce from Cambodian smallholder farmers is a longstanding problem, the pandemic has reduced market activity even further (WFP VAM Report, December 2020<sup>49</sup>). The FAO envisages that the supply of agricultural inputs (such as seeds, fish fingerlings and breeding chickens) will be negatively affected.

38. The most recent WFP food price updates for Cambodia in the same report found that most food prices have remained fairly stable in the COVID-19 context, and markets appeared to be functioning well. However, WFP concluded that the main impact of the pandemic on food security is more likely to be related to the demand side, with "many households suffering economically with a loss of livelihoods and income as a result of the crisis, which in turn restricts their ability to afford a sufficient and diverse basket of nutritious foods".

39. **School Feeding in Cambodia:** The LRP is just one of many school feeding-related projects in Cambodia. WFP has been implementing school feeding in Cambodia since 2001,<sup>50</sup> while discussions with the MoEYS about transitioning all school feeding activities to national ownership begun with the development of the RoadMap (2015). The heavy logistic requirements of the original school feeding design, using imported commodities and then distributing to these schools, was not ideal for government management. WFP therefore looked to other modalities and began piloting a HGSF model in 2014. The MoEYS formally declared their preference for the HGSF model in 2018 and since then WFP has been actively supporting schools to transition to the HGSF model in readiness for transitioning all school feeding activities to national ownership by 2023.<sup>51</sup>

40. Since 2014, WFP has made strategic adjustments to their school feeding activities, with the development of a HGSF-hybrid modality that combined USDA in-kind contributions (fortified rice and oil) with locally procured commodities. As of the start of SY 2020/21 (January 2021), there will be three forms of school feeding modality operating in Cambodia: the original School Meal Programme (SMP) modality, HGSF-hybrid, and a full HSGF model where all school feeding commodities are purchased from within Cambodia:

- **SMP:** Centralized procurement and distribution by WFP of in-kind contributions from donors. This includes fortified rice and oil, and iodized salt.
- **HGSF-hybrid:** A combination of centralized procurement and distribution of in-kind contributions of fortified rice and oil by WFP from USDA McGovern-Dole, complemented by local direct purchase by school personnel of other commodities

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<sup>47</sup> Due to the massive decline in tourism to Siem Reap, the markets for food commodities has been seriously affected

<sup>48</sup> For example, amongst migrant and factory workers as well the tourism industry

<sup>49</sup> Source: [https://docs.wfp.org/api/documents/WFP-0000123066/download/?\\_ga=2.176998565.1862318943.1615117619-1276889250.1615117619](https://docs.wfp.org/api/documents/WFP-0000123066/download/?_ga=2.176998565.1862318943.1615117619-1276889250.1615117619)

<sup>50</sup> "Protracted Relief and Recovery Programme 6038.01, which started in 2001, included the first WFP school feeding component in support of basic education." Source: <https://documents.wfp.org/stellent/groups/public/documents/reports/wfp230143.pdf>

<sup>51</sup> Education Sector Strategy (2019 – 2023)

including vegetables, proteins and pulses. Financial resources are distributed to schools by the MoEYS for the complementary direct purchase component, based on per child enrolment rates. Purchasing of local commodities is the responsibility of schools, supported by Local School Feeding Committees (LSFCs) and using a competitive tender process.

- **HGSF:** as above in the hybrid model, though schools carry out direct purchase of all food commodities – rice, oil, iodized salt, vegetables and proteins. Cash transfers are provided to schools for direct purchase of all commodities based on per child enrolment rates. The School Supplier Selection Committees have the responsibility of local procurement.

### 1.3. Baseline Methodology and Limitations

#### Methodological Overview

41. During the inception phase, the evaluation team (ET) developed a set of evaluation criteria and questions for the full evaluation series, from baseline to endline (Annex 6). This baseline study uses a mixed methods approach combining quantitative surveys applied to farmers, suppliers and school personnel, combined with document review and qualitative interviews (key informant interviews and focus group discussions).

42. The baseline draws on a quasi-experimental design using case schools targeted for the LRP and comparison schools from the USDA McGovern-Dole programme; it also incorporates a pre-experimental design to allow a before/after comparison in just the LRP case schools. The approach is intended to provide baseline data for the performance indicators, a situation analysis of the current procurement context disaggregated by stakeholders, an assessment of current capacities for implementation, and to address specific evaluation questions. The methodology is designed to be replicated at midline and endline using the same sampling framework and the same data collection instruments.

43. The study collected primary data using quantitative and qualitative tools developed by the ET, and triangulated against secondary information, particularly the previous (2017-2019) baseline-endline evaluation. The data collected was anchored on the LRP Performance Monitoring Plan (PMP) and the LRP Results Framework and guided by selected questions in the ToR that would be relevant for inclusion in the baseline.

#### Baseline assessment questions and criteria

44. The baseline focuses principally on three evaluation OECD-DAC<sup>52</sup> criteria: relevance, coherence and likely sustainability, in relation to the design of the programme, with a specific emphasis on potential implications for implementation. The other three evaluation criteria – effectiveness, efficiency, and impact - will be most appropriate to assess at midline and endline, after the programme has been operational. However, the quantitative survey also includes questions on effectiveness, efficiency, the potential impact of current procurement processes under the HGSF modality, and the enabling environment, to provide contextual information and establish the situation at the start of the programme. Table 4 outlines the key questions from the ToRs under each of these criteria that the baseline assessment attempted to answer. The ET expanded the evaluation questions into a detailed evaluation matrix (Annex 7) including the data sources and means of verification.

**Table 4: Summary of the baseline evaluation questions** <sup>53</sup>

Criteria	Baseline questions
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<sup>52</sup> Organization for Economic Co-operation and Development's Development Assistance Committee

<sup>53</sup> See Annex 7 (Evaluation Matrix) for detailed questions.

Relevance	Do the LRP objectives and design respond to the needs of stakeholders and institutions?
Coherence	Is the LRP coherent with other interventions and institutions?
Effectiveness	Can the LRP - as designed - achieve its objectives and expected results?
Efficiency	Do the LRP activities use resources and deliver results in an economical & timely manner? <i>(not addressed during this baseline)</i>
Sustainability	Are results, benefits, and outcomes likely to continue after LRP concludes?
Impact	What are the factors affecting the potential impact of the LRP?

45. Because the LRP has not yet begun implementation, many of the WFP-specific performance indicators would technically still be at zero. However, many of the stakeholders have received inputs and capacity strengthening support from WFP or others as part of the transition to the HGSF-hybrid support prior to the beginning of the LRP. As such, the baseline describes pre-existing capacity development support that had already been received.

#### 1.4. Data collection and analysis

46. To critically and objectively review whether the programme can meet its stated objectives, data collection for the baseline study was conducted at three levels:

- Secondary data review: Documents provided by WFP and by stakeholders collected during interviews (see the list of documents reviewed in Annex 8).
- Qualitative data collection: Qualitative interviews were carried out with representatives of all stakeholder classes identified in the stakeholder analysis developed during the inception phase. Annex 9 provides a detailed description of stakeholder interest in the evaluation and likely uses of the evaluation findings. A detailed list of stakeholders interviewed can be found in Annex 10.
- Quantitative data collection: The quantitative data collection took place through a detailed survey in conjunction with the McGovern-Dole programme baseline. The tools used can be found in Annex 11)

47. **Data Collection Timeline:** The quantitative data was collected between 31 August and 23 September 2020 while the qualitative data collection phase was spread over a four-week period (21 September to 16 October 2020). See details in Annex 11, Fieldwork Calendar. Ideally, both the midterm and endline evaluations would be best conducted during this same period in 2022 and 2023 respectively.<sup>54</sup>

48. **Site Mapping:** All LRP sample schools were drawn from the HGSF-hybrid schools supported by the USDA McGovern-Dole programme in the three provinces. These samples included 35 LRP schools (using HGSF-hybrid) and 21 comparison schools (using SMP) all of which are part of the USDA McGovern-Dole supported evaluation case school samples. This sample size is based on a 95 percent confidence level with 80 percent power which detects an effect size of 0.70 (G\*Power 3.1.9.4).<sup>55</sup> The sample also included stakeholders (mainly school personnel) associated with each of the case and comparison schools, as well as suppliers and farmers who had been involved in HGSF procurement to schools within the targeted provinces.

49. During the inception phase, the ET planned to survey a total of 663 stakeholders and 56 schools as shown in Table 5. During the baseline, however, the local suppliers were able to identify fewer than the planned number of farmers, so the final number of stakeholders included is 612 (92 percent of planned).

<sup>54</sup> There are ongoing discussions between WFP and USDA to set a revised timeline for the midline and endline evaluations.

<sup>55</sup> Erdfelder, E., Faul, F., & Buchner, A. (1996). GPOWER: A general power analysis program. Behavior Research Methods, Instruments, & Computers, 28, 1-11.

**Table 5: Summary of sample size for the quantitative survey**

Number	Planned	Actual
No. of case schools (USDA LRP schools)	35	35
No. of comparison schools	21	21
<b>TOTAL schools surveyed</b>	<b>56</b>	<b>56</b>
No. of school administrators (McGovern-Dole module)	56 x 1=56	56
No. of teachers (McGovern-Dole module)	56 x 3 = 168	167#
No. of households (McGovern-Dole module)	56 x 6 = 336	334##
No. of school administrators (LRP module)	35 x 1=35	35
No. of suppliers (LRP module)	53 x 1=53	53
No. of farmers (LRP module)	53 x 2 = 106	58
<b>TOTAL individuals surveyed</b>	<b>754</b>	<b>703</b>

#1 teacher among LRP comparison schools from Kampong Thom not interviewed.

##2 households among LRP comparison schools from Kampong Thom not interviewed.

50. **School sample:** The full list of sampled LRP case and comparison schools can be found in Annex 11. As of SY 2020/21 all the sampled LRP case schools will be implementing the HGFSF-hybrid model (Table 6), with a plan to transition them all to the full HGFSF model by the endline evaluation in 2023. Currently, all the comparison schools are using the SMP modality, and by endline, it is expected that these schools will also have shifted to either the HGFSF-hybrid model or to the full HGFSF model.

**Table 6: School feeding modality in LRP schools (SY 2020/21)**

	SMP		HGFSF (hybrid)	
	LRP case	Comparison	LRP case	Comparison
Kampong Chhnang	0	0	6	0
Kampong Thom	0	8	7	0
Siem Reap	0	13	22	0
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>35</b>	<b>0</b>

51. Within the 35 case schools, 11 schools have already established contracts directly with local suppliers as part of their own local procurement processes even though the LRP had not yet officially started. At the time of the baseline fieldwork, all the LRP schools had received centralized in-kind contributions of fortified rice and oil from WFP.

52. **Supplier sample:** Since the LRP had not yet started, it was not possible to determine which suppliers would win the tender process to supply food for SY 2020/21. However, there were 53 suppliers who had previously been given contracts to supply food to some of the LRP schools targeted in the three provinces already implementing a HGFSF-hybrid modality. All those 53 suppliers were included as the baseline sample. Table 7 below shows the breakdown of these suppliers by province and type. According to WFP records (May 2020), 22 out of the 53 suppliers were women (42 percent) as shown in Table 8 below.

**Table 7: Types of Suppliers by Province and Type**

Province	Types of Suppliers					Total
	Village Vendors	Rice Millers	Retailers	Middlemen	Wholesalers	
Kampong Chhnang	9	2	1	2	1	15
Kampong Thom	13	0	5	3	3	24
Siem Reap	4	1	1	8	0	14
<b>Total</b>	<b>26</b>	<b>3</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>53</b>

Source: WFP HGFSF Supplier List in SY 2019-2020

53. Over the course of the LRP, WFP will continue to collect 'baseline' data on contracted suppliers as schools go through their procurement processes. This new data will then be

used in the analysis of the midline and endline evaluations. In addition, the 53 suppliers were asked to identify local farmers with whom they have existing arrangements to buy goods.

54. **Farmer sample:** In total, it was planned that 106 farmers, two identified by each supplier through snowball sampling, would be contacted for quantitative data collection. Although only 58 were surveyed for the baseline,<sup>56</sup> the sampling approach taken helped maintain wide representation within the target community. Whenever possible, the farmers were deliberately sampled towards a gender balance (one man and one woman farmer per supplier) to be able to illustrate the differential experiences of men and women farmers through participating in the LRP programme. Because of this, the gender distribution within the sampled farmers (50 percent men and 50 percent women (Table 8)) does not reflect the actual gender distribution amongst farmers currently contributing to the supply of food commodities to schools. As new farmers are connected to the LRP, they will enter the baseline data and become part of the midline and endline evaluation analysis.

**Table 8: Gender of surveyed suppliers and farmers**

	Men	Women	Total
Suppliers	31 (58.5%)	22 (41.5%)	53
Farmers	29 (50%)	29 (50%)	58

55. **Quantitative data collection:** For the quasi-experimental design approach, the 35 case schools and 21 comparison schools were profiled. In addition, this study also took a before/after comparison approach on the demand side, with the 35 case schools (one group pre- and post-test design<sup>57</sup>) for quantitative data collection. With this approach, data collected will be compared to future evaluations from the same sample schools which will allow comparisons between the before intervention (pre-test) and after intervention (post-test) status.

56. The surveys were administered by KonTerra's local partner, Indochina Research Limited (IRL),<sup>58</sup> through deploying 50 local enumerators and 14 local team leaders, with the requisite language (Khmer) and data collection capabilities.<sup>59</sup> Questionnaire pre-tests and training of the IRL field team was done by IRL senior staff in close consultation with the ET (remotely) and WFP Cambodia. Three questionnaires were used: for sample target schools (n=35), for suppliers (n=53) and for farmers (n=58). The LRP related questions were also abstracted from the McGovern-Dole household baseline questionnaire (eg: storage, nutrition, household income). For case-comparisons, some data was collected from WFP records.

57. Responses from about 35 percent of interviewees were rechecked by telephone by IRL. In addition, an external national consultant hired by KonTerra also visited 14 of the sample schools to verify the data collected and its quality. For case-comparison analysis, information on quantity and timeliness of delivery of commodities (specifically on fortified rice and fortified vegetable oil) was obtained from WFP's records as these were provided to schools through in-kind contributions.

58. **Qualitative data** was gathered through key informant interviews (KIIs) and focus group discussions (FGDs) with a wide range of key stakeholders at international, national, sub-national and school/community levels (328 in total) using semi-structured interview guides. The key informants included personnel from WFP, government officials (national

<sup>56</sup> Some suppliers did not purchase from farmers, some were farmers themselves, or in some cases contact details were not available.

<sup>57</sup> Singleton, R. A. & B. C. Straits. 2005. Approaches to Social Research. Fourth Edition. New York, Oxford: Oxford University Press.

<sup>58</sup> Indochina Research Limited (IRL): <http://indochina-research.com/who-we-are/>. This company performed the same role in the previous baseline-to-endline data collection process conducted by KonTerra for the McGovern-Dole grants in Cambodia (2017 to 2019).

<sup>59</sup> Similar work had already been done by IRL during the pandemic and the company was fully aware of the necessary precautions and protocols to be followed.

and subnational), United Nations and NGO staff, as well as suppliers and farmers. The international ET members participated remotely; the national members were physically present for KIIs with government officials (observing COVID-19 protocols in place). Field site visits for qualitative interviews were conducted by the national evaluation team members accompanied by an external expert who was recruited for this phase of the work.<sup>60</sup> They visited sample schools and thereafter met with associated supply side key informants. Daily remote team meetings were held which served to allow discussion on the findings and clarify and determine any issues that required further verification.

59. **Data analysis:** Quantitative data was checked, cleaned and prepared for analysis by IRL in coordination with the ET. Data collection and entry were designed to allow identification of existing errors. The ET then verified the data and systematically checked the data's accuracy, consistency and validity. Then, the distribution of each variable was examined for inconsistencies in codes plus discrepancies in values plus logical distribution, and any issues found were crosschecked with the IRL team. The ET analysed the cleaned data using SPSS and R software packages and the results were presented as gender disaggregated (wherever appropriate) descriptive statistics for this report. This data has been made available to WFP in a separate document.

60. The ET ensured data integrity and factual accuracy through regular team discussions. All evidence collected was verified and corroborated through systematic triangulation by comparing information collected through the different methods and sources and was examined by the ET members. Preliminary findings were presented to WFP staff and then to partners and stakeholders at presentation workshops on 19-20 October 2020, which served as opportunities to discuss and fill any gaps in the initial findings.

61. **Gender Equality and Women's Empowerment (GEWE) Considerations:** The ET ensured that the data collection process included active participation of all stakeholders. The instruments and methods used allowed for gender disaggregation and also explored the dynamics of power and control. The ET made a conscious effort to include questions related to gender in all interviews. However, a major gap in the programme design is the absence of indicators related to gender and inclusivity as well as specific GEEW activities in the guiding RF, making it difficult to conduct a comprehensive assessment of these aspects.

62. Although no children were interviewed for this LRP baseline study, their interests as primary beneficiaries were enquired into throughout the survey process. As part of the data collection process, one of the international team members assessed the extent to which different voices, vulnerabilities, capacities and priorities of women, men, girls, and boys were reflected in the LRP design. This included how the design intended to promote positive change for all participants in terms of equitable access to asset acquisition and power sharing.

63. Full details of the methodology, sampling approach, and quantitative and qualitative data collection are included in Annex 11.

## **1.5. Limitations, risks, and mitigation strategies**

64. Although the ET anticipated numerous limitations and risks in conducting this baseline study during the pandemic crisis, no important factors prevented the work from proceeding while meeting acceptable standards, and direct contact with key informants remained possible. To minimize the risks of exposure to COVID-19 and mitigate its impact on the study, IRL designed safety protocols for the field surveys with strict adherence to the

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<sup>60</sup> An external expert, already resident in Cambodia, was recruited. He had a well-developed knowledge and understanding of Cambodia, its culture, official structures, and previous humanitarian and evaluation experience and spoke and understood fluent Khmer.

official guidelines, and the ET held virtual debriefings regularly. The ET paid particular attention to WFP's relevant technical guidelines.<sup>61</sup>

65. School closures were the major concern regarding impacts on findings but was mitigated as much as possible by adjusting the timeframe of the survey, ensuring highly focused questions, and drawing strongly on secondary data in advance of fieldwork. After considerable discussions during the inception phase, WFP CO and the ET agreed to establish a broad baseline coverage, comparing available data from SY 2019/20 with the situation at the time of the study. However, the sample schools that had implemented HGSF were all in one district in Siem Reap Province, and therefore could not be used to generalize results. However, the ET plans to collect midline and end-line data from the LRP sample schools after the programme begins and compare the results.

### **1.6. Ensuring quality**

66. All evidence collected was verified and corroborated through systematic triangulation by comparing information collected through the different methods and sources examined by the diverse ET members. The ET also ensured data integrity and factual accuracy through regular team discussions.

67. Quality of the outputs was assured using Decentralized Evaluation Quality Assurance System (DEQAS) and Active Learning Network for Accountability and Performance (ALNAP) standards together with the use of WFP technical notes, templates and checklists. KonTerra's Quality Assessment expert reviewed all outputs before submission to WFP. All team members are fully impartial and independent and have no direct or recent interest in WFP's activities in Cambodia.

### **1.7. Ethical considerations**

68. Interviews were carried out in accordance with the United Nations Evaluation Group's 2008 Ethical Guidelines for Evaluation, notably to ensure informed consent, anonymity and confidentiality. The field notes are kept confidential and will not be turned over to public or private agencies. In addition, steps were taken to ensure that men, women, boys and girls felt that interviews were conducted in appropriate locations so that they were able to freely express their views and concerns without fear of reprisal. Schools were notified in advance that they would be part of the survey. Permission to interview children at school was sought from their teachers, and from parents during household interviews. No effects of the intervention on human rights or gender equality were identified. The ET used UNICEF's Procedure for Ethical Standards in research, evaluation, data collection and analysis related to child consultations.<sup>62</sup>

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<sup>61</sup> WFP OEV. Technical Note for Planning and Conducting Evaluations during COVID-19. April 2020.

<sup>62</sup> [https://www.unicef.org/supply/files/ATTACHMENT\\_IV\\_UNICEF\\_Procedure\\_for\\_Ethical\\_Standards.PDF](https://www.unicef.org/supply/files/ATTACHMENT_IV_UNICEF_Procedure_for_Ethical_Standards.PDF)

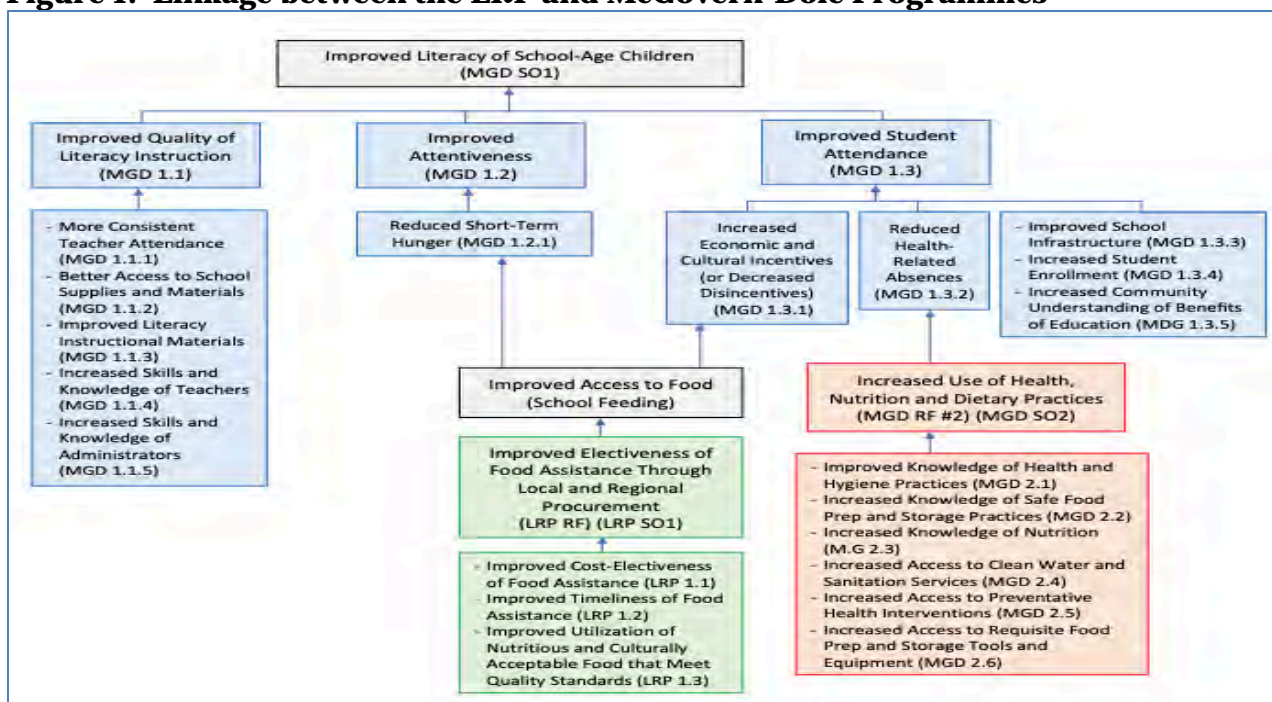
## 2. Findings

69. This section presents evidence against the evaluation questions set in the baseline ToR (Annex 1) and linked to the LRP's PMP (Annex 16) and RF (Annex 3), as outlined above. The evidence is derived from the baseline's primary data findings and from secondary documents/information (including WFP monitoring and evaluation (M&E) data). The findings are presented against each of the key questions in the ToR, and the data presented in the tables below is drawn from the quantitative survey done for this study.

### Question 1 - Relevance: Do the LRP objectives and design respond to the needs of stakeholders and institutions?

70. The LRP will be implemented to support the USDA McGovern-Dole programme, improving school children's access to food (school feeding) and improving the effectiveness of the programme by helping schools to transition to a HGSF modality. Using a local procurement model is expected to improve the cost effectiveness and timeliness of procurement and delivery of commodities to schools, and diversify the food items that are provided through the school meals. The linkage between two USDA programmes – the LRP and McGovern-Dole - is shown in Figure 1.

**Figure 1: Linkage between the LRP and McGovern-Dole Programmes**



Source: Evaluation Team Key: Blue and red boxes: USDA McGovern-Dole programme. Green boxes: LRP programme

71. To achieve the programme's objective, the LRP plans to strengthen the capacity of schools, suppliers, farmers, and government authorities to implement school-led direct purchases of regional and local commodities, as part of the transition process from donor in-kind contributions to full management of procurement by schools and local authorities within a government-managed school meals programme.

72. There have been several evaluations of WFP's school feeding activities in Cambodia, including those supported by previous USDA McGovern-Dole grants,<sup>63</sup> all of which have found school feeding to be appropriate and relevant to the Cambodian context. Given the poverty and low education outcomes in the targeted provinces, and the reliance on

<sup>63</sup> The most recent evaluation is: Dunn, S. et al (2019) Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education Programme for WFP Cambodia (2017-2019). Final report. The KonTerra Group.

agricultural production in rural Cambodia for livelihoods, it is highly relevant that the government transitions to local procurement, as it offers an opportunity to support the local economy in locations where much of the population relies on agricultural production for their income. The key issue recommended in previous evaluations is for an extension in the timeline set for the transition process and to allow for capacity building activities to be effectively implemented, thus enable a successful handover to the government. Specific recommendations of past LRP evaluations in Kenya, Laos and Rwanda can be found in Annex 12. Many of them apply to the Cambodian context as they point to issues such as the need to continue to: (i) raising funds and advocating on the importance of school feeding; (ii) promoting small holder procurement; (iii) supporting technologically farmer groups for self-monitoring or; (iv) engaging with women in cooperative decision making.

73. The design of the LRP is also relevant because WFP is in the process of transitioning all their school feeding activities to national ownership and the adoption of the HGSF modality reflects the government's preference for a cash-based model that supports the local economy. At the start of the LRP, the targeted schools will be implementing school feeding through the HGSF-hybrid model, receiving in-kind fortified rice and oil from WFP and purchasing vegetables, protein and iodized salt from local suppliers. By the end of the programme, the current MoEYS plan is that they should all have transitioned to the full HGSF modality, with all commodities obtained through local procurement funded by the Government. However, the transition plans<sup>64</sup> remain broad and have not yet articulated a comprehensive list of actions and necessary steps that need to be taken into consideration<sup>65</sup> and implemented towards readiness for a successful transition. Additionally, the national SMP had run a very short period by the time of this baseline, thus there had not been much experience to draw on and compare. As an example, take home rations, distributed during the pandemic, were found to also be an effective in reaching the most vulnerable households - at a much lower cost.

74. The baseline survey found that over 95 percent of both case and comparison schools had at least seven years of experience in provision of school meals (Annex 13), and almost all the LRP schools (91.4 percent) reported receiving training on the HGSF modality one year ago, in 2019. However, almost all the LRP schools are new to local procurement practicalities. Baseline interviews confirmed that suppliers and school personnel need and request ongoing support to move to a HGSF model (both the hybrid and full) where the school must procure all commodities themselves, including rice and oil. It is therefore appropriate that the project activities included the capacity building component for four groups of stakeholders: farmers, suppliers, school personnel and government representatives at national and sub-national levels.

75. **Targeting:** The selection of the three targeted LRP provinces was appropriately based on WFP's own Vulnerability Analysis and Mapping (VAM) information including poverty, nutrition and education data. Kampong Thom and Siem Reap have had USDA McGovern-Dole programming for several years, while Kampong Chhnang is newly targeted for the 2019-2023 USDA McGovern-Dole cycle.

76. All three targeted provinces are characterized by a comparatively high proportion of households falling into poverty categories of IDPoor 1 or 2, the two categories used by the Royal Government of Cambodia as qualifying for social assistance. The McGovern-Dole programme, and therefore the LRP, appropriately prioritizes schools in these geographic locations. Selection of schools was also based on the school community's commitment

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<sup>64</sup> The RoadMap (2015); the Education Strategy (2019 – 2023)

<sup>65</sup> The Five Policy Pillars of the transition process: policy framework, budget framework, institutional capacity, implementation capacity for scale up, and role of non-state stakeholders (especially communities).

and/or capacity to contribute their share to the delivery of school meals as well as the existence of support infrastructure.

**77. Local procurement model:** The LRP programme will use the Government's own procurement process for the implementation of the LRP. The current process and procedures at Commune Council level have been assessed to be 'acceptable' for the implementation of the LRP, and it is the system used by the Government for the bidding process in rural road, irrigation, and other projects related to climate change activities. The MOI has produced procurement documents for Commune Councils to use. This is appropriate given the underlying aim of transitioning all school feeding activities to national ownership. The LRP will require suppliers to obtain 70 percent of their produce from local sources. This will appropriately support local communities through increasing the degree of smallholder access to markets and expanded livelihoods. Farmers and suppliers seldom have any formal contractual agreements, and this should be one area that is encouraged to develop through collaboration and technical support from MAFF and FAO. Baseline interviews indicate that suppliers perceive the HGSF as a relevant approach, and by extension the LRP support to transitioning schools to HGSF as being appropriate.

**78. Rice fortification:** Exploring the potential for local procurement of fortified rice is a small but relevant component in the LRP programme. Rice is an important contributor to the diet in Cambodia and offers opportunity for large scale supplementation of existing micronutrient deficiencies. Earlier assessment work done by WFP and partners indicates some potential to expand on existing private sector industries on fortification of salt and sauces (fish and soy), but significant challenges over time have indicated that introducing a fortification process for rice in Cambodia would not be straightforward. There is currently a limited market to justify the investment, and the government has yet to confirm its full commitment to the idea. At this point, the LRP is aiming to continue some of these discussions but in the meantime help to promote broader nutrition-sensitive programming into the transition

**79. Technical support on agriculture:** Given that agricultural production is not WFP's core business, it is appropriate that the project has agreed potential future support from FAO to ensure that production assistance is relevant to the design component, related to improved agricultural production and post-harvest handling. Technical support to agriculture has added value in the current context of returning migrant workers and enhanced local demand for income generating activities to support post-COVID-19 economic recovery, and is aligned with the MAFF's policies.

**80.** Both USAID and FAO have found that the use of fertilizer and crop protection inputs are widespread in Cambodia and these present potential health hazards to consumers, including the HGSF market. Reducing the use of such pesticides on fresh fruit and vegetables in the project design is therefore relevant to the needs of farmers and schools.<sup>66</sup>

**81. Gender considerations in programme design:** Although gender is an important programming priority for WFP, the LRP Results Framework does not explicitly include a gender component; however, WFP requires that reporting of indicators is gender disaggregated where appropriate. There are no specific gender targets nor any gender-specific activities, expected results or indicators to measure and analyze gender roles, behaviours and expectations besides disaggregation identified in the Results Framework. Although pursuing equal gender participation is recognized in the detailed documentation

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<sup>66</sup> It is known that the use of chemical fertilizers and pesticides have been reduced through many new environmental safety projects such as ASPIRE, TSSD-II, etc. The ET contacted these project teams for further details, but without response.

of the LRP design, having gender-specific outcomes in the RF would explain more clearly what and how gender issues are intended to be addressed through the intervention.

82. The programme proposal indicates that it seeks to “identify and monitor possible barriers and opportunities for equitable participation for men and women”. Activity 2.2 aims to tailor trainings based on needs assessments, and Activity 3 intends to encourage women’s participation in the bidding process; including a requirement that at least one position in the bid committee is occupied by a woman. The baseline interviews noted that female representation on the bid committees is still requiring more attention – the ET believes the aim should be equal representation - and thus these components are relevant. To be able to measure achievements on gender by the end of the evaluation series, the subject would need to be added to the Results Framework with related indicators and targets added to the Performance Management Plan. This could be explored with the Ministry of Women’s Affairs (MoWA) and retroactively added to key design documents of the LRP and monitored throughout implementation.

83. Most of the visited communities experienced considerable difficulties in understanding that gender mainstreaming involves all members of a society and their needs, not just the women. The programme is perceived by implementing partners to lack specific gender mainstreaming activities that would be of crucial importance before handover to the Government. The ET did not see evidence of uniform gender guidelines agreed upon with the partners for this programme. In fact, the partners prefer their own versions and some informants were not aware of the existence of WFP gender guidelines

84. The LRP programme is designed to equally meets the needs of women, men, girls and boys and to present an opportunity to promote women’s empowerment through increased engagement of female suppliers and farmers and through the inclusion of both girls and boys in obtaining school meals. The proposal clarifies that school meals will be provided to all primary students, both girls and boys, in the targeted schools. The baseline school survey found that girls make up just under 50 percent of the total primary school enrolment in both the LRP and comparison schools (Table 9).

**Table 9: Primary school enrolment (Grades 1-6) by gender**

	Primary school enrolment by gender	
	% Boys	% Girls
LRP case schools (n=35)	51.2%	48.8%
LRP comparison schools (n=21)	50.2%	49.8%

85. Baseline interviews, with farmers, suppliers and local authorities, indicated that women play a key role in production and marketing of farm produce within rural communities because men comprised the highest proportion of migrant workers. Key informants advised that in many livelihood related activities, women comprise almost 100 percent of participants; also, that women’s enterprise groups in different programmes often performed better than those that were exclusively male. This suggests that a focus on intentional recruitment of women suppliers<sup>67</sup> and farmers is appropriate in the design, but there now needs to be a concerted effort to ensure women producers and traders have equitable access to supplying food commodities.

86. In subsequent rounds of this evaluation series, implementation aspects such as the extent to which tackling longstanding perceptions is pursued, measuring progress in transformative changes for women, men, girls and boys or systematically promoting equity and equality ideals will be assessed.

<sup>67</sup> Among the suppliers contracted in the HGSP so far, 41.5 percent have been female. (Source WFP CO records)

87. **Engagement of a broad range of national and sub-national stakeholders:** WFP will implement the LRP programme in collaboration with the MoEYS and MAFF, its cooperating partners, and local schools and commune councils. The design therefore includes engagement with key institutional stakeholders including with other line ministries at national, sub-national levels and commune levels. This should ensure that activities are aligned with government priorities.

88. Baseline interviews highlighted the need for engagement and capacity strengthening at national and sub-national levels. Understanding of HGSF and the roles of sub-national authorities is still often unclear, with several stakeholders equating the HGSF approach with school gardening.

89. Qualitative interviews with sub-national actors indicate a lack of clarity among sub-national officials over the roles and responsibilities for HGSF between line ministries (MoEYS and MAFF), between departments at sub-national offices, and between provincial and district offices. For instance, there has been low involvement of the district office of health, which is intended to have a role in checking the quality of food and for hygiene issues among the schools, farmers and suppliers. These different government actors have yet to become fully engaged and including this component in the LRP design reflects the importance of working with them to improve their coordination.

90. Although WFP already operates the HGSF in some locations with the support of MAFF, in Kampong Chhnang province there has been limited involvement from the Provincial and District Departments of Agriculture. Capacity building and skills development among implementation stakeholders, including the MAFF was therefore identified during the baseline interviews as being very relevant.

91. As the HGSF/LRP evolves toward inclusion in the action plans of local CPs, sector strategies and government, it may be possible to attract both co-financing partners (for example, the Asia Development Bank, World Bank, European Union, NGOs, private sector etc.) and programme delivery partners at different levels, from national to local authorities, before programme completion.

#### **Key findings and conclusions – Question 1 (Relevance)**

- The LRP design to support schools to use a local procurement model is relevant to the needs of women and girls, men and boys, who are the primary beneficiaries and the most vulnerable.
- The direct involvement of HGSF with government line ministries (eg: MoEYS and MAFF), provincial departments (PDAFF, POEYS and DOEYS) and local commune councils ensures that the activities are aligned with government priorities and local needs.
- The model is relevant to national government because of the official plan to adopt the HGSF model for the national school feeding programme and it uses the government's own established procurement mechanism. However, a comprehensive transition plan articulating concrete steps required for readiness is lacking.
- The LRP design is relevant to WFP because it enables the provision of support to stakeholders in support of the transition to national ownership
- The LRP capacity development component is relevant because schools, suppliers and farmers transitioning to the HGSF modality have relatively little experience and familiarity with the procurement processes.
- The LRP capacity development component for national level stakeholders is relevant because of the need for a stronger coordination mechanism and clear roles and responsibilities among line ministries and subnational departments.

- The capacity development component for suppliers and farmers is relevant to their needs and is perceived as having the potential to increase their economic development through increased markets for agricultural produce.
- The LRP considers gender to be a priority with regards to increased women's empowerment among programme participants under activities 2 and 3 (that is suppliers, farmers, bidding committee members). Data on beneficiary participation will also be disaggregated by gender. However, there are no overall gender results statements in the project framework, and there is a need to add gender into the LRP design documents and monitoring plan for the subject to receive appropriate attention during implementation and to be assessed in future evaluation rounds.

## **Question 2 - Coherence: Is the LRP coherent with other interventions and institutions?**

92. **Alignment with national policies:** WFP has supported the development of key school meal related policies and strategies in Cambodia for several years and as a result, WFP and government policies broadly align. The country's long-term development vision<sup>68</sup> emphasizes a strong commitment to education and child nutrition. Corporately, WFP and the Royal Government of Cambodia align on their commitment to zero hunger addressed so far through the social protection and education sectors, and on food security and nutrition.

93. The Government has multiple policies and programmes elaborated within the zero-hunger agenda including: i) the National Fast Track Roadmap for Improving Nutrition (2014-2020);<sup>69</sup> ii) The 2<sup>nd</sup> National Strategy for Food Security and Nutrition (NSFSN, 2019-2023); and iii) the National Action Plan for Zero Hunger Challenge in Cambodia (2016-2025).<sup>70</sup> The LRP is aligned with these policies as local procurement is intended to increase access to markets of the agricultural sector in the targeted regions and enhance the food security and economic livelihoods of smallholder farmers and suppliers. The local procurement mechanism used is based on the government's procurement system with the intension of improving it to serve this purpose.

94. School feeding is aligned with strategic objectives and priorities of the Royal Government of Cambodia's human development objectives which prioritize improved nutrition, ending stunting and increasing income for the poorest.<sup>71</sup> School feeding is also recognised by the government as being an important social protection mechanism, acting as a safety-net for poor households with school-aged children, and supporting national food security and improvements in nutrition.

95. Transition to a nationally owned school feeding programme, which the LRP will contribute towards, is also coherent with the Education Strategic Plan (2019-2023), the National Strategy for Food Security and Nutrition (2019-2023) and the National Social Protection Policy Framework (NSPPF, 2016-2025). Inclusion of HGSF targets in the Education Strategic Plan (2019-2023) helped accelerate the government's direct financing and implementation of HGSF with a budget allocated by the MEF from fiscal years 2019-2021. The government allocated US\$1.8 million as its initial direct investment, with a planned scale up to more than US\$6 million over the next five years.<sup>72</sup>

<sup>68</sup> The Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019–2023) – Rectangle 1 including 1) Improving the quality of education, science and technology; 2) Vocational training; 3) Improving public healthcare and nutrition; and 4) Strengthening gender equality and social protection.

<sup>69</sup> [https://sustainabledevelopment.un.org/content/documents/23603Cambodia\\_VNR\\_PublishingHLPF.pdf](https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf)

<sup>70</sup> [http://ocm.gov.kh/ocmwinwin20/wp-content/uploads/2018/12/6-National\\_Action\\_Plan\\_for\\_the\\_Zero.pdf](http://ocm.gov.kh/ocmwinwin20/wp-content/uploads/2018/12/6-National_Action_Plan_for_the_Zero.pdf)

<sup>71</sup> [https://sustainabledevelopment.un.org/content/documents/23603Cambodia\\_VNR\\_PublishingHLPF.pdf](https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf)

<sup>72</sup> National HGSF Implementation Framework (MoEYS; August, 2019)

96. The government is currently transitioning all sectoral ministries to delegate their work to the sub-national levels through Decentralization and Deconcentration (D&D) process. This is an appropriate entry point for LRP mainstreaming at sub-national level, especially for Commune Councils, allowing joined-up planning and resource allocation at province, district and commune levels. Having the LRP process managed at these levels is well aligned and coherent with the government's D&D reform process.

97. The collaboration with WFP on increased local procurement for provision of school meals is an integral part of the government's plans to roll-out the national SMP. The LRP will complement the MoEYS efforts of building the capacity of school administration and supporting management systems at national, provincial and district levels to implement the provision of school meals utilizing agricultural produce from local communities. A HGSP Implementation Guideline was endorsed by MoEYS in 2019 that covers all the main operational aspects of the modality.

98. The **National Policy on School Health**<sup>73</sup> was approved in April 2019 and provides guidance on the practical implementation for the prevention of communicable diseases. The policy focuses on school feeding, aiming to strengthen the safe food nutrition programme in schools by encouraging students to take safe and healthy food choices. To operationalise this policy, the school health department at MoEYS is collaborating with WFP and the MoH to support food safety and hygiene practices in schools with feeding programmes.

99. The MoEYS's Department of Policy and Planning is also currently leading on drafting a stand-alone National Policy on School Meals. The policy incorporates input from multiple ministries, the Council for Agriculture and Rural Development (CARD) and the NSPC, with the draft expected to be completed in 2021. The policy is expected to bring together all the ministries involved in school feeding and social protection, to harmonize approaches and develop shared objectives.

100. The MoEYS began direct implementation of school meals using government financing in SY 2019/20 with 205 schools in six provinces.<sup>74</sup> The intent is to gradually scale up the number of schools supported by the MoEYS to approximately 650 schools by SY 2024/25. The government and WFP plan to regularly review the transition plans and schedule over the next five years. At the time of the baseline, the MoEYS plans were to take over another 67 schools, some of which are under the current McGovern-Dole cycle.<sup>75</sup>

101. The Royal Government of Cambodia is also committed to gender inclusivity across all its development actions, emphasized in the National Strategic Plan for Gender Equality and Women's Empowerment (2019-2023).<sup>76</sup> The LRP programme contributes to GEWE through the provision of equal income opportunities for women and men in producing and supplying food to schools, as well as participating in the provision of school meals, which in turn should help improve educational levels and reduce drop-out rates of girls as well as boys. The country's long-term development vision<sup>77</sup> also emphasizes a strong commitment to strengthening gender equality and social protection. Furthermore, the Ministry of Women's Affairs of Cambodia (MoWA), in partnership with UNDP Cambodia and the Swedish Government, is spearheading a comprehensive policy project aimed at narrowing

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<sup>73</sup> Royal Government of Cambodia (2018) National Policy on School Health, Ministry of Education, Youth and Sport

<sup>74</sup> Banteay Meanchey, Kampong Cham, Siem Reap, Battambang, Preah Vihear and Stoeung Traeng

<sup>75</sup> In Kampong Thom, Kampong Chhnang, Pursat, Oddar Meanchey and Siem Reap.

<sup>76</sup> Neary Rattanak V five-year strategic plan (2019 – 2023)

<sup>77</sup> The Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019–2023) – Rectangle 1 including 1) Improving the quality of education, science and technology; 2) Vocational training; 3) Improving public healthcare and nutrition; and 4) Strengthening gender equality and social protection.

the nation's gender gap.<sup>78</sup> This level of commitment needs to be better reflected in the LRP design.

**102. Complementarity with WFP work in Cambodia:** The WFP Cambodia Country Strategic Plan (CSP 2019-2023) focuses on supporting national and sub-national level systems aimed at enabling national ownership of the school feeding programme. In preparation for direct implementation by the national government, the MoEYS and the NSPC formulated and endorsed national operational frameworks and guidelines including the development of a School Meals Policy, initiated in 2019. Several relevant documents<sup>79</sup> are under review and will be updated in 2021.

**103.** The LRP is part of WFP's wider portfolio of school feeding activities in Cambodia, all of which are either fully funded by USDA or co-funded with another donor. Alongside the USDA's McGovern-Dole programme, complementary activities funded by other donor contributions include KOICA (US\$10 million over five years), the Japanese Government (in-kind contribution of canned fish) and various private sector entities (US\$1 million per year).<sup>80</sup> With these aligned contributions, WFP ensures complementary and complete programme delivery.<sup>81</sup> Moreover, the CO manages all SFPs within a single team which ensures coherence of the programmes and coordinates inputs from other CO specialized units. The USDA-funded LRP programme complements the McGovern-Dole programme through its focus on local procurement to deliver food for provision of school meals. WFP ensures a comprehensive programme delivery through multiple complementary activities and donor funding sources.<sup>82</sup>

**104.** The LRP also seeks to complement the wider programme with institutional support through the inclusion of activities designed to ensure policy dialogue, capacity building and technical assistance on development of information management systems. The support for the latter is done through field-based monitoring that captures critical programme information, for example with mobile data collection and web-based mapping tools, leveraging on the WFP's Platform for Real-Time Information System (PRISM) initiative.<sup>83</sup>

**105. Alignment with United Nations frameworks and other development partners:** The LRP's emphasis on improved agricultural productivity and access to markets is designed to contribute towards SDG 2 to "end hunger, achieve food security and improve nutrition and promote sustainable agriculture." The LRP therefore is likely to contribute towards the United Nations Development Assistance Framework for Cambodia<sup>84</sup> (UNDAF, 2019-2023), Outcome 2 on Prosperity. The LRP is also coherent with SDG 17: strengthening partnerships, given that school feeding programmes cover multiple sectors and engage various types of stakeholders and will strengthen partners' capacities over time to allow a full transition to government ownership and management.

**106.** The FAO is confirmed to play a complementary role on technical assistance related to agricultural production and local procurement activities. Given that agricultural production is not WFP's core business, it is appropriate that the project has engaged support from FAO to ensure that production support is appropriate and relevant to the design component related to improved agricultural production and increased market engagement

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<sup>78</sup> *Leading the Way for Gender Equality* (LWGE) programme, which began in 2017 and was on course to finalize in December 2020. Three project-pillars set the foundation for gender equality in Cambodia: 1- Institutional reforms through effective policy development and implementation; 2- Behavioural change through media mobilisation and youth engagement; 3- Promotion of women in decision-making roles. Available at: <https://www.kh.undp.org/content/cambodia/en/home/blog/leading-the-way-for-gender-equality--cambodia-s-commitment-to-ad.html>

<sup>79</sup> Including HGSF operational guidelines, frameworks, policy and legal documents.

<sup>80</sup> The national budget allocates US\$2 million a year for the national Government-led SMP.

<sup>81</sup> LRP programme proposal.

<sup>82</sup> *ibid.*

<sup>83</sup> McGovern-Dole programme proposal.

<sup>84</sup> <https://cambodia.un.org/sites/default/files/2020-03/CAMBODIA%20UNDAF-%202019-2023.pdf>

through technical support (for example, on supplier/farmer agreements and food quality control). Given its mandate for enhancing agricultural production and marketing, the FAO is engaged as one of the coordinating partners to support the MAFF's Agricultural Strategic Development Plan 2019-2023 on the production and food safety related activities, and to support smallholder farmers to participate in the market economy. Potential collaboration exists<sup>85</sup> with other development partners within the agricultural sector, such as the International Fund for Agricultural Development (IFAD).<sup>86</sup>

107. The programme will draw on the Government's coordination in the social protection and education sectors and also benefit from promotion of good nutrition and gender practices pursued by both WFP and the NGO implementing partners, PLAN and WV. Although not included in LRP's design, these NGO partners will play an important role as an extension of implementation partnership with WFP, funded under the USDA McGovern-Dole programme.<sup>87</sup>

### **Key findings and conclusions – Question 2 (Coherence)**

- The LRP programme is aligned with government priorities, as well as with USDA, the United Nations and other partners, although the government gives higher emphasis to gender considerations than the LRP design does.
- The design includes technical assistance and capacity development (by WFP and partners) essential for eventual transition and management of school feeding by the national government through a local procurement model.

### **Question 3 – Effectiveness: Can the LRP - as designed - achieve its objectives and expected results?**

108. The LRP plans to support schools to implement a HGSF model by providing capacity support to school personnel, local suppliers and farmers as well as national and sub-national government representatives. This section profiles the results of the baseline surveys in the LRP schools, and with the local suppliers and farmers.

109. Since the project has not yet started because of COVID-19, this report provides information on the current situation in schools regarding the presence of appropriate infrastructure, the capacity of local commune councils to support the local procurement process, the capacity of local suppliers to procure the required commodities, the capacity of the farmers to produce the required commodities and the capacity of all stakeholders to implement the required procurement processes. Progress on these will need to be monitored during implementation as well as other results included in the programme design. The future midline and endline evaluation exercises will then be able to use these baseline figures to measure the progress towards achievement of set outputs, outcomes and ultimately, the project objective.

### **LRP Schools**

#### **i) Procurement processes and management**

110. Detailed information regarding the comparison and LRP case schools can be found in Annex 13. The following section summarizes the key characteristics of the schools related to the LRP processes.

<sup>85</sup> ASPIRE, the IFAD funded project, is implemented in the three target provinces of WFP's SMP

<sup>86</sup> Dunn S (2020), Baseline assessment of the KOICA supported Home Grown School Feeding programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces 2020-2024, Draft Report.

<sup>87</sup> LRP programme proposal.

111. Under the HGSF modality, the procurement of commodities is done at school level, by an LSFC whose membership includes the school director, the storekeeper (usually a teacher), the cook and other community members. The baseline school survey found that all the LRP schools already have LSFCs (Table 10) which is a good first step for the implementation and management of the procurement process.

**Table 10: Schools with existing LSFCs**

	Schools with existing LSFCs
USDA LRP schools (case schools)	100%
SMP schools (comparison schools)	100%

112. The LSFC has the responsibility of calculating the volume of food needed for the school feeding activities each term and write up a formal tender, which is then publicized locally. Ideally, this should be done during school holidays, in between terms, to allow sufficient time for the tendering and bidding processes to be completed and the food to be delivered to schools ahead of the start of term.

113. Under the HGSF-hybrid model, bulk foods (fortified rice and vegetable oil) are delivered by WFP and monthly record keeping is done by the school director or storekeeper. Inspection of the quantity and quality of food in storage is done biannually by NGOs and also by the government (MoEYS/POEYS/DOEYS) while WFP conducts spot checks covering all target schools at least once a year.

114. For fresh commodities, the responsibility for the storage and quality checking is done at school level since those items are delivered directly to the schools by local suppliers. The WFP/MoEYS HGSF Operational Guidelines require that schools outline the total monthly vegetable requirements broken down into weekly or bi-weekly deliveries. The total annual estimates (broken down by commodity group) are disseminated through a competitive bid process to suppliers.

115. Once food is delivered to the schools, quality control of fresh foods such as vegetables and protein sources is expected to be done by the storekeeper, cook and/or the school director. This requires training to be able to physically assess quality and quantity as they receive food deliveries. The LSFC is also responsible for inspecting the monthly records on the quantities, quality, and timeliness of delivery.

**ii) Food storage infrastructure**

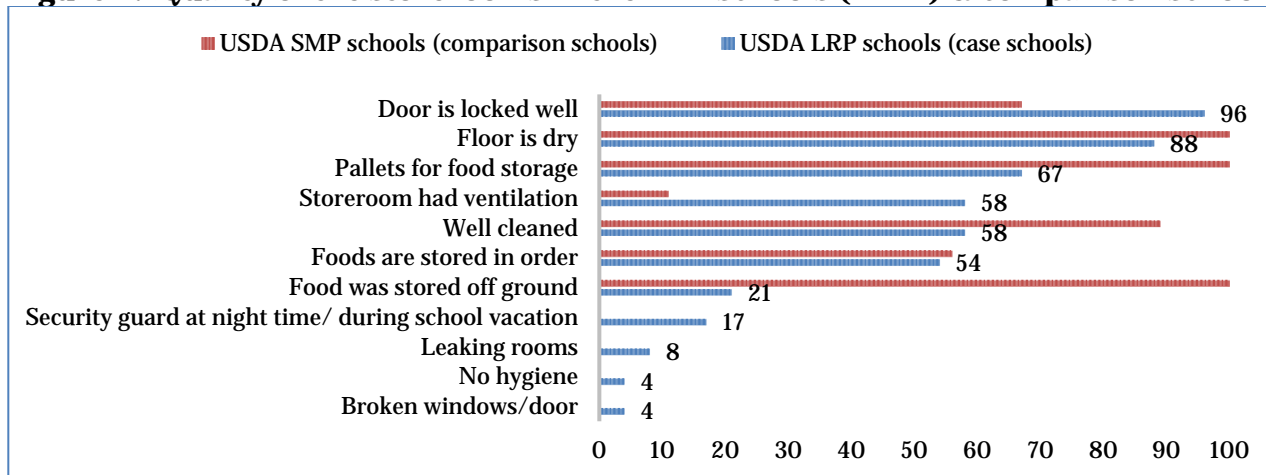
116. Once food arrives at the school, it is critical that the necessary infrastructure is available to maintain quality and safety standards. Fresh foods such as vegetables and protein sources (especially fish and pork) require refrigeration which most schools do not have, or immediate cooking. The CO advised that to overcome this limitation, fish is mostly delivered alive while pork is delivered early in the morning. However, field interviews indicated that pork was delivered in the evening one day in advance and the cooks would pre-cook it to preserve it overnight. Some suppliers reported that they provided the perishables in a cool box with ice that they paid for. Dry items need to be kept in storerooms of appropriate quality standards. Table 11 shows that 69 percent of the sampled LRP schools had storerooms, and 67 percent of those used appropriate means (pallets) to be able to store food off the ground. A higher percentage of LRP case schools already had storage facilities than the comparison schools.

**Table 11: Schools with food storerooms**

	Total	Schools with storerooms		Of those with storerooms, number storing food off the ground	
		#	%	#	%
USDA LRP schools (case schools)	35	24	69%	16	67%
SMP schools (comparison schools)	21	9	43%	9	100%

117. An assessment of the quality of storage rooms among the surveyed schools explored 11 characteristics related to storage quality. Figure 2 shows the relative food storage quality demonstrated at the LRP schools and the comparison schools.

**Figure 2: Quality of the storerooms in the LRP schools (n=24) & comparison schools**



118. To ensure food safety, it is important for the storeroom to be dry, to be able to store food off the ground on pallets and have good ventilation. Overall, the quality of the storerooms in both LRP and comparison schools scored similarly (Table 12), with seven of the 11 quality components present. The comparison schools were more likely to have options for storing food off the ground and to have food pallets; the LRP schools were more likely to have ventilation and a door with a good lock.

**Table 12: Overall quality score on storerooms**

Schools	Total sampled schools with storerooms	Overall storeroom quality score
USDA LRP schools (case schools)	16 (of 24)	7.42
SMP schools (comparison schools)	9 (of 9)	7.22

**iii) School gardens**

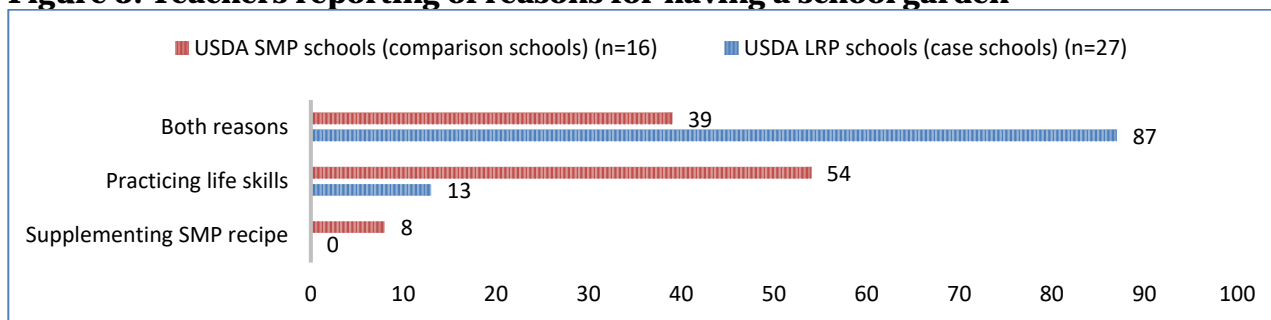
119. The school survey found that 77 percent of LRP schools had school gardens (Table 13). Depending on the scale of use of these gardens, they can also be used to provide (occasional) food items for the school meals. However, school personnel indicated that school gardens also enable children to learn and practice life skills, and that food items from the gardens could not be relied upon for the school meals (Figure 3).

**Table 13: Schools with vegetable gardens**

	Total	# of schools with garden	% of schools with vegetable garden	% of rehabilitated vegetable garden*
USDA LRP schools (case schools)	35	27	77%	85%
SMP schools (comparison schools)	21	16	76%	81%

\*Among those schools with a vegetable garden

**Figure 3: Teachers reporting of reasons for having a school garden**



**iv) Commodities provided for the school meals**

120. One of the objectives of the LRP is to increase the quality of nutritionally diverse foods within the school meals. This dietary diversity can be measured directly by the number of foods and food groups provided in the school meals and indirectly through the reported changes in household dietary diversity among participating schools.

121. At baseline, schools implementing a HGSF-hybrid model receive micronutrient fortified rice and oil from USDA and then procure other ingredients locally. The USDA comparison schools receive the same fortified rice and oil, as well as tinned fish provided by the Government of Japan (Table 14). Already at baseline this means that the LRP schools are able to provide a more diverse school feeding menu to the schoolchildren.<sup>88</sup> Figure 4 shows the percentage of LRP schools that reported providing commodities in their school meal in the week before the survey, and Figure 5 describes the percentage of schools reporting purchase of specific commodities from local suppliers.

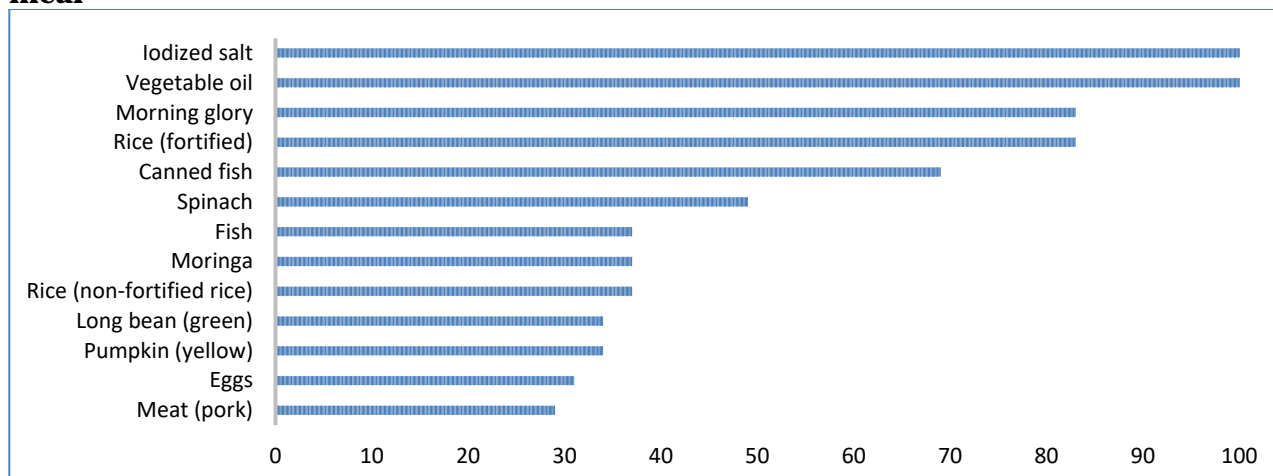
**Table 14: Food commodities utilized in school meals (SY 2019 – 2020)**

Food Type	LRP schools	Comparison schools <sup>89</sup>
Grain	Fortified Rice (USDA)	
Vegetable	Morning glory, Pumpkin (yellow), Moringa, Spinach, Long bean (green) (options include over 20 varieties).	
Protein	Eggs, Meat (pork), Fish	Canned fish (Japanese Embassy)
Oil	Fortified vegetable oil (USDA)	
Salt	Local salt (community contribution)	
<b>Total number of food groups provided</b>	<b>5</b>	<b>3</b>

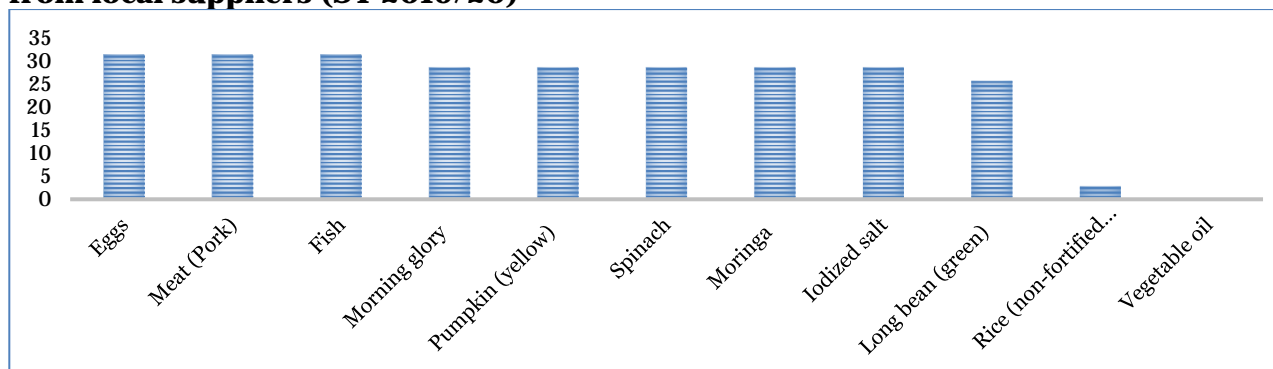
<sup>88</sup> The schools in the LRP baseline did not report on the value and volume of the commodities they procured. However, the 53 suppliers in the baseline survey did report on the value and volume that they delivered to the schools. This information is presented in the supplier section.

<sup>89</sup> NB: WFP reports that iodised salt and yellow chick peas are provided by school communities under the SMP schools. This was not mentioned by the sample school authorities.

**Figure 4: Percentage of LRP schools providing multiple food items in the school meal <sup>90</sup>**



**Figure 5: Percentage of LRP schools reporting purchase of specific commodities from local suppliers (SY 2019/20)**



**122. Timeliness of commodity delivery:** Timeliness of the only delivery (of three planned) of fortified rice and vegetable oil by WFP and MoEYS in the SY 2019/2020 was high, both in the LRP case and comparison schools. All commodities were delivered according to the planned timeline, generally before the term began, and they were delivered as per quality specifications (Table 15). These figures give a timeliness goal for the LRP to aspire to under the HGSF modality.

**Table 15: Deliveries for fortified rice and vegetable oil (SY 2019/20).**

	LRP Schools (%)	Comparison schools (%)
Was the <b>fortified rice</b> <sup>91</sup> delivered as per planned time?	100%	100%
Was the fortified rice delivered before the term began?	83% *	100%
Was the quantity of fortified rice delivered as per the specification?	100%	100%
Was the quality of fortified rice delivered as per the specification?	100%	100%
Was the <b>fortified vegetable oil</b> delivered as per planned time?	100%	100%
Was the fortified vegetable oil delivered before the term began?	83%*	100%
Was the quantity of fortified vegetable oil delivered as per the specification?	100%	100%
Was the quality of fortified vegetable oil delivered as per the specification?	100%	100%

Source: WFP, M&E records. NB: Table reflects only the first three planned food deliveries.

\*Deviation was due to storekeepers not being in school, food delivery was done next day. No effect on provision of meals.

<sup>90</sup> Survey findings on receiving canned fish differ from the CO reports that none was distributed to schools under the HGSF. This might be explained by the fact many sample schools were still under the SMP model at the time of the baseline fieldwork.

<sup>91</sup> No fortified rice was delivered in SY 2019/2020, however, some fortified rice was used for school meals which came from stocks that had remained from the previous school year.

**v) Nutrition sensitive activities, including the use of fortified commodities**

123. The school survey found that while some schools are already procuring rice locally, the rice procured is not fortified. The only fortified rice comes from the in-kind donor contributions in the USDA McGovern-Dole supported schools, which will likely phase out by 2023 with the planned transition to government. The model eventually developed for the national SMP may or may not involve procurement of fortified rice, dependent on the success of identifying or developing a source to supply fortified rice and vegetable oil. However, under the HGSF modality iodized salt is still purchased with donor funding.<sup>92</sup>

124. The CARD and the Ministry of Planning’s Department of Food Fortification are the government institutions with assigned responsibility for food fortification, but implementation will require much broader engagement, especially of the private sector as a major actor on this.<sup>93</sup> According to the Department, few private firms (especially rice millers) were interested in producing fortified rice because of the lack of supplies of raw micronutrient inputs, limited market demand, lack of technical skills, and so on.

125. As a small part of the LRP, WFP plans to continue its support for the development of a national rice fortification capacity, but more significantly will build upon the current levels of knowledge about nutritional and food groups mentioned above through a focus on a broader range of activities and inputs supporting better all-round nutrition in school meals, during the current period of implementation but also in the lead-up to the transition to government ownership of the programme.

**vi) Training for school personnel on HGSF procurement process and operational guidelines**

126. Activity 2 (Capacity strengthening of HGSF stakeholders on procurement mechanisms) focuses on bringing customized, in-person training, mentorship and coaching to all levels of stakeholders including schools, commune councils, school support committees and suppliers covering contract development, bidding, procurement requirements, and annual planning. Qualitative informants indicated that they welcome this training and capacity building on the anticipated transition to the HGSF model.

127. As part of the LRP, school personnel will be trained on the HGSF procurement process and on the HGF Operational Guidelines. Although the LRP has not yet begun, the majority of LRP case schools (74.3 percent) reported receiving the HGSF Operational Guidelines from WFP (Table 17) and an average of 2.3 staff members per LRP case school were reported trained on the HGSF in the past two years. However, none of these schools reported receiving training yet concerning food procurement mechanisms. Table 16 profiles the number of LRP case schools that have reported receiving training on HGSF operational guidelines and local procurement processes, and Figure 7 shows the range of training materials distributed to the various schools.

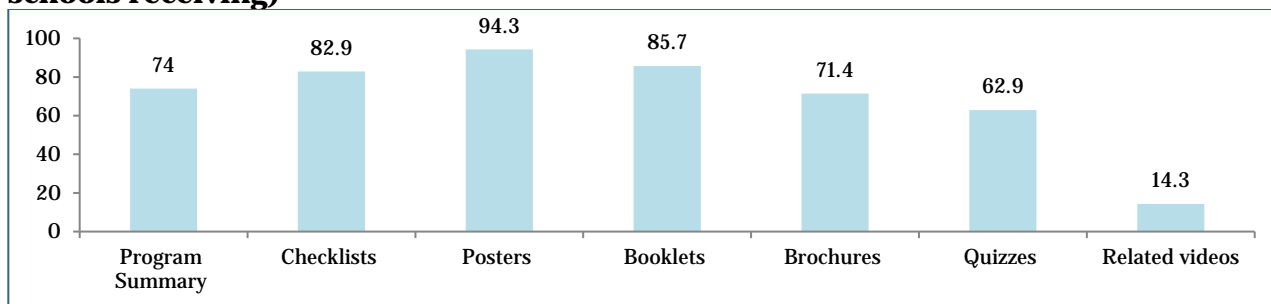
**Table 16: School personnel receiving training on the HGSF procurement process and on the HGSF Operational Guidelines**

	Schools receiving training on HGSF procurement process		Schools receiving training on HGSF Operational Guidelines	
	#	%	#	%
USDA LRP schools (case schools)	20	57.1	26	74.3
SMP schools (comparison schools)	0	0	0	0

<sup>92</sup> WFP, in collaboration with UNICEF, also distributed to target schools test kit for testing the presence of iodine in the salt.

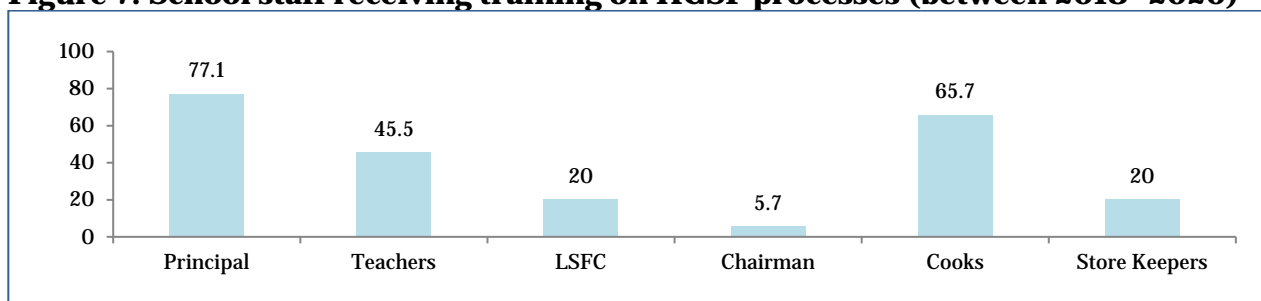
<sup>93</sup> Studies include: WFP Rice Landscape Analysis (2019); Rice Fortification RoadMap (2019); Multi-nutrient Challenges and Solutions (2019). Discussions ongoing with government on the extent to which rice fortification is possible in Cambodia and realistic within the timeframe of the LRP.

**Figure 6: Distribution of training material in the HGSF toolkits (percentage of schools receiving)**



128. Figure 8 illustrates the percentage of surveyed school personnel who reported receiving HGSF related capacity building support over the last two years: school director/headteacher (in 77.1 percent of case schools); followed by cooks (65.7 percent); teachers (45.7 percent) and a small percentage of other staff (eg: storekeepers, LSFCs members and school chairmen).

**Figure 7: School staff receiving training on HGSF processes (between 2018–2020)**



129. Although some schools have received training on the HGSF modality, interviews with school personnel indicated that the transition timeline to the full HGSF model is not clear.

130. In addition to the above specific training on the HGSF modality, the majority of the LRP schools have already received training on food preparation and storage, and on good health and nutrition practices, through the USDA McGovern-Dole programme (Table 17).

**Table 17: School personnel receiving training on food preparation and storage, and food health and nutrition practices.**

	Schools receiving training on food preparation and food storage practices		Schools receiving training on good health and nutrition practices	
	#	%	#	%
USDA LRP schools (case schools)	31	89%	30	88%
SMP schools (comparison schools)	20	95%	20	95%

131. Table 18 provides a summary of all the key elements of HGSF capacity building along with the percentage of surveyed LRP schools that had infrastructure of appropriate quality.

**Table 18: Summary of findings from sample schools<sup>94</sup>**

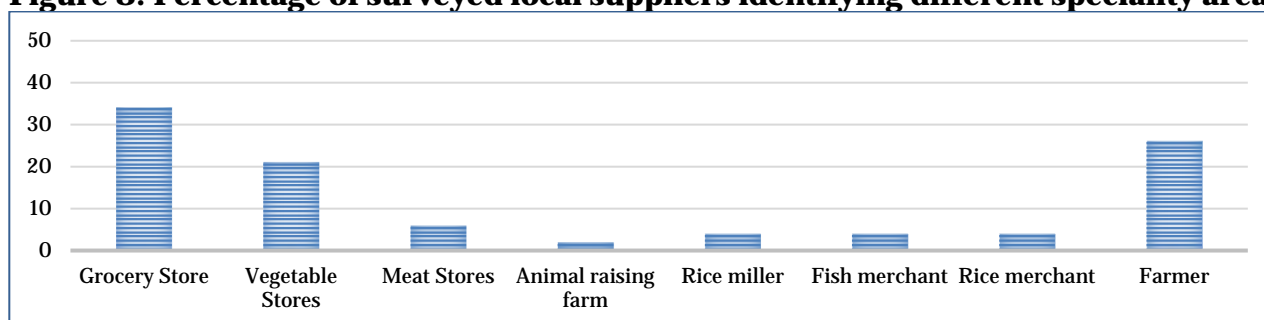
Item	LRP Case Schools	Comparison Schools
Storage facilities	69%	43%
Storage follows recommended quality standards	77%	76%
School garden is present	87%	39%
School plans to use the produce from the school garden to supplement the school meal	89%	95%
School personnel have received training on food preparation and storage	88%	95%
School personnel have received training on good health and nutrition practices	54%	56%
School has developed menus for their school meals	29%	N/A
School personnel have received training on school feeding record and reporting system	77%	57%

### Local suppliers

132. The suppliers in the baseline sample had had previous experience with providing locally procured food commodities to HGSE schools in the three targeted provinces. However, these suppliers are not explicitly linked to the LRP case schools, since widespread contracting under the LRP has not yet begun. The baseline information from these suppliers is intended to illustrate the current situation suppliers face within the overall local procurement context. The suppliers participating in the programme are expected to change every year, depending on who wins in the bidding process. As new suppliers targeted by the LRP activities enter the programme, additional baseline information will be collected from each to allow for future analysis at the midline and endline evaluations.

133. Of the total 53 suppliers, 22 (41.5 percent) were female and 31 (58.5 percent) were male. Most of the suppliers surveyed were owners with five years or less experience. Most operated grocery stores or were farmers, were older than 35 years, with only primary or limited secondary education. The number of suppliers was approximately equally distributed among the three provinces although Kampong Thom had slightly more suppliers in the survey sample. More detailed information about the suppliers and their characteristics can be found in Annex 14.

134. The LRP is envisioned to allow each school to order from multiple source contractors, with more people engaging in contracts to increase the programme's benefits through improved income opportunities and capacity strengthening. The current configuration of suppliers reflects a wide range of specialized suppliers (Figure 9). The general trend is for HGSE schools to have one supplier for stock foods (monthly deliveries) and another for fresh foods (daily deliveries) as this helps reduce transportation costs.

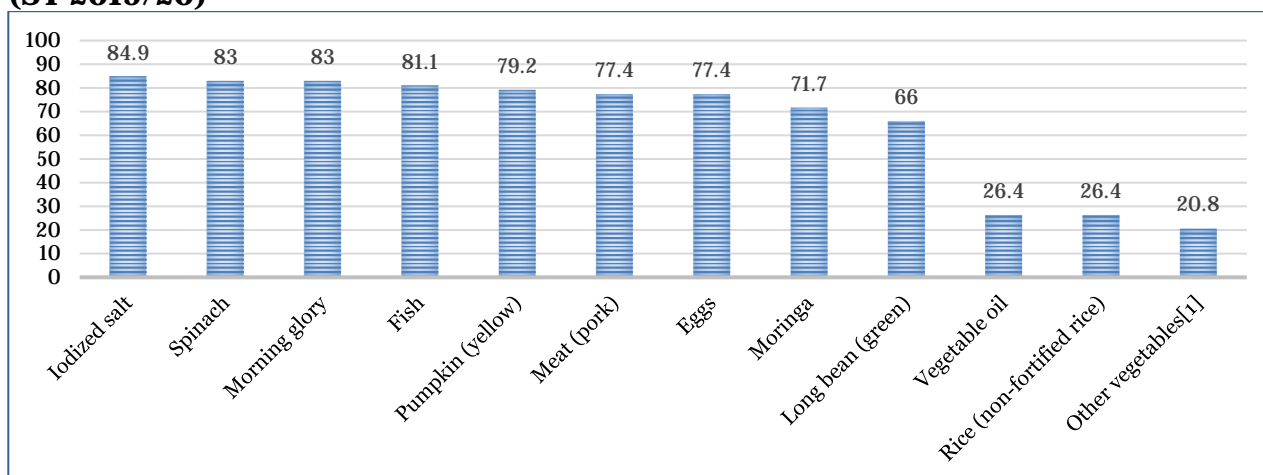
**Figure 8: Percentage of surveyed local suppliers identifying different speciality areas**

<sup>94</sup> Scheduled trainings were scaled down due to COVID-19 related restrictions.

135. The suppliers had supplied food to schools for an average of just over two years and had on average about 3.6 schools per supplier. In the sample survey, 64.1 percent suppliers themselves reported buying the food commodities for the schools directly from farmers (34 suppliers out of 53). Other sources reported were middlemen (67.9 percent), wholesalers (49.1 percent), village vendors (45.7 percent), rice millers (15.1 percent) and other retailers (11.3 percent). Most suppliers used a mixture of sources to obtain the commodities. Protein sources were more frequently purchased from traders while vegetables were more frequently purchased directly from farmers. For example, 72 percent suppliers reported that vegetables were directly purchased from farmers where as 79.2 percent, 73.6 percent and 64.2 percent suppliers purchased fish, meat (pork) and eggs from the traders, respectively. Further details on all these figures given in Annex 14.

136. Figure 10 shows the percentage of suppliers reporting selling specific commodities to the schools during SY 2019/20. For example, 85 percent of the suppliers reported that they sold iodized salt to schools. Similarly, 83 percent of them reported supplying spinach to the schools. Further information on the source of the commodities, as reported by the supplier, can be found in Annex 14.

**Figure 9: Percentage of suppliers reporting selling various commodities to schools (SY 2019/20)**



137. **Suppliers to LRP Case Schools:** Before the pandemic closures, 11 of the LRP schools had contracted suppliers who had been able to supply schools as part of the HGSEF-hybrid for five months. Ten of these schools were located in the Siem Reap Province with the other in Kampong Thom. The orders were for a standard selection of vegetables and pulses (morning glory, pumpkin, spinach, moringa, long bean and other vegetables) and protein (eggs, pork, fish). Table 19 shows the percentage of schools contracting each commodity within the LRP sample. For example, among the total sample schools (n=35), 28.6 percent (90.9 percent, n=11, of those who have contracted) of them reported that they ordered morning glory, pumpkin, spinach, moringa and iodized salt.

**Table 19: Commodities ordered by LRP schools**

Commodity	Number of schools ordered	Percent of LRP sample schools who have begun contracting (n=11)	Percent of all LRP schools in sample (n=35)
Rice (fortified)	0	0	0
Rice (non-fortified rice)	1	2.9	2.9
Morning glory	10	90.9	28.6
Pumpkin (yellow)	10	90.9	28.6
Spinach	10	90.9	28.6
Moringa	10	90.9	28.6
Long bean (green)	9	81.8	25.7
Eggs	11	100	31.4
Meat (Pork)	11	100	31.4
Fish	11	100	31.4
Vegetable oil	0	0	0
Iodized salt	10	90.9	28.6
<b>Total</b>	11		

138. All but one (91 percent) of school directors of the 11 schools that received commodities from local suppliers reported satisfaction with the services of their suppliers. No reason was obtained from the other director who reported 'neither satisfied nor dissatisfied' with the service. The remaining 10 school directors reported that monthly purchase orders from the suppliers were received as per the contract. The reason given for non-compliance in the single school that reported this was a too short period between the order and the expected date of delivery (meant to be three days). Out of the 93 assessments in the survey, 84 (90.3 percent) reported on time deliveries all the time, with the remainder reporting on time deliveries most of the time. Table 20 summarizes the timeliness per commodity related to the 11 schools in the LRP case group that had contracted suppliers.

**Table 20: Timeliness per commodity of LRP schools with suppliers**

Contracted food commodities	Receipt of commodities as per the purchase order (# Yes)	Agreed upon timeframe with the supplier	Receipt of commodities as per the agreed upon time frame (# Yes)
Rice (fortified)	0	0	0
Rice (non-fortified)	1	1 (fortnightly)	1
Morning glory	10	3 (daily); 7 (weekly)	9 (always on time); 1 (mostly)
Pumpkin (yellow)	10	1 (daily); 9 (weekly)	9 (always on time); 1 (mostly)
Spinach	10	4 (daily); 6 (weekly)	9 (always on time); 1 (mostly)
Moringa	10	4 (daily); 6 (weekly)	9 (always on time); 1 (mostly)
Long bean (green)	9	3 (daily); 6 (weekly)	8 (always on time); 1 (mostly)
Eggs	11	2 (daily); 9 (weekly)	10 (always on time); 1 (mostly)
Meat (pork)	11	4 (daily); 7 (weekly)	10 (always on time); 1 (mostly)
Fish	11	4 (daily); 7 (weekly)	10 (always on time); 1 (mostly)
Vegetable oil	0	0	0
Iodized salt	10	2 (fortnightly); 8 (monthly)	9 (always); 1 (half of the time)

139. Although the suppliers in the sample are not directly linked to the LRP case schools, they did report on the volume and value of the supplies they have delivered to their contracted schools. In total, the 41 suppliers reported delivering 333,367 kilogrammes (kg) of food to schools, with a value of US\$253,847 for commodities (Table 21), giving an average of US\$5,641 per supplier.<sup>95</sup> At baseline the suppliers were not able to make extensive

<sup>95</sup> NB: WFP records indicate that between US\$500 – 1,000 is spent per school on local procurement. The disparity in the amount quoted by the two sources and this will need to be reviewed during the midline evaluation. Some suppliers may have delivered to more than one school.

comments on profitability so this will need to be assessed during the midline and endline evaluations. The only information obtained was that suppliers felt they would be able to make a profit with all items except for pork.<sup>96</sup> The information provided in Table 21 is the reported volume and value (in Riels and US\$) of commodities supplied during SY 2019/20 by the surveyed suppliers before the LRP commenced.

**Table 21: Volume and value of commodities from suppliers for schools**

Commodities	Quantity (kg)			Total Value in Riels		
	Suppliers	Total	Avg	Suppliers	Riels <sup>97</sup>	US\$
Rice (fortified)	0	0	0	0	0	0
Rice (non-fortified rice)	14	78,750	5,625	14	148,212,375	37,053
Morning glory	44	23,208	528	44	53,172,630	13,293
Pumpkin (yellow)	42	10,393	248	44	22,860,600	5715
Spinach	44	30,366	690	44	105,275,000	26,319
Moringa	38	5,695	150	38	17,607,100	4,402
Long bean (green)	35	9,806	281	35	30,174,950	7,544
Eggs (Unit)	41	121,296	2,959	41	64,414,150	16,104
Meat (Pork)	41	16,125	394	41	246,296,100	61,574
Fish	43	29,970	697	43	307,222,500	76,806
Vegetable oil	14	3,355	240	14	14,793,100	3,698
Iodized salt	45	4,403	98	45	5,357,980	1,339
<b>TOTAL</b>	<b>45</b>	<b>333,367 kg</b>				<b>US\$253,847</b>

140. **Capacity of suppliers regarding HGSF:** Suppliers in the sample had already been receiving some training from WFP or the government on HGSF, including on nutrition, food quality, food handling, storage, and quality transportation, as part of the overall WFP programming support in the targeted provinces. Among the sampled suppliers, just over 40 percent reported receiving training. The numbers remained the same no matter the specific topic, suggesting that WFP trainings were general orientations on all topics rather than thematically focused trainings such as specific to procurement processes. Table 22 summarizes the number of suppliers in the sample who have already received some form of HGSF training.

**Table 22: Suppliers reporting receiving training on HGSF by topic**

Areas of training	Kg Chhnang		Kampong Thom		Siem Reap		Total	
	Yes #	% in Province	Yes #	% in Province	Yes #	% in Province	Yes #	%
Nutrition	15	100	2	8.3	5	35.7	22	41.5
Food quality	15	100	3	12.5	5	35.7	23	43.4
Food handling	15	100	2	8.3	5	35.7	22	41.5
Storage	15	100	2	8.3	5	35.7	22	41.5
Quality transportation	15	100	3	12.5	5	35.7	23	43.4
<b>Total Suppliers</b>	<b>15</b>		<b>24</b>		<b>14</b>		<b>53</b>	

141. The surveyed suppliers provided a diverse range of views about the HGSF Operational Guidelines requirement that 70 percent of the food commodities must be purchased from the local community. Some explained that availability of produce directly from local farmers is quite unstable and/or seasonal so they need to buy from market sites where the source was unknown.<sup>98</sup> Some suppliers said that their food deliveries came mostly from the local community with 10 to 30 percent from non-targeted producers or

<sup>96</sup> Farmers reported that they did not supply any pork to the schools during the 2019-2020 period.

<sup>97</sup> Calculated as KHRiels 4,000 to US\$1.00

<sup>98</sup> Interviews with MAFF and FAO reported that approximately 44 percent of the vegetables found in the Cambodian market comes from local farmers while the rest (56 percent) is imported usually from Vietnam and Thailand.

nearby markets. Others collected from just a few farmers (usually relatives) either because they lacked credit for advance payment or because these farmers were able to provide the total quantity required. Given the modest profits from the HGFSF market and the need to advance payment, a supplier must have their own capital, have networks of producers who trust them or qualify to be able to take credit, for example from the commune's agricultural association.

142. The suppliers identified that they need more capacity strengthening on the bidding process. Based on their experience to date in the current HGFSF-hybrid schools, suppliers described the bidding process accurately:

- The bidding process started with dissemination of a call for expression of interest (EOI) and the reported duration of the announcement varied from one to three weeks.
- Information was disseminated through schools, the village chiefs, the communes, and districts and in most cases, information was shared only within the commune so that the winning bidder would be a local supplier. If local suppliers did not express interest, the bidding committee then considered suppliers from other communes.
- Selection of the supplier was ultimately conducted by the Supplier Selection Committee that consisted of the commune chief, commune clerk, school director and teachers, representative from parent communities, etc. Relevant provincial and district officers were invited to join the bidding process (information dissemination, opening of bidding envelopes, contract signing etc.) as observers to ensure transparency and that set guidelines were followed.

143. Some key informants suggested that it helped when a representative from the District Office of Agriculture (DOA) participated in the bidding process because it increased the likelihood that the DOA action plans would include training activities on improved technologies thus encouraging local production levels to fully meet the HGFSF market demand.

144. No conclusive reasons were given during the qualitative baseline interviews for why local suppliers might show low or no interest within some communes. However, two possible explanations put forward were that the process was too complicated and that a supplier requires some base capital for advance delivery before receiving payment a month later.

145. **Contractual arrangements between schools and suppliers:** The final contract agreement with the supplier covers a 10-month period (the whole school year) and is signed with either the school director, the storekeeper or a member of the LSFC. The interviewed suppliers who had won previous bidding rotations indicated that they would apply to participate in future bidding exercises. They advised that to provide a modest profit and increase their chances of winning the bid, the price proposed should be 10-15 percent of the WFP base price. The food price calculation is done twice, before and after the Khmer New Year (for the periods November to April, and May to October) taking into consideration distance of transportation and the local market price. Sometimes two suppliers were contracted for a school when the proposed prices varied significantly for different food commodities (eg: meat and vegetables).

146. Qualitative baseline interviews with schools and suppliers suggested that the level of understanding of the procurement and bidding processes involved in the HGFSF modality varied significantly among the schools and communes who are responsible for issuing the bids. It may be that the suppliers in the survey had been involved in the HGFSF-hybrid for longer than the schools and thus were more knowledgeable. This suggests that the capacity building element of the LRP can pay dividends when also applied to the school and commune stakeholders. At the same time, the survey of suppliers suggests that there are

more gains to be made in the contracting arrangements. Although 94 percent of the suppliers reported being aware of the rules and expectations of the HGSF process, only about 60 percent of them were using written or verbal agreements regarding contracting, volume or quality. Table 23 summarizes the percentage of suppliers according to contracting component.

**Table 23: Percentage of Suppliers with appropriate contract agreements**

	Percentage
Percentage of surveyed suppliers reporting having a written or verbal agreement to supply a food commodity	60.4% <sup>99</sup>
Percentage of surveyed suppliers reporting having contracts including a fixed volume or quality standards within the agreement	48%
Percentage of surveyed suppliers reporting they were fully aware of the rules and expectations of the HGSF processes	94.3%
Percentage of surveyed suppliers reporting that involvement with the HGSF had helped to expand their business. <sup>100</sup>	98.1%

**147. Supplier identified challenges:** Suppliers noted four potential challenges in fulfilling the HGSF procurement process:

- There is a need for adaptation to price fluctuations, particularly related to pork and fish, because market prices are often unstable for these products.
- Early in the COVID-19 pandemic, suppliers who had committed money to purchasing against the HGSF-hybrid orders were left with their stocks on hand when the schools closed, and they could not deliver them or be reimbursed.<sup>101</sup> This highlights the need to build into future contract agreements elements related to clarifying procedures in the event of fluctuating prices or the suspension of schools again.<sup>102</sup>
- The HGSF Operational Guidelines include quality standards for a range of commodities. Qualitative interviews with suppliers noted that legumes and vegetables of the required quality are available. However, since quality assessment is based on physical examination done on delivery of food commodities, and neither suppliers nor farmers have yet been trained on quality control, suppliers reported it was not easy to convince farmers to respect guidelines provided by HGSF-hybrid schools. Still, no sample schools reported rejecting commodities from suppliers among the 11 that had contracted suppliers as part of the HGSF.
- There is a need for a ‘roadshow’ covering training on filling bidding forms, information gathering, quality and quantity of food supplies, and other related topics to attract more suppliers to become involved in the bidding process.

## Farmers

**148.** A substantive component of the LRP involves increasing market access and agricultural production of smallholders as a contribution to enhancing local food security. The baseline surveyed 58 farmers, who were linked to suppliers with some connection to supplying commodities for the school feeding activities within the targeted schools although not necessarily specifically linked to the LRP case schools or comparison schools.

**149.** As previously mentioned, the survey purposively sampled equal numbers of male and female farmers. Slightly over 86 percent of the male farmers reported that they were the head of the household as compared to only 38 percent of the female farmers. Similarly, 17 percent male farmers reported that they were 35 years of age or younger as compared to

<sup>99</sup> The ET acknowledges that WFP disagrees with this finding, reporting that it should be 100 percent since no suppliers would be paid if they didn't have a signed contract with the HGSF school. A real understanding of ‘the contract’ during the survey made have led to this result.

<sup>100</sup> See Annex 11 for details

<sup>101</sup> Applies only to monthly stocks.

<sup>102</sup> “.. 77 percent of interviewed suppliers are currently in debt with banks and are required to pay monthly payments with interest rates ranging from 1 percent to 1.5 percent per month.” HGSF Supplier Assessment Report (May, 2020)

only 10 percent among female farmers in this age category. Interestingly, the same proportion (31 percent) of both male and female farmers reported that they were over 55 years of age. The age distribution of the surveyed farmers was the same as the suppliers, with just over half aged 35 years or more. Nearly three quarters had never attended school or had only a primary education. However, 83 percent of the female farmers reported that they had primary level of education as compared to only 52 percent among male farmers. Additional information about the farmers can be found in Annex 15.

150. It is anticipated that as new farmers become linked to the LRP, they will provide ‘baseline’ data during their HGSF induction training and like the new suppliers, contribute to an ongoing baseline which can be reviewed for the midline and endline evaluations. The primary indicators in the Results Framework related to farmers highlighting improvements in farming practices, food security training and facilitating market linkages to schools, with the ultimate farmer indicators oriented towards the value and volume of commodities sold by farms and firms to schools within the LRP programme (see Annex 14 for more details, in particular see Table 14.36: Training Areas; Table 14.41: Increase in Production and Table 14.42: Increase in household income). The need for improved skills on quality assurance needs to be added to the above list of factors.

151. **Production and sales:** The provinces targeted by the LRP fall in the central plains of Cambodia, characterized by a high proportion of smallholder farmers producing food crops with limited market access for their produce.<sup>103</sup> The farmers in the sample owned an average of 20,511 square metres (m<sup>2</sup>) of land, of which an average of 13,418 m<sup>2</sup> was considered suitable for crop production and 12,622 m<sup>2</sup> actually applied to growing grains and legumes (Table 24).

**Table 24: Land availability among surveyed farmers**

	Land size (m <sup>2</sup> )
Average area of land owned	20,511
• Average owned land that is arable	13,418
• Average owned land used to produce grains and vegetables	12,622

152. Most of the surveyed farmers reported that all the grains and legumes they produced were sold, though 14 percent of the sampled farmers noted that they had not sold their whole production. Although eight farmers (22 percent) reported being involved in animal production, only three reported selling protein (duck eggs) to the schools. As the LRP shifts to explore options and potential sources of fortified rice, farmers were also asked regarding the amount of rice they had sold to schools. In total, 18 farmers (51.4 percent) reported selling rice, of which eight farmers reported selling to schools. Table 25 provides detailed information about the types of crops the surveyed farmers reported producing and selling. The total volume of grains and legumes sold by the surveyed farmers was 160 kg, with an average volume per farmer of 10 kg. Further disaggregated tables on province and production can be found in Annex 14.

**Table 25: Reported production of grain and legume of surveyed farmers, by area, production volume, and volumes sold**

Name of crops	Crops grown		Area under production (m <sup>2</sup> )	Total production (kg or number of animals)		Crops sold	Total volume of sale (kg)
	# farmers	%	Mean	Mean	# farmers	# farmers	Mean
Rice	49	86.0	16,047	4,915	22	18	3,783
Corn	6	10.5	1,873	187.5	4	4	186

<sup>103</sup> MoP, 2013; Agricultural census (MAFF, 2019); Agricultural Sector Development Plan (2019-2023)

Beans	0	0	0	0	0	0	0
Peas	0	0	0	0	0	0	0
Cowpeas	19	33.3	201	157.0	17	16	160
Pigeon peas	0	0	0	0	0	0	0
Mung beans	1	1.8	500	0	0	0	0
Pork	7	12.0				3	19.7
Ducks	6	10.1				1	20
Duck eggs	3	5.2				3	95,400

153. The farmers in the sample also reported producing a range of vegetables of which a percentage were sold as part of the school meal programme. The majority of the surveyed farmers (85 percent) reported producing vegetables and all reported selling to schools. For products such as morning glory and pumpkin, schools are the primary market for sales while for the other products, schools comprise only about half of the market. Table 26 shows the total production of vegetables and rice grown by these farmers, and the amounts sold to schools. Disaggregated details by province found in Annex 14.

**Table 26: Amounts of vegetables and rice produced and sold to schools, as reported by surveyed farmers**

Commodity	No. of farmers	Average total weight sold (kg)	Average weight sold per farmer (kg)	Average weight sold to schools (kg)	Percentage of total sold to schools (by weight)	Average sold per farmer (kg)
Rice	8	6,090	761.3	2,250	36.9%	281.3
Morning Glory	43	188.3	4.4	167	88.7%	3.9
Pumpkin	17	61.9	3.6	44	71.1%	2.6
Spinach	30	148.6	5.0	84	56.5%	2.8
Moringa	5	107.5	21.5	60	55.8%	12
Long Bean	24	151.3	6.3	93	61.5%	3.9

154. The total weight of the five listed vegetables sold by the surveyed farmers was 657.6 kg (total of column 3) (this is variable because not all farmers sold all products, and there were additional available products). Sales to schools totalled 448 kg (total of column 5) representing 68.1 percent of all their produce sold.<sup>104</sup> Schools served as the primary market for morning glory sold by the sampled farmers (89 percent), while moringa and spinach purchases by schools are the lowest percentage in the sample (56 percent). Similarly, on average, farmers sold 6,090 kg (column 3) of rice, of which 2,250 kg (column 5) was sold to schools (37 percent of the total volume sold).

155. While income generated from the HGSF market has served as an important source for suppliers and producers' livelihoods, they still needed to engage in trading in other local markets or employment as well to meet households needs. Currently, local farmers' produce appears to represent only a small proportion of total commodities delivered to the schools by suppliers. Even with this gap in local procurement, the schools do represent a potential solid market for suppliers although quantities ordered are often very low. Key informant farmers and suppliers said they had joined the HGSF supply chain because of the stable demand and its higher unit price, particularly for rice and fish, but less so for pork which offered the least profit.

156. **Contractual arrangements between suppliers and farmers:** Contractual agreements between farmers and suppliers are not well defined but this falls outside the

<sup>104</sup> No protein was sold to the schools by farmers in SY 2019/20

LRP’s commitment. Since the LRP activities include a focus on formalizing market linkages, strengthening this component could be considered under the FAO component. Suppliers explained that due to the small quantities involved, or the personal nature of their relationship with the farmers, no contracts are needed. However, key informant farmers said they would prefer to have a formal contract suggesting that a clear monthly plan and fixed price would encourage production to fulfil the HGSF market demand, particularly for vegetables and fruits; and that payments should be on a more regular basis. Based on the interviews, farmers were happy with the transparency of the procurement process<sup>105</sup> and the fact that contractual prices agreed between the school and supplier were made public. Farmers explained that since they became aware of the HGSF activities in their area, there were increased negotiations between suppliers and farmers when setting farm gate prices.

**157. Capacity of farmers regarding HGSF:** Twenty four percent of the sampled farmers had, like the suppliers mentioned earlier, already received some training on a range of subjects which covered some components of the HGSF model. Farmer training has not been as part of the overall WFP programming support in the targeted provinces, so they were most likely conducted by the government or other development partners as described in para 156 below. Farmers also indicated they would like the LRP programme to provide capacity building training packages on vegetable production, management and marketing to help increase their production levels and fully meet the demand created by the HGSF modality. Table 27 indicates the number of farmers who reported receiving trainings, disaggregated by topics in the HGSF toolkits.

**Table 27: Farmers reporting receiving training in HGSF areas<sup>106</sup>**

Information	Total (among those who received relevant training)		Out of total 58 farmers
	#	%	%
Safe food production	12	85.7	20.7
Food safety and safety handling	10	71.4	17.2
Good agricultural practices	11	78.6	19.0
Participatory guarantee systems	4	28.6	6.9
Organic standards	7	50.0	12.1
Post-harvest handling of food	7	50.0	12.1
Proper storage of food	8	57.1	13.8
Food quality and food quality standards	4	28.6	6.9
Food marketing	6	42.9	10.3
Proper transportation of food	9	64.3	15.5
Training on bids for tender	10	71.4	17.2
<b>Total Farmers who received HGSF training</b>	<b>14</b>	<b>100%</b>	<b>24%</b>

**158.** All of the surveyed farmer families reported to have received some form of broader agricultural training, either from the DOA, the Provincial Department for Agriculture (PDAFF) or NGOs, which included some components of the HGSF model. Further details given in Annex 14.

**159.** Under the government’s D&D process, the DOA has the primary responsibility over technical agricultural assistance to producers. Interviews with sub-national authorities suggested that most DOAs were sufficiently staffed to provide agricultural extension

<sup>105</sup> Based on the qualitative assessment, only a few farmers were aware about the procurement and bidding process including prices of commodities (base and offered price). These farmers mostly used to be bidders too and sometimes they were relatives of the school teachers, directors, or commune councils. However, some suppliers mentioned that public announcement of the base and offered prices was not good for the suppliers because sometimes local communities did not understand them, and expected to sell the products to suppliers at the same base or offered prices.

<sup>106</sup> No such training packages have been delivered by WFP. Any trainings conducted by WFP under the HGSF would be related to local procurement. Any farmers who participated would be those who double up as suppliers or school/local authorities.

services and training to farmers (for example, on vegetable production techniques, rice growing, livestock production and animal health etc), although there are issues related to a high staff turnover. On the contrary, development partners who were consulted raised issues around DOAs not having enough staff to fully support the multiple programmes in their districts. Following the decentralization to district offices, the PDAFF role is supervision of technology transfer under agricultural programmes, therefore not all technical skills are represented among its staff and PDAFF usually works more through farmer associations and cooperatives than with individuals or small groups. The PDAFF in some provinces (such as in Kampong Chhnang) has had previous engagement with WFP operations. However, it has no direct official role related to the SFP, and even the support they give regarding school gardens has been coordinated through the MoEYS.

160. Key informants (district officials and local farmers) listed a number of current and past agriculture projects implemented in their areas.<sup>107</sup> In general, the SFP project has not provided any training or capacity building on production except through school gardens, conducted mainly for students. Key informants at sub-national levels suggested that for schools handed over to the government one option may be for procurement to be done through agricultural associations and cooperatives as these are already organized to be able to aggregate and market agricultural inputs and produce. Ideally where this happens, a clear plan should be negotiated with the association or cooperative, and the PDAFF or DOA should be invited to witness the process. The main challenge in this approach would be all national funds allocated to the SMP fall under the MoEYS and WFP reports that a lot of effort was invested before it was possible for commune authorities to engage directly with the HGSE. Ongoing discussions on the transition<sup>108</sup> include exploring ways that PDAFF/DOA can be engaged in a facilitative role to witness the bidding process and agreements between schools and suppliers. A high level of coordination would be required since MAFF has no funds allocated to support neither the LRP implementation nor the national SMP.

161. Almost all the surveyed farmers (98.7 percent) agreed or strongly agreed that their involvement with the HGSE had helped increase the production of their enterprise.<sup>109</sup> This suggests that the design of the LRP to expand the HGSE modality in schools is likely to produce increased household income for the farmers involved in the project.

162. **Use of pesticides:** There are no specific indicators in the LRP Results Framework pertaining to the use of pesticides or organic production. However, in the proposal narrative there is a strong emphasis on the development of healthy foods and the promotion of agricultural technologies that would minimize the use of pesticides as part of the activity related to agricultural production within the LRP.

163. Farmers in all districts visited during the data collection reported avoiding using pesticides wherever possible, preferring to produce fruits and vegetables using alternative protective measures either in net houses to prevent attack by pests or using natural pesticide and compost. This will need further exploration during the midterm evaluation as it contradicts secondary sources that report high levels of pesticide usage by farming communities in the country.<sup>110</sup> These farmers would welcome additional guidance and training on the cultivation of safe produce using MAFF recommended good agricultural practices (GAP). However, these farmers also reported that their products did not compete

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<sup>107</sup> These included: *HARVEST* (USAID - Agricultural production); *ASPIRE* (IFAD - Livelihood improvement, market development); *Sambat* (IFAD: under *ASPIRE* - rural infrastructure, especially rural roads); *LASET-2* (World Bank); Tonle Small Holder support phase-II (TSSD, ADB - capacity building, Agricultural technical assistance, and livelihood improvement); and NGOs (eg: LWD - *Live with dignity*).

<sup>108</sup> WFP, MoEYS, MAFF and FAO.

<sup>109</sup> See Annex 15 for details

<sup>110</sup> <https://www.acted.org/en/“what-is-in-your-food”---reducing-pesticides-residues-improving-nutrition/>

very well compared to those cultivated using chemical fertilizers because the produce was considered less visually attractive in high end markets. Vegetable and fruit supplies are also seasonal and in general, farmers reported that leafy vegetables are easier to produce than other types of vegetables. Some of the school community parents and farmers interviewed had received technical training for vegetable production but application of what they learned was limited by marketing issues (sale of produce and access to inputs). Often, any training received on vegetable growing techniques was conducted by other projects (donor/government funded or NGOs). A food safety component is part of the collaboration with FAO to be implemented from 2021.

**164. Institutional Capacities:** There are several government structures to support the LRP activities. At the provincial levels, MoEYS have used the existing structures of school feeding committees to develop HGSF implementation plans that are then submitted for local procurement budget allocation, either by the government for national SMP or by WFP for the HGSF. Other structures include the Provincial Food Security and Nutrition Committee (PFSNC) which develops and submits plans for mainstreaming into the National Action Plan that then leads to allocation of a budget support to schools. The provincial Deputy Governor chairs the PFSNC while the Director of POEYS chairs the school feeding committee meetings, both held at provincial level. To facilitate a higher involvement of the sub-national authorities for HGSF/LRP activities related to the agriculture and health sectors, an inter-ministerial collaboration would be required at the highest level.

165. There are regular quarterly and annual meetings scheduled but these were interrupted during 2020 due to the COVID-19 pandemic. At sub-national level, an annual workshop is facilitated by WFP and MoEYS for lessons learnt and to develop annual plans, while quarterly coordination and progress meetings are organized by MoEYS. At the central level, there are high level coordination meetings between WFP and MoEYS held quarterly as well as quarterly meetings for technical staff from WFP and MoEYS.

166. The LRP will need to handle existing coordination and communication gaps at the sub-national level. Under the ongoing (incomplete) D&D, government protocols mean that provincial staff are functionally under the Ministry of Interior and hence should report to the provincial governor or deputy governor. However, financial resources remain with the line ministries, in this case the MoEYS, and the full budget allocated to national SMP falls under them. For example, interviews with representatives of the provincial offices reported not yet having received any reports from previous meetings organized by WFP and suggested that communication could be facilitated if WFP also sent copies of all relevant reports directly to the POEYS. This situation is likely to raise coordination challenges for the LRP as it will involve another layer of coordination between sectors.

167. At the local level, the bidding procedure was seen as operating smoothly in other HGSF schools. Representatives from Commune Councils have received significant training on the procurement processes from multiple sources because of their role in tendering for other projects, and the HGSF can benefit from this experience. Provincial offices that have taken on the responsibilities for some HGSF schools (Siem Reap and Kampong Thom), reported that they would continue to support schools targeted by the national school feeding programme, but they had concerns about the governments' capacity to implement and the level of financial support allocated.

**168. Cooperating Partners:** The LRP presents an opportunity to build stakeholders' capacities on implementation of the HGSF modality through the provision of local procurement toolkits and manuals to participating schools, the provision of trainings, and ongoing support from cooperating partners. Qualitative interviews indicated that there is interest from sub-national stakeholders for HGSF capacity building support. Specific

elements cited included training on a range of topics, particularly the procurement bidding process and the management of these processes and documents, followed by trainings for agricultural improvements such as integrated pest management. This suggests that the proposed activities within the programme are appropriate for contributing to the effectiveness of the LRP.

169. The two NGOs engaged in the LRP programme as cooperating partners (CPs), PLAN and WV, complement government functions at the field level. These NGO partners are sub-recipients and officially contracted under the McGovern-Dole Programme, but they will be engaged in guiding the implementation beyond tasks specified in the field level agreements (FLA) to include HGSF/LRP activities. They will provide technical support in procurement and bidding processes,<sup>111</sup> as well as supporting school infrastructure (under the McGovern-Dole programme) and providing refresher trainings.

170. The LRP programme aims to contribute to a package of tools and training modules. WFP have worked with MoEYS officials and with PLAN and WV to provide training, mentoring and coaching to targeted school administrators, commune councils, school support committees, suppliers, cooks, and storekeepers on the HGSF programme implementation and management process including procurement, the programme lifecycle, and clarifications around roles and responsibilities. According to the LRP proposal, trainings will be tailored to fit the demand- and supply-side actors in the value chain and will be gender-sensitive. The HGSF training modules are planned to be further reinforced throughout the procurement and implementation process. The LRP funds will also be used to build the capacity of 21 mentors and coaches from government to engage in subsequent follow-up, supported by NGO and WFP field staff.

171. WFP and the CPs sign FLAs that stipulates the ToRs, work plan and budgets for the period of the agreement. While the new FLAs with the two CPs are fairly similar to the previous McGovern-Dole cycles, the defined roles and responsibilities differ from operational expectations as these have been expanded to also include support to HGSF related activities under the LRP.<sup>112</sup> Although the CPs were involved in the design of the LRP, their roles are not directly included in the LRP proposal but instead are an extension of funding under the USDA McGovern-Dole grant. The FLAs indicate that quarterly meetings should be held between WFP and the CPs where ongoing issues could be discussed and resolved quickly. At midline, it will be assessed whether this schedule is maintained during implementation. The meetings would provide an opportunity to discuss any outstanding issues related to the partners' specified roles as defined in the FLA, as well as to assign target schools to be monitored/supported by each.

172. Interviews with CPs raised a concern about the introduction of the Kobo Toolbox for monitoring and reporting, as it is different to the M&E systems the CPs currently use.<sup>113</sup> The Kobo Toolbox was also reported to be a challenge in remote schools with limited or no internet access – even though it has both online and offline capabilities. In addition, MoEYS and subnational offices are not yet digitized and still issue their biannual progress report in paper copies. Some storekeepers reported to have been trained to use the Kobo Toolbox to collect QPR data and google spreadsheet for monthly stock record, but according to the qualitative interviews, the actual usage for information management is still inconsistent and remains a challenge. However, interview with WFP staff explained that the 'training' on

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<sup>111</sup> WFP's reports that the NGOs are fully funded for the role they play and are kept informed since they receive regular updates (e.g. on the national HGSF and the transition plan). This differs from the NGOs' view who report expectation on their role goes beyond what is covered in the FLA agreement (see para 162).

<sup>112</sup> For example, to monitor transition from SMP to HGSF; capacity building/technical support on procurement and bidding processes and engaging inter-sectoral communication mechanisms beyond activities based at the school sites.

<sup>113</sup> For example, PLAN uses *Without Checklist* software application.

Kobo was part of a self-assessment exercise to test its applicability and that the rollout had not yet taken place.

173. **Community engagement** is critical to the success of the school feeding activities, with a range of contributions being made to the programmes including the provision of cooks' incentives, contributions of firewood and food items such as vegetables, salt and spices, and volunteer participation on school committees.

174. Baseline field visits found that in general, the more isolated and visibly poorer a community,<sup>114</sup> the worse the infrastructure and storage conditions were at the school. The poorer communities are not able to financially support schools themselves, or with food supplies. However, both LRP and comparison schools did receive small amounts of community contributions with, in fact, the LRP schools reporting a higher total value per annum. Key informants in the comparison schools explained that the school meal is supplemented from the school garden, from community contributions or small direct purchases from local producers or the market. According to the survey findings, HGSF schools received significantly more in community cash contributions and a little less (six percent) in in-kind contribution as compared to comparison schools. Table 28 profiles the relative contributions per school.

**Table 28: Average Community Contributions per School by Type**

	HGSF Schools (US\$/pa)	Comparison Schools (US\$/pa)
Average amount of community contributions in cash	\$362.41	\$189.74
Average value of community contributions in kind	\$299.13	\$319.12
<b>Average value of community contributions (cash+in-kind)</b>	<b>\$661.54</b>	<b>\$508.86</b>

175. According to sample school records, WFP funds 34.3 percent of the costs of the school feeding activities (excluding food), with the MoEYS providing 31.4 percent (as staff costs).<sup>115</sup> Other funding sources mentioned included the commune council, LSFCS donations, parents' contributions and school gardens (with school gardens being the highest, although these were not always operational throughout the year due to the availability of adequate water).

176. All the values of the project indicators are summarised in the Performance Management Plan (PMP) in Annex 16. This can be used as a reference document and referred to during implementation monitoring. The monitoring system requires reinforcement to keep track of some important aspects that will contribute to the success of the LRP. These include monitoring to track gaps in capacity needs (for example, quality assurance); coordination mechanisms; inclusivity (gender issues, credit access for suppliers and smallholder farmers engagement) and partner support on agreements between farmers and suppliers. In addition, there are other aspects that have are clearly outlined in existing guidelines and tools but faced challenges in application will need to be assessed to understand what the issues are. One such example is the HGSF implementation guidelines requirement that suppliers include all administration and associated costs in their proposed bid prices, but sample suppliers reported that they absorbed the transportation costs. An assessment would help understand whether the issue is a lack of understanding on the suppliers' side, or if they are motivated to propose lower prices to win the bid. The

<sup>114</sup> From observation during the qualitative site visits, this refers to schools located in remote rural areas, with poor transport and road links, in poor communities and without support from external donors.

<sup>115</sup> While this opinion is subjective it is important to note the perception that SFP is a joint programme with government contribution (i.e. not donor driven). School staff are naturally engaged in more than SFP activities.

monitoring data will be necessary for an update on such information during the midline and endline evaluations to assess progress in reaching the programme targets.

### **Key findings and conclusions – Question 3 (Effectiveness)**

- There is currently no systematic tracing of the source of the food commodities delivered to HGSF, so it is not possible to accurately determine if suppliers/schools are meeting the 70 percent requirement from local sources as per the HGSF Operational Guidelines.
- Monitoring is weak on the progress and effectiveness on some key aspects of the LRP design and programme goals.
- Survey findings show that the cost of delivery is covered solely by suppliers (except for fortified rice and vegetable oil delivered by WFP) and this must be factored into their bid price.
- Suppliers face barriers when advancing credit for local purchase to farmers, which benefits larger suppliers with sufficient access to capital and/or credit. Survey findings suggest this may have implication on the extent to which food delivered comes from local smallholder farmers' produce.
- To attract broader involvement of community members in the bidding process, it is essential to explore ways of reinforcing the annual training on related topics.
- The HGSF market has increased the income of contracted suppliers and farmers they collect food commodities from.
- Improved nutritional levels in school meals will need to be actively encouraged throughout the LRP period of operation and the availability of locally blended fortified rice has the potential to replace in-kind contributions. However, introducing local processes is not straightforward, and local blending and/or procurement of fortified rice has yet to be fully explored.
- Stakeholders are satisfied with the timeliness and quality of local foods delivered.
- There is a need for improvement of storage facilities, especially for perishable foods such as vegetables and animal products, and for the schools to accept their responsibility in storing food commodities properly.
- The HGSF Implementation Guideline is complete and includes almost all aspects of the operational (including food safety) and procurement processes (bidding, application etc.) but was distributed to just a few schools before school closure.
- A capacity building component on good agricultural practices (extending to food safety and quality control) is part of the collaboration with FAO.

### **Question 4 - Sustainability: Are results, benefits and outcomes likely to continue after LRP concludes.**

177. In facilitating the readiness of WFP's school feeding activities for transition to the national school meals programme,<sup>116</sup> the LRP will play a crucial role in setting up the systems and processes required for supply of local foods to schools and linking the supply chain from farm gate to school. While this baseline cannot do more than assess the foundations for such sustainability, further phases of the evaluation series will measure progress and achievements in this area.

178. The WFP Cambodia Country Strategic Plan (CSP, 2019-2023) has a strong focus on supporting national and sub-national level implementation systems, aimed at enabling

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<sup>116</sup> This section has used information from the previous McGovern-Dole endline evaluation (2017-2019) conducted by The Konterra Group

national ownership of WFP programmes, including local procurement in school feeding, by strengthening government capacities. WFP plans to roll out local procurement programming support to schools targeted to transition to HGSF in five out of the 26 provinces in Cambodia. It is targeted that by 2023, all USDA supported schools, including the LRP schools, will be implementing the full HGSF model with all foods procured locally.

179. To make this transition, there is a series of core building blocks already in place that should provide support to long term sustainability for local procurement of food commodities. First is the budget allocation by the MoEYS to support local procurements to meet HGSF targets (included in the Education Strategic Plan (2019-2023)). Second is the pre-existing experience of implementing an HGSF model, in collaboration with other donors,<sup>117</sup> which will help provide additional sustainability when the government takes over the management. Strengthening an SMP task force to ensure that it can support the capacity building of stakeholders involved throughout the SMP processes during the transition and after the programme's completion is a prerequisite to the success of the LRP.

180. Evidence of this commitment can be seen in the aforementioned budget allocation as well as take-over of 205 schools from SY 2019/20 that are using the HGSF modality. An additional 141 schools are expected to transition to national ownership by the end of the LRP programme. One point of concern is that while the government's commitment is clear, the allocated MoEYS budget appears to be specifically for procurement directly related to provision of school meals, without the associated administrative and implementation costs.<sup>118</sup> This may have implications for long term sustainability of the HGSF model. If not addressed systematically this will likely have implications on the continuity of the school meals programme beyond the handover.

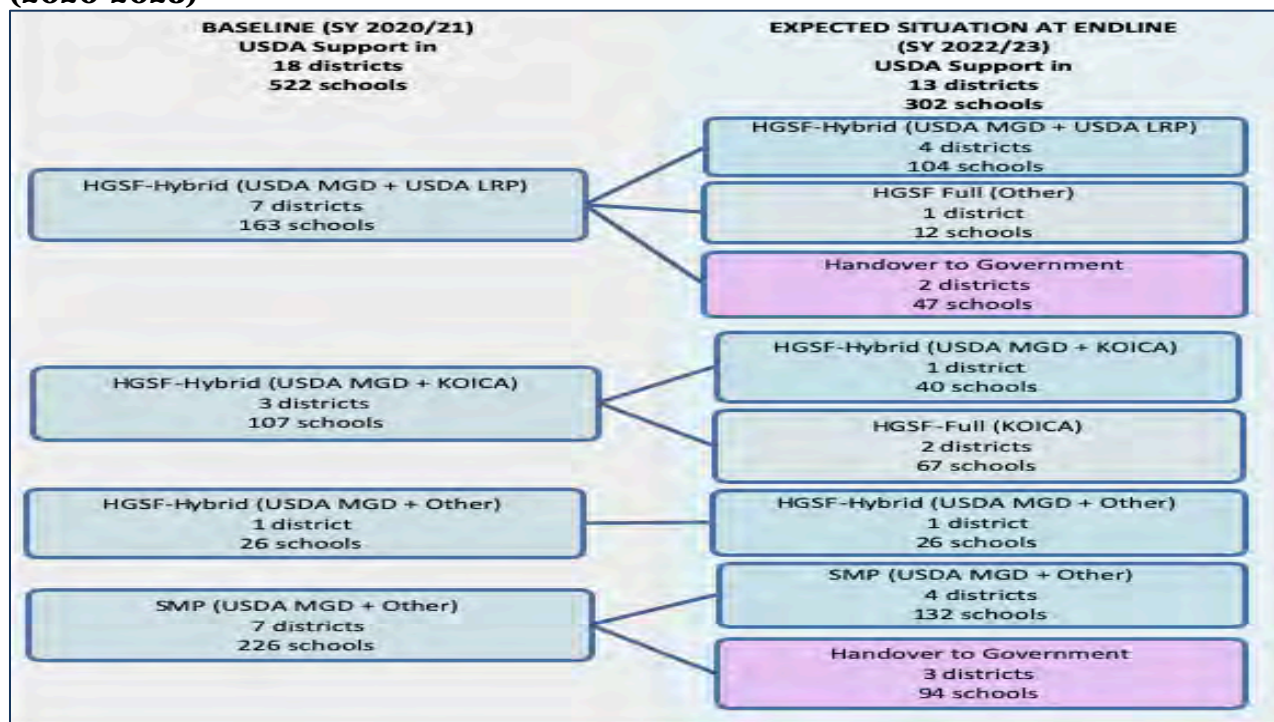
181. Figure 11 is drawn from WFP M&E data and illustrates the progressive transition from the SMP to the HGSF model then onwards to government ownership. For successful transition, this shift needs to be reinforced through a systematic mapping exercise that lays out the key transition steps to be addressed and integrated into the government's annual financial and action plans.

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<sup>117</sup> While USDA is sole donor for the LRP, the McGovern-Dole SFP receives complementary donations from other donors e.g. KOICA and private sector.

<sup>118</sup> For example, infrastructure, monitoring, supervision, skills development, Training-of-Trainers (TOT) and coordination with other relevant sectors (e.g. agriculture, health, social welfare)

**Figure 10: Transition plan for the school feeding activities in USDA funded schools (2020-2023)**



Source: Evaluation Team, elaborated from WFP M&E data

182. In addition, at commune level there are also systems in place for local procurement through the D&D reforms and there is a strong level of interest from schools, farmers and suppliers for local procurement for the school feeding activities. The history of HGSF implementation and trainings of commune level stakeholders as part of the D&D reforms has led to a pre-existing awareness of procurement processes and bids – although this is still stronger among suppliers than school committees in some places.

183. **Transition to national ownership:** Evaluations of the previous USDA McGovern-Dole grant (2017-2019) emphasized the need to assess the government’s capacity to implement its national school feeding programme and completely take over implementation. The endline evaluation (2019)<sup>119</sup> assessed the MoEYS’ capacity against the five policy pillars of the Systems Approach for Better Education Results (SABER), an internationally recognized system for measuring government capacity in relation to school feeding.<sup>120</sup> It reported that MoEYS’ capacity had improved progressively over the previous two years from SABER Level 1 (Latent) at baseline (2017) to Level 2 (Emerging) at endline (2019).<sup>121</sup> The evaluation identified some institutional capacity needs that remain and are required in the current USDA cycle.

184. In preparation for direct implementation, MoEYS and the NSPC received WFP’s support in the formulation and endorsement of national operational frameworks and guidelines as well as in development of an information management tool to aid implementation. The development of a School Meals Policy was initiated in 2019<sup>122</sup> which includes architecture for supporting LRP - and the draft policy is expected to be ready in May 2021.

<sup>119</sup> Dunn, S. et al (2019) Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education Programme for WFP Cambodia (2017-2019). Final report. The KonTerra Group.

<sup>120</sup> According to the SABER approach, in general terms a quality school feeding programme has the following in place: (1) a national policy framework, (2), sufficient institutional capacity for implementation and coordination, (3) stable funding, (4) sound design and implementation, and (5) community participation.

<sup>121</sup> A full SABER assessment would be required to confirm these findings.

<sup>122</sup> WFP Cambodia Annual Country Report 2019.

185. One additional consideration for sustainability that may be important to continue to build are the mechanisms for inter-ministerial coordination around LRP objectives. This will be relevant for both the national and sub-national level coordination including at commune level. In recognition of HGSF being a multi-sector programme, the policy<sup>123</sup> development process will require an inter-ministerial and multi-stakeholder approach involving the MoEYS, MAFF, MEF, MoH, Ministry of Interior, CARD, the NSPC and WFP, among others. A meeting was scheduled during 2020 on the development of a Joint Action Plan for the implementation of school feeding scheduled, but it was delayed by the COVID-19 pandemic. It is expected that the LRP programme will accelerate progress as foreseen in the SFP Road Map (endorsed in 2015) and thus help the ongoing transition plan to complete as planned by the end of 2025.

186. However, there remains a need to develop a comprehensive transition plan founded on evidence, beyond handover of school level operations, that also considers ways to institutionalize the integration of all implementation processes, systems and mechanisms. Drawing on experience from SFP and LRP evaluations conducted in other countries, a SABER-School Feeding exercise conducted with government counterparts (especially those outside MoEYS) could serve as a good starting point to build such evidence. These evaluations note that such discussion helps raise awareness and buy-in among key stakeholders on the benefits of a national SFP, existing gaps and opportunities. The SABER exercise provides an opportunity to assess and analyse i) the policy framework; ii) the budget framework and mechanisms; iii) existing institutional capacity gaps (including multi-sectoral coordination) and review the HGSF model based on experience from schools already handed over to the government; iv) assess capacities of stakeholders (with reference to feasibility for scale up); and v) the role of non-state stakeholders (especially communities). The exercise would need to be closely linked to the parallel SFP/McGovern-Dole programme implemented by WFP.

#### **Key findings and conclusions – Question 4 (Sustainability)**

- Existing building blocks for sustainability include government commitments, local structures and interests, and pre-existing policies and budget allocations.
- Building blocks at the commune level include the alignment with the D&D reforms and the high level of interest from suppliers, farmers, and schools in expanding local procurement.
- There exists a plan for transition to local procurement and the HGSF-hybrid and HGSF models in schools with elaborated targets for achievement by 2023. This plan is specific for shifting target schools from SMP to the HGSF modality (SFP RoadMap).
- Pre-existing trainings and experiences in local procurement in schools transitioned to HGSF provide a baseline for beginning transition in the McGovern-Dole schools.
- The further development of coordination mechanisms among national and commune level ministerial and departmental stakeholders will be an important contribution for ongoing management by government of the local procurement and the HGSF overall.
- An institutional capacity assessment would help identify gaps based on guidance of the five policy pathways under the SABER system.

<sup>123</sup> The WFP Cambodia Annual Country Report 2019 stresses that educational outcomes continue to be a primary government objective. According to the Government's education management information system, in the school year 2018-2019, the districts with school feeding support had better performance rates on net enrolment rate (99.2 percent against 91.8 percent), completion rate (85.3 percent against 81.9 percent) and dropout rate (4.5 percent against 4.8 percent) than those without the SFP.

- A comprehensive transition plan would help outline how integration of implementation processes, systems and mechanisms within government institutions could be operationalized and clarify how other key stakeholders would be involved.

### **Question 5: What are the factors affecting the potential impact of the LRP?**

187. This section discusses internal and external factors with potential to influence the impact of the LRP, either positively or negatively, in demonstrating an operational framework that will be handed over to the government.

188. The previous experiences of the transition of schools to HGSF and local procurement both within Cambodia and in other countries can provide a template of potential experiences that the LRP could draw on to facilitate the support of the transition of the USDA McGovern-Dole targeted schools to local procurement. The factors presented below are a compilation of potential lessons to be considered in the implementation of the LRP that have been drawn from other WFP LRP evaluations (see para 73), as well as from stakeholders within Cambodia with experience in local procurement programming at the national and subnational level.

#### **Internal factors**

189. **WFP's reputation in Cambodia:** WFP has established a reputation for creating tangible results at community level, making it well positioned to elevate dialogue to the next level of multi-sectoral coordination intrinsic in the design of the LRP. However, one point of concern, highlighted in qualitative interviews with government officials and as noted in earlier sections, is that there is not yet a clear and shared understanding among the different stakeholders regarding the roles and responsibilities of the various actors for implementation. This is particularly pertinent for the establishment of coordination mechanisms among sub-national and national actors.

190. **WFP/MoEYS ability to adequately engage multiple ministries:** The LRP will require cross-sectoral engagement from education, agriculture, health, local government, among others. This includes coordination among multiple ministries – in particular, the MoEYS and MAFF, and across multiple levels. An inter-ministerial decree was signed in January 2020 that began with the national programme before COVID-19 related closures. Qualitative interviews reflected sectoral differences in the degree of transition along the D&D process path, reflecting potential coordination challenges that the LRP will need to tackle before successful transition to government. A rapid capacity needs mapping exercise has been conducted; however, the strong emphasis on capacity strengthening within the LRP necessitates a much more advanced assessment to serve as a foundation for a comprehensive, evidenced-based capacity strengthening strategy.

191. **Relationship between WFP and MoEYS:** There is a history of a close working relationship between WFP and the Royal Government of Cambodia to facilitate WFP's entry into the local procurement system strengthening. WFP and the MoEYS have implemented different modalities of school feeding over several cycles since 1999. Discussions about transitioning to national ownership begun with piloting of the HGSF model from 2014 followed by signing of the RoadMap (2015). Successful implementation of the LRP will be strengthened by this relationship.

192. **WFP's capacity to implement appropriate technical support:** Since the MoEYS formally declared their preference for the HGSF model in 2018, WFP has been actively supporting schools to transition to the HGSF model in readiness for national ownership by 2023. WFP was instrumental in supporting the MoEYS to develop the HGSF

Operational Guidelines and the National Implementation Framework that were instrumental in domestic financing that cover six years (2019-2025). This should mean that WFP has appropriate technical capacity within its structure to provide training to the cooperating partners and with government representatives on the HGSF, so that awareness raising on HGSF and technical training can be carried out at national and sub-national levels. However, there is a need to develop a comprehensive transition plan outlining the various steps that need to be covered, and to set a realistic timeline.

### **External factors**

193. **COVID-19:** The COVID-19 pandemic has already had significant impacts on the LRP implementation with school closures leading to delays in the rollout of programme activities, currently delayed until the start of the SY 2020/21 in January 2021. It is possible that the original transition timeline within the LRP agreement may no longer be realistic given these delays.

194. **Capacity of school personnel to carry out and manage the HGSF procurement process:** Commune chiefs and school personnel will require training and support to manage and oversee the local procurement process required for HGSF as part of LRP. This should not only require formal training on the HGSF Operational Guidelines but also practical support on the assessment of quality of fresh foods, especially meat, and support on providing adequate storage. Given the high turnover of school personnel, refresher training is likely to be required on an annual basis.

195. **Capacity of local suppliers to access sufficient volumes of the required commodities:** As noted earlier, suppliers need to have access to sufficient credit and/or capital to enable them to pre-pay local farmers for their goods, before they are paid by the schools (on delivery).

196. **Capacity** and willingness of the private sector, especially rice millers, to increase their support to the SMP through a more positive engagement in discussions on whether development of a local infrastructure for rice fortification is possible, and what essential requirements would need to be in place.

197. **Capacity of farmers to produce good quality and sufficient volumes of commodities:** The potential to demonstrate that all food commodities used for provision of school meals can be sourced from local and regional procurement is dependent on the smooth transition of target schools to the HGSF (full) modality which relies on procurement through a competitive bid process. This transition will require smallholder farmers to produce, store and provide quality local produce. It will also require suppliers to have the capacity to collect and deliver local produce to schools and it will require local school stakeholders to be able to manage planning and procurement processes including the competitive bid processes. However, the baseline familiarity of the school and commune stakeholders in local procurement is relatively low which suggests that the capacity building component for schools and communes is relevant to the needs of the stakeholders.

198. **Institutional capacity strengthening for coordination:** Institutional capacity strengthening is of high priority in the LRP and is reflected in the training, coaching and mentoring activities around building the technical capacity and the policy environment for successful management of local procurement within school feeding. Qualitative interviews at the national level expressed uncertainty regarding the coordination mechanisms for the LRP and how this would be operationalized during implementation. Observations during fieldwork found that very often one sector was not aware or did not understand the work done by other sectors or departments due to a lack of information sharing or inadequate communication. Interviews with officials at both national and subnational level of MAFF

indicated that there was little awareness of the HGSF/LRP and what the specific roles were expected of MAFF, PDAFF and DOA in supporting the HGSF/LRP. Technical support and oversight by WFP staff and CPs will be critical to demonstrate, reinforce or establish joint multi-sectoral coordination mechanisms with linkages that are clearly outlined between different institutional stakeholders.

**199. Local government and community level engagement:** The ongoing national D&D rollout, where subnational and local administrations are at the core of the reforms,<sup>124</sup> raise strategic and implementation issues of relevance to the LRP. The reforms have contributed to commune councils having increasing authority over community level decision making and implementation of local projects (via their Commune Development Fund). Most of these are related to rural infrastructure that have created opportunities in various sectors, including agriculture. This has implications for the amplified role that local government stakeholders will play in the implementation of HGSF including for procurement.

**200. Information management and monitoring of effectiveness.** In terms of the information management and monitoring of the LRP, other reviews and experiences highlighted the importance of developing continuous monitoring and reporting systems to adequately track progress on LRP implementation. The ET finds that the existing HGSF M&E and reporting systems<sup>125</sup> are not yet positioned to capture some important aspects intrinsic in the programme design and set goals. This is likely to limit continuous collection of data to measure the effectiveness of the overall LRP programme and to adequately address higher-level assessment at the outcome level. Additionally, information needs to be shared to more stakeholders and implementing partners to ensure all these people are well informed about the progress of the implementation, which may encourage additional external but complementary support.

#### **Key findings and conclusions – Question 5 (Factors for Success)**

- The previous experiences of the transition of schools to HGSF and local procurement, both within Cambodia and in other countries, can provide a template of potential experiences that the LRP could draw on to facilitate the support of the transition of the targeted schools to local procurement
- The Roadmap for transition to national ownership and pre-existing experience in transitioning schools to local procurement are positive factors for potential success, although there is still a need to develop a comprehensive transition plan outlining the various steps that need to be covered, and to set a realistic timeline.
- The further clarification of stakeholder roles and responsibilities in joint programming of the LRP will need to be developed during initial project implementation.
- Institutional capacity strengthening for coordination should be a priority in the technical support activities provided by WFP to government and subnational stakeholders.
- The information management and monitoring systems are not yet sufficiently established track and monitor the LRP progress and effectiveness – especially on achievements contributing towards its' outcome level targets.

<sup>124</sup> Law on Commune and Sangkat Administrative Management (2001); The Organic Law, 2008; Decentralization & Deconcentration Policy (2010 – 2019)

<sup>125</sup> Neither the quarterly and biannual progress reports prepared based on WFP/MoEYS guidelines nor the M&E reports drawn from the *Kobo Toolbox*.

- The COVID-19 pandemic has already had substantial negative impact on the start of the programme and has created a situation where the realistic accomplishment of the intended transitions by 2023 of schools may no longer be feasible.
- The COVID-19 pandemic has also negatively affected local farmers – one of the key stakeholder groups within the LRP as designed. Mitigation measures will need to be considered within the range of activities.

### 3. Conclusions and Recommendations

#### 3.1. Overall Assessment/Conclusions

201. **Relevance:** The HGSF modality has the potential to impact household food production levels, food security and livelihoods through providing a stable market for commodities from the school feeding activities. The LRP also has the potential to improve market linkages and engage a wide range of stakeholder in support of promoting local procurement. The HGSF support has the potential to provide suppliers and farmer businesses, including businesses owned by women, a more prominent role in communities on food security and income generation. Farmers will also be exposed to the importance of price negotiation and positioned to have better access to market their farm products.

202. The LRP programme offers an important opportunity to help ensure that the targeted schools can eventually transition smoothly into the national SMP which is founded on the HGSF model. It also provides a starting point for WFP to work with suppliers and farmers in KCG and KTM provinces where, even though they have engaged with the SFP (the SMP model), the HGSF will be implemented for the first time. Already at baseline, the LRP schools are able to provide to schoolchildren a more diverse school feeding menu than the original SMP model, suggesting that the overall long-term work of the HGSF has built a strong foundation at the local levels, on which the LRP can continue to build.

203. The LRP identifies gender as being a priority with regards to increased women's empowerment among programme participants under activities 2 and 3 (that is suppliers, farmers, bidding committee members). However, there are no overall gender results statements in the project framework, and there is a need to add gender – retroactively - into the LRP design documents and monitoring plan for the subject to receive appropriate attention during implementation and to be assessed in future evaluation rounds, perhaps with the technical support of the Ministry of Women's Affairs.

204. **Coherence:** The direct engagement with the national and subnational authorities ensures alignment with government priorities. The LRP is in line with the education sector strategies, food security and nutrition frameworks, social protection and the agricultural sector development priorities. It will be implemented through several ministerial partners which will involve coordinated efforts on public sector investment and budget provisions at different levels: national and subnational authorities, commune councils, and school administration. WFP is committed to policy-based dialogue with partner ministries and target communes on emerging priorities related to the LRP.

205. There has been significant development on the national SMP on management, budget allocation and planning systems. However, the national SMP has been operational for less than six months as a consequence of the pandemic crisis, providing limited facts on the readiness and capacity for the government to take-over the HGSF. Subjective assessments of readiness by various stakeholders suggest some improvements are required and as the national programme gets better established, a systematic review would be required to identify lessons that can be incorporated into the LRP. In short, there is no

reliable pragmatic basis at this stage to know the extent to which the social protection benefits of the government's investment in the SMP will outweigh the costs.

206. **Effectiveness:** In principle, the effectiveness of the LRP will be reflected in the progress made in two ways. One is the extent to which it is able to establish linkages between supply chain actors and the HGSF school markets. The other is the progress made in coordinated institutional support on capacity building of local and subnational authorities to manage and implement procurement processes of food commodities linked to local production.

207. The results of the baseline study indicate that the activities outlined in the LRP programme documents have the potential to produce results on timely delivery, and improved access to culturally accepted and nutritious food commodities that meet international food safety standards. Food quality and safety is an important aspect in the handling of locally procured foods. However, suppliers and farmers surveyed reported they were not fully aware of what food safety standards entail and therefore had no basis on which to make any effort to ensure their commodities are of good quality. A food safety and quality module should be added to any training provided to the LRP suppliers with systems developed to extend this knowledge to associated farmers.

208. The selection of suppliers is a transparent process involving stakeholders from the subnational level to representatives in local communities. Public announcement of the EO is widely shared, with priority given to local communes which empowers local communities to engage with the HGSF market as producers and/or suppliers. There are indications that while long term suppliers to schools may be familiar with the procurement process, there may be barriers to entry for new suppliers including orientation to the processes, having available credit lines for timely gathering of commodities or the knowledge of the appropriate price proposals to submit.

209. The support provided through the LRP will be critical for enabling local farmers, through suppliers, to participate in the market offered by HGSF, especially offering smallholder farmers better access to markets through this school commodity supply. The suppliers' current capacity is limited, particularly in KCG and KTM where, despite previous involvement in the SMP, implementation of the HGSF is new. Many of the targeted smallholder farmers do not yet aggregate and sell much of their produce so they will require significant support on skills required for increased market access. Further, although the HGSF Operational Guidelines indicate a preference for procurement from local farmers (up to 70 percent), in reality this has proven difficult to date with suppliers finding it easier to purchase from local market sites where the source is unknown. This raises an issue with the ability to trace the food commodities delivered for school meals. An MoEYS/MAFF procurement framework would help to address the barriers hindering farmers' participation in the USDA funded school feeding programme.

210. In terms of fortification of locally produced or blended rice, there are gains in the recognition of the role this can play in local procurement for school meals, but WFP will need to ensure that the fortification results in the FNG will still be applicable within a changing economic situation. There are potential lessons to be learned from other countries in the region that are also undertaking local fortification which can assist its implementation in Cambodia. Furthermore, while initial government engagement has been successful, the finding from this baseline study implies a need for advocacy by WFP to stakeholders within the agricultural sector and that their buy-in should not be assumed.

211. **Likely sustainability:** The HGSF has an effective strategy whereby funds allocated to schools act as a means of mobilizing broader support to the agricultural sector and having related activities mainstreamed in to multi-sectoral government coordination mechanisms.

Establishment of the necessary subnational coordination and communication mechanisms will need technical support from WFP, MoEYS and MAFF, for successful implementation of the HGSF modality. However, this multi-sectoral coordination approach is expected to be made more complicated by the on-going transition of D&D protocols. Enhanced value chains for local production and improved nutrition offer real benefit for practical support towards increased market engagement of smallholder farmers which is aligned to MAFF priorities.

212. A comprehensive transition plan would help outline how integration of implementation processes, systems and mechanisms within government institutions could be operationalized and clarify how other key stakeholders would be involved.

213. **Potential Impact and Factors for Success:** The HGSF market demonstrates potential to improve leadership and decision-making among stakeholders (school administration, local authorities) geared towards the economic empowerment of their communities. Although improved gender equity and increased women's empowerment should be key priorities of the programme, there are no overall gender results statements in the programme framework, which in turn means no guidance to measure and analyse achievements made on gender roles and achievements. There is a need to add gender indicators into the LRP design documents for them to receive appropriate attention during implementation, monitoring and evaluation.

214. The key challenges, besides COVID-19, are coordination and communication and delineation of tasks between WFP, the CPs, and subnational government staff. Baseline findings suggest that strides to address coordination issues at the national level have been incorporated into the LRP design but less so at field implementation level. Disproportionate administration demands on CPs to manage numerous activities with multiple partners (POEYS, PDAFF, commune authorities and school administration) could affect successful implementation and results. Greater clarity is required with respect to the roles played by different stakeholders involved in technical support to LRP programme participants.

215. The national SMP is viewed as a government programme but requires a clear strategy for wider stakeholder engagement through capacity building, including awareness building to increase buy-in, capacity needs assessment and clarified roles. Effective implementation will require budget allocations to support administrative and implementation costs, not solely procurement in the provision of school meals, and the establishment of processes for training of cooperating partners and the establishment of a strong monitoring system to effectively track progress as schools transition to local procurement. A comprehensive transition plan would help outline how integration of implementation processes, systems and mechanisms within government institutions could be operationalized. Partnering with FAO and MAFF will take advantage of past and present agricultural development programmes implemented by the government with other donors, as well as other networks (for example, cooperatives) with the potential to broaden the LRP's (and later national SMP) impact on rural agricultural produce supply chains.

### **3.2. Recommendations**

216. The recommendations outlined below are drawn from the findings and conclusions of this baseline study and have clearly specified the stakeholder expected to take responsibility and/or action. All recommendations will need to be actioned within the first full year of implementation and they are presented in order of priority.

**Recommendation 1: WFP CO and MoEYS should jointly update and consolidate activities into a comprehensive, gradual, evidence-based transition plan.** This should articulate the rationale behind progressive logical steps (including realistic benchmarks and timelines) that will be monitored and supported

throughout implementation of the transition process. This updating should take into account delays caused by the COVID-19 pandemic as well as draw on the lessons learnt from the handover that began in 2019/2020. A revised and realistic transition plan to the full HGSF modality and national ownership should ensure that the roles for provision of all the necessary capacity strengthening and technical assistance is assigned to specified stakeholders. WFP should consider developing a Theory of Change for the transition plan. By taking the initiative to discuss these adaptations with USDA, WFP will demonstrate flexibility in changing circumstances grounded on evidence of assessed needs.

**Recommendation 2: The WFP CO should coordinate with MoEYS, the MoH and MAFF to develop a capacity strengthening strategy that outlines clear roles and responsibilities for the implementation of the LRP for each of the ministries at national, sub-national and local levels.** The capacity strengthening strategy should be based on an institutional capacity assessment (ideally as a SABER exercise) and should provide clarity for all stakeholders on their functional roles, responsibilities, and expected results, as well as indicators that can be used to measure the expected changes. This has high priority in view of: i) the fact that capacity strengthening takes time; ii) the multiple sectoral involvement at different levels of government; iii) the limited implementation period; and iv) the urgent need to track adherence to (as well as experience with) application of the procurement guidelines. WFP should assign a focal point to develop this plan and to oversee its implementation. These considerations should include development of a strong monitoring system to effectively track progress towards integration and institutionalization within the government system, beyond WFP/USDA support.

**Recommendation 3: The WFP CO, in collaboration with the MoEYS, MoH and MAFF, should seek to strengthen the mechanisms for coordination on LRP implementation as a complement to the capacity strengthening strategy.** This should include i) clearly distinguished institutional roles and responsibilities, ii) timely sharing of information to national and subnational actors (including reports and meeting minutes); and iii) engagement and inclusion of local level actors and cooperating partners in coordination processes.

**Recommendation 4: Before the LRP midline, WFP should support the MoEYS to undertake a systematic review of the national school meals implementation that started in SY 2019/20.** This should identify any challenges that need to be addressed so that learning can be incorporated into implementation of the LRP. Such an assessment could be designed to assess the process covering all five policy pathways under the SABER exercise, ensuring that the key elements are identified so they can be monitored and institutionalized. This would serve as a strong foundation to develop a TOC for the LRP.

**Recommendation 5: WFP CO, drawing on existing tools and guidance and available technical support, should explore options for enhanced nutritional inputs to the school meals.** Alongside continued support to encourage national rice fortification capacities, broader knowledge and more consistent access to information on healthier school meals needs to be well embedded at all levels by the time of transition to national ownership.

**Recommendation 6: WFP CO, together with USDA, and in consultation with the Ministry of Women's Affairs, should integrate specific gender indicators into the programme's Results Framework.** This will guide gender analysis conducted by the CO and help ensure that gender considerations are better integrated into the programme activities. The CO should ensure that these indicators measure the progress in transformative change, not only for women and girls but also for men and boys. This should be completed within the next six months so amendments to the design and targets can be identified and put in place.

## **List of Acronyms**

CARD	Council for Agriculture and Rural Development
CO	(WFP) Country Office
COVID-19	Coronavirus Disease 2019
CP	Cooperating Partner
CSP	Country Strategic Plan
D&D	Decentralization and Deconcentration
DHS	Demographic and Health Survey
DOA	District Office of Agriculture
DOEYS	District Office of Education, Youth and Sport
EOI	Expression of Interest
ET	Evaluation team
FAO	(United Nations) Food and Agriculture Organization
FAS	Foreign Agricultural Service
FFE	Food for Education
FGD	Focus Group Discussion
FLA	Field level agreement
FNG	Fill the Nutrition Gap
FY	Financial Year
GDI	Gender Development Index
GDP	Gross Domestic Product
GEWE	Gender Equality and Women's Empowerment
GEEW	Gender Equality and Empowerment of Women
HDI	Human Development Index
HGSF	Home-grown school feeding
HH	Household
IDPoor	Identification of Poor Households Programme
IFAD	International Fund for Agricultural Development
IPC	Integrated Food Security Phase Classification
IRL	Indochina Research Limited
kg	kilograms
KOICA	Korea International Cooperation Agency
KTC	Kampong Chhnang Province
KTM	Kampong Thom Province
LRP	Local and Regional Procurement
LSFC	Local School Feeding Committee
MAFF	Ministry of Agriculture, Forestry and Fisheries
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MEF	Ministry of Economics and Finance
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
MoSAVY	Ministry of Social Affairs, Veterans, and Youth Rehabilitation
MoWA	Ministry of Women's Affairs
mt	metric tonnes
NAPVAW	National Action Plan to Prevent Violence Against Women
NCI	National Capacity Index
NER	Net Primary Enrolment
NGO	Non-Governmental Organization
NSFSN	National Strategy for Food Security and Nutrition
NSPC	National Social Protection Council
NSPPF	National Social Protection Policy Framework
OECD-DAC	Organization for Economic Co-operation and Development's Development Assistance Committee

PATH	Programme for Appropriate Technology in Health
PDAFF	Provincial Department of Agriculture, Forestry and Fisheries
PFSNC	Provincial Food Security and Nutrition Committee
PLAN	Plan International
POEYS	Provincial Office of Education, Youth, and Sport
PMP	Performance Monitoring Plan
PRISM	Platform for Real-Time Information System
QPR	Quarterly Progress Report
RF	Results Framework
SABER	Systems Approach for Better Education Results
SDG	Sustainable Development Goal
SFP	School Feeding Programme
SMP	School Meal Programme
SO	Strategic Objective
SRP	Siem Reap Province
SY	School Year
THR	Take Home Rations
TOC	Theory of Change
ToR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNHCHR	United Nations Office of the High Commissioner for Human Rights
UNICEF	United Nations Children's Fund
US\$	United States Dollar (currency)
USDA	United States Department of Agriculture
VAM	Vulnerability Analysis and Mapping
WFP	World Food Programme
WHO	(United Nations) World Health Organization
WV	World Vision

**WFP Cambodia Country Office**

**<https://www.wfp.org/countries/cambodia>**





# Decentralized Evaluation

**Activity Evaluation of USDA Local and Regional  
Procurement Grants (LRP-442-2019/011-00) for WFP  
School Feeding in Cambodia**

**01 November 2019 to 30 October 2023**

**Volume 2: Annexes for Baseline Study Report**

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Evaluation Manager: Bunthang Chhe



World Food  
Programme

Prepared by

Wanjiku Gichigi, Team Leader

Sovith Sin, National Evaluator

Soledad Posada, International Evaluator

Prem B. Bhandari, Quantative Survey Analyst



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## **List of Acronyms**

CARD	Council for Agriculture and Rural Development
CO	(WFP) Country Office
COVID-19	Coronavirus Disease 2019
CP	Cooperating Partner
CSP	Country Strategic Plan
D&D	Decentralization and Deconcentration
DHS	Demographic and Health Survey
DOA	District Office of Agriculture
DOEYS	District Office of Education, Youth and Sport
EOI	Expression of Interest
ET	Evaluation team
FAO	(United Nations) Food and Agriculture Organization
FAS	Foreign Agricultural Service
FFE	Food for Education
FGD	Focus Group Discussion
FLA	Field level agreement
FNG	Fill the Nutrition Gap
FY	Financial Year
GDI	Gender Development Index
GDP	Gross Domestic Product
GEWE	Gender Equality and Women's Empowerment
GEEW	Gender Equality and Empowerment of Women
HDI	Human Development Index
HGSF	Home-grown school feeding
HH	Household
IDPoor	Identification of Poor Households Programme
IFAD	International Fund for Agricultural Development
IPC	Integrated Food Security Phase Classification
IRL	Indochina Research Limited
kg	kilograms
KOICA	Korea International Cooperation Agency
KTC	Kampong Chhnang Province
KTM	Kampong Thom Province
LRP	Local and Regional Procurement
LSFC	Local School Feeding Committee
MAFF	Ministry of Agriculture, Forestry and Fisheries
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MEF	Ministry of Economics and Finance
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health
MoSAVY	Ministry of Social Affairs, Veterans, and Youth Rehabilitation
MoWA	Ministry of Women's Affairs
mt	metric tonnes
NAPVAW	National Action Plan to Prevent Violence Against Women
NCI	National Capacity Index
NER	Net Primary Enrolment
NGO	Non-Governmental Organization
NSFSN	National Strategy for Food Security and Nutrition

NSPC	National Social Protection Council
NSPPF	National Social Protection Policy Framework
OECD-DAC	Organization for Economic Co-operation and Development's Development Assistance Committee
PATH	Programme for Appropriate Technology in Health
PDAFF	Provincial Department of Agriculture, Forestry and Fisheries
PFSNC	Provincial Food Security and Nutrition Committee
PLAN	Plan International
POEYS	Provincial Office of Education, Youth, and Sport
PMP	Performance Monitoring Plan
PRISM	Platform for Real-Time Information System
QPR	Quarterly Progress Report
RF	Results Framework
SABER	Systems Approach for Better Education Results
SDG	Sustainable Development Goal
SFP	School Feeding Programme
SMP	School Meal Programme
SO	Strategic Objective
SRP	Siem Reap Province
SY	School Year
THR	Take Home Rations
TOC	Theory of Change
ToR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNHCHR	United Nations Office of the High Commissioner for Human Rights
UNICEF	United Nations Children's Fund
US\$	United States Dollar (currency)
USDA	United States Department of Agriculture
VAM	Vulnerability Analysis and Mapping
WFP	World Food Programme
WHO	(United Nations) World Health Organization
WV	World Vision

# **Annex 1: Terms of Reference**

(without original annexes)

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

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## 1. Introduction

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

**Table 1: Evaluation exercise for McGovern-Dole and LRP**

Evaluation exercises for USDA-McGovern-Dole project	Evaluation exercises for USDA-LRP project	Date
Baseline study	Baseline study	Nov 2019–Jun 2020
Mid-term evaluation	Mid-term review <sup>1</sup>	Mar-Dec 2021
Endline evaluation	Endline evaluation	Mar-Dec 2023

2. This TOR was prepared by the WFP CO based upon an initial document review and consultation with stakeholders. It outlines the evaluation requirements for USDA-McGovern-Dole (US\$19 million budget ) and USDA-LRP (US\$4.7 million budget) grants supporting implementation of a traditional school meals program (SMP), Hybrid Home-Grown School Feeding program (HGSF-hybrid), and associated interventions in 599 schools in Siem Reap, Kampong Thom and Kampong Chhnang provinces. The TOR aims to 1) provide key learning themes, program scope, and other key information to guide the evaluation team on the conducting the evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.
3. The evaluation process within WFP will be managed by an evaluation manager who will be the main focal point for day to day contact during the evaluation period. An external independent firm (evaluation team) will be contracted to carry out the actual evaluation and will appoint their own evaluation team leader and managers.
4. This evaluation will provide an evidence-based, independent assessment of the results of the programs to enable WFP CO, government and Cooperating Partners (CPs) to demonstrate results and learning to feed into future programs in particular the government led and managed School Feeding Program (SFP) while also making it possible to quantify the impacts of the program.

## 2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

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<sup>1</sup> WFP together with Evaluation team will consider conducting a lighter evaluation exercise for the mid-term phase to focus primarily on the qualitative data collection among key stakeholders for learning purposes to allow for program adjustments.

## 2.1. Rationale

5. The WFP CO is commissioning baseline studies, mid-term evaluation/reviews and endline evaluations for the FY 2019-2023 USDA-McGovern-Dole and USDA-LRP grants in support of WFP School Feeding Program (SFP) activities in Cambodia, to be evaluated from the period 1 November 2019 to 30 September 2023<sup>2</sup>, to critically and objectively assess performance of the programs and associated interventions for the purposes of accountability and learning and to fulfil a requirement of the USDA.
6. The baseline studies (first deliverables) will provide information about the pre-program situation, establish a baseline value and review targets. The mid-term evaluation (second deliverable) for the USDA McGovern-Dole supported program and mid-term review for USDA LRP-supported program (second deliverable) will provide an independent evidence-based assessment of the program outcomes at that stage so that WFP CO can adjust program design and implementation for the remaining period. The final evaluations (third deliverables) will determine whether recommendations made during the baseline and the mid-term evaluation/review were integrated into implementation and if so, whether the recommendations were successful in strengthening deliveries and outcomes.

## 2.2. Objectives

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

## 2.3. Stakeholders and Users

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

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<sup>2</sup> Activities on the ground will start later once baseline is approved by USDA – estimated to be June 2020.

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

### 3. Subject of the Evaluation

#### 3.1. Context

10. The Royal Government of Cambodia (RGC) has made impressive strides in economic growth over the past 20 years, bringing the country to lower middle-income status in 2016 with a Gross Domestic Product (GDP) per capita of USD 1,384.42 in 2017<sup>3</sup>. During this time, the RGC has seen one of the fastest economic growth rates in the world, which has been accompanied by significant reduction in poverty<sup>4</sup>. Despite this progress, health and education both remain important challenges and development priorities for Cambodia. The RGC’s long-term development vision, the Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019–2023), emphasizes strong commitment to education and children’s nutrition, which are viewed as a priority for “sustainable human resource development, economic growth, and social development”<sup>5</sup>.
11. Despite economic growth and current development in urban areas, rural development lags behind. Rural communities, which make up 79 percent of the population, account for most of the country’s poor<sup>6</sup>. A significant proportion of Cambodians lives on the brink of poverty; it has been estimated that losing just USD 0.30 a day per person in income would double the poverty rate<sup>7</sup>. This means that natural hazards such as storms, floods, droughts or serious illness could cause profound setbacks to fragile livelihoods.
12. Food security and undernutrition remain important public health concerns in Cambodia. The national objectives set for the Cambodia-specific Millennium Development Goal (MDG) 1 were not met<sup>8</sup> and the figures for malnutrition remain higher than most countries in the region.<sup>9</sup> The new SDG indicators covering undernourishment and dietary diversity, suggest that 14 percent of households continue to consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.<sup>10</sup>
13. Cambodia is ranked 116 out of the 160 countries on the most recent Gender Inequality Index<sup>11</sup> (GII = 0.473). The GI is essentially the loss in human development due to inequality between female and male achievements in the three GI dimensions: reproductive health, empowerment, and economic activity. Cambodia’s low ranking indicates that gender inequality still exists. The 2017 Gender Development Index (GDI) results are better at 0.914 which puts it into Group 4

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3 WORLD BANK. WORLD BANK OPEN DATA: [HTTP://DATA.WORLDBANK.ORG/](http://data.worldbank.org/)

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

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

6 CAMBODIA INTER-CENSAL POPULATION SURVEY, 2013

7 WB POLICY NOTE ON POVERTY MONITORING AND ANALYSIS, OCTOBER 2013

8 CAMBODIA HAD AN OBJECTIVE OF REDUCING THE PREVALENCE OF UNDERNOURISHED PEOPLE TO <10%.

9 [HTTPS://OPENDEVELOPMENTCAMBODIA.NET/TOPICS/SDG-2-ZERO-HUNGER/](https://opendevelopmentcambodia.net/topics/sdg-2-zero-hunger/)

10 CAMBODIA SOCIOECONOMIC SURVEY, 2014, NATIONAL INSTITUTE OF STATISTICS, MINISTRY OF PLANNING; AVAILABLE AT: [HTTPS://WWW.UNICEF.ORG/CAMBODIA/6.MATERNAL.PDF](https://www.unicef.org/cambodia/6.MATERNAL.PDF)

11 [HTTP://HDR.UNDP.ORG/EN/COMPOSITE/GII](http://hdr.undp.org/en/composite/gii)

(second lowest), an improvement from being in the lowest category in previous years.<sup>12,13,14,15</sup> Cambodia is also ranked 93 out of 149 countries on the Global Gender Gap Index 2018<sup>16</sup>. However, women increasingly become income generators, migrating from rural areas to urban areas to work or start small businesses from their homes. The number of women having primary occupation in the private sector is higher than men in many provinces<sup>17</sup>, particularly in the garment sector. Women are typically employed at lower levels and paid less. It is estimated that on average women are paid thirty percent less than men on commensurate work<sup>18</sup>.

14. The RGC is committed to improving educational standards while aiming to embed programs supported by development partners, such as the SFP and scholarship programs, within its national strategies. The national decentralization and deconcentration reforms place greater responsibility on subnational authorities to take ownership of planning and delivery of basic services, including education. In education, Cambodia has made good strides in improving primary education programs and reducing gender disparity in education in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 98 percent in school year 2018-19. Although there is still a need to expand enrolment in primary schools and pre-schools in some locations, sustained efforts to globally expand access to school are less relevant than they once were. The main challenge now for primary school education is completion. Even though both repetition and dropout rates have steadily declined in the last five years,<sup>19</sup> they remain a key concern. School dropout is most problematic at the end of the primary school cycle as students are more likely to leave school rather than repeat a year. School dropout is also more likely to happen in rural areas.<sup>20</sup>
15. With MoEYS, USAID is currently implementing its new education strategy (2016-21), with a focus on improving early grade reading through their partners including Kampuchea Action for Primary Education (KAPE) and World Education International (WEI). WEI in partnership with WFP will work closely with USAID and UNICEF to support early grade reading under the national education strategy and child friendly school policy framework. The MoEYS school health department in collaboration with WFP and the Ministry of Health supports food safety and health in schools under a newly endorsed national school health policy. Plan International, working in the area of education, and World Vision, working in the area of community development including education, in partnership with WFP and MoEYS at national and subnational level to provide school meals promote an enabling environment, including infrastructure building and/or rehabilitation and other school support interventions. Under the LRP, FAO in partnership with WFP provides technical assistance to producers and suppliers to strengthen HGSF market engagement.
16. School feeding is a major component of the ongoing WFP Cambodia's Country Strategic Plan (CSP), and is implemented in 8 out of the Cambodia's 25 provinces in school year 2019-2020 (Please see **Annex 1**) through two models, SMP and HGSF. A daily school meal (breakfast) is

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12 [HTTP://HDR.UNDP.ORG/SITES/ALL/THEMES/HDR\\_THEME/COUNTRY-NOTES/KHM.PDF](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/khm.pdf)

13 RATIO OF FEMALE TO MALE HDI VALUES. GENDER DEVELOPMENT INDEX SCORES RANGE FROM 0 TO 1 WITH A SCORE OF 1 INDICATING EQUALITY BETWEEN MEN AND WOMEN.

14 GENDER DEVELOPMENT INDEX GROUPS: COUNTRIES ARE DIVIDED INTO FIVE GROUPS BY ABSOLUTE DEVIATION FROM GENDER PARITY IN HDI VALUES. GROUP 5 COMPRISES COUNTRIES WITH LOW EQUALITY IN HDI ACHIEVEMENTS BETWEEN WOMEN AND MEN (ABSOLUTE DEVIATION FROM GENDER PARITY OF MORE THAN 10 PERCENT).

15 HUMAN DEVELOPMENT REPORT, 2015, UNDP

16 Human Development Report, 2015, UNDP

17 Commune Database 2013, Ministry of Planning

18 CSO report on Cambodian gender issues. 2009

19 FINAL DRAFT EDUCATION STRATEGIC PLAN 2019-2023, MOEYS, MAY 2019.

20 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

provided to all morning class pre-and primary school children, from target schools in areas where poverty and malnutrition are comparatively high and education performance is relatively worst off, aimed to encourage student's enrolment, attendance and completion of their primary education, and to reduce short-term hunger and improve their concentration in the classroom.

### 3.2. Subject of the Evaluation

17. USDA has been a trusted partner of the WFP in Cambodia, dating back to 2001. One of the two USDA awards, USDA McGovern-Dole International Food for Education and Child Nutrition Program, is the continuation of the USDA grants 2017-2019 and 2013-2016; implemented by WFP in partnership with World Education, Plan International, World Vision and relevant Government ministries. This is the first time that WFP Cambodia has been awarded the USDA LRP grant to support the transition to a national HGSF program and complement the McGovern-Dole program. The USDA FY2019-2023 McGovern-Dole (US\$19 million) and LRP (4.7 million) programs support the implementation of both centrally procured school meals (SMP), Hybrid Home-Grown School Feeding (HGSF) involving locally procured commodities and complementary activities focused on improving literacy, and health and dietary practices in three provinces (22 districts) in the country: Siem Reap, Kampong Thom and Kampong Chhnang **(See annex 2)**.
18. The USDA-McGovern-Dole program has two strategic objectives (as per the results framework outlined in **Annex 10**): Improved literacy of school-age children and increased use of health and dietary practices. To support literacy objective, a range of activities are designed to produce intermediate results of improving student attendance, quality of literacy instruction, and attentiveness. Similar to literacy, to support health and dietary proactive objective, a range of activities are conducted to produce intermediate results of Improved Knowledge of Health and Hygiene Practices, Increased Knowledge of Safe Food Prep and Storage Practices, Increased Knowledge of Nutrition, Increased Access to Clean Water and Sanitation Services, Increased Access to Preventative Health Interventions and Increased Access to Requisite Food Prep and Storage Tools and Equipment. A range of activities were also designed to support foundational result.
19. The USDA-LRP has one strategic objective (as per the results framework outlined in **Annex 11**): Improved Effectiveness of Food Assistance Through Local and Regional Procurement. To support the objective, a range of activities are designed to produce intermediate results of improved Cost-Effectiveness of Food Assistance, Improved Timeliness of Food Assistance, and improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards. Again, a range of activities were also designed to support foundational result
20. In school year 2019-2020, the SMP covers 329 schools and benefits 42,800 school boys and 41,000 school girls while the HGSF-hybrid covers 270 schools and benefits 33,800 school boys and 31,200 school girls. The number of schools and children will be handed over to the government through a phased approach, leaving only 297 schools with 73,700 children in the model of HGSF-hybrid in school year 2022-23. MoEYS and WFP are in the process of finalising the parameters of the handover processes aimed at transitioning to the nationally owned HGSF, to align with the national HGSF Implementation framework endorsed in August 2019. WFP's strategic decision is to utilize the grant to fund capacity strengthening to increase the readiness of MoEYS to eventually manage the program.

21. SMP and HGSF are blanket programs which support provision of meals to all pre-primary and primary school boys and girls equally in targeted schools. However, girls and boys face different challenges remaining in school, with girls in rural areas dropping out mainly due to severe poverty then ending up caring for younger siblings, working alongside their parents in the rice fields, or moving to urban centres to find work.<sup>21</sup> Boys are also sometimes pressured to leave school and find employment. The program requires voluntary cooking activities from community; however, the issue of inadequate remuneration for the school cooks, almost all of whom are women, is an ongoing concern.
22. The baseline, mid-term review and final evaluations in previous rounds of McGovern-Dole found the FFE to be well implemented. The main concern was the short time frame planned for the transition to national ownership. In addition, the endline evaluation highlighted insufficient capacities including monitoring, program knowledge of government partner, and appropriate implementation policies/guidance. Both these areas were included as recommendations for further actions
23. As with previous grant cycles, the FY 2019-2023 USDA McGovern-Dole and LRP funded programs also require undertaking baseline studies, and final evaluations for each. In addition, a mid-term evaluation for McGovern-Dole and a mid-term review for LRP will be conducted. The baseline studies, mid-term evaluation/review and the final evaluations will be conducted in 2019, 2021 and 2023 respectively with indicative dates for each evaluation activities highlighted in **Annex 3: Evaluation schedule**.

## 4. Evaluation Approach

### 4.1. Scope

24. The planned evaluations for 2019-2023 will cover the following WFP programs:
- I. WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Program FFE-442-2019-013-00 (McGovern-Dole funded program),
  - II. WFP Cambodia FY2019 USDA-Local and Regional Food Aid Procurement Program (LRP program).
25. The evaluations for these two programs will include all activities and processes related to their formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions for both McGovern-dole and LRP-funded programs.
26. These evaluations, commissioned by the WFP Cambodia Country Office, will cover four school feeding years<sup>22</sup> of implementation of both McGovern-Dole and LRP-funded programs for FY 2019-2023. The timing for evaluation exercises will be synchronized as mentioned earlier; however, the evaluation exercises will be designed to assess the impact of the programs' respective strategic objectives:
- 27.

**Table 3: Strategic Objective of McGovern-Dole and LRP**

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21 UNESCO/UNICEF (2012) ASIA/PACIFIC: END OF DECADE NOTES ON EDUCATION FOR ALL – EFA GOAL #5 GENDER EQUITY. BANGKOK: UNESCO AND UNICEF.

22 The timeline for evaluation period will be adapted based on actual start of activities contingent on the release of USDA funds from both programs (currently expected to be around June 2020).

Type of USDA program	Impact against program objectives
McGovern-Dole	<p><b>Strategic Objective 1:</b> Improved Literacy of School-Aged Children</p> <p><b>Strategic Objective 2:</b> Increased Use of Health and Dietary Practices</p>
LRP	<p><b>Strategic Objective 1:</b> Improved Effectiveness of Food Assistance Through Local and Regional Procurement</p>

28.

29. The evaluations (baseline, mid-term review and endline) for USDA McGovern-Dole will be carried out through a representative sample of Hybrid HGSF schools in all areas of intervention: Siem Reap, Kampong Thom, and Kampong Chhnang and a representative sample of schools with no school meals programme in comparison provinces. The evaluation (baseline, mid-term review and endline) for USDA-LRP will be carried out using the same representative sample of Hybrid HGSF schools for baseline and endline. The schools will be selected by the Evaluation Teams in close collaboration considering overlap and unique characteristics and indicators. The baseline and endline exercises will involve quantitative data collection from a sample of schools, householders, suppliers, and local farmers. Qualitative interviews will be conducted during each exercise with key government representatives, school personnel, suppliers and farmers, and other stakeholders as relevant in the three supported provinces. The final sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error and will be selected by the independent evaluation team in consultation WFP CO.

30. The **baselines** for both McGovern-Dole and LRP funded programs will serve the following objectives:

31. 1) Confirm indicator selection and targets and establish baseline values for all performance indicators included in the proposal, including for comparison schools to establish a basis for counterfactual impact analysis. The baseline study will also be used to revisit project targets in light of baseline findings where relevant.
32. 2) Be used for ongoing project monitoring activities to regularly measure activity outputs and performance indicators for lower-level results,
33. 3) Measure performance indicators for strategic objectives (for McGovern-Dole funded and LRP programs respectively) as well as the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations, and
34. 4) Provide a situational analysis before the project begins and confirm the full evaluation design as prepared during the inception period. This analysis will inform project implementation and will provide important context necessary for

the mid-term and final evaluations to assess the project's relevance, effectiveness, efficiency, sustainability, and impact.

35. The **mid-term evaluation** for the McGovern-Dole funded program and the **mid-term review** for the LRP program will assess the program implementation and to provide an evidence-based, independent assessment of performance as early signals toward progresses of the program intervention so that WFP and its project partners can adjust course as necessary for the remainder of the project term. The mid-term exercises will build upon the baseline and will give more focus on program learning than accountability. Specifically, they will:

36. 1) review the program relevance, effectiveness and efficiency, and sustainability,

37. 2) collect performance indicator data for strategic objectives,

38. 3) assess whether the project is on track to meeting the results and targets,

39. 4) review the results frameworks or theory of change, and

40. 5) identify any necessary mid-course corrections and learning.

41. The **final evaluations** for both McGovern-Dole and LRP funded programs will provide an evidence-based, independent assessment of performance of the programs to evaluate the project's success, ensure accountability, and generate lessons learned. The final evaluations will build upon baseline study and the mid-term evaluation (for each of the programs respectively) to assess the project's success and impact against USDA's strategic objectives and with reference to results measured in comparison schools. Furthermore, the evaluation may also focus on evaluation questions that are relevant to overall school feeding strategy, country-specific school feeding issues in Cambodia, and sustainability of the program model. It may also compare the performance of school feeding in Cambodia with other relevant food security and safety net interventions in other country and as a counterfactual in areas where no similar programs are implemented.

42. Specifically, the final evaluations will:

43. 1) review the program relevance, effectiveness and efficiency, impact, and sustainability,

44. 2) collect performance indicator data for strategic objectives and higher-level results,

45. 3) assess whether or not the project has succeeded in achieving strategic objectives (for McGovern-Dole and LRP funded programs respectively),

46. 4) investigate the project's overall impact, and

47. 5) identify the benefits of the programs likely to continue beyond WFP's intervention for the targeted beneficiaries and improvements should be made to the program in the future.

48. The final evaluations will be conducted for both accountability and learning purposes. They will assess the progress of the indicators in the respective project agreements and Performance Monitoring Plans, and the recommendations of the baseline studies and the mid-term

evaluation/review. The final evaluations will also contribute to the systematic review and analysis of the lessons learnt to contribute to the learning and decision-making with the view to improve use of funds and other resources to enhance performance and results.

## 4.2. The Evaluation Criteria and Questions

**49. Evaluation Criteria** The evaluations will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability<sup>23</sup>. The selected criteria are well aligned with criteria agreed for the McGovern-Dole and LRP-funded programs and set in the approved evaluation plan. Gender Equality, and the Empowerment of Women (GEEW) should be mainstreamed throughout.

**50. Evaluation Questions** Aligned with the evaluation criteria, the evaluation will address the key evaluation questions outlined in the approved Evaluations Plans for McGovern-Dole and LRP-funded programs and included in **Annex 12** (McGovern-Dole) and **Annex 13** (LRP). These are only the key indicative questions designed in order to provide the background to the evaluation team. The evaluation team is therefore required to further elaborate the questions and sub-questions under each evaluation criteria during the Inception phase of each evaluation exercise. Collectively, the questions aim at highlighting the existing circumstances, performance of both programs during the period and key lessons learnt, which could inform future strategic and operational decisions.

## 4.3. Data Availability

**51.** Evaluability is the extent to which an activity or a program can be evaluated in a reliable and credible fashion. A preliminary evaluability assessment will be done by the Country Office at the initial stage of project cycle, which will be deepened by the evaluation team in each inception package relating to deliverables.

**52.** The evaluation team shall critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the programs, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.

**53.** The evaluations will take a program theory approach based on the results framework (see Annex 10 and Annex 11). It will draw on the existing body of documented data as far as possible and complement and triangulate this with information to be collected in the field.

**54.** Concerning the quality of data and information, the Evaluation Team should assess data reliability as part of the inception phase expanding on the information provided in section 4.3 to inform the data collection. In addition, the Evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

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<sup>23</sup> For more detail see:

<http://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

## 2.1 4.4 Methodology

55. The methodology for the evaluations will be designed in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Monitoring and Evaluation Policy. Based on the requirements described in the TORs, further analysis done at inception phase and consultations with key stakeholders, the Evaluation Team will formulate an appropriate evaluation design, sampling strategy, and methodological approach for each stage of evaluation process. The Inception Reports will be produced separately for McGovern-Dole and LRP funded programs.<sup>24</sup> The detailed methodology defined in the Inception Reports should be guided by the following principles:

- 1) Employ the evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.
- 2) Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). The selection of field visit sites will also need to demonstrate impartiality.
- 3) Use mixed methods (quantitative and qualitative) to ensure information from different methods and sources is triangulated to enhance the validity, reliability and credibility of the findings. Qualitative approach will include focus group discussions and key informant interviews while quantitative approach will include reviewing and collecting quantitative data from the monitoring data from on-going program implementation and a cross-sectional survey of a sub-sample of school feeding schools visited in the previous baseline survey. Qualitative methods such as focus group discussions and key informant interviews, will be used where relevant to highlight lessons learned and case studies representative of the interventions.
- 4) Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;
- 5) Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that cultural and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries and others; and
- 6) To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR.

56. A quasi-experimental design will be employed for the baseline study and the final evaluations for the McGovern-Dole program strategic objectives. For LRP strategic objective, the baseline and endline will use the same methodology – a sample of Hybrid Home Grown School Feeding schools, and qualitative interviews with a sample of families, local suppliers and farmers.

57. Multi-stage/cluster sampling for the survey-based portion of the baseline is proposed to select target schools and schools/respondents. The sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of

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1. <sup>24</sup> The Inception Reports will be shared with the Evaluation Reference Group for inputs before being finalized by the Evaluation Team and approved by WFP Country Office. Should there be any changes from the ToR at inception stage, WFP will notify USDA in writing.

statistical significance desired and acceptable levels of statistical error in the supported provinces as well as the comparison areas. The sampling frame, methodology, and sample size calculations will be the responsibility of the Evaluation Team in consultation with the WFP CO.

58. Specific data collection methods are expected to include: a desk review, quantitative survey, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The survey modules utilized will include household and child questionnaires, suppliers and smallholder farmers as well as school questionnaire (with teachers and school directors). The key respondents have been identified as critical for the primary data collection as outlined in Table 4 with the list and survey modules to be reviewed and further detailed based on methodology proposed by the Evaluation team and agreed by WFP CO.

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

59. The methodology will be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure gender equality is considered when designing and performing data collection.

60. The following potential risks to the methodology have been identified. School year will be finished by August; hence, the data collection should be done prior and/or during this month to get all information from difference kind of respondents such as teachers, cooks, storekeeper, parents and students. Language and culture are also barriers for the evaluation; hence, the evaluation team should be aware of and take pre-emptive action before going down to the field.

#### **4.5 Quality Assurance and Quality Assessment**

61. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG

norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

62. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
63. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
64. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
  - a. Systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
  - b. Recommendations on how to improve the quality of the final inception/evaluation report.
65. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)<sup>25</sup>, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
66. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
67. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive CP2010/001 on Information Disclosure.
68. All final evaluation reports will be subjected to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the approved evaluation reports, free of personally identifiable information (PII) The evaluation team is expected to produce six deliverables which at least meet the 70-80% requirement of the PHQA rating system.
69. Engagement of Evaluation Reference Group (ERG): WFP will ensure the baseline study and the evaluations reflect the Evaluation Reference Group (ERG)'s perspectives. The process of the study and the evaluations emphasise on the stakeholder's engagement and consultations on the ERG, in order to balance the diversified perspectives and enhance the program ownership.

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<sup>25</sup> [UNEG](#) Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"



## 5. Phases and Deliverables

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

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

	McGovern-Dole 2019-2023			LRP 2019-2023		
	Baseline	Mid-line Evaluation	Endline evaluation	Baseline	Mid-line Review	Endline evaluation
1. Evaluation plan	Prepare evaluation plan for MCGOVERN-DOLE and LRP					
2. Prepare	Terms of Reference (combined for both programs)					
3. Inception	Inception Report			Inception Report		
4. Collect data	Debriefing with PowerPoint			Debriefing with PowerPoint		
5. Analyze data and Report <sup>26</sup>	Evaluation Report			Evaluation Report		
6. Validate, Disseminate and follow-up	Combined Management Response, Dissemination plan <sup>27</sup> , and Follow-up action plan					

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

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

## 6. Organization of the Evaluation & Ethics

### 6.1 Evaluation Conduct

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

- Must be financially and legally separate from the participant's organization;

<sup>26</sup> In addition to the standard list of Annexes to the Evaluation Reports, during the Inception phase WFP CO and Evaluation Team will elaborate the type of practicable deliverables to be used for further program adjustments and decision making, as well as for effective communication with key stakeholders. These may include – Aide Memoire, Technical Summary of lessons learnt and recommendations based on feedback from Key stakeholders (aimed at SF practitioners), thematic briefs on topics identified jointly with the WFP CO (such as gender, nutrition, transition and handover, etc).

<sup>27</sup> WFP CO will explore with stakeholders most effective ways to disseminate the evaluation results for accountability, effective learning and advocacy with critical stakeholders of the program to increase the utility function of the evaluations.

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

74. In designing and organizing the data collection among minors, existing Ethical Research Involving Minors<sup>28</sup> will be used as guidance, as well as WFP’s respective guidance as it becomes available from the Office of Evaluation.

75. Evaluations will need to take into account that processing of data, including personal data has legal, ethical and operational implications and is considered by WFP within the broader framework of data protection, privacy and human rights. The following WFP guidance will need to be taken into account for the evaluation exercises - WFP’s 2012 Policy on Humanitarian Protection<sup>29</sup> providing a framework for use of personal data, WFP’s Corporate Information Security Policy<sup>30</sup> and Directive on Information Disclosure,<sup>31</sup>

76. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.

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

## 6.1 Team composition and competencies

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

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

<b>McGovern-Dole Evaluation team 2019-2023</b>	<b>LRP Evaluation team 2019-2023</b>
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28 <https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf>

29 WFP/EB.1/2012/5-B. Online at: [http://documents.wfp.org/stellent/groups/public/documents/eb/wfpdoc0616\\_70.pdf](http://documents.wfp.org/stellent/groups/public/documents/eb/wfpdoc0616_70.pdf)

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

31 [2] <http://docustore.wfp.org/stellent/groups/public/documents/cd/wfp220970.pdf>

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

79. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.

80. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

81. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

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

### **6.3 Security Considerations**

**83. Security clearance:** Security is not necessarily a significant concern in Cambodia, beyond some incidence of theft and other opportunistic crimes. Security clearance where required is to be obtained from the Cambodia CO, through UNDSS.. As an independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

**84.** However, to avoid any security incidents, the Evaluation Manager is requested to ensure:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations –e.g. curfews etc.

## **2.2 6.4 Ethics**

**85.** WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

**86.** Contractors are responsible for managing any potential ethical risks and issues and must put in place in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

## **7. Roles and Responsibilities of Stakeholders**

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

a- The WFP CO Management will take responsibility to:

- Assign an evaluation manager for the evaluation
- Compose the internal evaluation committee and the evaluation reference group
- Approve the final ToR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and of an evaluation reference group (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of management responses to the evaluation recommendations

b- The **Evaluation Manager:**

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team

- Ensures expected use of quality assurance mechanisms (checklists, quality support)
  - Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support for the fieldwork; and arranges for translation, if required.
  - Organises security briefings for the evaluation team and provides materials as required
- c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The role and responsibility of committee members will be detailed in **Annex 4**. An internal evaluation committee chaired by the Country Director (CD) will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by program implementers.

**88. An Evaluation Reference Group** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. Please refer to **Annex 5** where list of members is available. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

**89. The Regional Bureau:** the RB will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

While the Regional Evaluation Officer will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate. RB relevant technical staff and the Evaluation Unit also support the practical recommendations and follow-up actions in the Management Response, and the use of the baseline study and the evaluations for improving the program quality.

**90. Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

**91. Other Stakeholders (Government, NGOs, UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members of the group.

**92. The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

**93. USDA FAD**

- Provide inputs and comment on ToRs.
- Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the evaluations.

- Provide comment on the inception report as required.
- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
- Provide comment on the report

## 8. Communication and budget

### 8.1 Communication

**94.** To ensure a smooth and efficient process and enhance the learning from the baseline study and the evaluations, the evaluation teams should place emphasis on transparent and open communication with key stakeholders. This will be applied throughout the evaluation management process, particularly stakeholder engagement. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders and by producing clear deliverables that are written in English.

- The Evaluation manager will submit all final deliverables to the WFP CO for pre-approval. Upon pre-approval of deliverables, the WFP CO will forward the deliverables to WFP's Washington Office with the Bangkok Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD program staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations.
- The service provider will deliver a baseline study, a mid-term evaluation and review, end line evaluations both for LRP and McGovern-Dole projects (i.e., in total six products). USDA comments on final draft report will be taken into consideration by the evaluation team in addition to comments from external stakeholders in the evaluation reference group. The evaluation team will produce an excel file indicating all comments received and how these were addressed. Exit debriefings will follow all field visits. A final presentation on the overall findings will be delivered to the CO.
- WFP and the Government will explore the opportunities (such as School Nutrition Days and Annual School Feeding Workshops) to communicate the findings and recommendations of the evaluation exercises to communities and key stakeholders as part of the Accountability to Communities.<sup>32</sup>
- To accompany each evaluation output, a 2-3 page summary report will be developed by the evaluations teams to facilitate broader dissemination of the findings and recommendations. Other communications products may be discussed for each distinct output.

**95.** The Communication and Learning Plan will include a dissemination strategy, indicating how findings will be disseminated and how key stakeholders will be engaged.

**96.** As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available in English, free of PII. To ensure maximum use of the lessons learned for national partners, the resulting reports will be translated into Khmer language. Importantly, this

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<sup>32</sup> In line with WFP 2019-2021 Strategy for Protection and Accountability to Affected People.

will facilitate learning amongst government, as technical staff often do not speak or read English.

### **2.3 8.2 Budget**

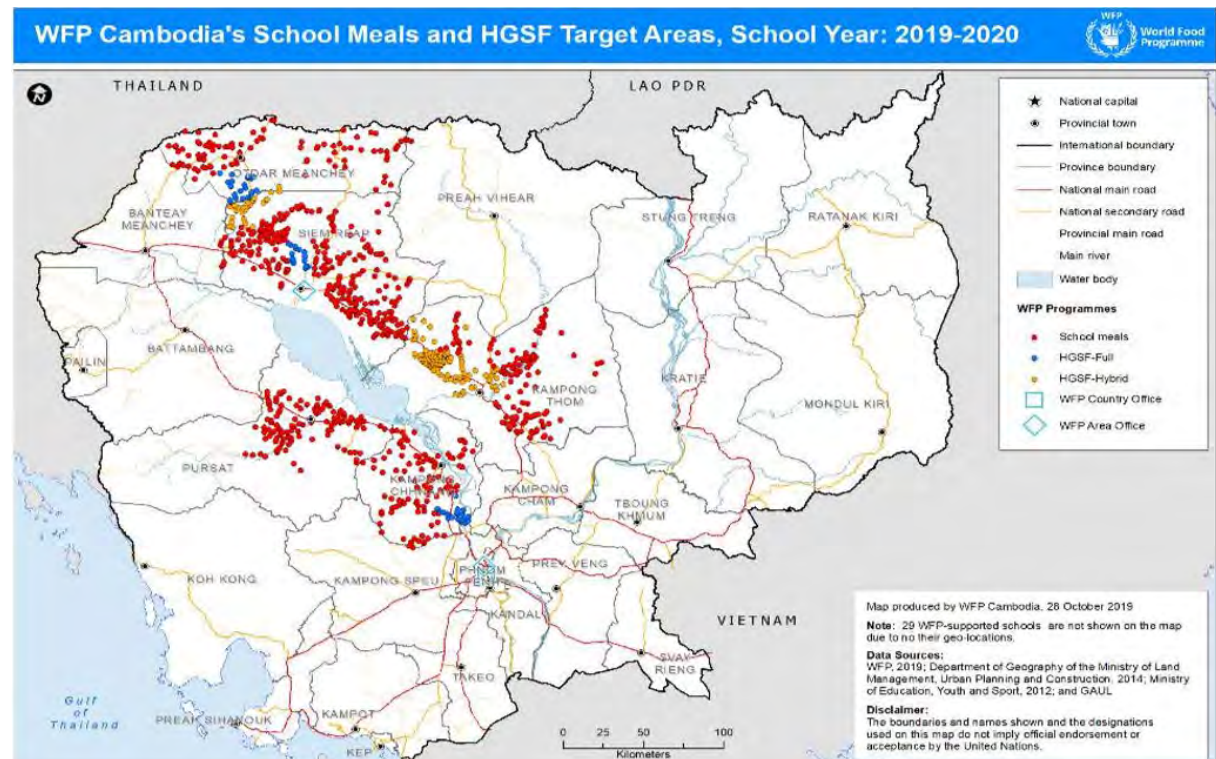
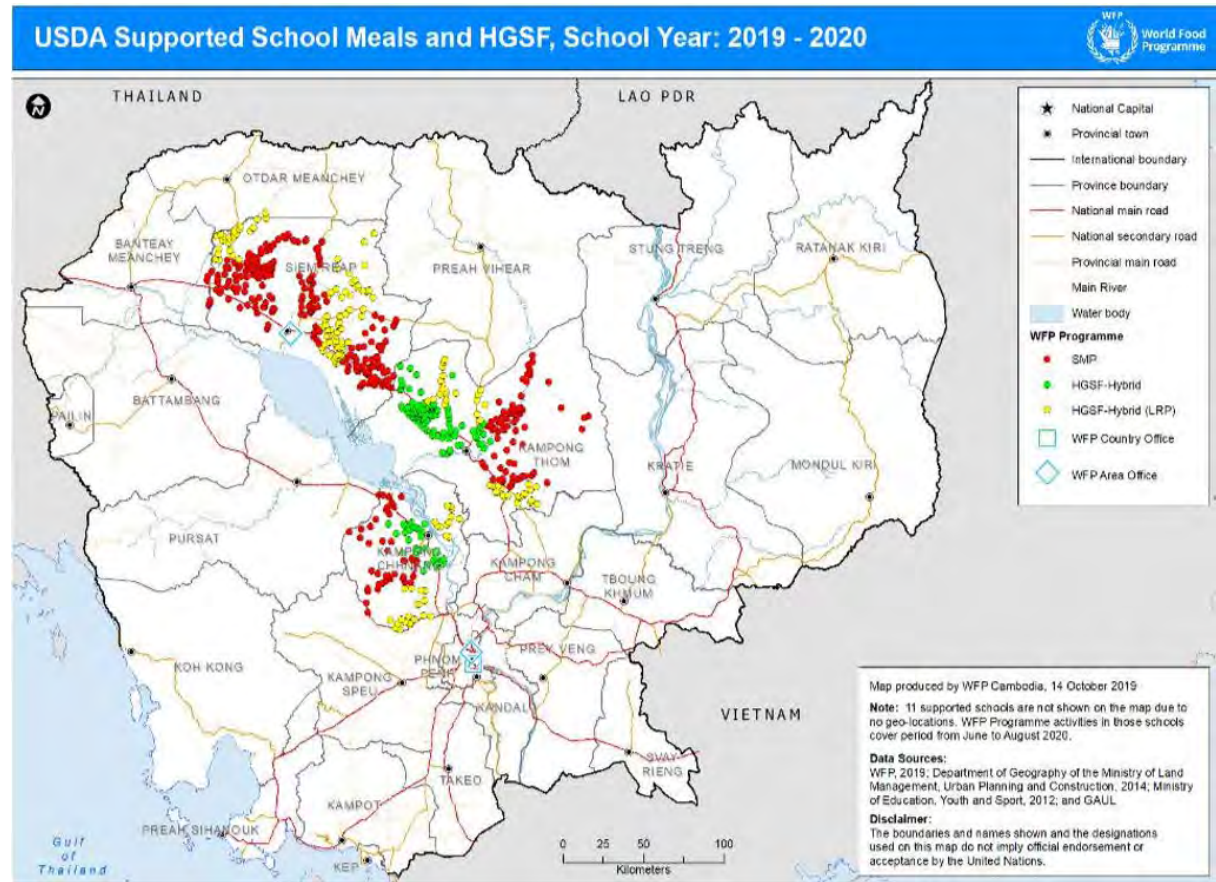
**97.** Funding Source: The baseline studies, mid-term evaluation/review and endline evaluations will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole and LRP grant funds.

**98.** The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP) (Annex 3: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation, the service provider will:

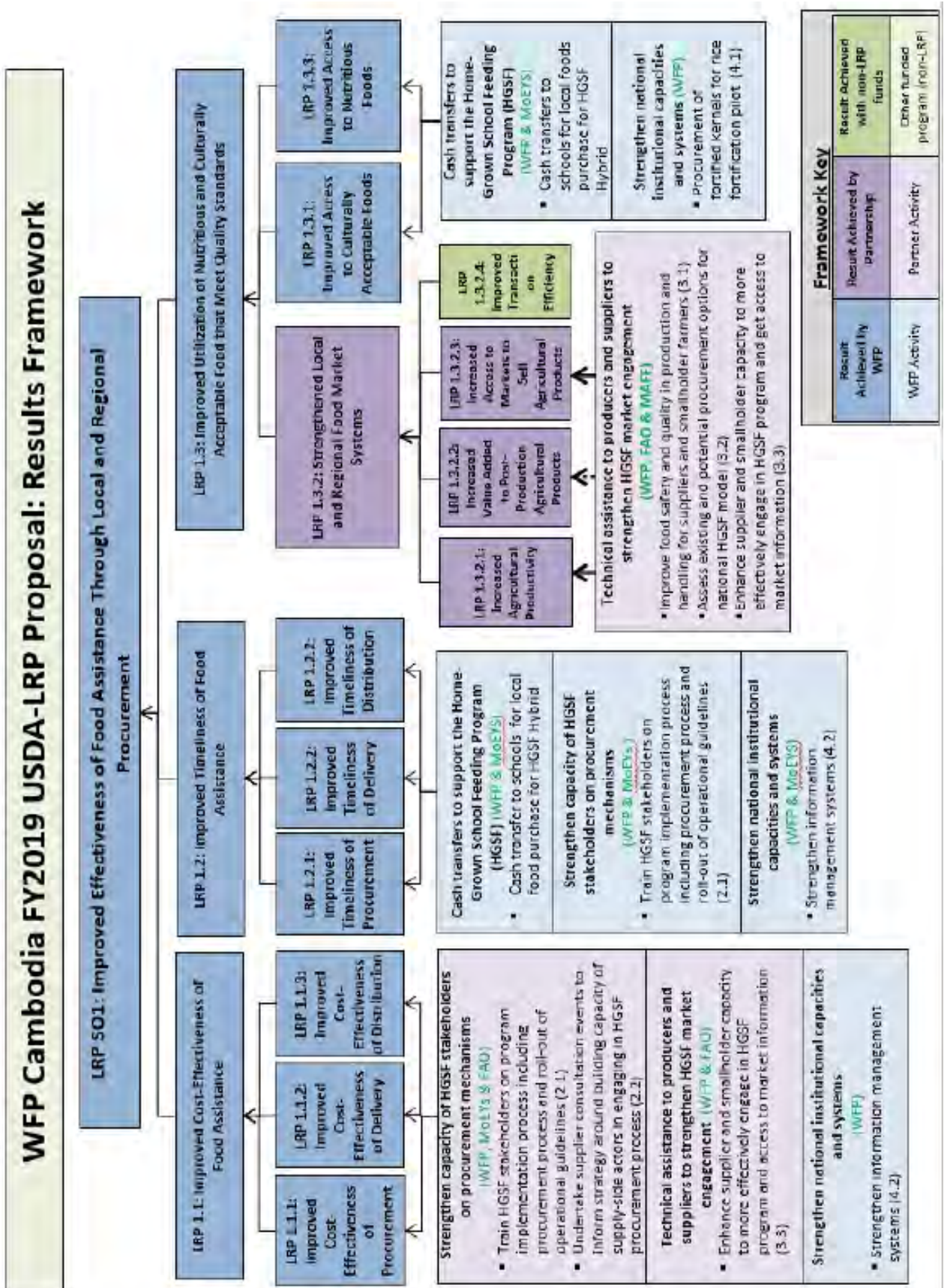
- Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
- Hire and supervise any and all technical and administrative assistance required (including in-country).
- The final budget and handling, will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
- Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

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

## Annex 2: School Feeding Programme Country Maps, WFP Cambodia



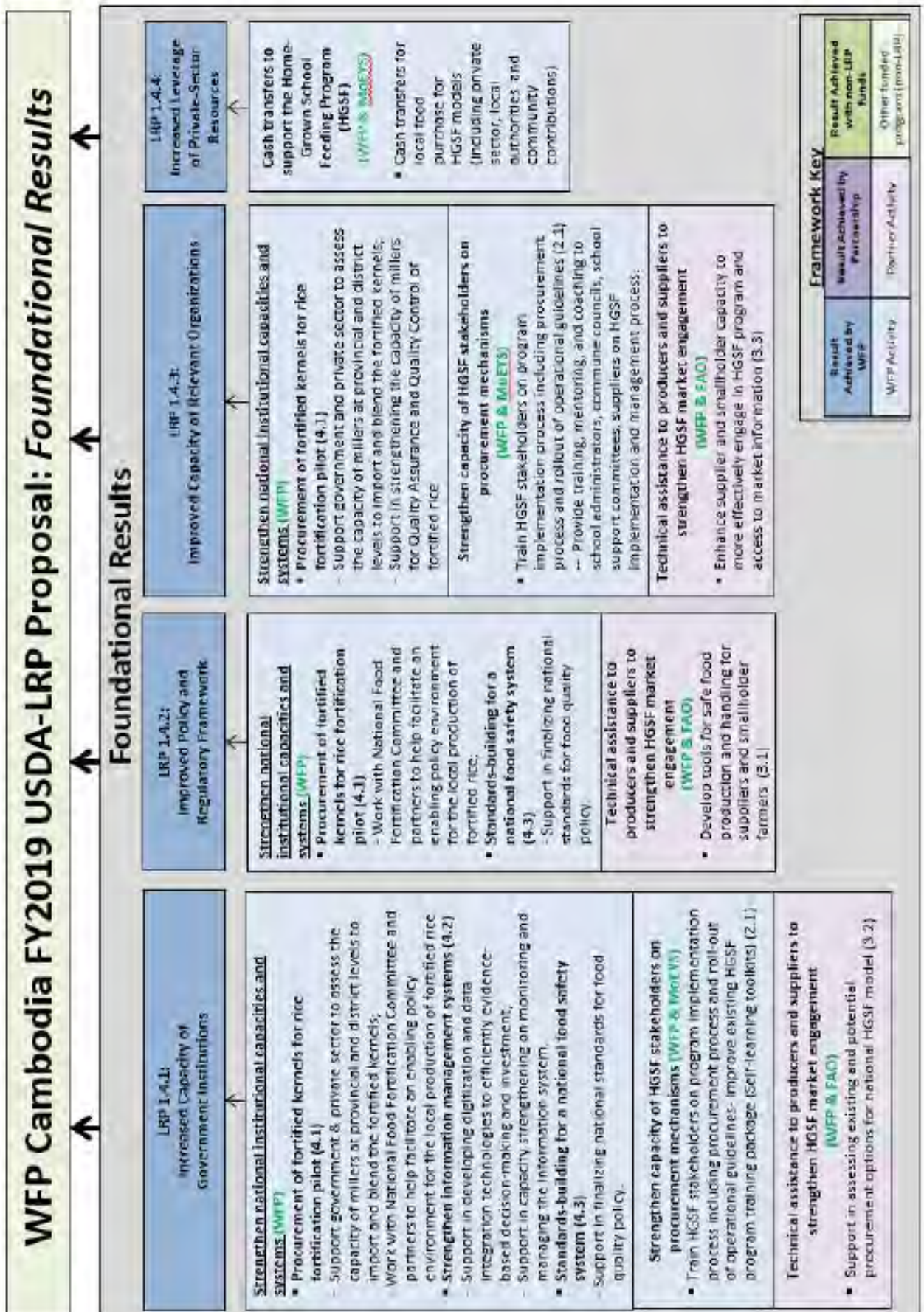
# Annex 3: LRP Results Framework





# Annex 4: LRP foundational results

LRP Ba



## Annex 5: LRP Performance Indicators and Targets (FY 2020 – 2023)

From LRP Project Agreement Document – December 2019

Activity	Indicator	Targets			
		2020	2021	2022	2023
Cash transfers to support the HGSF Programme	Average number of school days per month on which multi-fortified or at least 4 food groups were provided	20	20	20	20
	Number of individuals benefiting indirectly from USDA funded interventions	50,880	44,426	39,043	26,459
	Number of individuals participating in USDA food security programs	40,558	35,557	31,569	21,881
	Number of schools reached as a result of USDA assistance	157	132	111	71
	Number of USDA social assistance beneficiaries participating in productive safety nets	39,977	34,906	30,677	20,789
	Percent of HGSF orders delivered on time as per contract	70	75	80	85
	Percent of HGSF supplier contracts signed before the start of the school year	60	65	70	75
	Percentage of HGSF deliveries rejected due to poor quality as reported by schools	10	8	5	3
Strengthen capacity of HGSF stakeholders on procurement mechanisms	Cost of commodity (USD) procured as a result of USDA assistance	231,475	621,500	547,125	369,275
	Number of individuals trained in HGSF implementation, including procurement process and procedures as a result of USDA assistance	431	351	292	192
	Number of local suppliers for HGSF program contracted	78	66	55	35
	Number of toolkits distributed as a result of USDA assistance	2,512	2,112	1,776	1,136
	Quantity of commodity procured (MT) as a result of USDA assistance	159	427	376	254
Strengthen national institutional capacities and systems	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USAD assistance: Stage 1: Analysed Stage 2: Drafted and presented for public stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage Stage 5: Passed for which implementation has begun	1	1	0	0
	Value of new USG commitments and new public and private sector investments leveraged by USDA to support food security and nutrition	18,471	16,098	12,693	10,508

Technical assistance to producers and suppliers to strengthen HGSF market engagement	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	100	200	400	600
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	150	300	600	900
	Value of sales of farms and firms receiving USDA assistance	5	15	20	30
	Volume of commodities sold by farms and firms receiving USDA assistance	5	15	20	30
LRP 1.3.2.2: Increased Value Added to Post-Production Agricultural Products	LRP INDICATOR 9: Total increase in installed storage capacity (dry or cold storage) as a result of USDA assistance <sup>33</sup>	NA	NA	NA	NA

Sources: WFP LRP Project Agreement, LRP Indicator Definitions, LRP Master Proposal, LRP Baseline TOR

<sup>33</sup> Not in Project Agreement Document but found in LRP Indicator Definition Document

## Annex 6: Evaluation Criteria and Questions

This baseline is **focused on the criteria of relevance, coherence and sustainability only** although some enquiry was also made to obtain some basic understanding on the status on the other three criteria (effectiveness, efficiency and impact). The key questions for the mid-term and final evaluation are drawn from the TOR and used to design those for the baseline. The following table shows the connection between the three parts of this evaluation, although the current study focuses on the Baseline only.

Focus Area	Key Questions – Baseline	Key Questions – Mid-term*	Key Questions – End-line*
<b>Relevance</b>	1. To what extent is the LRP design appropriate to the context and aligned with the needs of women, men, girls and boys and with the priority needs of schools, suppliers, smallholders and government?	1. To what extent is the LRP appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities met the needs of the government?	1. To what extent is the LRP appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities met the needs of the government?
	2. To what extent does the LRP design engage key stakeholders with appropriate approaches and modalities?		2. To what extent is the LRP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies?
			3. To what extent is the LRP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance?
			4. To what extent has the LRP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?
<b>Coherence</b>	3. To what extent does the LRP align with RGC and USDA objectives, strategies, policies and normative guidance, including sector policies and strategies?	1. To what extent is the LRP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies?	1. To what extent is the LRP aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government's relevant stated national policies, including sector policies and strategies?
	4. To what extent does the LRP align with frameworks, strategies and guidance of WFP, UN agencies and relevant development partners? To what extent does it align with WFP's overall strategy and related guidance?	2. To what extent is the LRP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance?	2. To what extent is the LRP aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP's overall strategy and related guidance?

Focus Area	Key Questions – Baseline	Key Questions – Mid-term*	Key Questions – End-line*
		3. To what extent has the LRP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?	3. To what extent has the LRP sought complementarities with interventions of other donor-funded initiatives, as well as initiatives of humanitarian and development partners operational in the country?
<b>Effectiveness</b>	5. To what extent are intended results, indicators, and monitoring systems feasible and able to inform results-based management?	1. To what extent at the mid-term point progress has been made towards reaching the overall objectives of the LRP (outlined in attachment A of the Agreement) for various beneficiary groups (by gender where applicable) and by type of activity (to the extent it can be assessed at the time of the mid-term review)?	1. To what extent were the objectives and results of the LRP achieved for various beneficiary groups (by gender where applicable) and by type of activity?
	6. To what extent are intended results, indicators and monitoring systems able to inform GEWE analysis?	2. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes (including gender) of the LRP by the time of the mid-term review?	2. To what extent have the intended results, and overarching program objectives been achieved (including gender)? What were the particular features of the LRP and context that made a difference? What was the influence of other factors?
			3. To what extent have the findings of the baseline and mid-term review been addressed?
<b>Efficiency</b>	7. How do the procurement, delivery, and distribution of the LRP compare – in terms of cost-effectiveness and timeliness - to alternative modalities of food procurement?	1. Were the activities implemented in line with the LRP implementation plan and in a timely manner (program delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?	1. To what extent are the transfer cost, cost per beneficiary, logistics, program deliveries and M&E arrangement aligned with program design?
		2. Were the activities undertaken as part of SFP cost-efficient?	2. Were the activities undertaken as part of the LRP cost-efficient?
		3. What factors impacted the cost efficiency of the program implementation? What measures can support enhancement of the LRP efficiency for the remaining implementation period?	3. What factors impacted the cost efficiency of the program implementation?
		4. To what extent have information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the LRP corrective measures?	4. To what extent monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for LRP corrective measures as well as for WFP's learning agenda?

Focus Area	Key Questions – Baseline	Key Questions – Mid-term*	Key Questions – End-line*
<b>Impact</b>	8. How could differently target groups (farmers, suppliers, LRP school committees, local authorities, and government) benefit from the LRP outcomes, and how could related GEWE outcomes vary by group?		1. What intended and unintended impact has the LRP made on men, women, boy and girl beneficiaries (through comparison of targeted and non-targeted schools against the program objectives) and stakeholders (including Government, commune authorities, communities)?
	9. What internal and external factors could affect the LRP's results?	What progress has the RGC made towards developing and implementing a national HGSF programme?	2. What were the internal factors leading to the impact (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); internal partnership and coordination approaches and arrangements; etc.?
			3. What were the external factors leading to the HGSF ability to deliver its impact (factors outside WFP's control): i.e. the external operating environment; the funding climate; external incentives and pressures; etc.?
<b>Sustainability</b>	10. Is there emerging evidence that networks connecting smallholders, suppliers and schools can be strengthened?	1. To what extent were the LRP implementation arrangements include considerations for sustainability (handover to the government) at national and local levels, communities and other partners for all project components (school feeding, literacy, Food safety, WASH and hygiene, etc.) agreed with and endorsed by the Government and national stakeholders?	1. To what extent was the LRP implementation in line with the handover plan/strategy agreed with and endorsed by the Government (including handover to the government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, etc.)? Have adjustments to the handover plan/strategy identified during mid-term review and throughout the program been factored in the LRP implementation and impacted success of the handover process?
	11. Is there emerging evidence of government collaboration, ownership and handover planning?	2. To what extent progress has been made against the overall handover process against the project plan and handover plan/strategy agreed with and endorsed by the Government?	2. Has the overall handover process been conducted as per the LRP plan and handover plan/strategy agreed with and endorsed by the Government?

Focus Area	Key Questions – Baseline	Key Questions – Mid-term*	Key Questions – End-line*
	12. Is there emerging evidence of well-designed measures under the LRP programme for sustainability in the following areas: sound policy alignment, stable funding and budgeting, institutional arrangements, local production and sourcing, partnership and coordination, community participation and ownership.	3. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc.)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the LRP beyond WFP's intervention to the extent it can be evaluated by the mid-term review (national budget for LRP and other funding sources)? Government policy, strategy and/or systems levels)?	3. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc.)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting financial sustainability of the LRP beyond WFP's intervention (national budget for LRP and other funding sources)?
	13. What steps have been set or remain to be set to achieve hand-over targets for a nationally owned HGSP programme? What criteria has been set for effective hand-over to the RGC?	4. To what extent progress has been made against the overall handover process against the project plan and handover plan/strategy agreed with and endorsed by the Government?	4. How effective has the handover process been (criteria for effective handover to be defined by the project team at the start of the program)?
	14. In what ways are local communities contributing and involved towards LRP activities? How will their role be institutionalized (at Government policy, strategy, and/or systems levels)?	5. To what extent has LRP been successful in engaging Government and local communities (school committees, farmer's groups, etc.) towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized (at Government policy, strategy, and/or systems levels)?	5. To what extent has LRP been successful in engaging Government and local communities (school committees, farmer's groups, etc.) towards school feeding and education activities? Has the role of the communities and local stakeholders been institutionalized (as the Government policy, strategy and/or systems levels)?
		6. Based on available evidence to what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries.	6. To what extent are the benefits of the program likely to continue beyond WFP's intervention for the targeted beneficiaries?
<b>General</b>	15. What are recommendations for baseline corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	1. What are recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability?	1. What improvements should be made to SMP in the future? What are the lessons learnt?

\* Source: Terms of Reference.

## Annex 7: Evaluation matrix

To guide the complete evaluation process (baseline, mid-term and end-line evaluations), the Evaluation Matrix elaborates key questions within the six OECD-DAC criteria.<sup>34</sup> This baseline study focuses on relevance, coherence and considers sustainability. It also begins analysing what steps and systems are being established that could influence programme effectiveness, efficiency and impact in later phases of the evaluation cycle. The reliability and validity of data has been assessed through triangulation (source, method and investigator).

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>RELEVANCE:</b> to determine if the LRP objectives and design respond to the needs of stakeholders and institutions.					
<b>Key Question 1: To what extent is the LRP design appropriate to the context and aligned with the needs of women, men, girls and boys and with the priorities of schools, suppliers, smallholder farmers and government?</b>					
Does the project respond to needs and priorities identified by different stakeholders and beneficiaries, including meeting different gender requirements?	Extent to which LRP addresses identified needs of target populations (e.g., local schools feeding committee smallholders and suppliers, gender specific needs).  Extent to which LRP beneficiaries were consulted in designing its interventions.	Reports and assessments.  WFP monitoring and records (e.g. Complaints feedback mechanisms.)  Records in sample school sites, and with suppliers, farmer groups, commune officials, government offices.  Key informant interviews.	Desk review of secondary data and other project information.  Primary data: qualitative interviews with WFP personnel, school personnel, local authorities, suppliers, smallholder farmers and their groups.	Descriptive analysis of qualitative information.  Triangulation of documents and results from key informant interviews and focus group discussions.	Strong.  WFP provided project documentation and policy documents available.

<sup>34</sup> These are Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability.  
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Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
To what extent was the LRP programme design based on sound gender analysis and perspectives?	<p>Gender analysis report available</p> <p>Evidence of gender perspective in programme documents</p> <p>Evidence of gender considerations in guidelines and criteria used in bidding and tendering processes.</p>	<p>WFP Reports, including gender assessment reports</p> <p>WFP CO, MOEYS, FAO and other partners</p>	<p>Desk review</p> <p>In-depth interviews with WFP CO, MOEYS and other partners</p> <p>WFP to provide monitoring data as appropriate.</p>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>	<p>Strong.</p> <p>Project documents that were available</p>
<b>Key Question 2: To what extent does the LRP design engage key stakeholders with appropriate approaches and modalities?</b>					
What are the targeting criteria for schools, suppliers, farmers and farmer groups? Are there risks of inclusion or exclusion errors (including gender, equity)?	<p>Evidence of clear project purpose and focus.</p> <p>Evidence of clear targeting criteria and rationale for selection of different beneficiary groups (farmers, suppliers and schools).</p> <p>Degree to which community needs have been included in the process.</p> <p>Ratio of successful to unsuccessful contracts.</p>	<p>LRP related documents/records (e.g. market assessments, production, complaints feedback mechanisms records).</p> <p>HGSF operational guidelines and instructions.</p> <p>Background documents on the context of agriculture in three targeted provinces.</p> <p>Interviews with key LRP stakeholders.</p>	<p>Desk review of secondary data and information.</p> <p>Primary data: interviews with stakeholders (WFP personnel, school administration and suppliers).</p>	<p>Descriptive analysis of qualitative information.</p> <p>Triangulation of documents and results from key informant interviews.</p>	<p>Strong.</p> <p>Project documentation and policy documents available.</p>
<b>COHERENCE:</b> to determine if LRP is compatible and coherent with other interventions and institutions					
<b>Key Question 3: To what extent does the LRP align with Royal Government of Cambodia and USDA objectives, strategies, policies and normative guidance, including sector policies and strategies?</b>					

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
To what extent does the design of capacity strengthening activities align with the Royal Government of Cambodia's needs and priorities related to HGSF and local procurement?	Alignment of the LRP approach with government policies, strategies and legislative direction.  LRP objectives reflect the country context and identified priority needs and gaps.	LRP project related planning and implementation documents.  Government and WFP policy documents.  Interviews with key LRP stakeholders.  National policies and strategies (e.g. on literacy, nutrition, agriculture, local procurement, food safety and hygiene).	Secondary document review.  Qualitative interviews with relevant ministries and representatives at national and sub-national level.	Descriptive analysis of qualitative information.  Triangulation of documents and results from key informant interviews.	Weak.  WFP provided project documentation and policy documents that were available.
To what extent is LRP aligned with overall USDA and WFP normative guidance related to HGSF and local procurement?	Alignment of the LRP approach with USDA objectives, strategies, policies, and legislative direction.  LRP objectives reflect the USDA/WFP country identified priorities and stated goals.	LRP project related planning and implementation documents.  USDA and WFP policy/strategy/ guidance documents.  Interviews with key LRP stakeholders.	Secondary document review.  Qualitative interviews.	Descriptive analysis of qualitative information.  Triangulation of documents and results from key informant interviews.	Strong.  Project documentation and policy documents were available.
<b>Key Question 4: To what extent does the LRP align with frameworks, strategies and guidance of WFP, UN agencies and relevant development partners? To what extent does it align with WFP's overall strategy and related guidance?</b>					
Does LRP design compliments with other WFP work in Cambodia?	Alignment of the LRP approach with the Country Strategic Plan and programming.  Evidence of complementarity and/or duplication.	WFP and partner reports and documents  Interviews with other development partners.	Secondary document review.  Qualitative interviews with WFP and partners.	Descriptive analysis of qualitative information.  Triangulation of documents and results from key informant interviews.	Strong.  Available project documentation and policy documents provided.

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
How does LRP align with frameworks of UN and other development partners, including bi- and multilateral agencies?	Evidence of complementarity and/or evidence of duplication. Partnerships established. Evidence of opportunities for alignment or coordination?	Documents from UN and other development actors at national and district level. Interviews with UN and other development partners.	Secondary document review. Qualitative interviews with UN and other development actors.	Descriptive analysis of qualitative information. Triangulation of documents and results from key informant interviews.	Strong. Available project documentation and policy documents provided.

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>EFFECTIVENESS:</b> to set a foundation for determining if LRP activities are designed achieve objectives and results by end of programme, including possible differences across groups or institutions					
<b>Key Question 5: To what extent are intended results, indicators and monitoring systems feasible and able to inform result-based management on cost-effectiveness, timeliness plus utilization of nutritious and culturally acceptable foods that meet quality standards?</b>					
<p>5.1. Extent to which the LRP programme intended results, indicators and monitoring systems are designed to be feasible and able to inform improvement on cost-effectiveness on local procurement, delivery and distribution.</p> <p>i) Are systems well designed to be functional and produce expected results (implementation; engagement; institutional capacity)?</p> <p>ii) Have the technical assistance and capacity building interventions been designed to be effective in increasing procurement from target communities?</p>	<p>%age of local and regional procurement to stock and daily foods used in school meals.</p> <p>%age of stock and daily foods used in school meals sourced from SHFs in targeted community (by commodity type).</p> <p>%age delivery of supplies that match school commodity supply order.</p> <p>Operational guidelines exist on procurement, deliver and distribution standards and procedures. Percent compliance with set criteria and standards (e.g. supplier contract criteria; food safety and hygiene standards; recommended nutritious food items)</p> <p>% age timely payment after invoice submitted by supplier to LRP school committee.</p> <p>Changes in value of production/sales reported by HGSF suppliers and farmers (commodity volume (MT); income).</p>	<p>Minute meetings and progress reports.</p> <p>Supplier records.</p> <p>WFP monitoring data and market surveys.</p> <p>Participant feedback: complaint mechanisms; Stakeholder records of delivery and benefits accrued; Rejection rate for quality reasons.</p> <p>Reports from WFP, LRP schools and partners.</p>	<p>Secondary document review.</p> <p>Secondary price and payment data (from WFP, school records or others).</p> <p>Quantitative survey of school administration, suppliers and farmers.</p> <p>Qualitative interviews with key LRP stakeholders (including LRP school authorities, farmers, suppliers, commune; national and sub-national government officials).</p>	<p>Descriptive analysis of qualitative information and quantitative data.</p> <p>Comparison of before and after findings from suppliers/farmers in case school in Srei Snam district (Siem Reap province) and others.</p> <p>·</p> <p>Triangulation of quantitative survey results with qualitative findings from key informant interviews and FGDs as well secondary sources.</p>	<p>Medium. Baseline levels verified.</p> <p>WFP provided monitoring data as appropriate.</p> <p>Documents reviewed documents and assessed level of proactive management.</p> <p>Both quantitative and qualitative surveys conducted.</p> <p>Reliability and validity assessed through triangulation (source, method and investigator).</p>

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>Key Question 5: To what extent are intended results, indicators and monitoring systems feasible and able to inform result-based management on cost-effectiveness, timeliness plus utilization of nutritious and culturally acceptable foods that meet quality standards?</b>					
<p>5.2: Extent to which the LRP programme intended results, indicators and monitoring systems are designed to be feasible and able to inform achievements on improved timeliness on local procurement, delivery and distribution.</p> <p>i) Have the technical assistance and capacity building interventions been designed to be effective in improving timeliness (ref implementation; institutional capacity).?</p>	<p>No. of issues that arise and adaptive management responses e.g. Ability of farmers and suppliers to meet demand, changes in preference or seasonality, Evidence of improved linkages between farmers to suppliers and to schools.</p> <p>Frequency of timely delivery of food commodities to match school commodity supply order.</p> <p>Percent timely payment after invoice submitted by supplier (sex disaggregated) to LRP school committee.</p> <p>Frequency of timely payment of suppliers (sex disaggregated) to producers.</p>	<p>School records on HG/SF/LRP activities and to match against set, guidelines and procedures: - menus and commodity supply orders; training; delivery; quality, quantity and handling; frequency of rejection.</p> <p>Supplier records.</p> <p>WFP records and secondary reports [WFP to provide monitoring data as appropriate]</p> <p>Interviews with key LRP stakeholders.</p>	<p>Quantitative survey of school LRP administrators, suppliers and farmers.</p> <p>Qualitative survey of key LRP stakeholders (LSFC, suppliers and farmers).</p>	<p>Quantitative analysis of primary data during baseline survey.</p> <p>Qualitative interviews with key stakeholders.</p> <p>Triangulation of quantitative survey results with qualitative findings from key informant interviews and FGDs as well secondary sources.</p> <p>Reliability and validity assessed through triangulation (source, method and investigator).</p>	<p>Limited (LRP activities took place 25 schools in one district for five months during SY 2019/2020).</p>

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>Key Question 5: To what extent are intended results, indicators and monitoring systems feasible and able to inform result-based management on cost-effectiveness, timeliness plus utilization of nutritious and culturally acceptable foods that meet quality standards?</b>					
<p>5.3: Extent to which the LRP programme intended results, indicators and monitoring systems are designed to be feasible and able to inform achievements on improved utilization of nutritious and culturally acceptable food that meets quality standards.</p> <p>i) What systems have been designed to allow for schools to use WFP cash transfers to procure local food commodities to provide diversified and nutritious school meals.</p> <p>ii) In what ways will local procurement of fortified rice be promoted or supported.</p>	<p>Percent timely payment after invoice submitted by supplier to LRP school committee.</p> <p>Number of schools (and students disaggregated by sex) using recommended diverse menu and commodity order guidelines</p> <p>Percentage of stock and daily foods used in school meals sourced from local and regional procurement (by commodity type, including fortified rice; by category of producer).</p> <p>Percentage of stock and daily foods used in school meals sourced from SHFs in targeted community (by commodity type).</p> <p>Percent delivery of supplies that match school commodity supply order.</p> <p>Operational guidelines from WFP partners exist e.g. on improved productivity; post-production handling (farm to school gate); access to market information; financial management; menu development.</p>	<p>School records: e.g. menu. Supplier records.</p> <p>Qualitative survey of key LRP stakeholders (schools, suppliers, farmers, and fortified rice value chain actors).</p> <p>Quantitative surveys of key LRP stakeholders (schools, suppliers and farmers).</p> <p>Drawn from McGovern Dole baseline findings: Nutritional monitoring; student acceptance of school meal; students' feedback on meal composition changes over time.</p> <p>Interviews with key LRP stakeholders (LSFC, suppliers, farmers).</p>	<p>Secondary document review.</p> <p>Quantitative survey of school LRP administrators, suppliers, farmers.</p> <p>Qualitative survey of key LRP stakeholders (schools, suppliers and farmers, value chain and market actors).</p> <p>Drawn on McGovern Dole baseline data and findings, including nutritional monitoring; school menus;</p>	<p>Quantitative analysis of primary data collected during baseline survey.</p> <p>Qualitative interviews with key stakeholders.</p> <p>Reliability and validity assessed through triangulation (source, method and investigator).</p>	<p>Limited (LRP activities took place 25 schools in one district for five months during SY 2019/2020).</p>

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>Key Question 6: To what extent are intended results, indicators and monitoring systems able to inform GEWE analysis?</b>					
What benchmarks, systems, support networks etc are in place to ensure GEWE equity throughout the programme activities?	<p>Results framework contains gender indicators.</p> <p>Evidence of gender perspective in monitoring system.</p> <p>All data are disaggregated by gender.</p> <p>Program participant characteristics, demographics.</p> <p>Number of male and female beneficiaries &amp; participants (LSFC, suppliers, farmers).</p>	<p>WFP Programme documents</p> <p>Results frameworks</p> <p>Monitoring data and reports: WFP, MOEYS, FAO, USDA.</p> <p>Interviews with key LRP stakeholders.</p> <p>School records.</p> <p>Supplier records on producers engaged.</p> <p>Qualitative survey of key LRP stakeholders (schools, suppliers and farmers, local authorities).</p> <p>Quantitative surveys of key LRP stakeholders (schools, suppliers and farmers).</p>	<p>Desk review</p> <p>Quantitative survey of LSFC, suppliers and farmers.</p> <p>Qualitative survey of key LRP stakeholders (LSFC, suppliers and farmers).</p>	<p>Quantitative analysis of primary data collected during baseline survey.</p> <p>Descriptive analysis of qualitative data from LRP stakeholders (LSFC, suppliers, farmers).</p> <p>Reliability and validity assessed through triangulation (source, method and investigator).</p>	Limited (LRP activities took place 25 schools in one district for five months during SY 2019/2020).

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>EFFICIENCY:</b> to determine if LRP activities are utilizing resources well and are likely to deliver results in an economical and timely manner					
<b>Key Question 7: How do the procurement, delivery and distribution of the LRP compare – in terms of cost-effectiveness and timeliness - to alternative modalities of food procurement?</b>					
What is the current procurement process and lead-time for selling food commodities to schools, including procurement, delivery, and distribution? What are the barriers to access?	<p>Percent of HGSF orders in compliance with contract criteria (custom 4).</p> <p>Timeliness of food delivery to LRP schools:</p> <ul style="list-style-type: none"> <li>• Number of schools receiving food (from suppliers on agreed upon time of delivery) prior to the start of term.</li> <li>• Dates when cash transferred to schools.</li> <li>• Tendering process start dates.</li> <li>• Food delivery dates.</li> <li>• Distribution dates.</li> <li>• Food delivered to contracted quality and quantity.</li> <li>• Rejection rate by commodity type.</li> </ul>	<p>Quantitative survey of key LRP stakeholders.</p> <p>School records (if required).</p> <p>Documentation from 2020 tender process.</p> <p>WFP monitoring. [WFP to provide monitoring data as appropriate]</p> <p>Draw on McGovern Dole baseline findings.</p>	<p>Secondary document review.</p> <p>Quantitative data from schools, suppliers, including McGovern Dole baseline findings for school data.</p> <p>Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers).</p>	<p>Quantitative analysis of survey data.</p> <p>Comparison of before and after findings from school records and suppliers/farmers in case schools (Srei Snam district, Siem Reap province) and others.</p> <p>Descriptive analysis of qualitative data from LRP stakeholders (schools, suppliers).</p> <p>Reliability and validity assessed through triangulation (source, method and investigator).</p>	Limited (LRP activities took place 25 schools in one district for five months during SY 2019/2020).

**SUSTAINABILITY: to determine if LRP results, benefits, and outcomes are likely to continue after the programme concludes.**

**Key Question 10: Is there emerging evidence that networks connecting smallholders, suppliers and schools can be strengthened?**

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
To what extent do LRP implementation arrangements include handover planning and sustainability considerations?	Stakeholders believe the project will be sustainable. Evidence of government involvement and funding. Evidence of partnerships and leveraging private funding. Communities engaged in school feeding activities.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers).	Qualitative interviews with key LRP stakeholders. Desk review of programmatic and secondary documentation.	Triangulation of findings from KIIs with a variety of stakeholders. Quantitative survey results.	Medium (Establish Baseline status: new data collection, drawn on HGSEF experience).
Have the exit strategy and handover plan been developed jointly with schools and the Government?	Exit strategy and/or handover plan established. Milestones achieved.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers). WFP monitoring.	Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers). Desk review of programmatic and secondary documentation.	Triangulation of findings from KIIs with a variety of stakeholders.	Medium (Establish Baseline status: new data collection).
What is the involvement of the Government? How much input is from WFP and how much from the authorities?	Stakeholder roles, responsibilities and contributions. Existing capacities and commitments.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers). Interviews with local officials	Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers).	Triangulation of findings from KIIs with a variety of stakeholders.	Medium (Establish Baseline status: new data collection).
Can stakeholders identify anticipated barriers to sustainability?	Multiple stakeholders identify similar factors that are likely to affect project sustainability.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers).	Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers).	Triangulation of findings from KIIs with a variety of stakeholders.	Strong. (Establish Baseline status: new data collection).

<p>How is the LRP designed to ensure timeliness of food procurement, delivery, and distribution at schools?</p>	<p>Percent of HGSF orders delivered on time as stipulated in guidance material (i.e. within 3 days of invoice submission) ().</p> <p>Percent of HGSF supplier payments made within the payment period called in the contract.</p> <p>Timelines for fund transfers to schools.</p> <p>Tendering process start – end dates compared to operational guidelines.</p> <p>Food delivery dates matched against school commodity supply order.</p> <p>Frequency, duration, commodity of pipeline breaks by location.</p>	<p>Quantitative survey of key LRP stakeholders.</p> <p>School records (if required).</p> <p>Operational guidelines on tender process, payment, food delivery, delivery.</p> <p>WFP monitoring [WFP to provide monitoring data as appropriate]</p> <p>Draw on McGovern Dole baseline findings.</p> <p>Specification in the tender document Appointed Quotation.</p>	<p>Secondary document review.</p> <p>Quantitative data from schools, suppliers, including McGovern Dole baseline findings for school data.</p> <p>Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers).</p>	<p>Quantitative analysis of survey data.</p> <p>Comparison of before and after findings from school records and suppliers/farmers in case schools (Srei Snam district, Siem Reap province) and others.</p> <p>Descriptive analysis of qualitative data from LRP stakeholders (schools, suppliers).</p> <p>Reliability and validity assessed through triangulation (source, method and investigator).</p>	<p>Limited (LRP activities took place 25 schools in one district for five months during SY 2019/2020).</p>
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Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
<b>IMPACT:</b> to determine the factors affecting the potential impact of the LRP (likely unintended positive or negative outcomes)					
<b>Key Question 8: How could different target groups benefit from the LRP outcomes (farmers, suppliers, schools, government), and how could GEWE outcomes vary by group?</b>					
Are commodity markets stable and functional?	Historical commodity prices. Food quality and availability in local markets. Key government policies, strategies and systems established.	WFP monitoring data. [WFP to provide monitoring data as appropriate.] WFP and partner's assessment reports. Secondary information sources: the Government, program partners and stakeholders, et al.	Desk review of programmatic and secondary documentation. Quantitative data from LRP stakeholders (LSFC, suppliers and farmers). Qualitative data from farmers: KIIs and FGDs.	Quantitative analysis of primary data collected during baseline survey. Descriptive analysis of qualitative data from LRP stakeholders (schools, suppliers).	Medium (due to Covid-19).
What capacities exist (e.g. in finances, implementation, coordination)? What capacities would stakeholders want enhanced?	Change in supplier and smallholder income and income sources. Number of HGSR schools handed over to the RGC. RGC monitoring system established. Indicators are based on based on context analysis, and capacity needs assessment.	WFP monitoring. WFP assessments on stakeholder's capacity needs. Secondary information sources, RGC, program partners and stakeholders, et al.	Desk review of programmatic and secondary documentation. Quantitative data from suppliers and farmers. Qualitative data from farmers: KIIs and FGDs.	Quantitative analysis of primary data collected during baseline survey. Descriptive analysis of qualitative data from LRP stakeholders (schools, suppliers). Reliability and validity will be assessed through triangulation (source, method and investigator).	Unknown at this stage. Limited (LRP activities took place 25 schools in one district for five months during SY 2019/2020).

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
Do any baseline findings suggest that project design changes could mitigate negative impacts or improve positive impacts?	New risks or assumptions identified. Monitoring system established Recommendations made and implemented from context analysis and needs assessment.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers). Secondary information sources, RGC, program partners and stakeholders, et al.	Desk review of programmatic and secondary documentation. Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers).	Quantitative analysis of primary data collected during baseline survey. Descriptive analysis of qualitative data from LRP stakeholders (schools, suppliers). Reliability and validity will be assessed through triangulation (source, method and investigator).	Unknown at Baseline. Limited (LRP activities took place 25 schools in one district for 5 months during SY 2019/2020).
<b>Key Question 9: What internal and external factors could affect the LRP's results?</b>					
What factors could contribute to LRP success or challenges? What barriers?	Annual targets for school handover to RGC, including achievement, enablers, and blockages.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers). Secondary information sources, RGC, program partners and stakeholders, et al.	Review of WFP monitoring records Desk review of programmatic and secondary documentation. Qualitative interviews with key LRP stakeholders.	Triangulation of findings from KIIs with a variety of stakeholders. Quantitative analysis of primary data collected during baseline survey.	Weak (Baseline status: new data collection, 25 schools).
Are there untapped linkages, resources or opportunities for improved results?	Opportunities identified. New linkages and partnerships established.	Interviews with key LRP stakeholders (LSFC, suppliers and farmers). Secondary information sources, RGC, program partners and stakeholders, et al.	WFP monitoring. Desk review of programmatic and secondary documentation. Qualitative interviews with key LRP stakeholders (LSFC, suppliers and farmers).	Triangulation of findings from KIIs with a variety of stakeholders. Quantitative analysis of primary data collected during baseline survey.	Weak (Baseline status: new data collection, 25 schools).

Sub-questions	Measure/Indicator	Main sources of information	Data collection methods	Data analysis methods	Evidence quality
To what extent does the Covid-19 pandemic influence results?	School closure, supply of commodities affected, production of supply disrupted	Interviews with key LRP stakeholders (LSFC, suppliers and farmers) WFP staff, government staff, cooperating partners, programme participants	Quantitative data collection Qualitative interviews with key stakeholders (LSFC, suppliers and farmers).	Both quantitative and qualitative surveys conducted Triangulation of findings from KIIs with a variety of stakeholders. Descriptive analysis of quantitative survey data. Descriptive analysis of qualitative data from LRP stakeholders	Weak (Baseline status: new data collection, 25 schools).

## Annex 8: Documents reviewed

<b>Data Upload for Baseline Evaluations of McGovern Dole &amp; LRP</b>	
1	Cambodia Country Portfolio Evaluation Reports, 2011-2017
2	Baseline, Mid-term, and Endline evaluation reports of the USDA McGovern Dole FFE Program, 2017-2019, including survey tools.
3	Baseline, mid-term and Endline evaluation report of the USDA McGovern Dole FFFE Program, 2013-2016, including survey tools.
4	Project document and Agreement with USDA (LRP & McGovern-Dole)
5	M&E document including Evaluation Plan, attachment D, Performance Monitoring Plan, and Result framework for both McGovern-Dole and LRP
6	Field level agreements (FLAs) between WFP and implementing partners (Plan International, World Education etc.)
7	List of partners including Government, NGOs, and UN agencies
8	School Assessment Study Report, 2015-2016. (NB: Assessment in 2019-20 in drafting process at Baseline)
9	WFP Semi-annual Program reports SY19-18
10	Annual Country Reports (ACR) 2018 and 2019.
11	Regular monitoring data on process, outputs, and outcomes
12	School Feeding Roadmap between WFP and MoEYS (signed in May 2015)
13	Education Strategic Plan 2 ESP <b>2019-2023</b>
14	Education Annual Operational Plan (AOP) for 2016 and 2017
15	National Cash Scholarship Program 2015 Anukret 34 Scholarship
16	MoEYS Cash Scholarship Manual
17	Education Statistics & Indicators 2017/2018, 2018/19
18	New National Reading Standards and Continuous Assessment System Tools; benchmarks for grades 1, 2 and 3.
19	Cooperating partner reports SY 2018-19
20	National Strategic Development Plan 2019-2023

21	National Social Protection Policy Framework 2016-2025
22	National Strategy for Food Security and Nutrition (NSFSN), 2014-2018 & Draft NSFSN 2019-23
23	Mid-term Strategic review of the NSFSN, 2014-2018 (Progress inventory 2016, situation update 2017, & strategic directions towards 2030).
24	Guideline on Food Safety in Schools-May 2019_Khmer version
25	Draft HGSF Implementation framework _Khmer version
26	Draft HGSF Operation guideline _Khmer version
27	HGSF supplier's consultation findings, 2018-19
28	Country Strategic Plan 2019-2023
29	Successes and Challenges of Implementing USDA McGovern-Dole Funded Food for Education Programs in the Asia/Pacific Region (A review of key findings from WFP Program Evaluations in Bangladesh, Cambodia, Lao PDR, and Nepal during 2013-2018)
30	2013 WFP School Feeding Policy
31	2019 WFP School Feeding Policy
32	mVAM- market price assessment
33	Take-home ration (THR) lesson learnt report (During Covid-19)
34	School lists - Treatment and control schools of USDA endline evaluation (SY20107-19)
35	School list by provinces (EMIS) SY 2018-19 (for control group)
36	WFP school list
37	Documents and Tools related to food safety
38	Cambodian Rice Landscape Analysis_Generic-20190618
39	Fill Nutrition Gap Cambodia
40	Micronutrient challenges and solutions 20190722
41	Anthrological WFP Cambodia summary report FINAL
42	5 priority documents for LRP
43	McGovern-Dole and LRP results framework
44	Food consumption questionnaire and interview guidance
45	Cambodia_FY19 McGovern Dole Full Proposal_final
46	WFP Cambodia LRP Proposal_Master_Final for upload 270519
47	Case Study _ HGSF and benefit pathways_Oct 17-V3

48	HGSF supplier assessment report 220620 final 1
49	Cambodia_Market_Update_JUNE-2020_final
50	Documents related to gender
51	Guidance Note on Estimating and Counting Beneficiaries 120919
52	SMP Final English
53	Angkor Research study on the impact of Covid 19
54	HGSF quotation process - 23-07-19
55	HGSF model
56	Story 1-5
57	School monitoring checklist- i.e., SMP & HGSF in SY2019-20
58	Guidance of School Meal - Khmer version
59	Primary School SSC Guideline- Khmer version
60	Baseline_FFE_Kampong Chhnang Feb 6, 2020
61	USDA COVID-19 M&E Resource Guide
62	UN Cambodia framework for the immediate socio-economic response to COVID-19 AUGUST 2020
63	Cambodia school feeding evaluation findings 2010-2020
64	MoEYS Education Strategic Plan 2019_2023_Eng
65	Guidance of School Meal - Khmer version
66	LRP Evaluations: Kenya, Rwanda, Benin, Laos (reference samples)

## Annex 9: Stakeholder Analysis and Mapping

Stakeholders	Interest in the evaluation and likely uses of the evaluation report to this stakeholder	Who
<b>INTERNAL STAKEHOLDERS</b>		
Country Office (CO) [Cambodia]	<p>As the CO is responsible for programming, results of this evaluation will directly influence the direction of LRP activities within the larger context of other partners' work.</p> <p>The CO is also called upon to account internally and to its beneficiaries and partners for operational performance and results.</p> <p>An Evaluation Committee has been formed, chaired by the CD/DCD and responsible for overseeing the evaluation process.</p>	<p>Senior management Members of the Evaluation Reference Group (ERG) WFP programme staff</p>
Regional Bureau (RB) [Bangkok]	<p>The LRP activities and their linkage to other safety net and local procurement activities are universal across the RB portfolio. Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other Country Offices.</p>	<p>Regional Evaluation Officer Technical staff in the RB</p>
WFP Headquarters (HQ)	<p>WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. As WFP pursues its dual mandate of development and humanitarian aid, this program is core to WFP food security and an evaluation results can impact the organization's portfolio.</p>	<p>Technical Units of relevance to LRP (including school feeding, nutrition, SAMS/P4P, safety nets, gender, policy, local procurement, logistics)</p>
Office of Evaluation (OEV)	<p>OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluation outputs respecting provisions for impartiality, and roles and accountability of various decentralized evaluation stakeholders, as identified in the evaluation policy.</p> <p>OEV may use evaluation findings, as appropriate, to inform thematic and/or regional syntheses and corporate learning processes.</p>	<p>No direct contact anticipated. Relevant staff to be identified as needed during the data collection phase.</p>
WFP Executive Board (EB)	<p>The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.</p>	<p>No direct contact anticipated.</p>

Stakeholders	Interest in the evaluation and likely uses of the evaluation report to this stakeholder	Who
<b>EXTERNAL STAKEHOLDERS</b>		
Beneficiaries	<p>As the participants and recipients of support under this activity, beneficiaries have a stake in WFP determining whether its assistance is accountable and effective. As such, participation in the evaluation of women, men, boys and girls were sought and their respective perspectives taken into consideration. This program has a component that aims to have not just short-term food production and supply effects, but long-term knowledge transfer and resilience, as such beneficiary input is especially important.</p> <p>Quantitative data collection: focus group discussions, and one-to-one discussions were held. The interviews with women focused on women's roles and engagement during planning and implementation and the effects on their role in the community.</p>	<ul style="list-style-type: none"> <li>• Suppliers</li> <li>• Producers (smallholder famers)</li> <li>• Village leaders</li> <li>• Community leaders</li> <li>• School administration</li> </ul>
HGSF school Communities and Commune	<p>School communities are key stakeholders in implementation of the HGSF programme: i) local authorities are responsible and fund the supportive role they play (e.g. in supplier selection process; ii) school level HGSF Committees responsible for food handling in schools and reporting.</p>	<ul style="list-style-type: none"> <li>• Local leaders and community stakeholders</li> <li>• HGSF/LRP School Feeding Committee<sup>35</sup> (e.g. Commune Council member of school committee)</li> </ul>

<sup>35</sup> HGSF committee includes: Commune officials, SFP/LRP administrator, store keepers, parent, cook  
LRP Baseline Annexes – February 2021

Stakeholders	Interest in the evaluation and likely uses of the evaluation report to this stakeholder	Who
<b>EXTERNAL STAKEHOLDERS</b>		
Government (MoEYS, MEF, MAFF, MoH and others)	<p>The Royal Government of Cambodia has a direct interest in knowing whether WFP activities in the country are aligned with its priorities and harmonised with actions of other partners and meeting expected results. Issues related to capacity development, handover and sustainability were of particular interest.</p> <p>The Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Economy and Finance (MEF) might use evaluation findings for decision making on program implementation and/or design, country strategy and partnerships, or to inform the planning of transition from externally supported to nationally owned school feeding program. Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Council for Agriculture and Rural Development (CARD) and Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSAVY) might also use these findings for their learning and future program implementation.</p> <p>Interviews with Government representatives at central and local level were arranged during the data collection phase. These interviews were able to elicit information on the coherence of the programme with government policy, the level of joint planning and cooperation, and implementation experience.</p>	<p>Government representatives at central and local level:</p> <ul style="list-style-type: none"> <li>• MoEYS (multiple departments)</li> <li>• MAFF</li> <li>• CARD</li> <li>• MEF</li> <li>• District and provincial officials</li> <li>• Commune Chiefs</li> <li>• Local authorities, as appropriate</li> </ul>
United Nations Country Team (UNCT)	<p>The UNCT's harmonized action should contribute to the realisation of the Government's food security programs. Therefore, other UN agencies has an interest in ensuring that WFP programmes are effective in contributing to the United Nations' concerted efforts. As FAO and WFP partner on some food security activities, including LRP, FAO's experience could be drawn on. FAO is a partner on the LRP and has a direct interest in the evaluation. Various agencies are also direct partners of WFP at policy and activity level e.g. UNICEF and UNDP on education and capacity strengthening initiatives.</p>	<p>Meetings held with UN agency representatives in order to understand the mechanisms and effectiveness of cooperation under the UNDAF:</p> <ul style="list-style-type: none"> <li>• FAO</li> <li>• WHO</li> <li>• UNICEF</li> <li>• UNESCO</li> <li>• UNDP</li> <li>• World Bank</li> </ul>

Stakeholders	Interest in the evaluation and likely uses of the evaluation report to this stakeholder	Who
<b>EXTERNAL STAKEHOLDERS</b>		
Donors (USDA)	WFP operations in Cambodia are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. USDA will use evaluation findings to inform project strategy, results frameworks, and critical assumptions.	Representatives of the main donor, USDA, were invited to discuss directly or remotely  Other SFP donors
Other WFP partners and stakeholders in education, nutrition and social protection that are part of the Evaluation Reference Group	Results from this evaluation will be used to inform the direction of government and WFP work on school meals moving forward. As part of the baseline, WFP formed a reference group, comprising key stakeholders in country, to provide inputs and contribute to this evaluation processes.	Evaluation Reference Group members

## Annex 10: Methodology and data collection

### Quantitative primary data collection & analysis

#### Sampling design and samples

The overall sampling design accommodates both the McGovern-Dole and LRP evaluations for the sake of efficiency in data collection (over three phases), as already agreed upon with and approved by WFP. In addition, for LRP evaluation, both (a) case-control design approach with counterfactuals, and (b) before-after design have been planned for school level analysis.

From the 70 case schools in the McGovern-Dole evaluation samples, 35 schools with LRP programmes are the LRP case samples (see column '*LRP intervention school sample*' in Table 11.1). Other group of 21 schools with school meal programmes (in-kind meal packages through USDA McGovern-Dole with other donors) that are already sampled for the McGovern-Dole baseline evaluation are the LRP control schools (see column '*LRP comparison school sample*' in Table 11.1). The two school groups are within communities with a similar proportion of households categorized as poor, so the same selection criteria of percent of poor households in the community are used to select the samples. The ET will conduct case-comparison analysis with counterfactuals at baseline (wherever appropriate and/or possible), midline and endline using these case-control schools. A full list of the LRP case and comparison schools can be found ahead.

#### Annex 11.1: Number of Intervention and Comparison Schools in LRP Evaluation

Province	LRP evaluation school samples	
	Intervention Schools	Comparison Schools
Kampong Chhnang	6	0
Kampong Thom	7	8
Siem Reap	22	13
<b>Sub-total</b>	<b>35</b>	<b>21</b>

In addition, the ET proposed to use the before-after comparisons. This baseline is therefore the 'before' part of the evaluation. The 'after' part of the evaluation will be collected from this same group of schools at midline and endline. While the baseline results are the baseline values for demand side indicators, these values will be used for the before-after comparisons at midline and endline.

The baseline values for suppliers and farmers are considered zero as the LRP related activities have not yet been implemented. Based on a list provided by WFP, the HGSE had 53 suppliers identified and contracted to deliver food items to schools in the three target provinces. Table 11.2 below shows the breakdown of identified food suppliers currently in the WFP CO database by province.

#### Annex 11.2: Suppliers by Province

Province	Planned	Interviewed
Kampong Chhnang	15	15
Kampong Thom	24	24
Siem Reap	14	14
Total	53	53

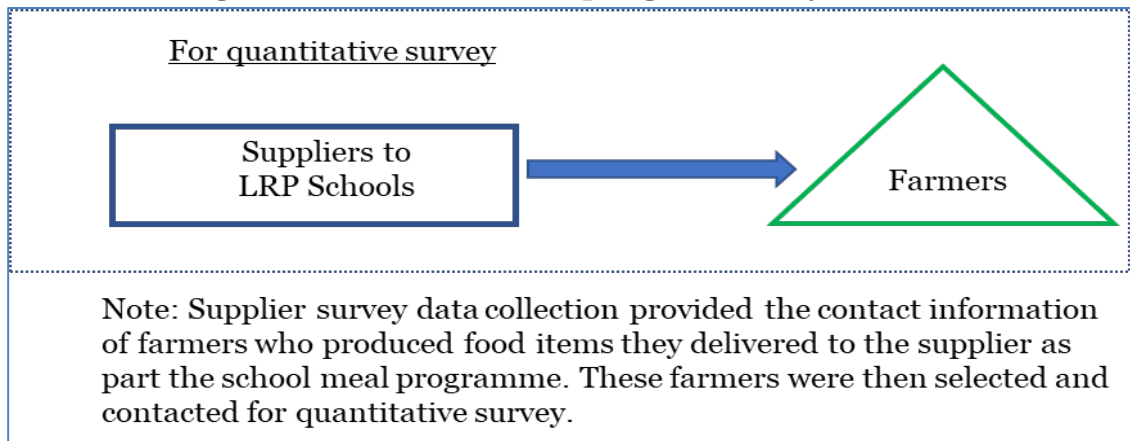
Source: WFP HGSE Supplier List in SY 2019-2020 (updated list 28 May 2020)

All these 53 suppliers, irrespective of their linkage with LRP vs. other HGSE schools, were interviewed for data collection and evaluation. This data provides the contextual baseline information about the suppliers (cross-sectional).

Smallholder farmers are another group of LRP beneficiaries. However, the number of beneficiary farmers contracted by suppliers or schools for school meal supply were unclear to the ET. Thus, the ET proposed to identify two farmers from each of the suppliers they contracted for supplying

commodities for school meal programme through a snowball sampling approach, illustrated in Figure 11.1 below.

**Figure 11.1: Snowball Sampling to Identify Farmers**



First, the sample school served as the entry point to identify their suppliers which was cross-referenced with the WFP’s database and confirmed during the fieldwork. Each supplier contacted for the baseline quantitative survey was asked to identify farmers who supply food items to the supplier as part of school meal programme. During data collection, the supplier was then asked for contact details of the individual farmers they contracted for commodities for the school meal supply. Next, two of these farmers (one male and one female where possible) was contacted for the quantitative data collection regarding the commodities they sold to the school’s contracted supplier. Altogether, a total of 106 farmers were expected to be contacted for interview. However, only 58 farmers<sup>36</sup> were contacted. These farmers produced and supplied grains (particularly rice/paddy), vegetables, swine/pork meat and duck eggs, and fresh fish. Distribution of farmers by province is provided in Table 3 below.

**Quantitative tools & methods**

As discussed earlier, the quantitative data for the LRP baseline evaluation was collected from 35 sample schools, 53 suppliers and 58 smallholder farmers using standard questionnaires. The quantitative survey data collection was completed between August and September 2020. The quantitative field data for both LRP and McGovern-Dole evaluations were collected by IRL, who deployed 58 enumerators and 17 team leaders for the survey.<sup>37</sup>

In addition to the field surveys, information on delivery for school meals (fortified rice and fortified vegetable oil) was gathered from the WFP CO office records for 35 case and 21 control schools in the LRP school sample. This information was used for the case-control analysis for the evaluation to consider timeliness, quantities and quality of food deliveries.

For the school surveys, the key respondents were the school administrators or the purchasing officer on the LSFC responsible for the school food procurement process (managing procurement and handling of food delivered to schools). Respondents for suppliers’ questionnaire were the owner or the manager of the business primarily responsible for bulking from farmers and delivery of food items to the school. For farmer surveys, a household member who was directly involved in production as well as supply of commodity were interviewed.

<sup>36</sup> The planned number of producer farmers to be interviewed was 106 (2 each from 53 suppliers). However, all suppliers had not contracted farmers for commodity supply or some farmers couldn’t be reached due to lack of contact information. For example, of the total 53 suppliers, 19 had 0 farmers contracted, two suppliers had only one farmer each, eight suppliers had two or more farmers contracted, but the contact information of only one farmer could be obtained and two farmers each from 24 suppliers were contacted. Thus, the total number of farmers contacted for quantitative interview at baseline is only 58.

<sup>37</sup> This company performed the same role in the previous baseline-to-endline data collection process conducted by KonTerra for the McGovern-Dole grants in Cambodia (2017 to 2019). All enumerators are experienced Cambodian nationals, with mother-tongue Khmer.

All the field level data from schools, suppliers and farmers were collected through face-to-face interviews, ensuring COVID-19 protocols, using the newly-designed structured questionnaires (described in more detail below) to be used in Cambodia for the first time. Separate questionnaires for school suppliers and farmers have been designed for LRP data collection. These questionnaires were administered concurrently with the McGovern-Dole evaluation school, teacher and household surveys. Thus, the draft instruments were pre-tested prior to actual data collection.

The quantitative data was collected (in Khmer) by Cambodian enumerators contracted by IRL, with the requisite language and data collection capabilities. Pre-testing of the questionnaires and training of field team leaders and enumerators for the quantitative data collection was done by IRL senior staff in close consultation with the ET (remotely) and WFP CO. Field enumerator trainings covered the specifics of the questionnaires and software to be used, which also served as a pre-test for the tools. Indochina Research Ltd had already done similar work during the COVID-19 pandemic crisis and was fully aware of the necessary precautions and protocols for health and safety of the respondents and field staff.

The school questionnaire was designed to collect information about procurement of food items and delivery to the school.<sup>38</sup> Priority for baseline information was on tendering, procurement procedures, roles and responsibilities, capacity needs and possible multiplier effects, if any (such as the sales of commodities to buyers other than to schools).

The suppliers' questionnaire was designed to collect information about the business practices of the suppliers and knowledge of HGFSF interventions<sup>39</sup> as well as their partnership with the farmers (especially SHFs) and the planned LRP schools, capacity building and capacity building needs.<sup>40</sup>

The farmers' questionnaire was designed to collect information about crop production (grains, vegetables, and fruits), animal production (meat, poultry, eggs and fish); land area under production; volume of sales; price of commodities sold; marketing aspects; mode of transportation of delivery; knowledge of HGFSF interventions and practices,<sup>41</sup> as well as relationships with the suppliers and schools. The ET also gathered information on possible spill over effects (such as the sales to other suppliers other than just HGFSF contracted suppliers). The average length of interview for suppliers' survey was 50 minutes and for farmers' survey was 45 minutes. The information was collected manually using paper-pencil method, and later on entered into a CSPro database.

### **Quantitative data quality and cleaning**

A number of quality control procedures were applied during the quantitative data collection. First, data collection and data entry programmes were designed in such a way that allowed identification or checking of data entry errors. Second, direct supervision and observation of about 15 percent of the data collection was included, and responses from about 35 percent of responses were checked by telephone by IRL. In addition, an external consultant engaged by the ET visited 14 target schools (and school directors) in three provinces and 36 teachers and 15 households of school children associated with those schools to verify data collection and check the quality of data collection. The external consultant also visited nine suppliers and six farmers to ensure that the data was collected by interviewers using standard data collection protocols and guidelines following safety measures.

IRL, the data collection agency, checked, cleaned and prepared the data for analysis in coordination with the ET. The data was systematically checked for accuracy, consistency and validity of collected data and information. In addition, the distribution of each variable was assessed for inconsistencies in codes (such as wild codes), missing values and logical distribution. Inconsistencies or discrepancies were verified with IRL's data collection team.

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<sup>38</sup> Cost-effectiveness, timeliness, quality, capacities and utilization including social-cultural acceptability of foods. The McGovern-Dole household survey also includes questions to measure socio-cultural acceptability of food items for students.

<sup>39</sup> Tendering and contracting process, volume of sales of various commodities, training needs, timeliness and cost of delivery, quality of produce to be delivered, safety handling

<sup>40</sup> History of business, their knowledge about HGFSF, volume of transaction, commodities handled, source of supply, source of information about procurement, procurement process, delivery cost, timeliness of delivery, quality of products delivered, training received, and the relationship with farmers to purchase food supply).

<sup>41</sup> Tendering and contracting process, training needs, quantity, quality and timeliness of delivery

The cleaned data was analysed by the ET using SPSS and R software packages. Descriptive statistics along with gender disaggregated results, wherever appropriate, were produced.

ET is clear that this baseline data has generated contextual information about the suppliers and farmers. The baseline values for suppliers and farmers have been considered as zero, as the LRP related activities have not yet been implemented. At midline and endline, data will be collected from the suppliers and farmers enrolled in the programme as implementation progresses. This baseline data will enable a comparison of endline data with both midline and baseline information.

### **Qualitative data collection & analysis**

1. Each phase of the LRP/McGovern-Dole parallel programme evaluation series was led by a Team Leader (TL). The qualitative data collection was done concurrently and jointly by the two national ET members.

2. A desk review of relevant documentation was undertaken, which included at least the following documentation:

- Project proposals and project budget; progress reports from the pilot phase.
- Donor agreements.
- Assessment reports (e.g. markets, impact of COVID-19 on livelihoods/VAM/gender analysis).
- Monitoring & Evaluation (M&E) Unit reports and other gender disaggregated data.
- Cooperating partners' project monitoring reports and / or data.
- WFP policies and strategies on local and regional procurement, food security & gender.
- Government policies and strategies related to food security and nutrition, school feeding, and social protection
- International and regional conventions on gender equality, local gender studies.
- Production and socio-economic data and reports from stakeholders.

3. The reliability of available data/information, wherever possible, was verified and tested/triangulated by the ET to ensure rigour in the evaluation process. However, complete data collection was challenging because the LRP interventions have not yet begun, so no food was purchased and delivered to schools since mid-March 2020 and systems have not been proven or it is difficult to make any judgement.

4. Qualitative data was gathered through KIIs and FGDs with a range of key stakeholders at national, sub-national and community level using participatory methods where possible. The qualitative data elicited stakeholder perceptions that address the evaluation questions. International ET members participated in some interviews remotely (particularly those in Phnom Penh and outside Cambodia), or facilitated them, depending on their area of specialisation and the possibility of remote access. The external 'observer' supported the team during the provincial fieldwork. The following groups were interviewed:

- Suppliers and farmers as beneficiaries; minimum threshold of 40 percent of either gender.
- LRP-SFP committee (the LSFC includes school authorities such as school principals, storekeepers, cooks).
- Local leaders and other significant community stakeholders, such as the parents on the LSFC, the Commune Council.
- National, provincial and local government officials, including representatives of relevant Government agencies & departments
- WFP staff (CO, RB or HQ).

- Staff of cooperating partner organizations (FAO), USDA, other United Nations agencies.

5. The ET members used semi-structured interview guidelines tailored to the expertise of each respondent **group**<sup>42</sup> ensuring that relevant areas of evaluative enquiry are covered during each interview. The interview guides were drawn up to answer questions from the Evaluation Matrix. The FGD guides were used to facilitate discussions and gather stakeholder opinions, collectively and individually. Adjustments to the interview and FGD guides were done, based on findings of the quantitative survey and further consultations with WFP staff. Some flexibility was required given the fluidity of the COVID-19 crisis. All interviews and FGDs were digitally recorded, transcribed and translated into English. The qualitative data was analysed using a narrative thematic approach.

### **Qualitative analysis:**

6. The full team reviewed evidence regularly to verify key observations and findings, and to raise any important disparities. Daily remote team meetings served to discuss findings, clarify and determine any issues that required further verification and triangulation. While individual team members served as focal points in their specific areas, regular discussion and triangulation ensured broad and complementary coverage in all areas under review and provided additional checks and balances regarding impartiality.

7. Qualitative data analysis included GEWE considerations and triangulation of the gender-sensitive aspects of LRP were prioritized. The evaluation team recognizes that women and men’s priorities vary. Through review of secondary documents and KIIs, the ET explored the extent to which gender-specific considerations were included in the programme’s design and implementation plans to ensure positive change for all participants. Proposed data instruments and methods allowed for data to be gender disaggregated and to explore power and control dynamics.

8. All evidence collected was verified and corroborated through systematic triangulation, ensuring impartiality and reducing the risk of bias, through methods that promote participation of different stakeholder groups. Triangulation was used as a key tool for validating and analysing findings as follows:

- Source: Comparing information from different sources.
- Method: Comparing information collected by different methods<sup>43</sup>
- Investigator: Involving more than one evaluator to assess the same issues.
- Using the evaluation matrix: Data from different sources can assist in identifying key findings, conclusions and results.

### **Semi-Structured Interview Guides**

#### **1. WFP personnel (LRP and/or market access team)**

1. To what extent are government authorities (national and local) involved in the LRP?
2. How does the LRP relate to key government policies/strategies?
3. Have any WFP policies specifically been included in the design?
4. Does the LRP relate to any work by other agencies?

<sup>42</sup> For instance: donor, community leader, partner, WFP staff member etc.

<sup>43</sup> Key informant interviews, focus group discussions (separated by gender, vulnerable groups), documentary research, observation

5. How were provinces/districts/villages selected?
6. How were schools selected?
7. How were traders (other suppliers) selected?
8. Explain transition from SFP to Hybrid/HGSF in the three LRP provinces:
  - Timing of transition
  - Specific challenges encountered per province
9. Explain previous work with targeted traders/suppliers, if any.
10. Explain tender and registration processes.
11. Explain experience with community level sourcing (e.g. from cooperatives, farmer groups, etc.).
12. Specific activities implemented.
13. What are the key challenges you foresee for the LRP?
14. Has there been any specific consideration of gender issues? How have they been incorporated? Which data are/are not disaggregated?

**Check monitoring and data quality for the following indicators:**

Number of individuals benefiting directly from USDA-funded intervention
Number of individuals benefiting indirectly from USDA-funded intervention
Number of public-private partnerships formed as a result of USDA assistance
Value of public and private sector investments leveraged as a result of USDA assistance
Number of policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance
Quantity of commodity procured as a result of USDA assistance
Cost of commodity procured as a result of USDA assistance
Cost of transport, storage and handling of commodity procured as a result of USDA assistance
Number of social assistance beneficiaries participating in productive safety nets through USDA assistance
Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance
Which data are sex-disaggregated? Which are not?

**2. Government representatives (Agriculture, education)**

15. What is/going to be the role of this Ministry in the LRP?
  - Check any specific roles of the Ministry at both national and local level.
16. Please comment on co-operation and information sharing between the Ministry and WFP?
17. What do you feel are going to be the main challenges for the Ministry in implementing HGSF?
  - Any challenges related to LRP?

**Check monitoring of the following indicators:**

Number of policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance?
Which specific policies, regulations and/or administrative procedures relate to LRP and its objectives?

**3. School Feeding Programme Committee members**

**Knowledge of LRP**

18. What do you know about the WFP LRP project? What are they hoping to achieve?
19. What process is used to determine which food items to order from suppliers? What are the determining criteria?
20. How many traders did your school utilize for SFP provision during SY 2019/20?
21. Did you have any problems with any of the tenders?
  - Elaborate

**Purchase of local food commodities for provision of school meals**

22. Experience purchasing through tenders.

- What have been the best aspects of purchasing through tender instead of having food provided by WFP?
  - What have been the most difficult aspects of local purchase? Why?
  - Comment on the current procurement process. Is it transparent and well understood?
  - Have you experienced any issues with timeliness in local procurement?
  - How can the procurement process be improved?
23. Approximately how many traders do you use to purchase the stock for the school feeding programme?
  24. Was your school able to provide school meals every school day during SY 2019/2020? If no, why not? Any reasons related to insufficient food?
  25. Discuss the cost-effectiveness of procurement.
  26. Discuss the timeliness of the tender process and the timeliness of delivery.
  27. Check timing of completing tenders
  28. Check timing of commodity delivery (preferably before the start of school term)
  29. Volume of commodities procured locally during SY 2019/20? Were some not purchased locally?
  30. Main commodities purchased.
  31. Value of commodities procured for school meals during 2019/20.
  32. Value of any additional money spent on transport or any other costs related to food (transport, storage, loading, unloading etc.)?

### **Capacity building**

33. Has your school LRP administrator received training during 2019/20 on buying food from local traders? If yes, what was covered in the training: Tender process? Delivery process? Food quality assurance?
34. Did any of your School local procurement PTA members receive training during 2019/20 on buying food from local traders? Tender process? Delivery process? Food quality assurance?
35. Have any of your cooks been trained on menus, hygiene or food handling procedures?
  - Yes No
  - If YES, how many were trained during SY 2019/20?
  - If NO, why not?

### **Suggestions and complaints**

36. Do you have any suggestions on how to improve the project? Make it sustainable?
37. Have you received any complaints about food purchased locally during SY 2019/20 or about WFP?
38. Any issues with working with WFP or their partner agencies? (Programmatic or financial)

### **Check monitoring of the following indicators:**

Percentage of LRP schools procuring food before beginning of term
Percentage of schools where food is delivered to schools before term begins
Percentage of schools using diversified menus
Cost of distribution in schools in LRP areas compared to non-LRP areas

### **4. Suppliers and Traders**

1. How familiar are you with the tender process?
2. What is your relationship with local smallholder farmers, farmer groups, and cooperatives?
3. How can WFP better support the use of local food commodities into schools?
4. What do you find most difficult about the tender process? What is the easiest aspect? Do you have any suggestion for improving the tender process?
5. What foods have the school feeding committees most regularly purchased from you?

- 6. Were you given any guidance about the type of food that can be purchased? Or the quality of food that is required? Elaborate.
- 7. Where are your suppliers based?
- 8. Where are your buyers based?
- 9. Do you supply to clients outside of XX district? Elaborate how far they trade.
- 10. Have you made any changes to your business, business practices, or payment procedures as a result of this project, or due to the transition to Hybrid/HGSF?
- 11. Have there been any **positive** impacts of this project on your business? Elaborate.
- 12. Have there been any **negative** impacts of this project on your business? Elaborate.

**Check monitoring of the following indicators:**

Volume of sales by project beneficiaries.
Volume of commodities sold by project beneficiaries.

**5. Farmers**

- 39. The LRP is a project that will help farmers be more prepared for tendering processes and access a new market opportunity (school meals).
  - Have you ever directly applied for school feeding or other large tenders?
  - If yes, what have you found to be the main challenges in the tendering process?
  - If no, why did you not apply?
  - Do you know other farmers (or groups, or cooperatives) that have applied?
- 40. What are the main challenges you face in participating in local tenders?
- 41. How familiar are you with the tender process?
- 42. What is your relationship with local traders?
- 43. How can WFP better support the use of local food commodities into schools?
- 44. What is the seasonality of LRP principal commodities?
- 45. Which LRP principal commodities do you normally sell? Which do you normally consume?

**Check monitoring of the following indicators:**

Volume of sales by project beneficiaries
Volume of commodities sold by project beneficiaries

## Fieldwork Calendar

Dates	Team member	Actions and Locations	Stakeholders
24-28 August	IRL Team	Phnom Penh - Training of quantitative survey field teams	IRL with support from KonTerra as required
30 August – 14 September	IRL Team	Travel to field locations Conduct quantitative surveys in Kampong Thom, Siem Reap and Kampong Chhnang Provinces	IRL with support from KonTerra as required, School administrators, teachers & staff, and households
	PB	Remote - Support IRL regarding survey methodology, data collection and cleaning	
21 September	All	Phnom Penh/Remotely – Briefing by WFP	KonTerra, IRL and WFP Cambodia
21 September – 16 October	WG, SP, SS	Conduct qualitative interviews with stakeholders in Phnom Penh (International ET members remotely; National evaluator face to face), and stakeholders in Bangkok, Rome, Washington	ET, WFP CO, Government ministries, United Nations agencies, NGO partners, donors
28 September – 10 October	SS, HvZ	Conduct qualitative interviews in Kampong Thom, Siem Reap and Kampong Chhnang Provinces (National evaluator face to face)	<b>Province:</b> Governor, PDE (provincial director education, chief of office primary education, (chief of office agriculture), NGO counterparts <b>District Level:</b> District governor, DOE, DOA, commune council/chief <b>School level:</b> Principal, SFC, teachers, parents, cooks
17-18 October	WG, SP, SS PB	Internal ET workshop for preliminary qualitative data analysis in preparation for debriefing	KonTerra, IRL
20-21 October	All	Debriefing workshop in Phnom Penh (International ET members remotely; National evaluators face to face)	KonTerra, IRL and WFP Cambodia

## Field work Timeline

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>August</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
Quantitative Survey team	Training	Training	Training	Training	Training		Travel to the field
<b>September</b>	<b>31</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Quantitative Survey team	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	
National ET Members	Supervise Quanti Survey	Supervise Quanti Survey	Supervise Quanti Survey	Supervise Quanti Survey			
<b>September</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
Quantitative Survey team	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	
National ET Members							
<b>September</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Quantitative Survey team	Quanti Survey	Travel to Phnom Penh					
National ET Members							
<b>September</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
National ET Members	WFP Briefing	KII WFP	KII Government Phnom Penh/WFP		KII Government Phnom Penh		Travel to Siem Reap
International ET Members	WFP Briefing (Remote)		KII Government Phnom Penh/WFP/UN	KII UN	KII Government Phnom Penh/Donor		
<b>September</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
National ET Members	SRP Government/WFP/NGO	SRP School/Government	SRP School/Government	SRP School; travel to KTM	KTM Government/NGO	KTM School	
International ET Members				KII UN			
<b>October</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
National ET Members	KTM Government/School	KTM School; Travel to KCG	KCG Government	KCG School/Government	KCG School; Travel to Phnom Penh		
International ET Members							
<b>October</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
National ET Members	KII NGO /Government in Phnom Penh	KII WFP/Government in Phnom Penh	KII Government in Phnom Penh			Internal ET workshop for triangulation and analysis	
International ET Members			KII WFP/NGO /Government in Phnom Penh	KII WFP/Donor	KII WFP/Donor		
<b>October</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
National ET Members	Internal Debrief	External Debrief					
International ET Members			KII WFP/NGO/Donor				

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>September</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
National ET Members		KII and FGD Kampong Thom school	KII sub-office Siemreap	Morning: KII Provincial Gov't SRP Afternoon: KII District Official SRP	KII and FGD Siemreap school	KII and FGD Siemreap school	KII and FGD Siemreap school
International ET Members							
Quantitative Survey team		Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey	Quanti Survey
<b>September</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
National ET Members		KII sub-office KM6	Morning: KII Provincial Gov't KPC Afternoon: KII District Official KPC	KII and FGD Kampong Chhnang schools	KII and FGD Kampong Chhnang schools	KII and FGD Kampong Chhnang schools	Internal Analysis Workshop
International ET Members							
Quantitative Survey team		Quanti Survey					
September	20	21	22	23	24	25	26
National ET Members	Internal Analysis Workshop	Internal Debrief	External Debrief				
International ET Members		Internal Debrief (remote)	External Debrief (remote)				

## **Annex 11: Recommendations of past LRP evaluations (Kenya, Laos, and Rwanda):**

Sophia Dunn, John Otsola. (May 2020). Final evaluation of the USDA-supported Local and Regional Procurement (LRP) project in Kenya FY 2017-2020:

[https://docs.wfp.org/api/documents/WFP-0000120290/download/?\\_ga=2.241258050.1923411399.1606475537-559983324.1602925237](https://docs.wfp.org/api/documents/WFP-0000120290/download/?_ga=2.241258050.1923411399.1606475537-559983324.1602925237)

- Recommendation 1:** WFP and the MoE school feeding technical officers should continue to advocate to the MoE senior leadership on the importance of school feeding, timeliness of delivery, timeliness of cash disbursement and importance of providing daily school meals. This advocacy role can also be done at county level in support of the draft ECDE framework.
- Recommendation 2:** WFP and MoE should develop a position paper outlining the key decisions over the last decade that have led to the largely cash-based modality of HGSMP that is seen today. The paper should also include the evidence that underpins those decisions including recent market assessments in the arid areas. The paper should then be used for ongoing advocacy with the MoE as described in Recommendation 1.
- Recommendation 3:** WFP and the MoE school feeding technical officers should consider ways to support improvements in the MoE's in-kind procurement and delivery system. This is especially important if the MoE intends to continue providing in-kind support to the arid and semi-arid areas which are among the locations most in need of the food and nutrition security improvements that the HGSMP can provide.
- Recommendation 4:** WFP should continue to work with county/sub-county governments to support farmers, FOs and market system improvement in general. This is especially important for work involving the MoA, as their authority has been devolved to the counties.
- Recommendation 5:** WFP should continue to work together with MoH at national and county level, on school health and nutrition related work, especially on activities that improve the nutritional status of school-aged children such as the provision of nutritious, locally produced food commodities.
- Recommendation 6:** WFP should look for funding to continue to the work started through the LRP supporting farmers and FOs in Baringo and West Pokot as the LRP was the first opportunity for support, and without the opportunity to put their learning into practice during the LRP, any gains made are likely to regress without some reinforcement.
- Recommendation 7:** WFP should continue to work with the MoA and other relevant ministries on the promotion of small holder procurement. This should include continuing the development of county and national level strategies and other means to increase opportunities for small holder engagement in public procurement.
- Recommendation 8:** WFP should continue to support MoE's efforts to conduct regular programme monitoring to ensure that HGSMP processes and procedures are being adequately followed.

•**Recommendation 9:** WFP and partners should continue to support the active inclusion of women in all WFP projects and ensure that gender related indicators are present in future WFP projects, as appropriate.

Malay Das et al. (February 2020). Endline Evaluation of USDA Local Regional Procurement project in Nalae District, Luang Namtha Province in Lao People's Democratic Republic

[https://docs.wfp.org/api/documents/WFP-0000119258/download/?\\_ga=2.42699877.1923411399.1606475537-559983324.1602925237](https://docs.wfp.org/api/documents/WFP-0000119258/download/?_ga=2.42699877.1923411399.1606475537-559983324.1602925237)

	<b>Recommendations</b>	<b>Proposed actions</b>
<b>MAF &amp; DAFO1</b>		
<b>1.</b>	Providing technical support for small land farming	There is a need to organise training on aspects such as regenerating seeds or building resilience to climate change. Creating a yearly calendar for such training and follow-up sessions would ensure high participation from farmers.
<b>2.</b>	Providing farmer groups with technology for self-monitoring	MAF should create a self-monitoring system for farmer groups, encouraging them to record and share details about the types and quantities of vegetables cultivated with DAFO.
<b>3.</b>	Formalisation of farmer groups	To ensure the sustainability of farmer groups, MAF must formalise them by creating formal structures, ensuring regular meetings, selecting position holders, and delineating their roles and responsibilities.
<b>4.</b>	Dashboard for DAFO to analyse monitoring data and take corrective actions	There is a need to create a strong monitoring system, with a dashboard for DAFO officials, enabling them to identify issues and make timely corrections.
<b>Farmers</b>		
<b>5.</b>	Monitoring of the vegetables grown and quantity produced	MAF should create a self-monitoring system for farmer groups, encouraging them to record details about the types and quantities of vegetables cultivated. Access to real-time data would enable DAFO to carry out immediate corrective actions.

<b>WFP</b>		
<b>6.</b>	Technological support for program monitoring	Given WFP's experience of the LRP program, it can provide technical support to MAF and DAFO in creating a monitoring system and linking it with the dashboard to capture critical information on a real-time basis.
<b>7.</b>	Need for a feasibility study for market accessibility and community needs	WFP should plan a needs assessment study before designing a similar program. The needs assessment study would capture first-hand information on variations that exist across regions, social groups, gender, livelihoods, skills, etc.
<b>8.</b>	Ensuring more meaningful engagement with women	Both women and men should be encouraged to volunteer for SMP activities, which would help in reducing women's workload. At the same time, it is essential to ensure that women farmers are necessarily included in exposure visits and provided with opportunities to lead farmer groups.

LRP evaluation in Rwanda: [https://docs.wfp.org/api/documents/WFP-0000121857/download/?\\_ga=2.75453394.1154321828.1608026754-559983324.1602925237](https://docs.wfp.org/api/documents/WFP-0000121857/download/?_ga=2.75453394.1154321828.1608026754-559983324.1602925237)

### **Operational Recommendations**

**Recommendation 1:** In the coming six months, WFP should prepare a short learning document on LRP's implementation and results for dissemination and organize an FTMA global evaluation in Rwanda. This document should bring out the specific benefits and continued constraints for female SHF, including with respect to their participation in cooperative activities.

**Recommendation 2:** In the remaining time of the project, and for the next phase, WFP should work with RWARRI to prioritize cooperative capacity building activities, with a focus on governance, work organization, business management, and financial accountability.

**Recommendation 3:** For the remaining time of the project, WFP should continue working with ICCO Terrafina to strengthen the access to the finance component of the project.

**Recommendation 4:** In the next six months, WFP Rwanda should work with the WFP Regional Bureau and the Government of Rwanda, to develop a project proposal and raise funding for a second phase of the LRP. As part of this, WFP should conduct a study to assess the place and roles of women in the maize value chain to ensure that women are not being excluded now that maize is becoming profitable.

### **Strategic Recommendations**

**Recommendation 5:** In the coming year, WFP should liaise with relevant stakeholders (Ministry of Agriculture and Animal Resources and development partners) to integrate a climate smart approach in the cropping model and to review the training curriculum and materials.

**Recommendation 6:** In the coming three months, WFP should conduct a precise assessment of the different marketing options for small holder farmers.

**Recommendation 7:** In the coming three years, WFP should continue to liaise with value chain actors and relevant ministries to continue to strengthen and further formalize the maize value chain dialogue platform.

**Recommendation 8:** In the coming year, WFP should develop a market-oriented approach for the supply of post-harvest equipment to farmers, in coordination with interested companies and relevant ministries (commerce and

agriculture). **Recommendation 9:** In the coming year, WFP should conduct a study to assess the diversity of crops grown by SHFs on cooperative land and on their own individual plots to identify potential opportunities for SHFs to supply a diversity of products for a school feeding programme.

**Recommendation 10:** Capacity and time constitute major constraints on the participation of women in cooperative decision making. Moving forward with its work in Rwanda, WFP should tailor its intervention strategies with women and cooperatives to consider these constraints for women and seek to proactively address them.

## Annex 12: Additional School Survey Results

### 12.1 Summary of sample size for the quantitative survey

Number	Planned	Actual
No. of case schools (USDA LRP schools)	35	35
No. of comparison schools (USDA SMP schools)	21	21
No. of teachers	56*3=168	167*
No. of households	56*6=336	334**
No. of suppliers	53	53
No. of farmers	106	58

\*1 teacher among LRP comparison schools from Kampong Thom not interviewed.

\*2 households among LRP comparison schools from Kampong Thom not interviewed.

### 12.2 Surveyed schools

Province	Comparison schools (SMP schools)		Case schools (LRP schools) *		Total	
	No	%	No	%	No	%
Kampong Chhnang	0	0.0	6	8.6	6	4.3
Kampong Thom	8	35.1	7	20.0	15	26.8
Siem Reap	13	61.9	22	62.9	35	62.8
Total	21	100.0	35	100.0	56	100.0

\*These schools are from among 70 case schools in McGovern-Dole Evaluation sample.

### 12.3 Status of USDA Local and Regional Procurement (Food for Education) Programmes in School Years 2020-2023.

SMP activity status as planned by SY 2022-2023	HGSF-Hybrid (McGovern-Dole + LRP only)
Handover to Government	47
Transferred to full HGSF (other donors)	12
HGSF-Hybrid (McGovern-Dole + LRP) in 2023	104
Total schools in SY 2020-2021	163

### 12.4 Number of Intervention and Comparison Schools in McGovern-Dole and LRP Evaluations

Province	McGovern-Dole Evaluation		Total LRP Programme Schools	LRP Evaluation <sup>44</sup>	
	Intervention Schools Samples	Comparison Schools Samples		Intervention School Samples	Comparison School Samples
Kampong Chhnang	6	0	18	6	0
Kampong Thom	21	0	21	7	8
Siem Reap	43	0	65	22	13
Battambang	0	19	-	0	0
Kampong Cham	0	34	-	0	0
Kratie	0	9	-	0	0
Preah Vihear	0	8	-	0	0
Sub-total	70	70	104	35	21

### 12.5 Distribution of programme schools in SY 2020-2021.

Province	YR2020_21				Total
	HGSF-Hybrid (USDA+KOICA)	HGSF-Hybrid (USDA+LRP)	HGSF-Hybrid (USDA+Other)	SMP (USDA+Other)	
1 Kampong Chhnang	67	30	0	0	97
2 Kampong Thom	40	42	0	75	157
3 Siem Reap	0	91	26	151	268
Total	107	163	26	226	522

<sup>44</sup> THESE LRP SCHOOL SAMPLES ARE PART OF THE MCGOVERN-DOLE SAMPLE SCHOOLS.

Of the total 163 schools with LRP programme in SY2020-2021, by the end of programme end year SY 2022-2023, 104 schools will remain in the LRP programme. The LRP sample of 35 schools come from 104 schools.

### 12.6 Student enrolment (grade 1-6) by gender in 2019-2020

	# Total enrolled grade 1-6		% Boys	% Girls
	Total	Girls		
LRP case schools (n=35)	8,710	4,249	51.2%	48.8%
LRP comparison schools (n=21)	4,498	2,230	50.2%	49.8%

### 12.7 Length of time implementing school feeding

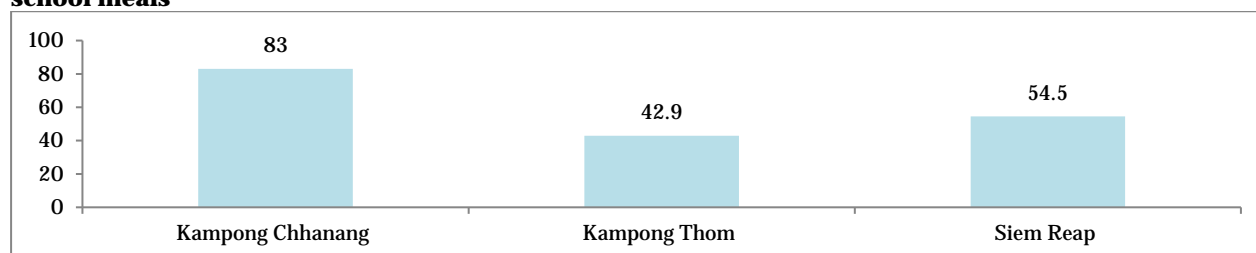
Year started provision of school meals	Years of experience of school feeding	LRP case schools (n=35)	LRP comparison schools (n=21)
2003 (SY2002-2003)	19 years	4 (11.4%)	3 (14.3%)
2004 (SY2003-2004)	18 years	11 (31.4%)	0 (0%)
2005 (SY2004-2005)	17 years	9 (25.7%)	10 (47.6%)
2006 (SY2005-2006)	16 years	4 (11.4%)	1 (4.8%)
2009 (SY2008-2009)	13 years	1 (2.9%)	2 (9.5%)
2012 (SY2011-2012)	10 years	0 (0%)	2 (9.5%)
2013 (SY2012-2013)	9 years	5 (14.3%)	2 (9.5%)
2018 (SY2017-2018)	4 years	1 (2.9%)	1 (4.8%)

### 12.8 Years of experience in HGFS

Year	Years of experience	LRP case schools (n=35)	LRP comparison schools (n=21)
2016 (SY2015-2016)	6 years	3 (8.6%)	0%
2020 (SY2019-2020)	2 years	7 (20.0%)	0%
2021 (SY2020-2021)	First (1) year	25 (71.4%)	0%

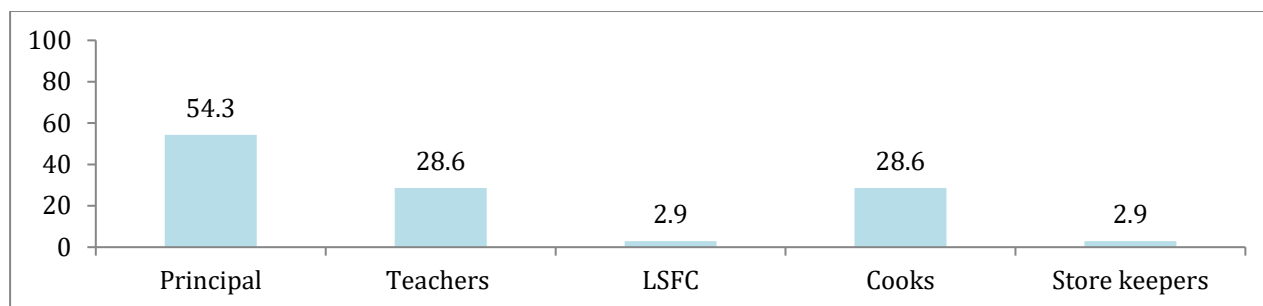
Percentage of surveyed LRP schools where at least one staff member had received training, mentoring and/or coaching on local procurement mechanisms for HGFS from WFP or the government. (KCG: 83 percent, KTM: 43 percent and SRP 55 percent). The average number of staff trained in schools that reported their staff reported a training by province was KCG 1.40; KTM 1.67 and SRP 1.67.

### 12.9 Percentage of LRP sample schools reporting at least one staff member trained on some element of school meals



Principals and teachers accounted for the highest percentage of staff to participate in capacity building activity on food procurement mechanisms. No training was yet provided to the chairmen and accounting staff related to the procurement processes.

### 12.10 Percent school staff involved in trainings for school meals



#### 12.11 Information on School Meal or Home-Grown School Feeding Programme

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total	%	No	%	No	%	No	%
Programme Type								
HGSF-Hybrid (USDA+Other)	6	86	0	0	1	4.5	7	20
HGSF-Hybrid (USDA+LRP)	0	0	0	0	21	95.5	21	60
SMP (USDA+Other)	0	0	7	100	0	0	7	20
Provision of Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal to students within this school year 2019-2020*	6	100	7	100	22	100	35	100
Total	6		7		22		35	

\*From November 2019-mid-March 2020.

#### 12.12 Schools with food storerooms

	No. of schools with storerooms	% of schools with storerooms
USDA LRP schools (case schools)	24	69%
USDA SMP schools (comparison schools)	9	43%

#### 12.13 Schools storing food off the ground

	Total	Schools storing food off the ground	
		#	%
USDA LRP schools (case schools)	35	16	67%
USDA SMP schools (comparison schools)	21	9	100%

#### 12.14 Schools with vegetable gardens

	Total	# of schools with garden	% of schools with vegetable garden	% of rehabilitated vegetable garden
USDA LRP schools (case schools)	35	27	77%	85%
USDA SMP schools (comparison schools)	21	16	76%	81%

#### 12.15 Schools receiving training on food preparation and awareness on cooking management

	Schools receiving training on food preparation and food storage practices		Schools receiving training on good health and nutrition practices	
	#	%	#	%
USDA LRP schools (case schools)	31	89%	30	88%
USDA SMP schools (comparison schools)	20	95%	20	95%

12.16 Average amount of community contributions to each school in SY 2019/20.

	In Cash (US\$)	In Kind (US\$ equivalent)
USDA LRP schools (case schools)	362.41	299.13
USDA SMP schools (comparison schools)	189.74	319.12

12.17 Reason for establishing vegetable gardens in school (among schools with vegetable garden)

Reasons	USDA LRP schools (case schools) (n=27) (%)	USDA SMP schools (comparison schools) (n=16) (%)
Practicing life skills	13	54
Supplementing SMP recipe	0	8
Both reasons	87	39

12.18 Month of year when school gardens are utilized (among schools with vegetable garden)

Month	USDA LRP schools (case schools) (n=27) (%)	USDA SMP schools (comparison schools) (n=16) (%)
APR	4	0
MAY	4	0
JUN	4	0
JUL	4	6
AUG	4	0
SEP	4	0
OCT	4	0
NOV	63	31
DEC	74	75
JAN	82	38
FEB	70	63
MAR	56	19

12.19 School individuals reporting receiving training on HGSP from schools

Training, mentoring, and coaching received	Total staff # (min-max)	Total women staff # (min-max)	% Women
Training	82 (0-10)	46 (0-7)	56%
Mentoring	55 (0-10)	28 (0-7)	51%
Coaching	82 (0-12)	42 (0-9)	51%
Total # of sample schools	35		

12.20 School individuals reporting receiving training on HGSP from schools

Training, mentoring, and coaching received	Total staff # (min-max)	Total women staff # (min-max)	% Women
On food procurement	0	0	0%

mechanisms or procuring food from the local suppliers/traders			
Staff trained in local food processing such as salting, smoking, and drying	0	0	0%
Total # of sample schools	35		

NONE OF THE SCHOOLS REPORTED ANY TRAINING ON ADMINISTRATIVE AND FINANCIAL SKILLS.

### SUPPLIERS CONTRACTED BY SCHOOLS

12.21 Contracting of suppliers/traders to supply commodities for your school meal (breakfast) for the school year 2019-2020.

Suppliers contracted	Number of schools
Suppliers contracted by school	11
Suppliers contracted	
One supplier contracted	10
Two suppliers contracted	1
Men (only) suppliers contracted	6
Women (only) supplier contracted	6

12.22 Types of suppliers contracted by the school for the school year 2019-2020

Suppliers	Number of schools
A village vendor	4
A middleman	6
Food producers (farmers)	1
Total	11

12.23 Awareness on three types of food groups.

Food groups	USDA LRP schools (case schools) (%)	USDA SMP schools (comparison schools) (%)
Energy (Carbohydrates. Ex: rice, sugar, potato, oil)	100	100
Building (Protein. Ex: meat, fish, peanuts, eggs)	100	100
Protective foods (Vitamins & minerals. Ex: green leaves, pumpkin, banana, mango)	100	100

12.24 Availability of school management tools and guidance materials.

	USDA LRP schools (case schools) (%)	USDA SMP schools (comparison schools) (%)
School development plan	100	100
Safe school environment (school gate, fence, ...)	80	86
Record and reporting system	77	57

12.25 Average number of livelihood activities and sources of income per household.

	Number of livelihoods of head of HH	Source of income per HH
All USDA supported schools	1.5	1.9
Comparison schools	1.4	2.0

12.26 Annual household income from different sources (in US dollars).

Income Source	USDA LRP schools (case schools)	USDA SMP schools (comparison schools)
Work	3353.80	3750.15
Sales	360.52	719.95
Remittances	230.97	173.33
Average of total of household income	4001.39	4797.73
% Work	83.8%	78.2%
% Sales	9.0%	15.0%
% Remittance	6.8%	3.6%

12.27 Percentage of households reporting consumption of each food group in last seven days

Food groups	USDA LRP schools (case schools)	USDA SMP schools (comparison schools)
Cereals	100%	100%
Root and tubers	22%	23%
Legumes	33%	40%
Vegetables	100%	100%
Fruits	97%	96%
Meat	100%	100%
Condiments (plus prahok)	100%	100%
Dairy (milk) products	20%	30%
Oil and fat	72%	77%
Sweets	60%	80%
Insects	3%	7%

12.28 Household use of consumption coping strategies (in last seven days)

Coping strategies	All USDA supported schools	Comparison schools
Relied on less preferred, less expensive food	57%	65%
Borrowed food or relied on help from friends or relatives	23%	32%
Reduced the number of meals eaten per day	38%	42%
Reduced portion size of meals	36%	39%
Reduction in the quantities consumed by adults/mothers for young children	42%	34%

12.29 In what year, the school meal program was started?

Year	All USDA supported schools (n=35)	Comparison schools (n=21)
2003 (SY2002-2003)	11.4%	14.3%
2004 (SY2003-2004)	31.4%	47.6%
2005 (SY2004-2005)	25.7%	0%
2006 (SY2005-2006)	11.4%	4.8%
2009 (SY2008-2009)	2.9%	9.5%
2012 (SY2011-2012)	0%	9.5%
2013 (SY2012-2013)	14.3%	9.5%
2018 (SY2017-2018)	2.9%	4.8%

12.30 In what year, the home-grown school feeding was started?

Year	All USDA supported schools (n=35)	Comparison schools (n=21)
2016 (SY2015-2016)	8.6%	0%
2020 (SY2019-2020)	20.0%	0%
2021 (SY2020-2020)	71.4%	4.8%

12.31 Planned vs. actual delivery time for the fortified rice and vegetable oil (SY2019-2020).

Commodities	All USDA supported schools (n=35) (Yes%)	Comparison schools (n=21) (Yes%)
<b>Fortified Rice</b>		
Was the fortified rice delivered as per planned time?	100%	100%
Was the fortified rice delivered before the term began?	83%	100%
Was the quantity of fortified rice delivered as per the specification?	100%	100%
Was the quality of fortified rice delivered as per the specification?	100%	100%
<b>Fortified Vegetable Oil</b>		
Was the fortified vegetable oil delivered as per planned time?	100%	100%
Was the fortified vegetable oil delivered before the term began?	83%	100%
Was the quantity of fortified vegetable oil delivered as per the specification?	100%	100%
Was the quality of fortified vegetable oil delivered as per the specification?	100%	100%

12.32 Number of students enrolled in Home-Grown School Feeding Programme/School Meal Programme school meal (breakfast) for the school year 2019-2020 (from November 2019-mid-March 2020).

Information	Kampong ChhnangChhnang		KampongThom		Siem Reap		Total	
	Total	Per school	#	Per school	#	Per school	#	Per school
Number of students enrolled (grade 1-6)	2853	476	1414	202	4152	189	8419	193
Number of male students enrolled (grade 1-6)	1460	243	702	100	2136	97	4298	123
Number of female students enrolled (grade 1-6)	1393	232	712	102	2016	92	4121	118
Total	6		7		22		35	

12.33 When did the school start providing school meal to students for the school year 2019-2020 (from November 2019-mid-March 2020)?

Information	Kampong ChhnangChhnang		KampongThom		Siem Reap	
	Total #	%	#	%	#	%
First day of school	0	0	0	0	10	46
After the school started	6	100	7	100	12	55
Average number of days delayed (after school started)	16 days (2-67 days)		2 days (1-7 days)		9 days (1-30 days)	
Total schools	6		7		22	

12.34 Who funds/provides the food for the Home-Grown School Feeding Programme (HGSF)/School Meal Programme (SMP) school meal for your school for the school year 2019-2020?

Funding Source	Kampong ChhnangChhnang		KampongThom		Siem Reap		Total	
	No.	%	No	%	No	%	No	%
Directly provided by WFP	0	0	1	14.3	11	50	12	34.3
Directly provided by the central	0	0	6	85.7	5	22.7	11	31.4
Parents provide vegetable to	0	0	0	0	1	4.5	1	2.9
Staff fund	0	0	0	0	1	4.5	1	2.9
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

12.35 Does the school also get food for school meal from the other sources for your school for the school year 2019-2020?

Funding Source	Kampong ChhnangChhnang		KampongThom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
The local government	0	0	6	85.7	7	31.9	13	37.1
School's farm	0	0	7	100.0	13	59.1	20	57.1
The parent-teacher association	0	0	3	42.9	11	50.0	14	40.0
From farmers	0	0	1	14.3	8	36.4	9	25.7
Direct contributions from parents	0	0	3	42.9	11	50.0	14	40.0
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

12.36 Does your school have a daily menu for the school meal for students? for the school year 2019-2020.

Menu	Kampong ChhnangChhnang		KampongThom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes, has school menu	0	0	0	0	10	45.5	10	28.6
Who is responsible for preparing menu?								
School director	0	0	0	0	1	4.5	1	2.8
Store keeper	0	0	0	0	9	40.9	9	26.0
General Manager	0	0	0	0	1	4.5	1	2.8
Store Assistant	0	0	0	0	1	4.5	1	2.8
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

12.38 Guideline or any recommendation to prepare menu and food basket.

Guidelines	Kampong ChhnangChhnang		KampongThom		Siem Reap		Total	
	# Yes	%	# Yes	%	# Yes	%	# Yes	%
Guideline or any recommendation to prepare the menu for the school meal	0	0	0	0	10	45.5	10	28.6
Is the food basket defined?	0	0	0	0	6	27.3	6	17.1
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

12.39 Kitchen facilities in school.

Kitchen facilities	Kampong Chhnang		KampongThom		Siem Reap		Total	
	# Yes	%	# Yes	%	# Yes	%	# Yes	%
Has kitchen facilities such as electricity, water, and refrigerator to prepare and store meals with fish and pork	0	0	5	71.4	16	72.7	21	60
Has salting, smoking, and drying facilities for local food processing	0	0	1	14.3	0	0	1	2.9
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

#### 12.40 Type of fish in school menu for school meal.

Type of fish	Kampong Chhnang		KampongThom		Siem Reap		Total	
	# Yes	%	# Yes	%	# Yes	%	# Yes	%
Fresh fish	0	0	1	14.3	12	54.5	13	37.1
Dried fish	0	0	0	0	0	0	0	0
Smoked fish	0	0	0	0	0	0	0	0
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

#### 12.41 Storage facility (refrigerator or cabinet) for proper storage of food items at school.

Storage facility	Kampong Chhnang		KampongThom		Siem Reap		Total	
	# Yes	%	# Yes	%	# Yes	%	# Yes	%
Has storage facility	0	0	0	0	0	0	0	0
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

None of them reported having storage facility at school.

### FOOD SUPPLIERS AND FOOD DELIVERY

#### 12.42 Procurement for school meal.

Food procurement	Kampong Chhnang		KampongThom		Siem Reap		Total	
	# Yes	%	# Yes	%	# Yes	%	# Yes	%
WFP procured the food	6	100	7	100	22	100	35	100
Local government/local bidding committee	0	0	0	0	10	45.5	10	28.6
<b>Total</b>	<b>6</b>		<b>7</b>		<b>22</b>		<b>35</b>	

#### 12.43 Contracting of suppliers/traders to supply commodities for your school meal (breakfast) for the SY 2019-2020

Suppliers contracted	Number of schools
Suppliers contracted by school	11
Suppliers contracted	
One supplier contracted	10
Two suppliers contracted	1
Men (only) suppliers contracted	6
Women (only) supplier contracted	6

#### 12.44 Types of suppliers contracted by the school for the school year 2019-2020

Suppliers	Number of schools
A village vendor	4
A middleman	6
Food producers (farmers)	1
Total	11

12.45 Was the contracting for food procurement for school meal completed before the start of the school year?

	Number of schools
Yes	9
No	2
Total	11

12.46 Reasons for not contracting before the start of the school year.

Reasons	Number of schools
Yes	9
No*	2
Total	11

\*Note: Both schools reported that "Bidding process was not announced on time" was the reason for not contracting suppliers before the start of the school year.

12.46 Satisfaction with the timeliness of delivery.

Level	Number of schools (%)
Very satisfied	3 (27.3%)
Satisfied	8 (72.7%)
Total	11 (100.0%)

## DELIVERY

12.46 Timeliness of delivery of food commodities from the suppliers

Timeliness		How estimated?
Timeliness of delivery	(Tot col B/Tot Col D) *100 84/93=90.3%	[1+9+9+.....+9] (sum of the number of schools that reported each commodity delivered as per the agreed upon time frame divided by the total number of schools reporting.

Contracted food commodities [COL A]	Response No. (# of schools reporting) [COL B]	Agreed upon timeframe with the supplier [COL C]	Receipt of commodities as per the agreed upon time frame (# Yes) [COL D]
1. Rice (fortified)	0	0	0
2. Rice (non-fortified)	1	1 (Fortnightly)	1
3. Morning glory	10	3 (Daily) 7 (Weekly)	9 (Yes, on time) 1 (most of the time)
4. Pumpkin (yellow)	10	1 (daily) 9 (weekly)	9 (Yes, on time) 1 (most of the time)
5. Spinach	10	4 (daily) 6 (weekly)	9 (Yes, on time) 1 (most of the time)
6. Moringa	10	4 (daily) 6 (weekly)	9 (Yes, on time) 1 (most of the time)
7. Long bean (green)	9	3 (daily) 6 (weekly)	8 (Yes, on time) 1 (most of the time)
9. Eggs	11	2 (daily) 9 (weekly)	10 (Yes, on time) 1 (most of the time)
10. Meat (pork)	11	4 (daily) 7 (weekly)	10 (Yes, on time) 1 (most of the time)

11. Fish	11	4 (daily) 7 (weekly)	10 (Yes, on time) 1 (most of the time)
12. Vegetable oil	0	0	0
13. Iodized salt	10	2 (Fortnightly) 8 (Monthly)	9 (Yes, on time) 1 (HALF OF the time)
Total	93		84 (Yes, on time)

12.47 : Contracting of suppliers/traders to supply commodities for your school meal (breakfast) for the school year 2019-2020

Commodities	Total	
	# Yes	%
Number of schools that reported contacting of at least one supplier	11	31.4%
<b>Contracting of suppliers for specific commodities</b>		
Rice (fortified)	0	0%
Rice (non-fortified rice)	1	2.9%
Morning glory	10	28.6%
Pumpkin (yellow)	10	28.6%
Spinach	10	28.6%
Moringa	10	28.6%
Long bean (green)	9	25.7%
Eggs	11	31.4%
Meat (Pork)	11	31.4%
Fish	11	31.4%
Vegetable oil	0	0%
Iodized salt	10	28.6%
Total	35	

12.48: Contracting of suppliers/traders to supply commodities for your school meal (breakfast) for the school year 2019-2020

Suppliers contracted	Number of schools
Suppliers contracted by school	11 (31.4%)
<b>Suppliers contracted</b>	
One supplier contracted	10
Two suppliers contracted	1
Men (only) suppliers contracted	6
Women (only) supplier contracted	6

12.49: Was the contracting for food procurement for school meal completed before the start of the school year?  
Among those who contracted a supplier

	Number of schools
Yes	9 (81.8%)
No	2 (18.2%)
Total	11 (100.0%)

12.50: Reasons for not contracting before the start of the school year.

Reasons	Number of schools
Yes	9
No*	2
Total	11

12.51: Quantity and value of supplies delivered by suppliers for school meal for the school year 2019-2020.

Commodities	Weight (KG)			Total Value in Riels			Avg	US \$
	n	Total	Avg	n	Riels	US \$		

Rice (fortified)	0	0	0	0	0	0	0	0
Rice (non-fortified rice)	14	78750	5625	14	148212375	37053	10586598	2647
Morning glory	44	23208	528	44	53172630	13293	1208469	302
Pumpkin (yellow)	42	10393	248	44	22860600	5715	544300	136
Spinach	44	30366	690	44	105275000	26319	2392614	598
Moringa	38	5695	150	38	17607100	4402	463345	116
Long bean (green)	35	9806	281	35	30174950	7544	862141	216
Eggs	41	121296	2959	41	64414150	16104	1571076	393
Meat (Pork)	41	16125	394	41	246296100	61574	6004222	1501
Fish	43	29970	697	43	307222500	76806	7144710	1786
Vegetable oil	14	3355	240	14	14793100	3698	1056650	264
Iodized salt	45	4403	98	45	5357980	1339	119067	30
Total	35							

# suppliers who supplied commodities as part of school meal programme

Exchange Rate

- 1 USD = 4,000 Riels

12.52 Reasons for non-delivery as per the agreed upon time frame.

Reasons	Number of schools
One school reported that the supplier didn't supply a commodity as per the time frame.	1

12.53 Any commodity returned to the supplier/trader because the delivery was not as per the agreed upon time frame?

Returned?	Number of schools
None of the schools reported that none of the commodity was returned to the supplier/trader because the delivery was not as per the agreed upon time frame.	0

12.54 Reasons for not receiving "monthly payment request" from the suppliers as per the agreement.

Reasons	Number of schools
Except one, all other schools reported that monthly payment request was received from the suppliers as per the agreement. The reason is: Time was too short to deliver the commodity .	1

12.55 Reasons for not receiving "monthly payment request" from the suppliers as per the agreement.

Reasons	Number of schools
Except one, all other schools reported that monthly payment request was received from the suppliers as per the agreement. The reason is: Time was too short to deliver the commodity .	1

12.56 When was the first delivery of each commodity received?

Contracted food commodities	Response No. of schools	Before the term began	After the term began
1. Rice (fortified)	10	10	0
2. Rice (non-fortified)	4	3	1
3. Morning glory	11	3	8
4. Pumpkin (yellow)	11	2	9
5. Spinach	11	3	8
6. Moringa	11	3	8
7. Long bean (green)	10	3	7
9. Eggs	11	3	8
10. Meat (pork)	11	3	8
11. Fish	11	3	8
12. Vegetable oil	11	11	0
13. Iodized salt	11	4	7

12.57 Reasons for not receiving one or more commodity before the beginning of the term.

Reasons	Number of schools
Number schools that reported any one commodity was received after the term began	9
Reasons	
Contract was signed as such.	8
Time was too short to deliver the commodity	5
Unsuccessful negotiation with the bidder	1

12.58 During the school year 2019-2020 (Nov 2019-mid-March 2020, when school was in operation), were there any days the school was NOT able to provide school meal?

Reasons	Number of schools
Number of schools that reported any days the school was NOT able to provide school meal	2
Number days the school was NOT able to provide school meal	23 days (each)
Reasons	
No one to prepare meals	2

## QUALITY OF DELIVERY

12.59 Quality of delivery

Contracted food commodities	Total Response#	Has commodity specification (Yes)	Agreed upon commodity specification with the supplier (Yes)	Commodity supplied as per the commodity specification (Yes)	Any commodity returned to the supplier?
1. Rice (fortified)	11	9	0	Not applicable	Not applicable
2. Rice (non-fortified)	1	1	1	1	0
3. Morning glory	11	8	10	10	0
4. Pumpkin (yellow)	11	8	10	10	0
5. Spinach	11	8	10	10	0
6. Moringa	11	8	10	10	0
7. Long bean (green)	11	7	9	9	0
9. Eggs	11	8	11	11	0
10. Meat (pork)	11	8	11	11	0
11. Fish	11	8	11	11	0
12. Vegetable oil	11	9	0	Not applicable	Not applicable
13. Iodized salt	11	8	10	10	0

12.60 Satisfaction with the quality of food delivered for school meal.

Level of satisfaction	Number of schools (%)
Very satisfied	3 (27.3%)
Satisfied	8 (72.7%)
Total	11 (100.0)

12.61 Satisfaction with the service provided by the supplier.

Level of satisfaction	Number of schools (%)
Very satisfied	2 (18.2%)
Satisfied	8 (72.7%)
Neither satisfied nor dissatisfied	1 (9.1%)
Total	11 (100.0)

## CAPACITY BUILDING

12.62 Training received by staff in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government.

Training received	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total #/Mean	%	#/Mean	%	#/Mean	%	#/Mean	%
Yes, received	0	0	6	85.7	18	81.8	24	68.6
If Yes, average number of staff per school	0	0	3.0		3.6		3.42	Min=2 Max=10
If Yes, average number of female staff per school	0	0	1.5		2.1		1.92	Min=0 Max=7
Total schools	6		7		22		35	

12.63 Mentoring received by staff in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government.

Mentoring received	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total #/Mean	%	#/Mean	%	#/Mean	%	#/Mean	%
Yes, received	0	0	4	57.1	12	54.5	16	45.7
If Yes, average number of staff per school	0	0	3.0		3.6		3.44	Min=1 Max=10
If Yes, average number of female staff per school	0	0	1.25		1.9		1.75	Min=0 Max=7
Total schools	6		7		22		35	

12.64 Coaching received by staff in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government.

Coaching received	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total #/Mean	%	#/Mean	%	#/Mean	%	#/Mean	%
Yes, received	4	66.7	5	71.4	17	77.3	26	74.3
If Yes, average number of staff per school	1.25		3.0		3.65		3.15	Min=1 Max=12
If Yes, average number of female staff per school	0.25		1.40		2.00		1.62	Min=0 Max=9
Total schools	6		7		22		35	

12.65 Training, mentoring, and/or coaching in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP/Government

Training, mentoring, and coaching received	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total #	%	#	%	#	%	#	%
Head Teacher/Principal	3	50	6	85.7	18	81.8	27	77.1
Teachers (Deputy head teacher, senior teacher, other teachers)	2	33.3	5	71.4	9	40.9	16	45.7
School meals committee members	0	0	2	28.6	5	22.7	7	20.0
School chairman	0	0	0	0	2	9.1	2	5.7
Cooks	0	0	6	85.7	17	77.3	23	65.7
Store keepers	0	0	0	0	7	31.8	7	20.0
Accounting staff	0	0	0	0	0	0	0	0
Total schools	6		7		22		35	

12.66 School received the following learning materials included in the Home-Grown School Feeding Programme (HGSF) training toolkit developed by WFP during the school year 2019-2020.

Learning materials	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total response #	%	#	%	#	%	#	%
A summary of program instruction manual	0	0	6	95.7	20	90.9	26	74.3
Checklists	3	50.0	6	85.7	20	90.9	29	82.9
Posters	6	100.0	7	100.0	20	90.9	33	94.3
Booklets	6	100.0	5	71.4	19	86.4	30	85.7
Brochures	6	100.0	6	85.7	13	59.1	25	71.4
Quizzes	5	83.3	2	28.6	15	68.2	22	62.9
Related videos	0	0	1	14.3	4	18.2	5	14.3
Total schools	6		7		22		35	

12.67 During the school year 2019-2020, did any staff from your school receive training, mentoring, and coaching on food procurement mechanisms or procuring food from local suppliers/traders for school meals from WFP or the Government?

Coaching received	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total #/Mean	%	#/Mean	%	#/Mean	%	#/Mean	%
Yes, received	5	83.3	3	42.9	12	54.5	20	57.1
If Yes, average number of staff per school	1.40		1.67		3.42		2.65	Min=1 Max=12
If Yes, average number of female staff per school	0.20		1.00		1.67		1.20	Min=0 Max=9
Total schools	6		7		22		35	

12.68 Who received the training, mentoring and/or coaching on food procurement mechanisms or procuring food from local suppliers/traders for school meals from WFP/Government during the school year 2019-2020?

Coaching received	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total response #	%	#	%	#	%	#	%
Head Teacher/Principal	4	66.7	3	42.9	12	54.5	19	54.3
Teachers (Deputy head teacher, senior teacher, other teachers)	3	50.0	0	0	7	31.8	10	28.6
School meals committee members	0	0	0	0	1	4.5	1	2.9
School chairman	0	0	0	0	0	0	0	0
Cooks	0	0	2	14.3	8	36.4	10	28.6
Store keepers	0	0	0	0	1	4.5	1	2.9
Accounting staff	0	0	0	0	0	0	0	0
Total # of schools in sample	6		7		22		35	

12.69 School received the following learning materials included in the Home-Grown School Feeding Programme (HGSF) training toolkit developed by WFP during the school year 2019-2020.

Learning materials	Total	
	#	%
A summary of program instruction manual	26	74.3%
Checklists	29	82.9%
Posters	33	94.3%
Booklets	30	85.7%
Brochures	25	71.4%
Quizzes	22	62.9%
Related videos	5	14.3%
	<b># of items total</b>	<b>170</b>
<b>Total schools</b>	<b>35</b>	

## Annex 13: Additional Supplier Survey Results

### 13.1 Supplier Characteristics by Province

Characteristics	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
<b>Respondent is</b>								
Owner	0	0	12	50.0	4	28.6	16	30.2
Manager	1	6.7	1	4.2	0	0	2	3.8
Owner/Manager	14	93.3	11	45.8	10	71.4	35	66.0
<b>Gender</b>								
Male	6	40.0	15	62.5	10	71.4	31	58.5
Female	9	60.0	9	37.5	4	28.6	22	41.5
<b>Business Establishment</b>								
5 years or less	7	46.7	13	54.2	8	57.1	28	50.8
6 to 10 years	6	40.0	3	12.5	3	21.4	12	22.6
11 years or over	2	13.3	8	33.3	3	21.4	13	24.5
<b>Business License</b>								
Valid trade license	0	0	0	0	2	14.3	2	3.8
Business registration certificate	0	0	1	4.2	0	14.3	3	5.7
Other licenses	0	0	0	0	0	0	0	0.0
<b>Age of the respondent</b>								
35 years or below	5	33.3	3	12.5	4	28.6	12	22.6
36 years or over	10	66.7	21	87.5	10	71.4	41	77.7
<b>Respondent's Education</b>								
Primary	5	33.3	14	58.3	6	57.1	25	47.2
Secondary	9	60.0	9	37.5	8	57.1	26	49.1
BA/BSc pass	1	6.7	1	4.2	0	0	2	3.8
<b>Total Suppliers</b>	<b>15</b>		<b>24</b>		<b>14</b>		<b>53</b>	

### 13.2 Distribution of Suppliers by Province

Suppliers	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Grocery store	7	47	7	29	4	29	18	34
Vegetable stores	2	13	2	8	7	50	11	21
Meat stores	1	7	1	4	1	7	3	6
Animal Raising farm	1	7	0	0	0	0	1	2
Rice Miller	1	7	0	0	1	7	2	4
Fish sellers	0	0	2	8	0	0	2	4
Rice sellers	1	7	0	0	1	7	2	4
Farmer	2	13	12	50	0	0	14	26
<b>Total Suppliers</b>	<b>15</b>		<b>24</b>		<b>14</b>		<b>53</b>	<b>100</b>

\*2 households among LRP comparison schools from Kampong Thom not interviewed

### 13.6 Types of Suppliers by Province

Suppliers	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
A village vendor	12	80	10	42	8	57	30	57
A rice miller	2	13	0	0	3	21	5	9
A retailer	4	27	1	4	2	14	7	13
A middleman	14	93	10	42	9	64	33	62
A wholesaler	8	53	1	4	1	7	10	19
A food producer (a farmer)	10	67	12	50	3	21	5	9
Others*	1	7	2	8	2	14	5	10

\*A veterinarian, a motor cycle repair, handicraft (furniture), food supplier for the school and a wedding planner/manager.

### 13.7 Number of Employees by Province

Employees	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
<b>Total Employee</b>								
None	12	80.0	19	79.2	12	85.7	43	81.1
Only one employee	1	6.7	2	8.3	1	7.1	4	7.5
Two or more (1 to 20)	2	13.3	3	12.5	1	7.1	6	11.3
<b>Male Employee</b>								
None	12	80.0	19	79.2	12	85.7	43	91.1
One or more (1 to 6)	3	20.0	5	20.8	2	14.3	10	19.9
<b>Female Employee</b>								
None	14	93.3	21	87.5	13	92.9	48	90.6
One or more (1 to 5)	1	6.7	3	12.5	1	7.1	5	9.4
<b>Full Time</b>								
None	13	86.7	21	87.5	12	85.7	46	86.8
One or more (1 to 5)	2	14.3	3	12.5	2	14.2	7	15.2
<b>Part Time</b>								
None	14	93.3	23	95.8	13	92.9	50	94.3
One or more (1 to 5)	1	6.7	1	4.2	1	7.1	3	6.7
<b>Total Suppliers</b>	15		24		14		53	

\*A veterinarian, a motor cycle repair, handicraft (furniture), food supplier for the school and a wedding planner/manager.

### 13.8 Types of suppliers participating in the baseline survey, by province.

Types of Suppliers	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total	%	No	%	No	%	No	%
A village vendor	12	80	10	42	8	57	30	57
A rice miller	2	13	0	0	3	21	5	9
A retailer	4	27	1	4	2	14	7	13
A middleman	14	93	10	42	9	64	33	62
A wholesaler	8	53	1	4	1	7	10	19
A food producer (a farmer)	10	67	12	50	3	21	25	47
Others*	1	7	2	8	2	14	5	9
<b>Total</b>	15		24		14		53	

\*Other's category included a veterinarian (KCH), a food supplier for the school and a supplier of wedding (in KTM) and a motor cycle repairer and a handicraft (furniture) supplier (in SRP).

Note: The table suggests that a supplier had multiple roles to play.

### 13.9 Commodities handled by suppliers participating in the baseline survey, by province.

Agricultural Produce	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total	%	No	%	No	%	No	%
Grains	12	80	31	61	8	16	51	88
Vegetables	8	53	32	65	9	90	49	85
Animals (swine and duck for eggs)	2	13	4	12	2	20	8	14
Fish	0	0	1	3	1	10	2	3
<b>Total</b>	15		33		10		58	

## TRADING

13.10 In the fiscal year 2019, what commodities do you trade in?

Commodities	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Rice (fortified)	0	0	0	0	0	0	0	0
Rice (non-fortified rice)	9	60.0	3	12.5	5	35.7	17	32.1
Morning glory	11	73.3	16	66.7	11	78.6	38	71.7
Pumpkin (yellow)	11	73.3	16	66.7	9	64.3	36	67.9
Spinach	11	73.3	16	66.7	10	71.4	37	69.9
Moringa	8	53.3	12	50.0	7	50.0	27	50.9
Long bean (green)	11	73.3	13	54.2	9	64.3	33	62.3
Other vegetables*	1	6.7	4	16.7	6	42.9	11	20.8
Eggs	11	73.3	16	66.7	9	64.3	36	67.9
Meat (pork)	10	66.7	14	58.3	6	42.9	30	56.6
Fish	10	66.7	17	70.8	7	50.0	34	64.2
Vegetable oil	9	60.0	5	20.8	7	50.0	21	39.6
Iodized salt	8	53.3	18	75.0	7	50.0	33	62.3
Total Suppliers	15		24		14		53	

\*Cucumber, eggplant, papaya, edible amaranth, carrot, was gourd, bottle gourd, tomato, luff gourd, ivy gourd.

13.11 Current estimated volume and value of each commodity in stock in 2020.

Commodities	2020		
	Total Sellers	Average volume	Average amount (Riel)
Rice (fortified)	0		
Rice (non-fortified rice) (KG)	8	2356	4637500
Morning glory (KG)	5	8	17000
Pumpkin (yellow) (KG)	5	19	56000
Spinach(KG)	6	19	70416
Moringa(KG)	0	0	0
Long bean (green) (KG)	4	15	53750
Eggs(UNIT/COUNT)	12	160	88833
Meat (pork) (KG)	3	2	48000
Fish(KG)	5	29	296000
Vegetable oil (KG)	14	29	138571
Iodized salt (KG)	15	42	49200
Total Suppliers	53		

### SUPPLY OF FOOD COMMODITIES FOR SCHOOL MEAL

13.12 For the school year 2019-2020, did you supply any food commodity to any school for the school meal programme?

Employees	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#/Mean	%/(min-max)	#/Mean	Min-max	#/Mea	Min-max	#/Mean	%/Min-
Supply of any food	15	100.0	24	100.0	14	100.0	53	100.0
Number of schools served	2.27	1-8	4.4	1-8	3.93	1-7	3.66	1-8
Number of years served	2.27	1-3	2.3	1-8	1.86	1-4	2.17	1-9
Total Suppliers	15		24		14		53	

13.13 Commodities sold to school in SY2019-2020.

Commodities	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Rice (fortified)	0	0	0	0	0	0	0	0
Rice (non-fortified rice)	9	60.0	0	0	5	35.7	14	26.4
Morning glory	10	66.7	22	91.7	12	85.7	44	83.0
Pumpkin (yellow)	8	53.3	22	91.7	12	85.7	42	79.2
Spinach	10	66.7	22	91.7	12	85.7	44	83.0
Moringa	8	53.3	19	79.2	11	78.6	38	71.7
Long bean (green)	8	53.3	15	62.5	12	85.7	35	66.0
Other vegetables*	0	0	7	29.7	4	28.6	11	20.8
Eggs	9	60.0	21	87.5	11	78.6	41	77.4
Meat (pork)	10	66.7	21	87.5	10	71.4	41	77.4
Fish	10	66.7	22	91.7	11	78.6	43	81.1
Vegetable oil	9	60.0	0	0	5	35.7	14	26.4
Iodized salt	9	60.0	24	100.0	12	85.7	45	84.9
Total Suppliers	15		24		14		53	

\*Cucumber, eggplant, papaya, edible amaranth, kale, carrot, wax gourd, bottle gourd, tomato, luff gourd, ivy gourd.

#### 13.14 Estimated volume and value of each commodity sold to school in 2019-2020.

Commodities	2020		
	Total Sellers	Average volume	Average amount (Riel)
Rice (fortified)	0	0	0
Rice (non-fortified rice) (KG)	14	5625	10586598
Morning glory(KG)	44	527	1208469
Pumpkin (yellow) (KG)	42	247	544300
Spinach(KG)	44	690	2392613
Moringa(KG)	38	150	463345
Long bean (green) (KG)	35	280	862141
Eggs(UNIT/COUNT)	41	2958	1571076
Meat (pork) (KG)	41	393	6007222
Fish(KG)	43	697	7144709
Vegetable oil KG)	14	240	1056650
Iodized salt (KG)	45	98	119066
Total Suppliers	53		

#### 13.15 Source of supply of commodities sold to school in SY2019-2020.

Suppliers	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
1. A village vendor	2	13.3	10	41.7	12	85.7	24	45.7
2. A rice miller	6	40.0	0	0	2	14.3	8	15.1
3. A retailer	1	6.7	2	8.3	3	21.4	6	11.3
4. A middleman	9	60.0	15	62.5	12	85.7	36	67.9
5. A wholesaler	9	60.0	11	45.8	6	42.9	26	49.1
6. A food producer (a farmers	7	46.7	13	54.2	14	100.0	34	64.2
Total Suppliers	15		24		14		53	

13.16 Number of source of suppliers of commodities sold to school in SY2019-2020.

Suppliers	Total			Women		
	# suppliers reporting	Avg. # of source suppliers	Min-max	# suppliers reporting	Avg. # of source suppliers	Min-max
1. A village vendor	24	6.75	1-30	24	5.50	1-25
2. A rice miller	8	2.25	1-10	8	1.75	1-7
3. A retailer	6	1.50	1-3	6	1.17	1-2
4. A middleman	36	2.36	1-9	36	2.06	1-8
5. A wholesaler	26	1.65	1-5	26	1.46	1-8
6. A food producer (a farmer)	34	3.85	1-10	34	3.18	1-9
Total Suppliers	53					

13.17 For the school year 2019-2020, from whom did you buy the following food commodities for the school meal programme?

Commodities	# of suppliers reporting	Farmers		Farmer organization		Traders/middlemen/millers	
		#	%	#	%	#	%
1. Rice/paddy	53	8	15.1	1	1.9	15	28.3
2. Vegetables	53	38	71.7	13	24.5	32	60.4
3. Eggs	53	22	41.5	2	3.8	34	64.2
4. Meat (pork)	53	11	20.8	1	1.9	39	73.6
5. Fish	53	17	32.1	1	1.9	42	79.2
6. Vegetable oil	53	5	9.4	1	1.9	19	35.8
7. Iodized salt	53	6	11.3	2	3.8	44	83.0

**CONTRACTUAL AGREEMENT WITH OTHER SUPPLIERS TO SUPPLY COMODITY FOR SCHOOL MEAL**

13.18 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply food commodity for the school meal programme?

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
There was a verbal/written agreement with the supplier	11	73.3	7	29.2	14	100	32	60.4
Total Suppliers	15		24		14		53	

13.19 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply the fixed volume of commodity for the school meal programme and delivery of commodities as per the agreement

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
There was a verbal/written agreement with the supplier to supply the <u>fixed volume commodity</u> (Yes)	8	53.3	5	20.8	12	85.7	25	47.2
Total Suppliers	15		24		14		53	
Supplier supplied the volume of commodity as per the agreement (among those who had the contract)								
Yes, always delivered as per the agreement	5	62.5	4	80.0	3	25.0	12	48.0
Yes, delivered most of the time as per the agreement	3	37.5	1	20.0	9	75.0	13	52.0
Was any commodity returned because the commodity was not as per the agreement	0	0	0	0	0	0	0	0
Total Suppliers	8		5		12		25	

13.20 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply the commodity on time frame for the school meal programme and delivery of commodities as per the agreement

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
There was a verbal/written agreement with the supplier on <u>time frame</u> to supply commodity (Yes)	13	86.7	15	62.5	14	100	42	79.2
Total Suppliers	15		24		14		53	
Supplier supplied the commodity as per the agreed upon <u>time frame</u> (among those who had the contract)								
Yes, always delivered as per the agreement	7	53.8	13	86.7	10	71.4	30	71.4
Yes, delivered most of the time as per the agreement	5	38.5	2	13.3	4	28.6	11	26.2
Yes, delivered half of the time as per the agreement	1	7.7	0	0	0	0	1	2.4
Was any commodity returned because the commodity was not as per the agreement	1	7.7	3	12.5	0	0	4	9.5
Total Suppliers	13		15		14		42	

13.21 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply the commodity by specification for the school meal programme and delivery of commodities as per the agreement

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
There was a verbal/written agreement with the supplier on <u>commodity specification</u> to supply commodity (Yes)	8	53.3	4	16.7	14	100	26	49.1
Total Suppliers	15		24		14		53	
Supplier supplied the commodity as per the agreed upon <u>commodity specification</u> (among those who had the contract)								
Yes, always delivered as per the agreement	6	45.0	4	100.0	7	50.0	17	65.4
Yes, delivered most of the time as per the agreement	1	12.5	0	0	7	50.0	8	30.8
Rarely delivered as per the agreement	1	12.5	0	0	0	0	1	3.8
Was any commodity returned because the commodity was not as per the agreement*	0	0	1	25.0	0	0	1	3.8
Total Suppliers	8		4		14		26	

\*Only one delivery was returned because the bag arrived in poor condition (e.g. open/torn).

## PAYMENT AGREEMENT AND PAYMENT MADE TO THE SUPPLIERS

### 13.22 Agreement with the supplier on the payment

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
There was a verbal/written agreement with the supplier on commodity specification to supply commodity (Yes)	11	73.3	8	33.3	14	100.0	33	62.3
Total Suppliers	15		24		14		53	
Paid to the supplier after the delivery of food commodities as per the agreed upon time frame)								
Yes, I always paid to the supplier as per the agreement	5	45.5	7	87.5	12	85.7	24	72.7
Yes, I paid to the supplier most of the time as per the agreement	6	54.5	1	12.5	2	14.3	9	27.3
Total Suppliers	11		24		14		33	

## PROBLEMS EXPERIENCED BY THE SUPPLIERS

### 13.23 Problems experienced by the supplier while purchasing food commodities from the suppliers

Problem areas	Total	
	#	%
The rice quality is not good	1	2
The cost (price?) of vegetable is increased	7	13.2
The cost (price?) of meat is increased	5	5.7
The road is difficult	4	7.5
The crop is not good	2	3.8
The crop is not grown on time	7	13.2
The goods price is increased	5	9.4
Far as need to cross the river	1	1.9
The weight is not right	2	3.8
The cost (price??) is changed	3	5.7
The goods/commodity price has increased	2	1.9
Total Suppliers	53	

## OVERALL SATISFACTION OF THE SUPPLIERS WITH THE SERVICE PROVIDED BY THE COMMODITY SUPPLIERS

### 13.24 Overall Satisfaction of the suppliers with the service provided by the commodity suppliers

Satisfaction	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Very satisfied	6	40.0	13	54.2	7	50.0	26	49.1
Satisfied	9	60.0	9	37.5	7	50.0	25	47.2
Neither satisfied nor dissatisfied	0	0	2	8.3	0	0	2	3.8
Total Suppliers	15		24		14		53	

## DELIVERY TO SCHOOLS FOR SCHOOL MEAL

13.25 Sell of commodities to schools as part of the school meal programme in 2019.2020.

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Sold to school	4	26.4	13	54.2	10	71.4	27	50.9
Total Suppliers	15		24		14		53	

13.26 Sell of commodities to schools as part of the school meal programme in 2019.2020.

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Sold to school	4	26.4	13	54.2	10	71.4	27	50.9
Total Suppliers	15		24		14		53	

13.26 Commodities sold to school commodities did you sell to schools as part of the school meal programme in SY2019-2020.

Commodities	Total	
	#	%
Rice (fortified)	0	0
Rice (non-fortified rice)	4	7.5
Morning glory	11	20.8
Pumpkin (yellow)	5	9.4
Spinach	10	18.9
Moringa	4	7.5
Long bean (green)	10	18.9
Other vegetables*	3	5.7
Eggs	3	5.7
Meat (pork)	2	3.8
Fish	2	3.8
Vegetable oil	0	0
Iodized salt	0	0
Total Suppliers	53	

Commodities sold to schools in 2019-2020 THROUGH COMPETITIVE TENDER.

Data shows that all the suppliers sold commodities to schools in 2019-2020 through competitive tender.

13.27 Source of information about the tender [MULTIPLE ANSWER].

Source of information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
School and commune public bill board	15	100	17	70.8	12	85.7	44	83.0
Bid announcement banner	10	66.7	6	25.0	9	64.3	25	47.2
Public space announcement	13	86.7	11	45.8	9	64.3	33	62.3
Through local bid committee	12	80.0	4	16.7	12	85.7	28	52.8
Facebook	0	0	0	0	3	21.4	3	5.7
Public speakers	2	13.3	1	4.2	1	7.1	4	7.5
Through other villagers	7	46.7	1	4.2	10	71.4	18	34.0
From students etc.	4	26.7	0	0	2	14.3	6	11.3
School and commune public bill	14	93.3	5	20.8	2	14.3	21	39.6
From teacher	0	0	0	0	1	7.1	1	1.9
Relative	0	0	0	0	1	7.1	1	1.9
Total Suppliers	15		24		14		53	

13.28 Awareness of the process and rules for preparing bid for the tender for school supply.

Response	Total	
	#	%
Yes, I was aware	50	94.3
Total Suppliers	53	

Note: 1 supplier from Kompong Thom and 2 from Siem Reap reported that they were not aware.

13.29 Receipt of Monthly Purchase Order from the school to supply food commodities for the school meal programme.

Response	Total	
	#	%
Yes, I received	52	98.1
Total Suppliers	53	

Note: 1 supplier from Siem Reap reported that he/she did not receive the monthly purchase order.

13.30 Delivery of food commodity to the school as per the 'monthly purchase order'.

Response	Total	
	#	%
Yes, delivered all food commodities as per the monthly purchase order	47	88.7
Yes, delivered most of the time as per the monthly purchase order*	6	11.3
Total Suppliers	53	

\*Note:

Only six suppliers reported they were not able to deliver all commodities to school as per the monthly order. All these six suppliers were from Kampong Chhnang. The reasons were:

3 reported that the time was too short to deliver the commodity.

2 suppliers reported specified commodity was not available on time in the market.

1 supplier reported the cost (I think this is price) increased.

One of these six suppliers reported that the commodity was returned by the school because the delivery was not as per the monthly purchase order.

## AGREEMENT WITH THE SCHOOL

13.31 During the school year 2019-2020, was there any agreed upon (verbal or written) commodity specification with the school to supply food commodities for the school meal programme?

Response	Total	
	#	%
Agreed upon commodity specification with the school (yes)	53	100
Delivery of food commodity to the school as per the commodity specification.		
Yes, delivered all food commodities as per the commodity specification	47	88.7
Yes, delivered most of the time as per the commodity specification *	6	11.3
Total Suppliers	53	

## SUBMISSION OF FOOD RECEIVED NOTE

13.323 Were you able to submit the monthly payment request 'food received note' to the school as per the agreed (verbal or written) upon time?

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Submitted food received note on time (Yes)	13	86.7	18	75.0	14	100.0	45	84.9
Food received note was returned by the school because the request was not as per the specification or did not follow the specification	0	0	4	16.7	0	0	4	15.1
Total Suppliers	15		24		14		53	

## PAYMENT RECEIVED FROM SCHOOL

13.33 During the school year 2019-2020, did you get paid from the school on time after you submitted the payment request to the school?

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes, I always get paid on time	0	0	16	66.7	9	64.3	25	47.2
Yes, I get paid on time most of	15	100.0	8	33.3	5	35.7	28	52.8
Total Suppliers	15		24		14		53	

## EFFECTIVENESS OF THE PAYMENT SYSTEM

13.34 Overall, how effective is the payment system while delivering food commodities for school meal??

Effectiveness	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Very effective	6	40.0	12	50.0	13	92.9	31	58.5
Effective	9	60.0	11	45.8	1	7.1	21	39.6
Neither effective nor ineffective	0	0	1	4.2	0	0	1	1.9
Total Suppliers	15		24		14		53	

## PROBLEMS HAVE YOU EXPERIENCED WHILE DELIVERING FOOD ITEMS TO SCHOOL FOR SCHOOL MEAL

13.35 What problems have you experienced while delivering food items to school for school meal?

Problems	Total	
	#	%
The car/motorbike is broken	4	7.6
The road is difficult	21	39.7
The weight measurement is not correct	2	3.8
The weather is not good (heavy rain)	1	1.9
The school doesn't pay before COVID-19	1	1.9
The chef is not at school at the time delivery	1	1.9
Far	4	7.5
Difficult to find the commodities receiver	1	1.9
The school did not notify related to COVID-19	0	1.9
Total Suppliers	53	

13.36 Overall, what challenges have you experienced during tendering process for school meal?

Information	Total	
	#	%
Many competitor	6	11.3
Ask for cheapest price	10	18.9
After bidding, the commodities cost (price??) is increased	2	3.8
Gain small money	1	1.9
Difficult to meet	1	1.9
The other provide higher cost (price??)	1	1.9
The other provide cheapest cost (price??)	3	5.7
Don't understand about the bidding process	1	1.9
No respect of time	1	1.9
Total Suppliers	53	

## OVERALL SATISFACTION WITH THE SERVICE PROVIDED BY THE SCHOOL

13.37 Overall, how satisfied are you with the service provided by the school while delivering food commodities for the school meal programme?

Satisfaction	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Very satisfied	4	26.7	13	54.2	11	78.6	28	52.8
satisfied	11	73.3	9	37.5	3	21.4	23	43.4
Neither satisfied nor satisfied	0	0	2	8.3	0	0	2	3.8
Total Suppliers	15		24		14		53	

## MODE AND COST OF FOOD DELIVERY

13.38 During the school year 2019-2020, what means of transportation you usually used when delivering food commodities to school? (Multiple response, Mark as they apply)?

Mode	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Porter (carried on back)	1	6.7	0	0	0	0	1	1.9
Bicycle/motorcycle	14	93.3	24	100.0	13	92.9	51	96.2
Pick-up truck	3	20.0	2	8.3	5	35.7	10	18.9
Tuk tuk	2	13.3	0	0	1	7.1	3	5.7
Lorry	0	0	0	0	0	0	0	0
Public transport	0	0	0	0	0	0	0	0
Tractor	2	13.3	0	0	2	14.3	4	7.5
Total Suppliers	15		24		14		53	

13.39 During the school year 2019-2020, for what other services payment is required to deliver food commodities to school?

Services	Total	
	#	%
Transportation	49	92.5
Loading/unloading	2	3.8
Storage	0	0
Total Suppliers	53	

13.40 Who bears the cost of food delivery for school meal supply?

Who bears the cost	Total	
	#	%
Our business pays	52	98.1
School pays	1	1.9
Total Suppliers	53	

## CAPACITY BUILDING

13.41 Awareness about Home-Grown School Feeding Program.

Awareness	Total	
	#	%
Yes	48	90.6
No	5	9.4
Total Suppliers	53	

Note: Four suppliers in Kampong Thom and 1 in Siem Reap reported that they were not aware of home-grown school feeding programme.

### 13.42 Training, mentoring, and coaching received

Training, mentoring, and coaching received	Total staff # (min-max)	Total women staff # (min-max)	% Women
G3. Training received on <b>HGSF</b>	45 (0-12)	21 (0-7)	47%
G5. Training received on preparing bids for tender or any other trainings	27 (0-10)	15 (0-7)	56%
Training on nutrition	34 (0-10)	17 (0-7)	50%
Food quality	45 (0-20)	21 (0-10)	47%
Food handling	25 (0-2)	11 (0-1)	44%
Storage	25 (0-2)	10 (0-1)	40%
Quality transportation	36 (0-11)	18 (0-8)	50%
Total # of sample schools	53		

### 13.43 Did you or any of your staff receive training in the last two years on the Home-Grown School Feeding Programme (HGSF) from WFP or the Government?

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	13	86.7	3	12.5	3	21.4	19	35.8
No	2	13.3	21	87.5	11	78.6	34	64.2
Total Suppliers	15		24		14		53	

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

Staff	Kampong Chhnang		Kampong Thom		Siem Reap		Total trained	
	Sum	Mean	Sum	Mean	Sum	Mean	Sum	Mean
Total	27	2.08	15	5.0	3	1.0	45	2.37
Female	11	0.85	8	2.67	2	0.67	21	1.11
% of women	41%		53%		67%		47%	
Supplier who received training	13		3		3		19	

### 13.45 In the past two years, have you or your staff ever received any training on how to prepare bids for tender, or any similar training?

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	13	86.7	2	8.3	1	7.1	16	30.2
No	2	13.3	22	91.7	13	92.9	37	69.8
Total Suppliers	15		24		14		53	

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

Staff	Kampong Chhnang		Kampong Thom		Siem Reap		Total trained	
	Sum	Mean	Sum	Mean	Sum	Mean	Sum	Mean
Total	15	1.15	11	5.50	1	1.0	27	1.69
Female	7	0.54	7	3.50	1	1.0	15	0.94
% of women	50%		64%		100%		56%	
Supplier who received training	13		2		1		16	

13.47 Have you or any of your staff received any training on nutrition, food quality, food handling, storage, and quality transportation in the past two years from WFP or the Government?

Areas of training	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Yes#	%	Yes#	%	Yes#	%	Yes#	%
1. Nutrition	15	100.0	2	8.3	5	35.7	22	41.5
2. Food quality	15	100.0	3	12.5	5	35.7	23	43.4
3. Food handling	15	100.0	2	8.3	5	35.7	22	41.5
4. Storage	15	100.0	2	8.3	5	35.7	22	41.5
5. Quality transportation	15	100.0	3	12.5	5	35.7	23	43.4
Total Suppliers	15		24		14		53	

13.48 How many staff received any training on nutrition, food quality, food handling, storage, and quality transportation in the past two years from WFP or the Government from WFP or the Government? How many of them were women?

Areas of training	# suppliers	Total staff		Women staff		
		Sum	Mean	Sum	Mean	% of total
1. Nutrition	22	34	1.55	17	0.77	50%
2. Food quality	23	45	1.96	21	0.91	47%
3. Food handling	22	25	1.14	11	0.50	44%
4. Storage	22	25	1.14	10	0.45	40%
5. Quality transportation	23	36	1.57	18	0.78	50%

#### OVERALL SATISFACTION WITH THE TRAINING RECEIVED

13.49 How satisfied are you with the trainings you or your staff received on HGSF procurement process?

Satisfaction	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Very satisfied	5	33.3	11	45.8	7	50.0	23	43.4
satisfied	10	66.7	10	41.7	3	21.4	23	43.4
Neither satisfied nor satisfied	0	0	3	12.5	4	28.6	7	13.2
Total Suppliers	15		24		14		53	

#### CONFIDENCE TO HANDLE AND MANAGE FOOD PROCUREMENT PROCESS FOR SCHOOL MEAL

13.50 How confident are you or your business/organization is to handle and manage food procurement process for school meal?

Confidence	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Very confident	4	26.7	12	50.0	8	57.1	24	45.3
Confident	11	73.3	9	37.5	3	21.4	23	43.4
Neither confident nor not confident	0	0	3	12.5	3	21.4	6	11.3
Total Suppliers	15		24		14		53	

#### TRAINING NEEDS OF SUPPLIERS

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

Response	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	10	66.7	20	83.3	11	78.6	41	77.4
No	5	33.3	4	16.7	3	21.4	12	22.6
Total Suppliers	15		24		14		53	

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

Areas	Total	
	#	%
Storage	11	20.7
Planting techniques	24	45.3
New knowledge on crop	7	13.2
Packaging	4	7.5
Additional experience	6	11.3
Bidding	1	1.9
Animal raising technic	13	24.5
Commodities supply	4	7.5
Quality value	3	5.7
Fertilize use	1	1.9
Total Suppliers	53	

### INVOLVEMENT IN SCHOOL MEAL PROGRAM AND BUSINESS

13.53. Has your involvement with the school meal programme helped you expand your business?

Response	Total	
	#	%
Yes	52	98.1%
No	1	1.9%
Total Suppliers	53	100.0%

13.54 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply the fixed volume of commodity for the school meal programme and delivery of commodities as per the agreement.

Response	Total	
	#	%
There was a verbal/written agreement with the supplier to supply the <u>fixed volume commodity</u> (Yes)	25	47.2
Total Suppliers	53	
Was any commodity returned because the commodity was not delivered as per the agreement	0	0
Total Suppliers	25	

13.55 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply the commodity on time frame for the school meal programme and delivery of commodities as per the agreement

Response	Total	
	#	%
There was a verbal/written agreement with the supplier on <u>time frame</u> to supply commodity (Yes)	42	79.2
Total Suppliers	53	
Was any commodity returned because the commodity was not delivered as per the agreement	4	9.5
Total Suppliers	42	

13.56 For the school year 2019-2020, agreement (verbal or written) with the supplier/trader/middlemen/rice miller or farmer to supply commodity on specification for the school meal programme and delivery of commodities as per the agreement

Response	Total	
	#	%
There was a verbal/written agreement with the supplier on <u>commodity specification</u> to supply commodity (Yes)	26	49.1
Total Suppliers	53	
Was any commodity returned because the commodity was not as per the agreement*	1	3.8
Total Suppliers	26	

\*Only one delivery was returned because the bag arrived in poor condition (e.g., open/torn).

13.57 Delivery of food commodity to the school as per the 'monthly purchase order'.

Response	Total	
	#	%
Yes, delivered all food commodities as per the monthly purchase order	47	88.7
Yes, delivered most of the time as per the monthly purchase order*	6	11.3
Total Suppliers	53	

\*Note:

Only six suppliers reported they were not able to deliver all commodities to school as per the monthly order. All these six suppliers were from Kampong Chhnang. The reasons were:

3 reported that the time was too short to deliver the commodity.

2 suppliers reported specified commodity was not available on time in the market.

1 supplier reported the cost (I think this is price) increased.

One of these six suppliers reported that the commodity was returned by the school because the delivery was not as per the monthly purchase order.

13.58 Who bears the cost of food delivery for school meal supply?

Who bears the cost	Total	
	#	%
Our business pays	52	98.1
School pays	1	1.9
Total Suppliers	53	

## Annex 14: Farmer Survey Results

### 14.1 NUMBER OF FARMERS PARTICIPATING IN THE BASELINE SURVEY, BY PROVINCE (N=58)

#### 14.1 Number of farmers participating in the baseline survey, by province (n=58)

Agricultural Produce	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Total	%	No	%	No	%	No	%
Grains	12	80	31	61	8	16	51	88
Vegetables	8	53	32	65	9	90	49	85
Animals (swine and duck for eggs)	2	13	4	12	2	20	8	14
Fish	0	0	1	3	1	10	2	3
Total	15		33		10		58	

#### 14.2 Farmer Characteristics by Province

Characteristics	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
<b>Gender</b>								
Male	8	53.3	17	51.5	4	40.0	29	50.0
Female	7	46.7	16	48.5	6	60.0	29	50.0
<b>Respondent is</b>								
Head of the family	6	40.0	24	72.7	6	60.0	36	62.1
Spouse of the head	9	60.0	6	18.2	4	40.0	19	32.8
Other member is the head	0	0	3	9.1	0	0	3	5.2
<b>Age of the respondent</b>								
18-35 years or below	2	13.3	1	3.0	5	50.0	8	13.8
36-55 years or over	9	60.0	22	66.7	1	10.0	32	55.2
56 and over	4	26.7	10	30.3	4	40.0	18	31.0
<b>Age of the HH head</b>								
18-35 years or below	2	13.3	1	3.0	4	40.0	7	12.1
36-55 years or over	8	53.3	22	66.7	2	20.0	32	55.2
56 and over	5	33.3	10	30.3	4	40.0	19	32.8
<b>Respondent's Education</b>								
Primary	6	40.0	26	78.8	6	60.0	39	67.2
Secondary	8	53.3	4	12.1	3	30.0	15	25.9
Vocational training	0	0	1	3.0	0	0	1	1.7
Never attended school	1	6.7	2	6.1	1	10.0	3	5.2
<b>Total Farmers</b>	15		33		10		58	

## HOUSEHOLD INFORMATION

#### 14.3 Family size by Province

Characteristics	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Avg #	Min-max	Avg #	Min-max	Avg #	Min-max	Avg #	Min-max
Total family size	4.40	2-8	5.39	2-10	5.10	3-8	5.09	2-10
Female members	2.60	1-5	2.70	1-8	2.50	1-5	2.64	1-8
65 years and over age	0.60	0-2	0.42	0-2	0.10	0-1	0.41	0-2
65 years and over age females	0.40	0-1	0.30	0-2	0.0	0	0.28	0-2
14 years and below	1.0	0-3	1.12	0-5	0.80	0-3	1.03	0-5
14 years and below females	0.67	0-2	0.58	0-5	0.50	0-2	0.59	0-5
<b>Total Farmers</b>	15		33		10		58	

#### 14.4 Land ownership by Province

Characteristics	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Avg #	Min-max	Avg #	Min-max	Avg #	Min-max	Avg #	Min-max
Total land owned M2	20267	4000-40000	20516	583-50000	20860	600-35000	20511	583-50000
Total land suitable for crop production	14030	600-30000	11734	200-50000	18060	100-30000	13418	100-50000
Total Farmers	15		33		10		58	

#### 14.4 Farming status by Province

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Farming last year (2019): Yes	13	86.7	31	93.9	8	80.0	52	89.7
Farming this year (2020): Yes	14	93.3	33	100.0	10	100.0	57	89.7
Total Farmers	15		33		10		58	

Note: A total of six farmers did farming this year: 1 from Kampong Chhnang, 2 from Kampong Thom and 2 from Siem Reap did farming in 2020 while one farmer in Kampong Chhnang did not farm this year in 2020.

### GRAIN PRODUCTION AND SALES

#### 14.5 Grain and legume crops production: Area, volume of production and volume of sale (2020).

Name of crops	Crops grown		Area (... Khmer) under crop		Total production (KG)			Crops sold		Total volume of sale (KG)	
	#	%	Mean	Min-max	#farmers	Mean	Min-max	Yes #	%	Mean	Min-max
Rice	49	86.0	16047	100-49980	22	4915	500-14000	18	81.8	3783	500-10000
Corn	6	10.5	1873	10-5000	4	187.5	30-300	4	100.0	186	25-300
Beans	0	0	0	0	0	0	0	0	0	0	0
Peas	0	0	0	0	0	0	0	0	0	0	0
Cowpeas	19	33.3	201	5-500	17	157.0	10-800	16	94.1	160	10-800
Pigeon peas	0	0	0	0	0	0	0	0	0	0	0
Green grams	1	1.8	500	500	0	0	0	0	0	0	0
Total farmers	57										

#### 14.6 Rice sold to schools as part of school meal programme (2020).

Information	Sold (Yes)	
	#/Mean	%/Min-max
Sold as part of school meal program	8	44.4%
Volume of RICE crop sold as part of the school meal programme? (Kg)	2250KG	1000-2250KG
For how many years, you have been selling RICE as part of the school meal programme? Years	2 Years	1-3 Years
Did you sell RICE/PADDY to others other than for the school meal programme?	12	20.7
Volume of RICE crop you sold to others other than for school meal programme? Kg	3841 KG	1000-10000KG
Total farmers who sold rice in 2019-2020.	18	

Note: Only 8 farmers (44.4%) out of 18 farmers who sold rice in 2019-2020 sold rice as part of school meal programme in 2019-2020. Among total rice producers, this proportion is only 16.3% (8 out of 49).

## VEGETABLE PRODUCTION AND SALES

### 14.7 Vegetable crops production: Area, volume of production and volume of sale (2020).

Vegetables	Crops grown		Area (Sq meter) under crop		Total production (KG)			Crops sold		Total volume of sale (KG)	
	#	%	Mean	Min-max	#farmers	Mean	Min-max	Yes #	%	Mean	Min-max
Morning glory	43	87.8	274.6	5-2500	43	226.0	10-2400	43	100.0	188.3	10-1200
Pumpkin (yellow)	17	34.7	146.4	5-1000	16	65.6	25-200	16	100.0	61.9	10-200
Spinach	30	61.2	218.3	4-2000	29	160.6	8-900	29	100.0	148.6	5-900
Moringa	5	8.6	17.4	7-50	5	10.0	5-300	4	80.0	107.5	30-900
Long bean (green)	24	49.0	232.3	3-2000	23	154.8	5-800	22	95.7	151.3	4-800
Total farmers	49										

### 14.8 Vegetable sold to schools as part of school meal programme (2020).

Vegetables	Crop sold as To schools		Who did you sell to?		Total volume of sale (KG)			Sold to others other than SMP?		Total volume of sale (KG)		
	n	%	A trader/miller/middle men	School	# farmers	Mean	Mean-max	n	%	n	Mean	
Morning glory	43	74.1	33 (76.7%)	10 (23.3%)	43	167	2-2000	27	62.8%	27	114	
Pumpkin (yellow)	16	27.6	14 (87.5%)	2 (12.5%)	16	44	10-100	11	68.8%	11	45	
Spinach	29	50.0	21 (74.2%)	8 (27.6%)	29	84	7-500	20	69.0%	20	148	
Moringa	4	6.9	3 (75.0%)	1 (25.0%)	4	60	10-150	3	75.0%	3	73	
Long bean (green)	22	37.9	17 (77.3%)	5 (22.7%)	22	93	5-500	14	63.6%	14	120	
Total farmers	58		Among those who sold as part of SMP only								Among those who sold to others	

## ANIMAL PRODUCTION AND SALES

### 14.9 Animal production: Animals raised, number, and sale of animals (2020).

Animals	Animals raised		Number		Sell animals? Yes		Numbers sold			Value	
	#	%	Mean	Min-max	n	%	#farmers	Mean	Min-max	Mean	Min-max
Swine/pork	7	87.5%	30.3	1-100	3	42.9%	3	19.7	4-30	4773333	320000-800000
Duck (for eggs)	6	75.0%	635.8	4-3000	1	16.7%	1	20.0	20-20	400000	400000
Duck egg	3	37.5%	95466.7	5000-276000	3	100.0%	3	95400	4800-95400	40552500	270000-40552500
Total farmers	8		Among whom raised				Among those who sold				

Sale of animal as part of school meal programme (2020).

\*None of the farmers sold swine/pork as part of school meal programme.

\*One 3 farmer sold duck eggs as part of school meal programme.

\*All these three of these farmers sold to a trader/miller/supplier/middleman to sell duck eggs as part of school meal programme.

## GRAIN (CEREALS AND LEGUMES) CROPS

### 14.10 Area used to produce grain and legume crops this year (2020) by Province

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	Avg #	Min-max	Avg #	Min-max	Avg #	Min-max	Avg #	Min-max
Total land used to grow grain and legume crops in 2020 M2	15352	900-30000	16176	0-50000	16050	0-30000	12622	13340
Total Farmers	14		33		10		57	

### 14.11 Grain and legume crops production: Area, volume of production and volume of sale (2020).

Name of crops	Crops grown		Area (... Khmer) under crop		Total production (KG)			Crops sold		Total volume of sale (KG)	
	#	%	Mean	Min-max	#farmers	Mean	Min-max	Yes #	%	Mean	Min-max
Rice	49	86.0	16047	100-49980	22	4915	500-14000	18	81.8	3783	500-10000
Corn	6	10.5	1873	10-5000	4	187.5	30-300	4	100.0	186	25-300
Beans	0	0	0	0	0	0	0	0	0	0	0
Peas	0	0	0	0	0	0	0	0	0	0	0
Cowpeas	19	33.3	201	5-500	17	157.0	10-800	16	94.1	160	10-800
Pigeon peas	0	0	0	0	0	0	0	0	0	0	0
Green grams	1	1.8	500	500	0	0	0	0	0	0	0
Total farmers	57										

### 14.12 Rice sold to schools as part of school meal programme (2020).

Information	Sold (Yes)	
	#/Mean	%/Min-max
Sold as part of school meal program	8	44.4%
Volume of RICE crop sold as part of the school meal programme? (Kg)	2250KG	1000-2250KG
For how many years, you have been selling RICE as part of the school meal programme? Years	2 Years	1-3 Years
Did you sell RICE/PADDY to others other than for the school meal programme?	12	20.7
Volume of RICE crop you sold to others other than for school meal programme? Kg	3841 KG	1000-10000KG
Total farmers who sold rice in 2019-2020.	18	

Note: Only 8 farmers (44.4%) out 18 farmers who sold rice in 2019-2020 sold rice as part of school meal programme in 2019-2020. Among total rice producers, this proportion is only 16.3% (8 out of 49).

## CONTRACTUAL AGREEMENT, MODE AND FREQUENCY OF DELIVERY

### 14.13 Who did you sell rice as part of school meal programme (2020)?

Information	Response	
	#	%
Who did you sell rice (as part of school meal programme)		
A trader/miller/retailer/middlemen/wholesaler	7	87.5
Directly supplied to school	1	12.5
Total farmers who sold rice in 2019-2020 as part of school meal programme.	8	

Note: Among 8 farmers who sold rice as part of school meal programme, 7 (87.5%) sold rice/paddy to traders/millers/middlemen/wholesaler. Only one of the reported that the rice was directly supplied to school.

### 14.14 Was there a verbal or written agreement with the buyer (trader/miller/retailer/middlemen/wholesaler/school) of rice?

Information	Sold (Yes)	
	#/Mean	%/Min-max
Yes, there was a verbal or written agreement with the buyer	2	25%
No, there was no verbal or written agreement with the buyer	6	75.0
Total farmers who sold rice in 2019-2020 as part of school meal programme.	8	

### 14.15 Vegetable crops production (2020).

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	8	53.3	32	97.1	9	90.0	49	84.5
No	7	46.7	1	3.0	1	10.0	9	15.5
Total Farmers	15		33		10		58	

### 14.16 Vegetable crops production: Area, volume of production and volume of sale (2020).

Vegetables	Crops grown		Area (Sq meter) under crop		Total production (KG)			Crops sold		Total volume of sale (KG)	
	#	%	Mean	Min-max	#farmers	Mean	Min-max	Yes #	%	Mean	Min-max
Morning glory	43	87.8	274.6	5-2500	43	226.0	10-2400	43	100.0	188.3	10-1200
Pumpkin (yellow)	17	34.7	146.4	5-1000	16	65.6	25-200	16	100.0	61.9	10-200
Spinach	30	61.2	218.3	4-2000	29	160.6	8-900	29	100.0	148.6	5-900
Moringa	5	8.6	17.4	7-50	5	10.0	5-300	4	80.0	107.5	30-900
Long bean (green)	24	49.0	232.3	3-2000	23	154.8	5-800	22	95.7	151.3	4-800
Total farmers	49										

### 14.17 Vegetable sold to schools as part of school meal programme (2020).

Vegetables	Crop sold as smp		Who did you sell?		Total volume of sale (KG)			Sold to others other than SMP?		Total sale (KG)
	n	%	A trader/miller/middlemen	School	# farmers	Mean	Mean-max	n	%	n
Morning glory	43	74.1	33 (76.7%)	10 (23.3%)	43	167	2-2000	27	62.8%	27
Pumpkin (yellow)	16	27.6	14 (87.5%)	2 (12.5%)	16	44	10-100	11	68.8%	11
Spinach	29	50.0	21 (74.2%)	8 (27.6%)	29	84	7-500	20	69.0%	20
Moringa	4	6.9	3 (75.0%)	1 (25.0%)	4	60	10-150	3	75.0%	3
Long bean (green)	22	37.9	17 (77.3%)	5 (22.7%)	22	93	5-500	14	63.6%	14



#### 14.22 Delivery of Vegetables.

Vegetables	Farmers who delivered	How delivered?	
		I delivered to buyer (n, %)	Buyer come to pick up (n, %)
Morning glory	16	4 (25.0%)	12 (75.0%)
Pumpkin (yellow)	7	1 (14.3%)	6 (85.7%)
Spinach	10	2 (20.0%)	8 (80.0%)
Moringa	1	0 (0.0%)	1 (100.0%)
Long bean (green)	6	0 (0.0%)	6 (100.0%)
Total farmers	Among those who has a contract		

#### 14.23 Mode and Cost of Delivery of Vegetables.

Vegetables	Farmers who delivered	Mode of delivery?			Was the cost of delivery cheap or expensive?		
		Porter (carried on back)	Bicycle/motorcycle	Others	Cheap	Neither cheap nor expensive	Expensive
Morning glory	16	3 (18.8%)	12 (75.0%)	1 (6.3%)	3 (18.8%)	13 (81.3%)	0 (0.0%)
Pumpkin (yellow)	7	2 (28.6%)	5 (71.4%)	0 (0.0%)	1 (14.3%)	6 (85.7%)	0 (0.0%)
Spinach	10	3 (30.0%)	5 (71.4%)	0 (0.0%)	2 (20.0%)	8 (80.0%)	0 (0.0%)
Moringa	1	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100.0%)	0 (0.0%)
Long bean (green)	6	0 (0.0%)	6 (100.0%)	0 (0.0%)	1 (16.7%)	5 (83.3%)	0 (0.0%)
Total farmers	Among those who had delivered						

### ANIMAL PRODUCTION

#### 14.24 Animal Production.

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	2	13.3%	4	12.1%	2	20.0%	8	13.8%
No	13	86.7%	29	87.9%	8	80.0%	50	86.2%
Total Farmers	15		33		10		58	100.0

#### 14.25 Animals raised, number, and sale of animals (2020).

Animals	Animals raised		Number		Sell animals? Yes		Numbers sold			Value	
	#	%	Mean	Min-max	n	%	#farmers	Mean	Min-max	Mean	Min-max
Swine/pork	7	87.5%	30.3	1-100	3	42.9%	3	19.7	4-30	4773333	320000-8000000
Duck (for eggs)	6	75.0%	635.8	4-3000	1	16.7%	1	20.0	20-20	400000	400000
Duck egg	3	37.5%	95466.7	5000-276000	3	100.0%	3	95400	4800-95400	40552500	2700000-40552500
Total farmers	8		Among whom raised				Among those who sold				

## FISH FARMING

### 14.26 Fish Production.

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	0	0%	1	3.0%	1	10.0%	2	3.4%
No	15	100.0%	32	97.0%	9	90.0%	56	96.6%
Total Farmers	15		33		10		58	100.0

## INFORMATION SOURCE

14.27 During the school year 2019-2020, did you sell commodities to the trader or school through a competitive bidding? By Province.

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes, sold through a competitive bidding	1	6.7	5	15.2	10	100.0	16	27.6
No	14	93.3	28	84.8	0	0	42	72.4
Total Farmers who sold any commodity in 2019-2020	15		33		10		58	

14.28 Source of information about the tender used by farmers, by Province.

Information	Total	
	#	%
School and commune public bill board	3	18.8
Bid announcement banner	1	6.3
Public space announcement	1	12.5
Through local bid committee	6	37.5
Facebook	0	0
Public speakers	0	0
Through other villagers	5	31.3
From students etc.	2	12.5
School and commune public bill board	1	6.3
Suppliers	8	50.0
Total farmers who sold any commodity in 2019-2020 through competitive bidding	16	

14.29 Awareness of the process and rules for preparing a bid for the tender for school supply.

Information	Total	
	#	%
Yes, I was aware	6	37.5
No	10	62.5
Total farmers who sold any commodity in 2019-2020 through competitive bidding	16	

14.30 Commodities sold to traders or school(s) through a competitive tender?

Information	Total	
	#	%
Rice	2	12.5
Vegetables	13	81.3
Fish	1	1.7
Meat (Pork)	0	0
Eggs	0	0
Total farmers who sold any commodity in 2019-2020 through competitive bidding	16	

**CAPACITY BUILDING**

14.31 Awareness about home-grown school feeding programme.

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes, I am aware	10	66.7	26	78.8	8	80.0	44	75.9
No	5	33.3	7	21.2	2	20.0	14	24.1
Total Farmers	15		33		10		58	

14.32 Did you or any of your family/household members receive any training in the last two years on the Home-Grown School Feeding Programme (HGFS) from WFP/Government?

Information	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	1	10.0	13	50.0	0	0	14	31.8
No	9	90.0	13	50.0	8	100.0	30	68.2
Total Farmers who were aware of HGFS.	10		33		8		44	

14.33 How many family/household members received training in the last two years on the Home-Grown School Feeding Programme (HGFS) from WFP/Government?

Information	Total		
	Total	Mean/HH	Min-max
Total	25	1.79	1-4
Females	16	1.14	0-3
Total Farmers who received HGFS training	14		

Note: Of the total family members who received training, 64% (16 out of 25) were female family members.

14.34 Training, mentoring, and coaching received by family members

Training, mentoring, and coaching received	Total family members # (min-max)	Total women # (min-max)	% Women
Training received on HGFS	25	16 (0-3)	64%
Training on how to prepare bids for tender	5	3 (0-1)	60%
<b>Other Trainings</b>			
Safe food production	18	13 (0-3)	72.2%
Food safety and safety handling	14	12 (0-3)	85.7%
Good agricultural practices	14	12 (0-3)	85.7%
Participatory guarantee systems	4	3 (0-1)	75.0%
Organic standards	9	8 (0-3)	88.9%
Post-harvest handling of food	8	6 (0-1)	75.0%
Proper storage of food	12	10 (0-3)	83.3%
Food quality and food quality standards	6	6 (0-3)	100.0%
Food marketing	7	6 (0-2)	85.7%
Proper transportation of food	9	8 (0-1)	88.9%
Total # of sample farmers	58		

14.35 Did you or your family/household members receive training in the following toolkit areas?

Information	Total (among those who received HGSF training)		Out of Total 58 farmers
	#	%	%
Safe food production	12	85.7	20.7
Food safety and safety handling	10	71.4	17.2
Good agricultural practices	11	78.6	19.0
Participatory guarantee systems	4	28.6	6.9
Organic standards	7	50.0	12.1
Post-harvest handling of food	7	50.0	12.1
Proper storage of food	8	57.1	13.8
Food quality and food quality standards	4	28.6	6.9
Food marketing	6	42.9	10.3
Proper transportation of food	9	64.3	15.5
Total Farmers who received HGSF training	14		Of 58 farmers

14.36 Number of family members (total and female) who received training in various toolkit areas.

Information	Total (among those who received HGSF training)			Total women (among those who received HGSF training)			% female
	Sum	Mean	Min-Max	Sum	Mean	Min-Max	
Safe food production	18	1.50	1-3	13	1.08	0-3	72.2%
Food safety and safety handling	14	1.40	1-3	12	1.20	0-3	85.7%
Good agricultural practices	14	1.27	1-3	12	1.09	0-3	85.7%
Participatory guarantee systems	4	1.00	1-1	3	0.75	0-1	75.0%
Organic standards	9	1.29	1-3	8	1.14	0-3	88.9%
Post-harvest handling of food	8	1.14	1-2	6	0.86	0-1	75.0%
Proper storage of food	12	1.50	1-3	10	1.25	1-3	83.3%
Food quality and food quality standards	6	1.50	1-3	6	1.50	1-3	100.0%
Food marketing	7	1.17	1-2	6	1.0	0-2	85.7%
Proper transportation of food	9	1.0	1-1	8	0.89	0-1	88.9%
Total Farmers who received HGSF training	14						

14.37 In the past two years, have you or any of your family/household member ever received any training on how to prepare bids for tender?

Training to prepare bids	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	1	6.7	4	12.1	0	0	5	8.6
No	14	93.3	29	87.9	10	100.0	53	91.4
Total Farmers	15		33		10		58	

Note: A total of 5 family members had received training on how to prepare bids for tender. Among them, 3 were females and 2 were males.

14.38 How confident are you to handle and manage food procurement process for school meal?

Training to prepare bids	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Very confident	1	6.7	28	84.8	3	30.0	32	55.2
Confident	13	86.7	4	12.1	7	70.0	24	41.4
Neither confident nor not	1	6.7	1	3.0	0	0	2	3.4
Total Farmers	15		33		10		58	

Note: Farmers in all three provinces report confidence to handle and manage food procurement process for school meals.

## TRAINING NEEDS

14.39 Do you think you or your family members need further training to effectively handle and manage food procurement process for school meal?

Training to prepare bids	Kampong Chhnang		Kampong Thom		Siem Reap		Total	
	#	%	#	%	#	%	#	%
Yes	5	33.3	29	87.9	6	60.0	40	69.0
No	10	66.7	4	12.1	4	40.0	18	31.0
Total Farmers	15		33		10		58	

14.40 In what areas do you expect more trainings to you or your family members to effectively handle and manage food procurement process for school meal?

Learning materials	Total (among those who reported training is needed for them)	
	n	%
Vegetable planting techniques	17	42.5
Techniques of raising (fast growing) animals	12	30.0
Techniques of raising fish (fast growing)	7	17.5
New experience of farming	11	27.5
Knowledge on food management	3	7.5
How to take care vegetable	14	35.0
Techniques of mushroom planting	1	2.5
How to make composted fertilizer	5	12.5
Those Farmers who reported training is needed for them	40	

14.41 Your involvement with the school meal program has helped increase the production of your enterprise. Do you strongly agree, agree, disagree, or strongly disagree with this statement?

Training to prepare bids	Total	
	#	%
Strongly agree	38	65.5
Agree	19	32.8
Neither agree nor disagree	1	1.7
Total Farmers	58	

Note: Almost all farmers believe that their involvement with the school meal program has helped increase the production of your enterprise.

14.42 Your involvement with the school meal program has helped increase the total income of your household?

Training to prepare bids	Total	
	#	%
Strongly agree	37	63.8
Agree	19	32.8
Neither agree nor disagree	2	3.4
Total Farmers	58	

Note: Almost all farmers believe that their involvement with the school meal program has helped increase the total income of your household.

14.43 Did COVID-19 affect your overall household income??

Training to prepare bids	Total	
	#	%
Yes	53	91.4
No	5	8.6
Total Farmers	58	

Note: 91.4 percent of the farmers reported that their overall household income was affected by COVID-19. Additional result shows that all of them (n=53) reported that COVID-19 has decreased their overall household income.

14.44 Annual household income (Riel) reported.

Information	Kampong Chhnang	Kampong Thom	Siem Reap	Total
Mean income	15,706,667	8,756,060	11,700,000	11,061,207
Median income	14,000,000	6,000,000	12,000,000	10,000,000
Min-max	4,000,000-40,000,000	2,000,000-32,850,000	9,000,000-15,000,000	2,000,000-40,000,000
Total Farmers	15	33	10	58

## Annex 15: LRP Performance Management Plan Baseline Summary

Activity	Indicator	Baseline Values	End of Project Target
			<b>2023</b>
Cash transfers to support the HGSF Programme <sup>45</sup>	Average number of school days per month on which multi-fortified or at least 4 food groups were provided	Schools reported serving at least 4 food groups or fortified rice during school meals <b>XX</b>	20
	Number of individuals benefiting indirectly from USDA funded interventions	0	26,459
	Number of individuals participating in USDA food security programs	0	21,881
	Number of schools reached as a result of USDA assistance	0	71
	Number of USDA social assistance beneficiaries participating in productive safety nets	0	20,789
	Percent of HGSF orders delivered on time as per contract	90.3%  Out of the 93 assessments in the survey, 84 (90.3%) reported on time deliveries all the time with the remainder reporting on time deliveries most of the time.	85
	Percent of HGSF supplier contracts signed before the start of the school year	91%  (10 of 11 contracts signed before school year start).	75
	Percentage of HGSF deliveries rejected due to poor quality as reported by schools	0  (no quality rejection reported among 11 LRP case schools with local supplier contracts)	3
Strengthen capacity of HGSF stakeholders on procurement mechanisms	Cost of commodity (USD) procured as a result of USDA assistance	Prior to the start of the LRP suppliers recorded average of USD 4,789 per supplier (n=53) and an average of USD 5,641 per school (n=45). School side data for commodity cost not available.	369,275
	Number of individuals trained in HGSF implementation, including procurement process and procedures as a result of USDA assistance	0  No one has yet been trained under LRP however 43% of sampled suppliers and 40% of sampled farmers have been trained through other means of support (USDA)	192
	Number of local suppliers for HGSF program contracted	0  Prior to the start of LRP 11 schools report contracting suppliers. 53 suppliers in sample.	35

<sup>45</sup> for LRP although individuals have received trainings or kits from HGSF trainings in targeted provinces and some schools have begun to contract suppliers.

	Number of toolkits distributed as a result of USDA assistance	107	1,136
	Quantity of commodity procured (MT) as a result of USDA assistance	Prior to the start of the LRP, 333,367 kg commodities reported by 53 suppliers delivering to 45 schools	254
Strengthen national institutional capacities and systems	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USAD assistance: Stage 1: Analysed Stage 2: Drafted and presented for public stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage Stage 5: Passed for which implementation has begun	0	0
	Value of new USG commitments and new public and private sector investments leveraged by USDA to support food security and nutrition	0	10,508
Technical assistance to producers and suppliers to strengthen HGSF market engagement	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	0	600
	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	0	900
	Value of sales of farms and firms receiving USDA assistance	Not recorded in baseline	30
	Volume of commodities sold by farms and firms receiving USDA assistance	0 Prior to the start of the LRP the surveyed farmers reported a total of 160 Kg of grains and legumes, 657 Kg of vegetables, and 2250 Kg of rice. No protein was sold to schools by farmers.	30
LRP 1.3.2.2: Increased Value Added to Post-Production Agricultural Products	LRP INDICATOR 9: Total increase in installed storage capacity (dry or cold storage) as a result of USDA assistance <sup>46</sup>	69% of LRP case schools reported having storage capacity versus 43% of comparison schools.	

<sup>46</sup> From LRP Indicator Definition Document

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