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Decentralized Evaluation

Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education Programme for WFP Cambodia (Agreement Number: FFE-442-2016/015-00)

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Executive Summary

1. This report is the endline evaluation of the United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education programme implemented by World Food Programme (WFP) and partners in Cambodia (FY 2017-2019) (FFE-442-2016/015-00). This activity evaluation is commissioned by the WFP Cambodia Country Office (CO) and is based on the Terms of Reference provided by WFP Cambodia (Annex 1). The endline evaluation covers the period from September 2016 to August 2019. The McGovern-Dole programme is a continuation of the previous phase (2013-2016), which was itself a continuation of support from 2010. The programme is implemented in three provinces of Cambodia: Battambang (BTB), Siem Reap (SRP) and Kampong Thom (KTM) all of which received support in the previous phase of the programme.

2. The purpose of the endline evaluation is to critically and objectively review the programme implementation since the 2017 baseline to assess whether targeted beneficiaries received services as expected, while assessing whether the project met its stated goals and objectives. The main objectives of the evaluation are:

- **Accountability:** To assess and report on the performance and results of all the McGovern-Dole grant funded activities as per the Performance Monitoring Plan (PMP).
- **Learning:** To determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making.

3. The main expected users for this evaluation report include USDA, the CO, its main implementing partner the Ministry of Education, Youth and Sport (MoEYS) and the other implementing partners World Vision (WV), Plan International (Plan), World Education Incorporated (WEI) and Kampuchean Action for Primary Education (KAPE).

4. As per the original design of the programme, during 2017-2019 WFP has continued to hand over the McGovern-Dole programme to the MoEYS as per the Roadmap of 2015, with a view to ensuring national ownership of the programme by 2021. This transition included moving away from the traditional school meals comprised mainly of USDA donated commodities, to a Home-Grown School Feeding (HGSF) model, including using a HGSF-hybrid model, using both locally purchased and externally sourced food. WFP is also reducing WFP's THR activities as planned as the government takes them over.

5. Cambodia has improved primary school enrolment and attendance in recent years and reducing gender disparities in education. The main challenge now is primary school completion. Although both repetition and dropout rates have steadily declined in the last five years,¹ they remain a key concern to MoEYS. Food security and undernutrition also remain important public health concerns, with a recent study² finding that the overall dietary intake of school children did not meet the local recommended dietary allowances.

Methodology

¹ Final Draft Education Strategic Plan 2019-2023, MoEYS, May 2019.

² Horiuchi, Y et al (2019) Urban-rural differences in nutritional status and dietary intakes of school-aged children in Cambodia. *Nutrients*. 2019 Jan; 11(1):14.

6. The evaluation was designed to assess the 2017-2019 McGovern-Dole programme against each of the OECD-DAC evaluation criteria, with a focus on effectiveness, impact and sustainability since this is an endline evaluation. The planned transition to government ownership means that this evaluation has a strong focus on the sustainability aspect to see whether the plans for government ownership are feasible. Similarly, the evaluation is interested in assessing the impact of the programme to provide evidence to the government that school feeding is a worthwhile investment. The evaluation was designed to answer four main questions: How appropriate is the programme? What are the results of the programme? How and why has the programme achieved its results? And how sustainable is the programme?

7. In order to respond to these questions, the evaluation used a theory-based, gender-responsive and participatory approach, the same as used during the 2017 baseline. The evaluation design is quasi-experimental case-control (comparison) as per the baseline. The evaluation methodology used mixed methods, including secondary document review, qualitative interviews and focus group discussions with a range of stakeholders, and a quantitative endline survey to enable comparison of results against the baseline. The evaluation was conducted during July-August 2019.

Key Findings

Evaluation question 1: How appropriate is the programme?

8. The evaluation of the previous phase (2013-2016) established that the range of activities were appropriate, and that remains the case. The main issues that were highlighted during the baseline were that the modality of food procurement followed by WFP (food imported/donated from the US) was not sustainable once the government took over the implementation of the programme, and that food-based take-home rations did not align with the government's preference to provide cash-based support. To this end, over the 2017-2019 period, WFP has made substantial effort to work with the MoEYS to find a more appropriate SF model for government ownership.

9. WFP has continued to be instrumental in supporting policy development in Cambodia during this phase, on many relevant areas including food and nutrition security, social protection, school health and school feeding. The McGovern-Dole programme is therefore designed to align with government policies and strategies, and with WFP's own corporate guidance. The programme also aligns with several SDGs, most notably SDGs 2, 4 and 17. The literacy objective of McGovern-Dole also aligns well with the government's new Education Strategic Plan and with the new WFP Corporate Results Framework which aims to ensure that education quality (literacy) is improved.

Evaluation question 2: What are the results of the programme?

10. The main strategic objective (SO1) of the programme is to increase the number of children who at the end of Grade 2 are able to read grade level text. During 2017-2019, WEI and KAPE implemented several literacy-related activities and their end of programme assessment found that early grade reading improved from 23.8 percent in SY2017/18 to 30.5 percent in SY2018/19. This is a significant improvement over a short period. As well as being effective, the literacy activities have been implemented very efficiently, with a small number

of WEI staff collaborating with the MoEYS at all levels to ensure that teacher training was completed with the appropriate materials, and then followed up in class.

11. The second programme SO is to improve the use of health and dietary practices. To do this, the programme provides infrastructure support to increase practices such as handwashing with soap, using clean latrines, and drinking clean water. The McGovern-Dole programme also includes training on good nutrition to help children and parents make sound dietary decisions. All these activities are intended to contribute to reducing health-related absence from school. The ET is confident that the provided training, along with a clean school environment are sound starting points for good health for the school children. Further, the continued support to infrastructure development during this phase was a good use of USDA resources, to ensure that all the USDA-supported schools provide children with an appropriate and healthy learning environment.

12. This phase has also seen improvement in school enrolment rates, and most stakeholders indicated that the presence of school meals plays a role in regular student attendance. MoEYS data indicates that dropout rates were lower in USDA-supported schools (4.9 percent vs. 6.0 percent) and completion rates were higher (81.3 percent vs. 80.1 percent) although these differences may not be statistically significant. Girls in both categories of schools performed better than boys, with more girls being promoted, and less girls repeating grades or dropping out of school.

13. Aside from the above, the evaluation found that the McGovern-Dole programme has been effective at improving children's access to food, improving parental understanding on the benefits of primary education, improving school feeding related infrastructure in the USDA-supported schools and promoting parental/community engagement in the programme. The endline surveys were also able to establish other differences between USDA-supported schools and comparison schools, presumably as a result of the programme. These include reduced hunger in class and reduced inattentiveness (which are positively correlated). The evaluation also indicates that the programme saves parents time and money, enabling them to spend more time on livelihood activities. The ET also recognize that the McGovern-Dole programme promotes equal participation in the programme for boys and girls, by providing scholarships for both, ensuring gender separated latrines are present in schools, and providing all students with training on various topics. However, the issue of inadequate remuneration for the school cooks, almost all of whom are women, is an ongoing concern. Although both WFP and the MoEYS are aware of this issue, the gender transformative potential that the programme could bring to the cooks, is yet to be realized.

Evaluation question 3: Why and how has the operation produced the observed results?

14. The evaluation identified several internal and external factors that have been instrumental to the achievement of the programme results, as shown below.

- **Internal factors:** Long term engagement between WFP and partners, strong programme management and technical capacity, strong logistic/supply chain support and technical support from RBB. High capacity of implementing partners, strong monitoring systems, and use of programme funds to support research, visits and workshops.

- **External factors:** Collaboration with MoEYS, Government commitment to school feeding and literacy programmes, support from other donors, capacity and turnover of MoEYS personnel, and unclear regulations on the use of Commune Development Funds.

Evaluation question 4: How sustainable is the programme moving forward?

15. During the 2017-2019 period, the MoEYS has undertaken several pieces of work with the support of WFP, to clarify its position on school feeding. As a result, the government is now clearly articulating its preference for cash-based programming (scholarships) and for a HGSE model as it benefits the local economy. The government is also now demonstrating a stronger commitment to build and own a national school meals programme. The evaluation identified a significant change in the lexicon of MoEYS representatives since baseline, with many representatives now recognising school feeding as an important social assistance instrument, especially for households in areas experiencing food insecurity and poor educational outcomes. This growing government commitment to school feeding, culminated in the government developing a concept note for MoEYS implementation of school feeding activities in 205 schools in six provinces³, including schools in two provinces where the USDA McGovern-Dole programme is currently implemented: SRP (31 schools) and BTB (32 schools). In total, the project will cost at least USD 2 million per year. This proposal was recently accepted by the Prime Minister's Office and MoEYS is now planning to start implementation at the start of the next school year (SY2019/20). Overall, the evaluation team estimates that capacity of the government to implement school feeding programmes has increased from SABER Level 1 (latent) at baseline to SABER level 2 (emerging).

³ Banteay Meanchey, Kampong Cham, Siem Reap, Battambang, Preah Vihear and Stoeung Traeng

Overall conclusions

16. **Relevance:** During this phase, the government clearly stated their preference for a HGSF approach and WFP has piloted several HGSF models to help the government decide which aspects they would like to continue in a nationally owned programme. WFP is now appropriately transitioning all the USDA-supported schools to a HGSF model to align with the government's preference and with the agreed national transition plan.

17. **Efficiency:** USDA provided USD 15 million in funding for this phase of programming, 25 percent less than the previous phase. This is indicative of the transition of the programme to national ownership and reduction in programme implementation requirements, and a greater focus on capacity strengthening activities, which generally require less funds. WFP and partners have implemented the majority of the planned activities, with some capacity building activities ongoing that will be completed during a no cost extension period to March 2020. Aside from those activities, all others have been completed in a timely manner.

18. **Effectiveness:** The programme has effectively improved school enrolment rates, and most stakeholders indicated that the presence of school meals plays a role in regular student attendance. MoEYS EMIS data indicates that dropout rates were lower in USDA-supported schools (4.9 percent vs. 6.0 percent) and completion rates were higher (81.3 percent vs. 80.1 percent). Girls in both types of schools performed better than boys, with more girls being promoted, and less girls repeating grades or dropping out of school. The programme has contributed to increased school enrolment, increased community engagement in school activities and increased access to food, reducing hunger and inattentiveness in class.

19. **Impact:** For each programme activity, outputs have contributed to expected outcomes and it is clear that SO1 - improved literacy - has been achieved, as the percentage of children able to read and comprehend grade level text has increased. Similarly, the effectiveness of the SO2 activities have contributed to producing a healthy and conducive learning environment in schools. The differences noted from the MoEYS EMIS data between USDA-supported and comparison schools in completion and dropout, and the improved literacy rates found by WEI indicate the potential of the McGovern-Dole programme to have long-term impacts on the level of education achieved by children in this programme. The evaluation also found a significant difference in hunger (reduced) and attentiveness (improved) in USDA-supported schools compared with the counterfactual. The evaluation also found that total inattentiveness in class was significantly positively correlated with total percent reported hungry in class.⁴ If the MoEYS take on all aspects of the programme, including the provision of school meals, and literacy activities and expand it to other areas, there is therefore great potential for improving the school standards and education outcomes for school children in Cambodia.

20. **Sustainability:** The evaluation commends WFP and MoEYS on the significant progress made during 2017-2019 on transitioning school feeding activities to national ownership. The upcoming implementation of the new McGovern-Dole Grant (FY2020-2024) and the new USDA Local and Regional Procurement grant over the same period, provides a more feasible

⁴ Correlation (r)=0.378 – a medium correlation, p<0.001 (two tailed)

time period (to 2025) for the MoEYS to take full ownership of the school meals programme and gain sufficient additional capacity in the HGSF model to implement the programme.

Recommendations

- **Strategic recommendations**

Recommendation 1: The Cambodia programme has shown that school feeding can provide a efficient and effective platform to support improvements in literacy, the ET therefore recommend that WFP Headquarters advocate for the expansion of literacy activities into non-McGovern-Dole school feeding programmes to align with the timeline of the new WFP CRF.

Recommendation 2: The new WFP Strategic Plan outlines a transition in role for WFP from project implementation to enabler. As such, WFP Headquarters should develop programming tools to guide Country Offices on how best to carry out this transition before the end of the timeline of the current Strategic Plan.

- **Operational recommendations**

Recommendation 3: WFP Cambodia, with support from WFP RBB and the WFP Office of School Feeding in headquarters as required, should continue to collaborate with MoEYS over the next phase to provide capacity building support for the implementation of a nationally owned HGSF programme.

Recommendation 4: WFP Cambodia, together with the MoEYS and MEF should undertake a comprehensive costing exercise within the next 12 months to obtain sufficient information to determine appropriate levels of national funding for school feeding.

Recommendation 5: WFP Cambodia together with the MoEYS, implementing partners and other stakeholders as appropriate should ensure that the transition plan is well documented and disseminated at sub-national level within the next 12 months.

Recommendation 6: WFP Cambodia and the MoEYS should continue to work together to ensure that the MoEYS's programme monitoring capacity is adequate in the programme locations targeted for government implementation by the end of the next phase of McGovern-Dole programming.

1 Introduction

1. This report is the endline evaluation of the United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education programme implemented by World Food Programme (WFP) and partners in Cambodia (FY2017-2019) (FFE-442-2016/015-00). This activity evaluation is commissioned by the WFP Cambodia Country Office (CO) and is based on the Terms of Reference (ToR) provided by WFP Cambodia (Annex 1). The endline evaluation covers the period from September 2016 to August 2019.
2. This McGovern-Dole programme is a continuation of the previous phase (2013-2016), which was itself a continuation of support from 2010. The programme provides one school meal per day to pre-primary and primary school students in three provinces of Cambodia: Battambang (BTB), Siem Reap (SRP) and Kampong Thom (KTM). The programme also provides food scholarships (take home rations - THR) to girls and boys from vulnerable households as an incentive to keep them in school. Along with the provision of the school meal and THR, the programme includes several other activities to improve literacy of school children, improve the school environment, and educate parents and children in health and nutrition. The activities are described in more detail in the Section 1.2. The scope of the evaluation is all activities implemented through the McGovern-Dole programme including the provision of a school meals programme (SMP) and THR and the complementary activities outlined above in the programme overview. In addition, all the processes related to the design, implementation, resourcing, monitoring, evaluation, and reporting of these activities are included, as relevant, to answer the evaluation questions.
3. The main objectives of the evaluation are:
 - **Accountability:** To assess and report on the performance and results of all the McGovern-Dole grant funded activities as per the Performance Monitoring Plan (PMP).
 - **Learning:** To determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making.
4. The evaluation team (ET) has followed the performance of this programme since July 2017 when the endline for the previous phase and the baseline of the current phase were conducted at same time.⁵ The same ET then conducted the mid-term review (MTR) in 2018.⁶ The purpose of the endline evaluation is now to critically and objectively review the programme implementation since the baseline to assess whether targeted beneficiaries received services as expected, while assessing whether the project met its stated goals and objectives.
5. The evaluation is designed to answer four main questions:
 - How appropriate is the programme?

5 Dunn, S. et al (2017) Baseline Report for WFP Cambodia and the USDA/McGovern Dole Food for Education Programme 2017-2019.

6 Dunn, S., Silvéreano, J & Sin, S. (2018) Mid-term review of USDA McGovern-Dole Grant FFE-442-2016/015-00 for WFP School Feeding in Cambodia covering school years 2016/17 and 2017/18

- What are the results of the programme?
- How and why has the programme achieved its results?
- How sustainable is the programme?

6. There are many expected users for this final endline evaluation report including USDA, the CO, its main implementing partner the Ministry of Education, Youth and Sport (MoEYS) and the other implementing partners World Vision (WV), Plan International (Plan), World Education, Inc. (WEI) and Kampuchean Action for Primary Education (KAPE). Other government ministries and United Nations (UN) agencies that provide technical guidance or support to the programme in other ways will also be interested in the evaluation findings as will USDA, other school feeding (SF) donors, other donors implementing literacy activities in Cambodia such as USAID and other WFP offices implementing similar programmes. Further description of evaluation users can be found in Annex 2.

7. WFP Cambodia has recently been awarded a new USDA McGovern-Dole grant for a further four-year period (2020-2023) as well as a USDA Local and Regional Procurement (LRP) programme grant for the same implementation period.

1.1 Overview of the Evaluation Subject

Timing

8. The 2017-2019 USDA McGovern-Dole funded programme is a continuation of the 2013-2016 programme. The grant being evaluated was approved in September 2016 and covers three school years over the period September 2016 to August 2019 i.e. SY2016/17, SY2017/18 and SY2018/19.

Geographic scope

9. The McGovern-Dole programme is implemented in three provinces of Cambodia: Battambang (BTB), Siem Reap (SRP) and Kampong Thom (KTM) all of which received support in the previous phase of the programme.

Objectives and outcomes

10. The purpose of McGovern-Dole funding⁷ is to use food commodities and technical assistance to improve literacy and primary education of school-aged children in developing countries. Instead of a logical framework, the programme uses the two Results Frameworks (RF) developed by USDA's Foreign Agricultural Service (FAS). Each of these depicts the theory about how the two Strategic Objectives (SOs) of the programme (impacts) can be achieved, and it is this Theory of Change (ToC) that the evaluation is following. The programme has two SOs: 1. To improve literacy (measured by early grade reading) and 2. To improve the health and dietary practices. To achieve the SOs, several outcomes including improved quality of literacy instruction, improved student attendance and improved attentiveness need to be achieved, requiring multiple activities including providing school meals, training and school infrastructure are needed. Both RFs also show foundational results, including increased capacity of government institutions, improved policy frameworks, increased government support and increased engagement

⁷ <https://www.fas.usda.gov/programs/mcgovern-dole-food-education-program>

of local organizations and community groups. The pictorial representation of the RFs can be found in Annex 3.

11. FAS expects that the SOs of the two RFs can begin to be achieved in whole or in part within a four-to-six-year period. Since the period under evaluation is a continuation of the previous phase of the programme, determining whether the SOs have been achieved is a key component of this evaluation. In addition to the achievement of the two SOs, the current grant has a strong focus on capacity strengthening to support government management of the programme and assessing the government's readiness to manage the programme is another key element of the evaluation.

Outputs and activities

12. As per the original design, during 2017-2019 WFP has continued to hand over school meals to the MoEYS as per the Roadmap of 2015. This included moving away from the traditional school meals comprised mainly of USDA donated commodities, to a Home-Grown School Feeding (HGSF) model, including using a HGSF-hybrid model, using both locally purchased and externally sourced food. WFP is also reducing WFP's THR activities as planned as the government takes them over. As a result, during this phase the USDA-supported schools are receiving support through five different modalities:

- Some schools receive a meal of food mainly provided by USDA (SMP)
- Some schools receive both SMP and THR (SMP+THR)
- Some schools use the hybrid HGSF model (HGSF-hybrid)
- Some schools use both the hybrid HGSF model plus THR (HGSF-hybrid + THR)
- Some schools received THR only (THR) although this is now discontinued.⁸

13. The school meals include USDA provided commodities: rice and oil, complemented by pulses, animal protein and salt from other donors. The new modality, HGSF-hybrid, provides USDA rice and oil and supports schools to purchase locally produced items as well. Since SY2018/19, the majority of schools are implementing the HGSF-hybrid model. THR is provided to vulnerable children in grades 4 to 6 to support their progression to higher grades and support more equitable access to the government's scholarship programme for the poor in grades 7 to 9. Although originally only targeting girls, in some schools the THR is provided to vulnerable boys and girls. Children receiving the THR are provided with 10kg of rice and 0.91kg of oil twice a year as an incentive to regularly attend school.

14. The programme also works with school personnel to establish school gardens, provide training on commodity management and food preparation and storage practices, and establish activities to promote literacy. The programme also constructs or rehabilitates school infrastructure to ensure the target schools provide a healthy learning environment. In addition, the programme invests significantly in capacity building at the local, regional and national level to ensure sustainability and government ownership. All these project activities are described in more detail in Annex 4.

⁸ THR only schools were discontinued in SY2017/18.

15. All the above activities are implemented in SRP and KTM. The programme in Battambang includes all activities except for the literacy component and support to school infrastructure development. This is because, since 2017, those activities were directly implemented by the Provincial Office of Education, Youth and Sport (PoE), with support from the SRP WFP Area Office.⁹ WFP Cambodia has recently been granted a no cost extension (NCE) until end March 2020 to complete a few ongoing activities. These are noted in the evaluation findings section ahead.

Planned beneficiaries

16. For the period FY2017-2019 the programme planned to reach 859 schools in BTB, SRP and KTM provinces while also supporting the complementary activities focused on improving literacy and health and dietary practices described above. As at SY 2018/19 WFP is supporting 585 schools to implement SMP and HGSF as the MoEYS has taken over implementation of the THR. A map of the programme locations can be found in Annex 5. The programme planned to reach 150,600 pre-school and primary school children with school meals (either through the SMP or the HGSF) and THR in 433 schools, providing 8,400 children from the poorest households with THRs, including 4,750 girls (56.5 percent).

Resource requirements and funding situation

17. The USDA McGovern-Dole grant to WFP Cambodia was signed between the two parties in September 2016 through which USDA allocated up to USD 15,212,698 for donations of commodities and funding of ocean transportation and other authorized expenses during US fiscal years FY2017-2019. This is 25 percent less than the grant for the last phase (2013-2016).

Partners

18. The grant is implemented by WFP in partnership with several government ministries and NGOs. The key partner is the MoEYS which is responsible for the implementation of the programme in the schools. Within the MoEYS, WFP works closely with several departments including the Primary Education Department/ Scholarship Office (which supports the implementation and monitoring of the programme), the School Health Department, and the Policy Department. From the end of 2016 the Teacher Training Department and the Curriculum Department of the MoEYS have also been involved in the literacy component which focuses on early grade reading (EGR). Other ministries involved include the Ministry of Health (MoH), Ministry of Economy and Finance (MEF), Ministry of Agriculture Forestry and Fisheries (MAFF), Ministry of Interior (MoI) and the Council of Agricultural and Rural Development (CARD).

19. The McGovern-Dole programme is implemented together with four NGO partners: Plan and WV for the majority of school-based activities and for the literacy component, WEI and their partner KAPE. WFP is responsible for directly implementing the activities that affect the foundational results, such as building the capacity of the government and supporting improved policy and regulatory frameworks. Several United

⁹ PLAN supported BTB during SY2016-17 after which PoE/DoE with support from WFP has directly implemented the programme.

Nations agencies also provide technical support to the school feeding programme including UNICEF, UNESCO, FAO, the World Bank and WHO. Each provides support in their own technical areas: Water, sanitation and hygiene (WASH), education, agriculture (schools gardens), social protection and health. WFP also has Memorandums of Understanding (MoU) with GIZ and UNICEF to improve the monitoring of school-based WASH programs by customizing mobile data collection tools.

Gender dimensions of the intervention

20. No specific gender analysis was conducted as baseline for this phase of programming, which limits gender analysis of the programme. However, WFP has shown increased commitment to gender equality and empowerment in Cambodia. In recent years the CO has undertaken several pieces of gender-related work in order to better understand the gender context. During this phase, additional gender-related work was done, including a review of gender in Cambodia's food security and nutrition policies,¹⁰ and a study into gender in household decision-making.¹¹ The findings of these pieces of work should be incorporated into the design of the programme and the section on evaluation findings describes whether gender dimensions have improved as a result.

1.1. Context

21. The most recent data from UNDP shows Cambodia's Human Development Index¹² (HDI) value of 0.582, ranking 146 out of 189 countries. Cambodia attained lower-middle-income country (LMIC) status in mid-2016, with a Gross Domestic Product (GDP) per capita of USD 1,384.42 in 2017.¹³ Economic growth remains robust at 6.8 percent in 2017, and 6.9 percent in both 2018 and 2019. This is projected to accelerate slightly in 2020, buoyed by a rebound in textile and apparel exports as well as tourism and agriculture.¹⁴ Over the past two decades, Cambodia has seen a significantly reduced poverty rate, dropping from 50 percent in 1992 to 47.8 percent in 2007, and then to 13.5 percent by 2014.¹⁵ However, although the official poverty rate has fallen dramatically, the poor have not risen very far above the poverty line. In 2017 the Multi-dimensional Poverty Index (MPI)¹⁶ remained high¹⁷ at 0.146 with 33 percent of the population affected.¹⁸

22. **Gender:** Despite progress in for gender equality in Cambodia in the last two decades, women continue to be largely underrepresented in politics and public decision making, tertiary education and formal employment. Traditional gender norms and social attitudes continue favouring men in both public and private spheres.¹⁹ Cambodia is

10 WFP (2016) Gendered nature of intra-household decision-making in Cambodia. WFP Cambodia. Phnom Penh.

11 Brody, A. (2017) Innovations from the Field: Gender mainstreaming from the ground up. Cambodia Mission Report

12 <http://hdr.undp.org/en/countries/profiles/KHM>

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

14 <https://www.worldbank.org/en/news/press-release/2018/05/10/high-growth-in-cambodia-expected-to-continue-world-bank>

15 Ministry of Planning. Poverty Estimate in 2014 in Cambodia

16 Multi-dimensional poverty takes into consideration three dimensions: health, education and standard of living.

17 Asian Development Bank (2014) Cambodia Country Poverty Analysis.

18 The index identifies deprivations across the same three dimensions as the HDI and shows the number of people who are multidimensionally poor (suffering deprivations in 33% or more of the weighted indicators) and the number of weighted deprivations with which poor households typically contend with.

19 <https://www.kh.undp.org/content/cambodia/en/home/projects/partnership-for-gender-equity-phase-iii.html>

ranked 116 out of the 160 countries on the most recent Gender Inequality Index²⁰ (GII = 0.473). The GI is essentially the loss in human development due to inequality between female and male achievements in the three GI dimensions: reproductive health, empowerment, and economic activity. Cambodia's low ranking indicates that gender inequality still exists. The 2017 Gender Development Index (GDI) results are better at 0.914 which puts it into Group 4 (second lowest), an improvement from being in the lowest category in previous years.^{21,22,23,24} Although the number of women working in the private sector is higher than men in many provinces²⁵ largely due to employment 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 for commensurate work.²⁶

23. **Education:** Cambodia has made good strides in improving primary education programs and reducing gender disparity in education in rural areas. The net school enrolment rate (NER) during SY2015/16 was high - 98.4 percent (99.3 percent for girls), 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. The main challenge now for primary school education is completion. Although both repetition and dropout rates have steadily declined in the last five years,²⁷ they remain a key concern to MoEYS. 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.²⁸ Boys and girls face different challenges remaining in school, with girls in rural areas dropping out mainly due to severe poverty then end up caring for younger siblings, working alongside their parents in the rice fields, or moving to urban centres to find work.²⁹ Boys are also sometimes pressured to leave school and find employment. National literacy rates for children finishing Grade 2 are not available. Additional figures on some key primary school indicators can be found in Annex 6.

24. **Food security and nutrition:** Despite the high economic growth and substantial poverty reductions in the last two decades, 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 met³⁰ and the figures for malnutrition remain higher than most countries in the region.³¹ The new SDG

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

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

22 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.

23 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).

24 Human Development Report, 2015, UNDP

25 Commune Database 2013, Ministry of Planning

26 CSO report on Cambodian gender issues. 2009

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

28 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

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

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

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

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.³² A recent study comparing the nutritional status of school children in Cambodia with those in the South East Asian Nutrition Survey³³ (SEANUTS)³⁴ found the urban/rural difference in Cambodia to be similar to the SEANUTS survey results. Stunting rates were high (33.2%) and more prevalent in rural areas, and in boys aged 13-15 years, and the overall dietary intake of surveyed children did not meet the local recommended dietary allowances.

25. **School feeding:** SF is a major component of WFP Cambodia's ongoing Country Strategic Plan (CSP) and is currently implemented in 8 out of 25 provinces.³⁵ Recognizing the importance of sustainability of the SF programme, WFP's overarching vision is to oversee the transition from a WFP-led SF programme in Cambodia to a government-led programme, as outlined in the School Feeding Roadmap, agreed and signed between WFP and the MoEYS in May 2015.³⁶ The transition timeline has recently been revised from 2021 to 2025 to align with MoEYS's Education Strategic Plan (ESP) and the National Social Protection Policy Framework (NSPPF). WFP's strategy is to utilize USDA commodities and capacity building funds to increase the readiness of MoEYS to adopt a nationally owned SF programme. The Government has already confirmed the continued absorption of WFP's food and cash take-home ration beneficiaries into the national scholarship programme. To support this, since SY 2017/18, WFP has made some strategic adjustments to the school meals programme and scaled up the use of the HGSP modality. This model is more coherent with the government's preference for a programme using local commodities. The school-feeding capacity development activities described in this report are implemented across the 11 WFP-supported provinces including the three with USDA programming.³⁷ This is in view of the focus for the 2017-2019 phase of implementation on the development of appropriate school feeding for national ownership by 2021.

26. **Other international assistance:** All of the implementing partners for this programme are engaged in other community development or literacy activities, both within the three McGovern-Dole targeted provinces and in other locations. Several other UN agencies work in Cambodia including UNICEF, FAO, UNESCO, UNDP, UNWomen and WHO, each programming to their areas of expertise and their mandates, and in line with the United Nations Development Assistance Framework (2019-2023)³⁸, and the new UNDAF is currently under development. The UNDAF focuses on three outcomes: inclusive growth and sustainable development; social development, social protection and human capital; and governance and human rights. WFP has been implementing programmes in Cambodia since 1979, including school feeding activities since 1999.

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

33 SEANUTS was conducted in Indonesia, Malaysia, Thailand and Vietnam in 2011.

34 Horiuchi, Y et al (2019) Urban-rural differences in nutritional status and dietary intakes of school-aged children in Cambodia. *Nutrients*. 2019 Jan; 11(1):14.

35 Kampong Chhnang, Pursat, Battambang, Banteay Meanchey, Oddar Meanchey, Siem Reap, Kampong Thom, Preah Vihear, and Stung Treng

36 MoEYS/WFP School Feeding Roadmap. Signed 28 April 2015.

37 WFP is operational in 11 provinces (including the 3 USDA provinces), with an overlap of activities in Siem Reap.

38 <http://kh.one.un.org/content/unct/cambodia/en/home/what-we-do/undaf.html>

Currently, WFP Cambodia implements activities under the CSP (2019-2023)³⁹ which highlights WFP's shift from activity implementation to strengthening national capacities and building scalable programme models.

1.2 Previous evaluation recommendations

27. The baseline and MTR found the McGovern-Dole programme to be well implemented. The main concern was the short time frame planned for the transition to national ownership. In addition, at baseline, the ET found that several USDA supported schools were lacking the full package of infrastructure (kitchens, energy efficient stoves, handwashing facilities etc). Both these areas were included as recommendations at baseline and then more detailed recommendations were made about the transition to national ownership during the MTR (Annex 7). In addition to objectives of the evaluation, the ET assessed whether the recommendations from both the baseline and MTR have been implemented.

1.3 Stakeholder analysis

28. The evaluation included key informant interviews (KIIs) and focus group discussions (FGDs) with a range of internal and external stakeholders of the programme. The ToR provided a comprehensive list of stakeholders for this endline evaluation, essentially the same list as developed at baseline. The stakeholders come from multiple groups including WFP and MoEYS representatives (both government and school personnel), other government representatives, implementing partners, UN agencies, USDA and other donors. The detailed list of stakeholders and their role in the evaluation can be found in Annex 8. Since accountability to affected populations is a key WFP commitment, the evaluation also included interviews with beneficiary groups, including school children, parents, cooks, teachers, and School Directors. Evaluation approach and methodology

1.2. Evaluation Methodology and Limitations

1.3.1 Overall evaluation approach

29. This evaluation uses the same theory-based, gender-responsive and participatory approach used during the 2017 baseline, i.e. an approach that ensures that each of the components of the programme's ToC - the USDA RFs - are evaluated, it will also mainstream gender into the evaluation and assess whether gender dimensions change as a result of an intervention, and ensures that women's and girl's voices are prominent throughout the evaluation, and disaggregated quantitative data by sex where possible. The evaluation also ensures that a wide range of stakeholders are involved in the evaluation.

30. As per the evaluation ToR, the endline evaluation has used the internationally agreed OECD-DAC evaluation criteria⁴⁰ to evaluate the McGovern-Dole programme. A detailed breakdown of the key evaluation questions can be found in Annex 9 and the

³⁹https://docs.wfp.org/api/documents/WFP-0000101923/download/?_ga=2.9809142.212291492.1569797484-633668376.1569186899

⁴⁰ Relevance, effectiveness, efficiency, impact and sustainability

detailed Evaluation Matrix used by the ET is in Annex 10. The planned transition to government ownership means that this evaluation has a strong focus on the sustainability criteria to see whether the plans for government ownership are feasible. Similarly, the evaluation is interested in assessing the impact of the McGovern-Dole programme to provide evidence to the government that school feeding is a worthwhile investment. The four main evaluation questions are: How appropriate is the programme? What are the results of the programme? How and why has the programme achieved its results? And how sustainable is the programme?

31. From 2019, the United Nations Systems-Wide Action Plan (UNSWAP) 2.0⁴¹ is the gender accountability framework for all UN agencies. Since the McGovern-Dole programme hopes to achieve positive outcomes for school children, and girls in particular, several output variables are already monitored by WFP in gender disaggregated form. This data, together with gender disaggregated outcome data from the quantitative survey has enabled the ET to determine if the programme resulted in different outcomes for girls and boys. The United Nations Evaluation Group (UNEG) guidance on gender⁴² has also been used to shape the evaluation approach.

1.3.2 Evaluation Methodology

32. The evaluation was conducted during July-August 2019. The overall evaluation schedule and the detailed quantitative and qualitative field mission schedules can be found in Annexes 11 -13.

33. The evaluation approach consists of two principal components: **quantitative data collection** and a **qualitative field mission** to analyse the achievements of the programme. Both qualitative and quantitative data collection were conducted in all three provinces that received USDA support during 2017-2019. The evaluation design is quasi-experimental case-control (comparison) as per the 2017 baseline. The sample selection of schools was driven by criteria agreed WFP during the inception phase which included: geographic scope of the programme (all three regions where the programme is implemented), comparability of data (schools where only THR was distributed were excluded), control group (non-USDA schools) and se-disaggregated data available and gender- relevant indicators had been tracked. The evaluation methodology used mixed methods, including secondary document review, qualitative interviews and focus group discussions with a range of stakeholders, and a quantitative endline survey to enable comparison of results against the 2017 baseline. The evaluation also used existing programme monitoring data from WFP, WV, PLAN and WEI to triangulate qualitative evaluation findings, and to understand the overall programme outputs. The qualitative and quantitative data collection was complemented with **secondary document review** including relevant project documents, assessments, WFP and government policies and normative guidance, as well as the baseline survey and mid-term review reports. Detailed information on the secondary data sources used can be found in Annex 14. The mixed data collection methods selected and applied generated a considerable volume of

41 UNWomen (2018) UN-SWAP 2.0 Framework and Technical Guidance: Accountability framework for mainstreaming gender equality and the empowerment of women in United Nations entities. November 2018

42 <http://www.uneval.org/document/detail/2133>

primary and secondary data which enabled thorough triangulation of data from different methods and sources. The rationale for selection of each method was as follows:

Secondary document review of relevant project documents, including assessment on which the programme was designed, Government policies and normative guidance, as well as the baseline survey and mid-term review reports. This method was applied systematically to verify and validate primary data collection across the five evaluation criteria, and was particularly valuable regarding appropriateness/relevance, coherence, complementarity and coordination.

The **quantitative endline survey** has purposely followed the same methodology and will use the same tools as the 2017 baseline so that the results are directly comparable. The qualitative data elicited stakeholder perceptions that addressed all the criteria and the three main guiding questions, but was particularly valuable in regarding appropriateness/ relevance, complementarity, coherence and effectiveness.

The **qualitative field mission** examined the coherence and sustainability of the diverse school feeding activities and projects implemented by WFP Cambodia under the MGD agreement for 2017-2019. The qualitative data collection also generated primary data that was used to triangulate the quantitative data mentioned above. The field mission prioritized the collection of the qualitative information from KIIs, FGDs, and observations during project and school visits.

Qualitative field mission

34. The evaluation included key informant interviews and FGDs with stakeholders both in Cambodia and outside Cambodia.⁴³ In Cambodia, interviews were done in Phnom Penh and in all three of the target provinces, including in a sample of six USDA supported schools and districts. In total, the ET spoke with 277 key informants during the endline evaluation. During the baseline and the MTR, the ET visited at least two schools per province, and the same methodology was repeated for the endline (Table 1).

Table 1: Number of USDA McGovern-Dole sites to be visited (qualitative field mission)

Province	Battambang	Siem Reap		Kampong Thom	
Interventions	HGSF-hybrid	SMP	SMP + THR	HGSF-hybrid	SMP + THR
USDA supported schools visited	Kouk Poum School Samrong School	Pongror School	Prasat Samloang School	Kouk Nguon School	Chimeak School
District level School Feeding Committees	Koas Krala District	Soutr Nikom District	Prasat Bakong District	Kampong Svay District	Santuk District

35. In total, over the implementation period, the ET visited 20 different schools, spending at least two hours in each with several school stakeholders: School Directors and Deputy Directors, teachers, parents, school committee members, schoolchildren and cooks. The qualitative interviews also included interviews with district school feeding committees (DSFC). For the endline, the ET visited six schools covering each of the modalities as well as their accompanying DSFC (Table 1).

Quantitative data collection

⁴³ USDA Washington and Ho Chi Minh City, and representatives from the WFP Regional Bureau in Bangkok.

36. The quantitative survey was conducted by Indochina Research Ltd (IRL), the same local research company that conducted the 2017 baseline. The survey was conducted in the same sample of schools used at baseline, using the same questionnaires, and largely the same enumeration team. The original sample of USDA-supported, and comparison schools was constructed for the baseline survey in 2017 through Propensity Score Matching (PSM). This was purposely done to enable a better understanding of differences at endline (now) through difference-in-means test. The sample construction enables quantification of change in key outcomes at endline, to better attribute results to the presence or absence of the school feeding interventions.

37. **USDA supported schools:** Selection of the USDA supported schools was done through random selection. Probability of cluster selection was not proportional to size so that small schools have equal chances of being included in the sample as bigger schools. Weighting was then applied on the household sample to make up for this. The intervention sample consists of schools in each of the three USDA supported provinces. The number of schools sampled per province is proportional to the number of schools supported by the programme in the provinces. Table 2 shows the locations of the sampled schools and households for the quantitative survey, with the majority being located in SRP. In total, 160 schools⁴⁴ were surveyed as well as 958 households. The households are of 479 boys' and 479 girl's households.

Table 2: Geographic breakdown of sampled schools and households for the quantitative survey

	Province				Total
	Battambang	Siem Reap	Kampong Thom	Non-USDA supported areas	
USDA supported schools	5	49	32	0	86
Comparison Schools	42	0	0	33	75
Households (6 per school)	30	292	192	444	958

38. The PSM process matched some comparison schools with multiple case schools which is why there are less comparison schools. The findings from the comparison schools were weighted to enable findings of 86 matched pairs of schools.

39. Over the course of this phase of programming, the modality of school meals in some schools has changed, as WFP began increasing the use of the HGSEF-hybrid model in SY 2017/18. This means that not all schools in the sample are receiving the same intervention as at baseline. The analysis therefore compares all the SMP schools (both USDA commodities and HGSEF-hybrid) against SMP+THR schools as per baseline. Any significant differences or potential change in results due to changing modalities are noted in the findings if evident. The full list of sample schools and interventions provided from baseline to present can be found in Annex 16.

40. **Comparison schools:** As per USDAs request at baseline, the ET selected comparison schools largely from non-USDA supported provinces and in areas where there were no school feeding activities funded by any donor. The ET was therefore unable to select schools from the immediately neighbouring districts due to the presence of

⁴⁴ One school was not able to be surveyed due to flood.

school feeding programming in those districts funded by other donors. The comparison districts were selected together with WFP personnel at baseline, who helped the ET identify locations where there were no SMP programs, funded by USDA or others. As a result, most comparison schools are outside the USDA-supported provinces except for BTB where many non-supported schools were available within the province. The full list of surveyed schools and their locations can be found in Annexes 17 and 18. Annex 19 contains detailed information on the methodology behind the initial selection of comparison schools. The 160 surveyed schools included over 40,000 students (48.6% girls), with an average of 236 students per school (Table 3). USDA-supported schools were significantly smaller than the comparison schools. Additional information on the student makeup of the sampled schools can be found in Annex 20.

Table 3: School mapping information in the school year (SY2018/19)

	# Children (6-11-years old) in catchment area		# Students (6-11-years old)		# Students (over 11 years old)		Students per school
	Total	Girls	Total	Girls	Total	Girls	
All USDA schools	17,704	8,694	16,804	8,192	3,413	1,518	235
SMP only^	2,597	1,277	2,505	1,258	646	277	185
SMP + THR ^^	15,107	7,417	14,299	6,934	2,767	1,241	247
Comparison schools	22,645	10,903	21,060	10,439	4,134	1,802	296
TOTAL students	40,349	19,597	37,864	18,631	7,547	3,320	Average = 236

^ including HGSF Hybrid, ^^ including HGSF-Hybrid+ THR

41. **Survey respondents:** The quantitative data collection was made up of a survey of sampled schools including a questionnaire for the School Director, shorter questionnaire for teachers and an observation component about the school infrastructure. For the teachers' survey, up to three teachers were selected from each school when possible, ideally the teachers of Grades 2, 4 and 6. This is designed to capture outcomes of each of the three types of interventions, i.e. Grade 2 (SMP), Grade 4 (SMP + THR), and Grade 6 (THR). However, since some schools have only one or two teachers in total, selection of teachers by grade was not always possible. A gender balance of interviewees was maintained when possible.

42. In addition to the school survey, a questionnaire was done with six households connected to each school. The household interviews were conducted after the school interview and were primarily done with a household head and the mother of school child sample. Within each selected school, lists of SMP, SMP + THR and THR beneficiaries with children in Grades 1-6 were provided to determine the six households eligible for inclusion in the survey. Using beneficiary lists, systematic random sampling was conducted by programme type to select children/ households for inclusion. At this stage, gender balance was ensured by selecting an equal number (three) of girls and boys for inclusion.

1.3.3 Data collection tools

43. The **school assessment** includes basic information on the composition and performance of the school (number of children enrolled, attending, availability of advanced teaching materials, literacy testing success rates, etc.) as well as specific information on the school's infrastructure (latrines, water sources, kitchens, school gardens, etc.). The primary respondent was the school's principal or chief administrator. The school survey was adapted from a WFP school survey instrument with slight modifications. The questionnaire can be found in Annex 21.

44. The **teacher assessment** includes information on student attentiveness in class, and short-term hunger. This short survey was carried out in all case and comparison schools and answered by primary school teachers to collect data on estimated short-term hunger reduction and improved student attentiveness. The questionnaire can be found in Annex 22.

45. The **household survey** includes information on the composition and education level of the household members, household income and expenditure, food consumption and coping strategies. It also includes information on child health, parents' involvement in the McGovern-Dole programme, parental reasons for sending their children to school, and information on some of the effects of school feeding. The questionnaire can be found in Annex 23.

46. The qualitative data collection tools: the key informant interview guides and the focus group discussion guides can be found in Annexes 24 and 25.

1.3.4 Data collection, analysis and reporting

47. Quantitative data collection was performed from July 22 to August 10, 2019, and qualitative data collection from July 29 to August 17, 2019. The school and teacher assessments were collected through face-to-face interviews using a manual paper-based format and later entered into a CSPro database programme. The household survey was digitized in SurveytoGo, and the data was collected through a face-to-face interview. Both ways allowed for quality control. Prior to data collection, instruments were pre-tested with a number of schools and households around Phnom Penh.

48. A number of quality control procedures were applied. First, data collection⁴⁵ and data entry programs⁴⁶ were designed that allowed manual data collection and identification of data entry errors. Second, during data collection, an IRL survey team leader and a supervisor accompanied the interviewers and a supervisor checked responses from call back from about 15 percent of the respondents. In addition, the IRL Project Manager, Fieldwork Manager and Fieldwork Supervisors also randomly observed directly about 15 percent of the fieldwork. On top of this, an external consultant engaged by the ET visited 16 schools in three provinces and teachers and households of school children associated with those schools to verify data collection and check the quality of data collection.

⁴⁵ Using a tablet for household survey

⁴⁶ For school and teacher surveys

49. Quantitative analysis of data was done by the KonTerra team using SPSS, SAS and Excel software wherever appropriate. After receiving the data from IRL, the data was cleaned and recoded for analysis. Descriptive statistics, as done at baseline were performed for case-control comparisons at endline as well as for baseline-endline comparisons. Wherever appropriate, difference in means tests were examined using independent t-test to compare the means. Similarly, a difference-in-difference (DID)⁴⁷ approach using regression technique was used to examine the effect of treatment on several outcomes using baseline-endline combined data.

Data availability and reliability

50. As part of the 2017 baseline evaluation, the ET assessed the data availability and verified various monitoring data provided by WFP and partners during school visits to establish data reliability. When no data gaps were noted after the baseline qualitative field mission, the ET used programme monitoring data from WFP and partners for the evaluation of literacy, and to assess programme outputs against targets. The updated monitoring data has been used again for this endline evaluation. Further verification of output monitoring data was done by the ET during the qualitative field mission and triangulated with the quantitative survey results. Data on the breakdown of the costs of implementing the McGovern-Dole programme was difficult to access due to WFP Cambodia's pooled system of funds. This has reduced the ETs capacity to fully evaluate the efficiency of the programme.

1.3.5 Ethics

51. Interviews were carried out in accordance with UNEG guidelines, notably to ensure that all key informants understood that their participation was voluntary, and that confidentiality would be respected. The field notes from the qualitative mission are 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, to give them time to pass the message to parents. Permission to interview children at school was sought from their teachers, and from parents during household interviews. Safeguarding principles were also adhered to, with children interviewed in groups, with no specific child required to answer any question if they didn't volunteer an answer. Children were also interviewed outdoors in full view of other evaluation team members and/or teachers, or interviewed inside with more than one team member present.

1.3.6 Limitations and risks

52. The potential risks and limitations of the evaluation was identified during the previous endline/baseline of the current phase and mitigated where possible during the endline evaluation. These risks included schools closing early for the end of school year before data collection could be completed, disruptions to the travel schedule due to the rainy season, poor quality data collection on some survey questions, and schools not

47 $Est(Y) = \beta_0 + \beta_1*POST + \beta_2*TR + \beta_3*POST*TR + \epsilon$

being aware of the evaluation visits. Mitigating actions included having regular communication with the CO throughout the evaluation period, using professional translators, seeking early permission from the MoEYS to undertake the surveys, using an experienced local research company, and using KonTerra personnel to randomly conduct survey spot checks on the quantitative data collection. Each of these mitigation methods were utilized again at endline so the evaluation has proceeded smoothly. As described earlier, the evaluation was limited by the lack of available breakdown of the programme spending, which reduced the ability to fully evaluate the efficiency of the programme. Lastly, the quantitative field work was affected by flooding of roads preventing IRL from surveying one comparison school in Preah Vihear. This reduced the comparison sample from 75 schools to 74.

2 Evaluation Findings

2.1 Evaluation Question 1: How appropriate is the programme?

53. The baseline for this phase was conducted at the same time as the endline of the previous phase⁴⁸. At that time, this ET established that the targeting of the programme was appropriate. In 2013, when the schools under evaluation were first selected, WFP used a three-step targeting approach: geographic, school selection then household selection/THR beneficiary selection. All the schools supported during the 2017-2019 phase were supported in the previous phase as well so for the endline, the ET have not repeated the assessment of the targeting process.

2.1.1 Are the activities and transfers appropriate to the needs of the target population and communities?

54. The evaluation of the previous phase also established that the range of activities were appropriate. The main issues that were highlighted during the baseline were that the modality of food procurement followed by WFP (food imported/donated from the US) was not sustainable once the government took over the implementation of the programme, and that food-based THR did not align with the government's preference to provide cash-based support.

55. Over the 2017-2019 period, WFP has made substantial effort to work with the MoEYS to find a more appropriate SF model for government ownership. In 2017, USDA funding supported an MoEYS Feasibility Study on HGSF to help the government determine appropriateness and feasibility. Afterwards, the government declared its preference for the HGSF approach and since then WFP have implemented multiple modalities based on successful piloting of various models since 2015. Interviews with Government representatives from MoEYS indicated that WFP's support to HGSF research, and their readiness to provide additional information to help the government make a decision on the most appropriate model, and how to transition, has been much appreciated and has guided the overall government direction. Transitioning the USDA McGovern-Dole programme from the traditional model (SMP) of using imported food is

48 Dunn, S. et al (2017) Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant (MDG) Food for Education Programme for WFP Cambodia (2013-2016). Final report. The KonTerra Group.

therefore an appropriate approach, as the government is willing to take on a similar model. Since SY2018/19, the majority of USDA-supported schools are implementing the HGSEF-hybrid model, supplementing the USDA rice and oil by procuring animal protein and vegetables from local suppliers through the government procurement process using competitive bidding.

56. During this phase, WFP has also appropriately handed over almost all its THR activities to MoEYS, who will continue to provide scholarships through a cash-based modality. The evaluation found that all other aspects of the McGovern-Dole programme are appropriate for the context. In particular, the capacity strengthening of the government to implement school feeding activities, the literacy activities and the support to school infrastructure all came out positively during key informant interviews. The capacity strengthening activities are discussed in detail in Section 3.2.6

57. The 2017 Early Grade Reading Assessment (EGRA) conducted as the baseline⁴⁹ and the national learning assessments conducted by the MoEYS's Education Quality Assurance Department (EQAD)⁵⁰ have shown that a large proportion of children in Cambodia are not acquiring the basic proficiency of Khmer reading, writing and math skills, and that these difficulties start in early grades. As part of a package of interventions to address this, the **Education Strategic Plan (ESP)** indicates that the MoEYS “*will prioritize extra support interventions for students struggling with reading and writing in at least all primary grades*”⁵¹. While aiming to improve the literacy of school-aged children, the education objective of the McGovern-Dole programme is fully appropriate and will remain aligned with national education policies in the coming years.⁵² Putting increased emphasis on the achievement of literacy objectives during this phase was therefore appropriate.

58. The endline evaluation of the previous phase⁵³ found that not all USDA supported schools had a minimum package of infrastructure needed to implement a school meals programme.⁵⁴ It was therefore recommended that the current phase of programming continue with infrastructure support to ensure that all USDA-supported schools have sufficient infrastructure to implement a school feeding programme. The continuation of this activity was therefore appropriate, and the findings can be found ahead in Section 3.

2.1.2 Alignment with government policies and complementarity with other development actors

59. The baseline established that the McGovern-Dole programme aligned well with government policies and social protection direction during the programme design phase. The endline has therefore assessed whether the government's direction still holds by discussing the issue with government and other stakeholders and by reviewing new policies and strategies developed during the current phase.

49 Dunn, S. et al (2017) Baseline Report for WFP Cambodia and the USDA/McGovern Dole Food for Education Programme, WFP Cambodia, December 2017. The KonTerra Group

50 Grade Six Survey 2013: 2nd Draft, EQAD, MoEYS, March 2015.

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

52 See Core Breakthrough Indicators (CBis) in ESP 2019-2023.

53 Dunn, S. et al (2017) Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant (MDG) Food for Education Programme for WFP Cambodia (2013-2016). Final report. The KonTerra Group.

54 The minimum package recommended during the 2013-2016 evaluation includes a kitchen, energy-efficient stove, sufficient utensils for meal preparation, easy access to sufficient clean water, a food store, handwashing facilities and soap.

60. At the highest strategic level, the government's long-term development aims are documented in **Vision 2030**, a roadmap towards upper-middle-income status. Vision 2030 is operationalized through two overarching development strategies: **The Rectangular Strategy**⁵⁵ and the **National Strategic Development Plan (NSDP)**,⁵⁶ which integrate the Sustainable Development Goals (SDGs) into the development priorities. Overall, the McGovern-Dole programme is aligned with all these documents and remains coherent with **SDG 2** which seeks to “*end hunger, achieve food security and improve nutrition and promote sustainable agriculture*.” In addition, since school feeding programmes are generally multi-sectoral in nature, engaging with multiple ministries on school feeding is therefore required and aligns with **SDG 17**: strengthening partnerships. The aim of improving literacy of school children is also fully aligned with **SDG 4**: Ensure inclusive and equitable quality education and promote lifelong opportunities for all. Under the Rectangular Strategy the Ministry of Women's Affairs (MoWA), in partnership with relevant ministries/institutions and other partners, has developed the strategic plan **Neary Rattanak IV (2014-2018)** to continue the government's efforts to meet SDG 5 and promote gender equality and the empowerment of women in Cambodia. The strategic plan focuses on increasing participation of women in the economy and their contribution to national goals.

61. The endline evaluation of the previous phase indicated that the McGovern-Dole programme was in line with the objectives of the **Education Strategic Plan (ESP)** (2014-2018) as it included a focus on strengthening basic education and quality, especially building reading and mathematics skills during the early grades of primary education. These objectives have been emphasised again in the new ESP (2019-2023)⁵⁷. The new ESP is also linked to the SDGs and includes a roadmap defining five policy priorities including that all girls and boys have access to quality early education and free and equitable basic education.⁵⁸ Still on education, the McGovern-Dole's literacy activities align well with the framework of the USAID education strategy for the period 2016-2021: **All Children Reading Cambodia (ACRC)**. The McGovern-Dole literacy partners, WEI and KAPE are both part of the USAID project as well, so the programme activities on EGR are harmonized with other actors working in literacy (EGR) in Cambodia such as UNESCO and **Room to Read**.

62. WFP has a strong relationship with the RGC and is a key stakeholder in supporting government's policy direction, particularly in the areas of social protection, food and nutrition security and of course, school feeding. There are therefore several policies and strategies that have been developed with direct involvement from WFP. The **National Strategy for Food Security and Nutrition (NSFSN)** (2019-2023)⁵⁹ is one such policy, focusing on several areas relevant to school feeding including linking food security and nutrition to social protection to promote equity and access, nutrition-sensitive and safe food systems and improved nutrition and food security through small-scale farms. All

55 Royal Government of Cambodia (2017) Rectangular Strategy Phase IV, 2018-2023

56 Royal Government of Cambodia (2018) National Strategic Development Plan, 2019-2023

57 Royal Government of Cambodia (2018) Education Strategic Plan, 2019-2023

58 Primary and lower-secondary education

59 Royal Government of Cambodia (2018) National Strategy for Food Security and Nutrition, 2019-2023

WFP's SF activities including the McGovern-Dole programme will therefore contribute to the implementation of this strategy.

63. The **National Social Protection Policy Framework (NSPPF) (2016-2025)**⁶⁰ aims to harmonize and strengthen existing social protection schemes. The transition to a nationally owned school feeding programme has been documented in the NSPPF and mentions SF as social assistance instrument. The NSPPF also includes the projected scale-up of scholarships and school meals by 2021 to help achieve the government's development objectives. Interviews with government representatives from multiple ministries indicates that WFP was actively working with the government to ensure that school feeding was integrated into the NSPF, and to build the understanding of the government that school feeding is a social safety net. This in turn, has led to increased government interest in having a nationally owned school feeding programme. In addition to the NSPPF, MoEYS and CARD, together with the Social Protection Secretariat drafted a dedicated **HGSF Implementation Framework**.⁶¹ The development of the HGSF Implementation Framework creates an opportunity to develop more comprehensive linkages for school health and nutrition, and to fully integrate HGSF into the NSPPF. Representatives from the MoEYS and from CARD reported that WFP has been instrumental in designing the new HGSF Guidelines for the MoEYS, with the Cambodia HGSF Guidelines based on the WFP/FAO **HGSF Resource Framework**⁶² and adapted for the Cambodian context including aligning implementation processes with existing government processes such as procurement.

64. The new **National Policy on School Health**⁶³ was approved in April 2019 and provides guidance on the practical implementation for the prevention of communicable diseases. The policy directly focuses on school feeding, aiming to strengthen safe food nutrition program in schools by encouraging students to take safe and healthy food choices. The experience of the USDA McGovern-Dole programme has contributed significantly to the development and implementation of this policy. The MoEYS provided a positive review of WFP's involvement and support to the development of this policy. Lastly, during this phase, WFP has been in discussion with the MoEYS on the need to have a national school feeding policy. This has now been agreed and the MoEYS is currently in the process of developing the policy with the support of WFP and other partners.

65. The McGovern-Dole programme also aligns well with the work of other development actors in Cambodia. The new **United Nations Development Assistance Framework (UNDAF) (2019-2023)**,⁶⁴ focuses on social protection, and nutrition to accelerate the successful implementation of the UNDAF and the achievement of the SDGs in Cambodia.⁶⁵ The programme aligns with outcome 2 - Social Development, Social Protection and Human Capital, which aims to provide more people with quality social services.

60 Royal Government of Cambodia (2016) National Social Protection Policy Framework, 2016-2025

61 Unpublished. Work ongoing.

62 WFP, FAO et al (2018) Home-Grown School Feeding Resource Framework: Technical Document. Rome.

63 Royal Government of Cambodia (2018) National Policy on School Health, Ministry of Education, Youth and Sport

64 UNDP (2018) United Nations Development Assistance Framework 2019-2023, Cambodia. DRAFT 14 August 2018

65 The UNDAF has five priority areas: People – Expanding social opportunities; Prosperity – Expanding economic opportunities; Planet – Sustainable living; Peace – Participation and accountability; and Managing urbanization.

2.1.3 Are the activities and transfers aligned with WFP strategies, policies and normative guidance?

66. At baseline, the ET felt that there was a disconnect between the USDA McGovern-Dole objective of improving the quality of education (literacy) and the WFP school feeding objective of improving food and nutrition security. The increased support to literacy over this phase through the partnership with WEI and KAPE has helped to better align these objectives. Further, the new **WFP Corporate Results Framework (CRF)**⁶⁶ has brought new outcome indicators. In addition to the standard enrolment, attendance and graduation rates, the revised CRF recommends the use of a new outcome indicator, which is an exact replication of the existing USDA SO1 outcome indicator.⁶⁷ The new CRF makes clear that: *“School feeding activities can be designed to improve literacy as part of a holistic approach to ensure that school-age children are physically, nutritionally and cognitively fit to succeed in school”*. At endline, the ET found that although there is still a misalignment between the objectives of the McGovern-Dole programme in Cambodia and the other WFP Cambodia school feeding activities (non-USDA funded), the literacy objectives of McGovern-Dole and the new WFP CRF are more closely aligned. Literacy activities are also now well aligned with other actors work in Cambodia and with the direction of MoEYS.

67. Aside from the above issue, the McGovern-Dole programme aligns well with multiple WFP policies and strategies including the **WFP Strategic Plan (2017-2021)**⁶⁸ which focuses on achieving the SDGs, eliminating hunger and malnutrition, working in partnership and improving literacy, by direct implementation and/or by strengthening country response capacities. The programme is also a key part of WFP Cambodia’s own CSP. The **WFP Revised School Feeding Policy (2013)**⁶⁹ increased the alignment between school feeding, nutrition and social protection, focusing on five objectives including strengthening national capacity for school feeding. The work that WFP is doing in Cambodia with the MoEYS and other ministries is very much in line with that areas of policy focus. Similarly, the **WFP Draft Nutrition Policy (2017-2021)**⁷⁰ reaffirms WFP’s commitment to prioritizing nutrition, by promoting healthy diets that meet nutrient requirements.

68. The **WFP Safety Net Policy (2012)**⁷¹ outlines priorities and implications for WFP engagement in providing technical support and practical expertise for safety nets, ensuring that food and nutrition security objectives are embedded in safety nets and supporting governments in building systems of safety nets. This is very much in line with WFPs work in Cambodia as the team supports the government to recognise school feeding as a social assistance instrument. Lastly, the **WFP Gender Policy (2015-2020)**⁷² aims to ensure that WFP’s programmes promote gender equality and women’s empowerment. The McGovern-Dole programme targets both girls and boys, with girls prioritized where gender differences in education still exist.

66 WFP (2018) Revised Corporate Results Framework (2017-2021), WFP/EB.2/2018/5-B/Rev.1.

67 Percentage of students who, by the end of two grades of primary schooling, demonstrate ability to read and understand grade level text.

68 WFP (2016) WFP Strategic Plan 2017-2021. WFP/EB.2/2016/4-A/1/Rev.2*

69 WFP (2013) Revised School Feeding Policy: Promoting innovation to achieve national ownership. WFP/EB.2/2013/4-C

70 WFP (2017) Nutrition Policy. WFP/EB.1/2017/4-C

71 WFP (2012) Update on WFP’s Safety Nets Policy: The role of food assistance in social protection. WFP/EB.A/2012/5-A

72 WFP (2014) WFP Gender Policy 2015-2020.

69. Overall, the evaluation found that the programme is appropriate and that it aligns well with government preferences (HGSF modality), with WFP's own policies and strategies, and with the work of other actors. No negative feedback was received from stakeholders on this aspect of the programme.

2.2 Evaluation Question 2: What are the results of the programme?

70. The following section describes the results of the programme. The evaluation surveys have resulted in a significant volume of data, much of which is in the report annexes. The main body of the report describes some of the key findings, particularly areas which had changed significantly since baseline, or where there was a clear difference between USDA supported and comparison schools. The full table of programme monitoring indicators can be found in Annex 26. The following key is followed throughout the report:

Target achieved (or within 5%)	Target within 10% of being achieved	Target not achieved
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2.2.1 Achievement of Strategic Objective 1: Improved literacy (Early Grade Reading)

71. As described earlier, the USDA RF1 indicates that to achieve improved literacy, children must attend school, be attentive in class, and teachers must provide quality literacy instruction. The following section follows USDA RF1 (Annex 3), describing the results WFP and partners have achieved during the implementation of the relevant activities and determines whether funding has been efficiently utilized to implement effective activities to improve children's literacy, measured through early grade reading levels.

Result stream 1: Improved attendance

72. The USDA McGovern-Dole Results Framework encourages enrolment through campaigns on the importance of education, and the daily provision of a school meal. Both awareness campaigns and school meals have been implemented in the USDA supported schools now for several years (some since 2011). At baseline, 65 percent of parents from both USDA-supported and comparison schools reported that the main reason they send their children to school was just because it was close to their home. Less than half the surveyed parents⁷³ said that they sent their children to school to get an education. At endline, these figures have improved considerably, with all parents (99.8-100%) from both USDA-supported and comparison schools reporting that the main reason they send their children to school was because of the good quality of education at that schools, along with good quality of school infrastructure, and their wish to improve the career prospects of their children. This aligns well with the high rate of primary school enrolment. Table 4 shows that more than 90 percent of parents in USDA-supported schools can name at least three benefits of primary education. This is significantly greater than parents in comparison schools.

73 49.3% of surveyed parents from USDA supported schools and 39.4% of parents from comparison schools

Table 4: Percentage of parents who can name at least three benefits of primary education (n=958)

	Target (%)	All USDA schools (%) ⁷⁴	SMP only ^{^65}	SMP +	Comparison
Endline (SY 2018/19)	85	90.5***	94.0	89.6	83.6
Baseline (SY 2016/17)	85	83	89	79	88

Source: Endline evaluation

[^] including HGSF Hybrid, ^{^^} including HGSF-Hybrid+ THR

*** p<=.001; ** p<=.01; * p<.05;

73. At baseline, the net enrolment rate for children 6-11 years in the surveyed schools was 87.6 percent. This has now increased to 97.5 percent (Table 5). No significant difference was found in total or girl's enrolment rates in USDA and comparison schools.⁷⁵ However, the MoEYS Education Management Information System (EMIS) data shows that the USDA supported districts had higher net enrolment rates than non-assisted districts (99.6 percent versus 95.2 percent).⁷⁶ EMIS also indicates that 52 percent boys and 48 percent girls in Cambodia attend primary school. This is the same proportion in urban and rural area.⁷⁷

Table 5: Enrolment rate for children 6-11 years old in surveyed schools (SY 2018/19)

	Net enrolment rate (%)	
	Total	Girls
All USDA schools	96.7	96.5
SMP only [^]	96.5NS	98.4NS
SMP + THR ^{^^}	96.7	96.0
Comparison schools	98.4	99.4
All surveyed schools	97.5	98
Baseline (SY 2016/17) – All USDA supported schools	87.6	91.4

Source: Endline evaluation

*** t-test (two-tailed) p<=.001; ** p<=.01; * p<.05;

74. Once children are enrolled, it is important to keep them in school until at least the end of primary education. According to Cambodia's new ESP, drop out is of key concern, especially for over-aged children abandoning school. This is compounded by difficulties in reading and writing comprehension, which increasingly affects student's ability in all other subjects at the higher grades. A lack of higher grades in some schools also contributes to school dropout rates as children are unable to continue their studies without moving to other areas. Table 6 shows that the endline results are similar to the findings at baseline in that there is no statistically significant difference in promotion rates, repetition rates and dropout rates between USDA supported and comparison schools.⁷⁸

74 # independent sample t-test (two-tailed) for difference in means of USDA supported schools and comparison schools (significant) as well as between SMP and SMP + THR schools (not significant), p<=.001; ** p<=.01; * p<.05

75 T-test (two-tailed) for independent samples resulted in no significant difference between USDA-supported schools and comparison schools and also between SMP and SMP + THR schools.

76 MoEYS EMIS data SY 2017/18 and SY 2018/19

77 Terms of Reference, Activity Evaluation of USDA McGovern-Dole Grants FFE for WFP School Feeding in Cambodia from 2016 to 2019, WFP Cambodia Country Office.

78 Overall, t-test (two-tailed) for independent samples resulted in no significant difference between USDA and non-USDA schools. Significant differences were observed in total and girl's dropout rates between SMP only and SMP+THR schools only.

Table 6: Promotion, repetition and drop-out rates (SY 2018/19)

	Promotion rate (%)		Repetition rate (%)		Drop-out rate (%)	
	Total	Girls	Total	Girls	Total	Girls
All USDA schools	84.4	88.1	11.8	8.9	3.7	3.0
SMP only ^	80.8	85.1	12.4	9.8	6.8**	5.0*
SMP + THR^^	85.3	88.8	11.7	8.7	3.0	3.0
Comparison schools	84.9	88.2	11.5	8.6	3.6	3.2
Baseline (SY 2016/17) – All USDA supported schools	85.2	88.8	10.7	7.9	6.1	4.8

Source: Endline evaluation

^ including HGSF Hybrid, ^^ including HGSF-Hybrid+ THR

*** p<=.001; ** p<=.01; * p<.05

75. This is also supported by the results of difference-in-difference regression results (not shown), which are statistically not significant, suggesting no impact of the McGovern-Dole programme during this phase on these indicators. However, the MoEYS EMIS data which includes all schools in the country indicates that dropout rate was lower in USDA-supported schools (4.9 percent vs. 6.0 percent) and completion rate was higher in USDA-supported schools (81.3 percent vs. 80.1 percent). Girls in both types of schools performed better than boys, with more girls being promoted, and less girls repeating grades or dropping out of school.

76. EMIS data also indicates that the retention rate in USDA-supported schools was almost ten percent higher than the target for 2018.⁷⁹ These results are particularly commendable since the schools participating in the meals programme are generally located in more remote, vulnerable districts and initially showed poorer education performance than non-supported schools. WFP monitoring data indicates the number of children regularly attending school⁸⁰ has been more than targeted throughout this phase of programming (Table 7).

Table 7: Regular attendance rate SY 2016/17 – SY 2018/19

	Target	Baseline	MTR	End line
Number of students regularly (80%) attending USDA supported schools	127,600	195,400	167,600	192,723
Achievement towards target each school year		153%	131%	151%

Source: WFP Monitoring data

2.2.2 Improved school infrastructure

77. The McGovern-Dole programme includes support to schools to construct or rehabilitate key school feeding-related infrastructure: kitchens, food storerooms, and energy-efficient stoves. The endline evaluation of the previous phase⁸¹ recommended that WFP and partners continue this work to ensure that all the USDA supported schools had adequate infrastructure when the government took over the programme. The results

79 WFP (2018) WFP Cambodia Annual Country Report 2018.

80 Attending class more than 80% of school days

81 Dunn, S. et al (2017) Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant (MDG) Food for Education Programme for WFP Cambodia (2013-2016). Final report. The KonTerra Group.

found now at endline are therefore a culmination of the work done over multiple programme phases.

78. The percentage of USDA-supported schools with the required infrastructure has increased since baseline. This is especially noted in the increased percentage of schools using energy-efficient stoves (Table 8), and a significant improvement in school storing food off the ground.⁸² The CO also put in considerable effort during this period to rehabilitate school kitchens. Interviews with school personnel, parents and MoEYS all provided positive feedback on the infrastructure development work done through this project. Water and sanitation infrastructure (water, latrines and handwashing facilities) are discussed under SO2.

Table 8: Summary of available school feeding-related infrastructure

	USDA schools (%)		Comparison schools (%)
	Baseline (SY2016/17)	Endline (SY2018/19)	Endline
Kitchen	95	98	1.2 (n=1)
Food storeroom	74.4	70.5	0
Food stored off the ground	65.6***	88	0
Energy efficient stoves	60.5	72.1	0

Source: Endline evaluation

Note: Only one comparison school has a kitchen. The school reported that the school lacks kitchen utensils and leaking roof.

*** p<=.001; ** p<=.01; * p<.05;

79. Two issues were raised by evaluation stakeholders about the infrastructure support to schools. Firstly, there is a lack of guidance on school infrastructure construction, which results in limited uniformity in school infrastructure construction, particularly on kitchens. WFP is aware of this issue and have included kitchen construction guidance in the new HGSF Guidelines. Secondly, some stakeholders are concerned that the MoEYS does not provide schools with sufficient school budget for infrastructure maintenance and regular provision of school feeding related materials such as kitchen equipment. The issue of infrastructure maintenance was assessed during the school surveys with enumerators observing the condition of kitchens, food stores, and latrines. The survey found that 57 percent of USDA-supported schools lacked kitchen utensils, and some kitchens and stoves require minor repairs. In general, however, the endline evaluation found that existing school infrastructure in USDA-supported schools to be well constructed and well maintained. Additional information on the school infrastructure including the condition at the time of the endline survey, can be found in Annex 27.

2.2.3 Increased economic and cultural incentives

80. To help improve access, attendance, retention and completion of primary education of poor students in schools, and other vulnerable, marginalized and disadvantaged children, the MoEYS launched a primary scholarship programme in

⁸² Overall, t-test for independent samples between baseline and endline resulted in no significant difference between USDA-supported schools and comparison schools except the storing off the ground food (where pallets have been used for food storage).

SY2012/13, with external support from the Global Partnership for Education (GPE) and the WFP.

81. Food scholarships (THR) of 10kgs of rice and 0.91kg of vegetable oil per student per month were provided three times per year as part of the McGovern-Dole programme to help students facing economic or cultural obstacles to attend school and prevent dropout. Since 2015, the THR has been gradually integrated into the MoEYS's national cash scholarship programme⁸³ During 2017-2019, WFP's THR activities have been progressively handed over to the MoEYS Scholarship Office and the MoEYS is now fully operating the scholarships in the USDA supported provinces. The primary scholarship programme is exclusively funded by the national budget and fully institutionalized.⁸⁴ During 2017-2019 the scholarship office provided scholarships to vulnerable boys and girls in Grades 4-6 to enable smooth transition to the existing government scholarships for lower secondary and then secondary grades. In 2019, the MoEYS approved the expansion of the scholarship programme to Grades 1-3 so from SY 2019/20 the Scholarship Office will provide cash-based scholarships to vulnerable boys and girls from Grade 1-12. Overall, WFP provided more than 28,000 children with THR during this period, 128 percent of the planned target (Table 9).

Table 9: Provision of THR by WFP (2017-2019)

	Target	Baseline	Midline	Endline	Achievement
Number of individuals receiving THR as a result of USDA assistance	22,500	0	15,004	28,855	128%

Source: WFP Monitoring data

82. A recent evaluation of the scholarships provided by the MoEYS⁸⁵ found that there is clear evidence that the scholarships contributed to recipients staying in school longer. The evaluation also found that there is clear evidence that scholarships were spent on educational material or expenses, or food.

Result stream 2: Improved attentiveness

83. Once children have enrolled in school, the school environment must be such that they can concentrate on their studies. The provision of a daily school meal therefore plays a key role in ensuring that all children eat before class, enabling them to concentrate.

2.2.4 Increased access to food

84. In total, the programme planned to provide approximately 5,900 metric tons (MT) of fortified rice and 330 MT of vegetable oil over the three-year period. During 2017-2019 WFP received a total of 6,455.3 MT of USDA rice and oil for the McGovern-Dole programme (Table 10) which was slightly more than planned due to cheaper prices of commodities at the time of purchase. As most of the USDA commodities have been utilized and distributed to schools during the implementation period as planned, around

⁸³ In 2019, the government approved cash scholarship from Grade 1 to 3. Grade 1 to 9 will get 60 USD per year and Grade 10 to 12 will get 90 USD per year.

⁸⁴ Royal Government of Cambodia (2019) Equity-focused Primary Scholarship Framework 2019-2023, MoEYS, May 2019.

⁸⁵ MacAuslan, I. et al (2019) Country-led evaluation of the National Education Scholarship Programmes of the Ministry of Education, Youth and Sport in Cambodia, 2015-2018. Final Report – Volume 1. UNICEF, Phnom Penh

200MT of food, mainly oil, remains at school level to be utilized next school year. USDA has agreed to an NCE until 31 March 2020 to use the remaining commodities.

Table 10: Planned vs. actual USDA food commodities distributed (MT)

	Planned	Received	Actual	Achievement
Rice	5,900	6,047.6	5,865.31	99.4%
Oil	330	397.77	372.17	113%
TOTAL	6,230 MT	6445.4MT	6,237.5MT	100%

Source: WFP Supply Chain data

85. These attendance variances also mean that WFP has not met their target for the number of school meals provided (Table 11). WFP output monitoring data indicates that since SY2016/17 more than 150,000 children have received daily school meals each year. This is a total of over 32 million school meals during 2017-2019.

Table 11: Provision of daily school meals 2017-2019

	Target	Baseline	MTR	Endline	Achievement
Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	38,397,000	0	14,887,000	32,895,842	85.7%
Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance)	189,600	0	150,570	175,397	92.5%

Source: WFP Monitoring data

86. The provision of the school meal at school level is well implemented and managed. Interviews with school children indicate they are happy with the taste of the meal, and they enjoy coming to school to eat breakfast with their friends. Many children indicated they also had food at home before coming to schools, so the meal at schools appears to be additional food for many children while for some it is there only breakfast.

“Teat at home but when I come to school and smell food, I feel hungry again.”

“The food at school is better than at home because it is mixed with vegetable and meat like lunch.”⁸⁶

87. Table 12 shows the teacher's estimations of the number of school children who are hungry in class. In USDA-supported schools, 6.4 percent of children were reported to be hungry in class on a daily basis, compared to 13.7 percent in comparison schools. Similarly, in total, 14.4 percent of children in USDA-supported schools were reported to be hungry (daily or sometimes), compared to 26.6 percent in comparison schools. Both of these differences are statistically significant, indicating the positive role that the school meal has in reducing hunger. The survey also found a statistically significant reduction in girls reporting hunger in class – from 20.3 percent at baseline, to 14.1 percent at endline.

⁸⁶ Quotes from interviews with school children during endline evaluation

Table 12: Percent of students in target schools who indicate that they are “hungry” or “very hungry” during the school day

		Target	All USDA schools	SMP only [^]	SMP + THR ^{^^}	Comparison schools
Percentage of total students reported to be hungry in class	Daily	≤10%	6.4***	2.5**	7.4	13.7
	Sometimes		8.0***	8.0NS	8.2	13.0
	Total	≤10%	14.4***	10.7NS	15.3	26.6
	Girls		14.1***	9.6NS	15.2	26.3
Baseline (SY 2016/17)	Total	≤10%	20.9	20.8	21.1	34.4
	Girls		20.3	19	22.8	31.4

Source: Endline evaluation

[^] including HGSF Hybrid, ^{^^} including HGSF-Hybrid+ THR

*** t-test (two tailed) p<=.001; ** p<=.01; * p<.05; NS Statistically not significant

88. The survey with teachers also found a reduction in inattentiveness of students in USDA supported schools, from 11.3 percent at baseline, to 9 percent at endline (Table 13).

Table 13: Reported inattentiveness of students

		Target	All USDA	SMP only [^]	SMP + THR ^{^^}	Comparison schools
Percentage of children who are inattentive (sleepy, inactive) during classes	Everyday	≤10%	2.8**	2.8	6.0	4.7
	Sometimes		6.2***	5.6	5.0	8.7
	Total		9.0***	8.7	9.1	13.3
	Girls		5.4**	7.2	5.0	8.0
Baseline (SY2016/17)	Total	≤10%	11.3	11.6	10.8	14.8
	Girls		7.4	7.2	7.8	9.4

Source: Endline evaluation

[^] including HGSF Hybrid, ^{^^} including HGSF-Hybrid+ THR

*** t-test (two tailed) p<=.001; ** p<=.01; * p<.05;

89. Teachers in comparison schools estimated 13.3 percent inattentiveness at endline. Overall, the percentage of inattentive students were significantly lower in USDA-supported schools compared with comparison schools.⁸⁷ In addition, the survey found that total inattentiveness in class is significantly positively correlated with total percentage of students reported hungry in class.⁸⁸

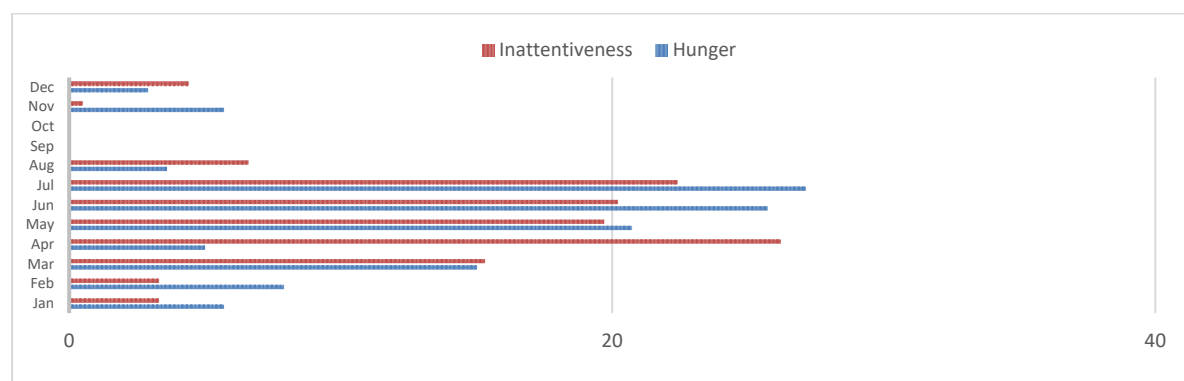
90. Teachers were asked to report the months in which they felt that hunger was an issue. In both USDA-supported and comparison schools, the period May-July was nominated as having with highest rates of hunger, with an estimate of 20 percent of children or more reported to be hungry (Figure 1). This is the rice planting season, before the harvest. Teachers in comparison schools also reported high rates of hunger during January and March, when USDA supported schools did not. Further, teachers in both USDA-supported (57.3%) and comparison schools (73.3%) reported that children in the

87 In comparison schools, teachers estimated 13.3% inattentiveness compared to 9% inattentive in USDA supported schools. No significant difference was found between SMP only[^] and SMP+THR^{^^} schools.

88 Correlation (r)=0.378 – a medium correlation, p<0.001 (two tailed)

morning shift⁸⁹ are more likely to be hungry when they come to school as they often go to school without eating at home. This is understandable for the USDA-supported schools since parents know that their children will receive a meal at school. Children in the afternoon shift have usually eaten either/ both breakfast and lunch at home before coming to school and therefore do not benefit from WFP school feeding. Children rotate which shift they attend on a monthly basis – one month attending morning shift, the next month in afternoon shift. Data from the household survey indicates that 83 percent of parents from comparison schools reported that their children usually eat breakfast.

Figure 1: Percentage of teachers reporting child hunger and inattentiveness in USDA supported schools



Source: Endline evaluation

Result stream 3: Improved quality of literacy instruction

91. Results streams 1 and 2 provide the supportive environment to make schools a safe and conducive environment for learning. The third result stream under this SO directly supports improved literacy of school-age children but improving the quality of literacy instruction in schools. To achieve improvement in literacy rates, significant effort is needed from the MoEYS through supporting teachers to learn and implement quality literacy instruction. Since literacy is not a core area of expertise for WFP, in SY2016/17 they established a partnership with WEI and KAPE to ensure achievement of RF1. Literacy activities were implemented in USDA-supported schools in SRP and KTM only because schools in BTB was already almost handed over the government. The MTR noted this partnership resulted in rapid progress in the literacy arena in both SRP and KTM.

92. National Assessment Systems subject tests of Grades 3, 6, 8 in Khmer language and Math were instituted by MoEYS in 2006 and later followed in 2010. The 2010 EGRA conducted for 24,000 students in grade 1-6 found that 33 percent could not read at all, while 47 percent could not comprehend what they had read⁹⁰. In response to these low national literacy scores among primary education children, the MoEYS developed new textbooks for Grades 1-3. As part of the implementation of the McGovern-Dole programme, WEI has supported MoEYS in its implementation of the new curricula and contributed to national efforts to improve EGR outcomes. Along with this new text book

⁸⁹ Double-shift teaching is a strategy used to address the shortage of teachers. Teachers teach one group in the morning and another in the afternoon.

⁹⁰ World Bank (2012) Implementation Completion and Results Reports: Cambodia Education Sector Support Project.

and curricula for Grades 1-3, WEI also designed an integrated approach to EGR instructions that includes the development of reading benchmarks; literacy coaches; and a Rapid Response System consisting of parental engagement, reading games, materials, and an mLearning app in Khmer that is connected to the national curriculum. According to WEI, students have developed better reading skills and the MoEYS has approved and adopted the model, charting a clear path for replication at a far greater scale.

93. Activities developed by WEI and KAPE in cooperation with staff from relevant departments within MoEYS (notably Curriculum, Teacher Training, Education Quality Assurance departments) include a school-based Teacher Professional Development strategy to help teachers apply EGR techniques into their classroom practice and to engage the school management and leadership capacities of school directors in the process. Using USDA funds in support of the new MoEYS national EGR package WEI and KAPE trainers, Provincial Teacher Training Colleges (PTTC) staff, District Training and Monitoring Teams (DTMT) trained under the McGovern-Dole programme, and Provincial Department of Education (PDoEs) staff were actively engaged in both training of trainers and trainings with Grade 1 teachers and schools directors across Kampong Thom and Siem Reap provinces. Through applying new skills and knowledge, trained teachers and school directors were expected to enable significant improvements in children's reading skills in the early grades. Table 14 shows that WEI and KAPE have achieved all their output training targets for this phase of the programme.

Table 14: Literacy training activities for school administrators and teachers

	Target	Kampong Thom	Siem Reap	Total Achievement	
Number of school administrators and officials trained or certified as a result of USDA assistance	591	271	443	714	121%
Number of school administrators in targeted schools who demonstrate use of new techniques or tools	413	198	286	484	118%
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	2,200	1,115	2,097	3,212	146%
Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality, teaching techniques or tools	1,540	681	1,018	1,699	110%

Source: WEI Quarterly Report - Year 3 Quarter 3: April 1, 2019 – June 31, 2019.

94. In addition, WEI developed a set of materials to address student's low skills in comprehension and reading fluency. These teaching and learning materials have been provided to all target schools during the second year of implementation of the programme (Table 15). Teachers received additional teaching materials including colour paper, flip charts, markers, and tape the following year. These items enable teachers to make additional learning materials and games for their students. Table 15 shows that a significantly greater proportion of USDA-supported schools received learning materials

and stationery materials is significantly higher than in comparison schools during SY 2018/19⁹¹.

Table 15: Number of schools receiving learning materials and stationery packages (SY 2018/19)

	# of schools received learning package		# of schools received stationery materials		% of schools received learning package	% of school received stationery materials
	Yes	No	Yes	No		
All USDA schools	85	1	85	1	98.8*	98.8**
SMP only [^]	16	1	17	0	94.1	100.0
SMP+THR ^{^^}	69	0	68	1	100.0	98.6
Comparison schools	77	8	76	9	90.6	89.4

Source: Endline evaluation

[^] including HGSF Hybrid; ^{^^} including HGSF-Hybrid+ THR

*** t-test (two tailed) $p \leq .001$; ** $p \leq .01$; * $p < .05$

95. As part of activities implemented to promote literacy the programme used popular social media and network platforms, such as Facebook and Telegram, to disseminate resources, reinforce key messages, send reminders and channel targeted content to participants and stakeholders. During the 2018 WEI created a Facebook group called [Khmer Literacy Resources](#) with the aim of disseminating Khmer literacy resources, to motivate teachers and programme participants, to build an online community of practice, to provide a platform of exchange and support between participants and trainers. WEI have provided teachers who cannot access online content with Micro SD cards with all the programme's digital resources. The card also includes *SmartBooks*, an application created by KAPE, which allows students access to electronic books.

96. WEI's *Aan Khmer* mobile app is an educational game for Grade 1 and Grade 2 students based on the five key reading skills: Phonemic Awareness, Alphabet Principle, Reading Fluency, Vocabulary and Reading Comprehension. The contents have been adapted from MoEYS textbook. This app was recently upgraded to function better on smartphones and is [already available for free download on Google Play](#).

97. WEI plans to leverage the *Let's Read!* Digital Library app developed by The Asia Foundation. The app contains over 200 stories and books in Khmer which can be accessed at no cost. Children can access the additional learning content through a parental mobile device or mobile device operated by the school; this content can help children improve their reading comprehension skills.

98. In addition to equipping schools and trainers with materials, WEI cooperated with Plan International to provide key messages on how parents and community members can take a more active role in their children's literacy development. These messages were disseminated during Food Events sessions developed by Plan International.

99. The ET noted some constraints hampering the scope of WEI's intervention. Firstly, cooperation with staff from the national EQAD was limited as they were invited more as observers than as active participants into the EGRA conducted by WEI. Also, during field

91 t-test (two-tailed) for independent samples show that the percentage of USDA supported schools that reported receiving learning package and stationary materials was significantly greater than those in comparison schools. No statistically significant difference was found between SMP only and SMP+THR schools.

visits, some school directors stressed that the implementation of the McGovern-Dole programme in their school created new and additional responsibilities and tasks for them. Many felt overworked for the implementation of the programme, and this was confirmed by WEI who found there was limited commitment of School Directors to do regular teacher literacy coaching follow-up.

100. During the last quarter of SY2018/19, 517 teacher visits were carried out in USDA supported schools by teams composed of WEI trainers, DTMTs/PDoEs and PTTCs staff. Only 21 School Directors joined the teams to observe teachers teaching in the classroom and filled their digital teacher observation⁹². WEI underlined that this trend has been prevailing throughout the three years of programme implementation. This drawback appears more as a symptom of a system issue than specific to USDA McGovern-Dole implementation: a previous World Bank-commissioned study had already revealed a teacher training system that is not very dynamic. The study highlighted some key issues, notably “*very little observation, support and supervision of trainer activities in classes by school directors and personnel from MoEYS department*”⁹³

101. Lastly, high turnover of trained personnel requires regular follow up/coaching and training of new staff. Significant flux in the Grades 1-3 teaching staff at target schools has resulted in more teachers having been trained than initially planned, as shown in Table 14.

2.2.5 Overall achievement of Strategic Objective 1: Improved literacy of school-age children

102. The main objective of the programme (SO1) is to increase the number of children who at the end of Grade 2 are able to read grade level text. During 2017-2019, WEI and KAPE conducted three EGRA in USDA supported schools. The baseline EGRA surveyed children already studying in Grade 3 (instead of Grade 2). For this reason, it has been agreed not to use it for comparison with the present endline. Table 16 shows that at endline 30 percent of children at the end of Grade 2 are able to read and understand grade level text.

Table 16: Demonstrated reading and comprehension - Grade 2⁹⁴

	Target	Baseline	MTR	Endline
Percent of students who, by the end of two grades of primary schools, demonstrate that they can read and understand the meaning of grade level text.	55%	N/A ⁹⁵	23.8%	30%

Source: WEI Quarterly Report - Year 3 Quarter 3: April 1, 2019 – June 31, 2019.

103. The previous phase of the McGovern-Dole programme (FY2013-2016) focused on literacy of Grade 6 students while the present phase focused on EGR (Grades 1-3) to align with the SY2016/17 introduction of new National Reading Standards (benchmarks) and associated assessment workbooks for Grades 1 and 2, and Guidelines for Grade 3. The

92 World Education (2019) World Education Quarterly Report to WFP Cambodia, Year 3 Quarter 3: April 1, 2019 – June 31, 2019.

93 World Bank (2012) Implementation Completion and Results Reports: Cambodia Education Sector Support Project, 2012.

94 Comprehension is the purpose of reading. Once a child learns the sound-letter relationship (alphabetic principle) and becomes able to decode and read with automaticity, he or she becomes increasingly able to understand the meaning of a text.

95 A 16.1 percent score at baseline has been communicated to the ET. For methodological reason, this figure cannot be used for comparison. Nevertheless, this percentage provides an indication about the level of performance at the starting point of the programme.

EGR rates reported in the previous phase are therefore not comparable to the present figures.

104. The result presented in Table 16 show a strong improvement over a short period of time. However, the improvement does not come close to meeting the programme target of 55 percent. The overambitious target was already identified by the ET during the MTR because of the limited human resource capacity of WEI and the short time frame. The level of improvement is encouraging and shows the high capacity of WEI and KAPE. The ET note however that although there is a correlation between outcomes and results, establishing a causality is out of reach for the present evaluation. This is mainly because the WEI baseline lacks a comparison group from non-USDA-supported schools.

105. Overall, the implementation of literacy related activities and the activities that contribute to improved literacy have been implemented very efficiently, with a small number of WEI staff collaborating with the MoEYS at all levels to ensure that teacher training was completed with the appropriate materials, and then followed up in class. The results indicate that this is both an efficient and effective way to support improvements in literacy.

2.2.6 Achievement of Strategic Objective 2: Improved health and dietary practices

106. This section follows USDA RF2 (Annex 3), describing the results WFP and partners have achieved during the implementation of the relevant activities. The McGovern-Dole programme includes several activities to improve the health and dietary practices of school children, parents and school personnel including training, school garden construction/ rehabilitation, provision of clean water, latrines and handwashing facilities and ensuring that children in schools receive deworming treatment from the MoH. All of these activities contribute to children being healthy. This phase, as the programme transitions to the HGSF model, increasing the dietary diversity of the school meals, the programme has also incorporated additional nutrition and food safety instruction. At MTR the ET recommended that the school meals/ HGSF guidelines be revised and ready for use if/when the MoEYS HGSF proposal is funded. Since then, the CO revised the guidelines and they were endorsed by the MoEYS in March 2019.

Improved knowledge of health, hygiene, nutrition, safe food preparation and storage practices

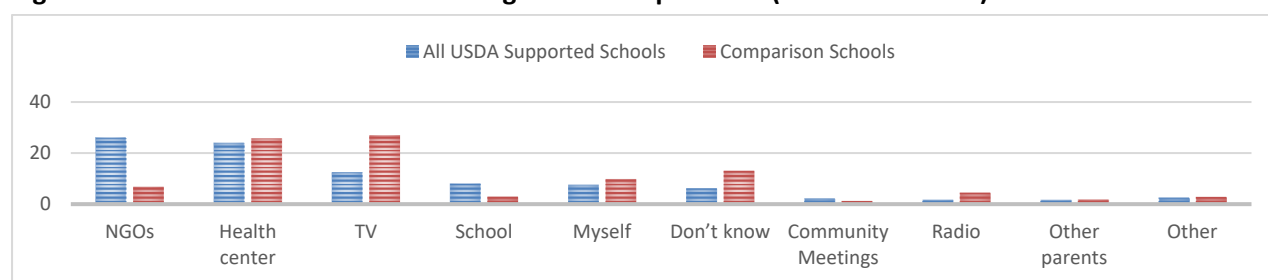
107. Table 17 shows that the McGovern-Dole programme has supported more than 4,000 individuals, including teachers, School Directors, parents and cooks by providing training in child health and nutrition. This is supported by Figure 2 showing that a quarter of all households surveyed reported that NGOs (mainly Plan and WV) were their main source of information on good health practices.

Table 17: Number of people trained in child health and nutrition (2017-2019)

	Target	Baseline	MTR	Endline	Achievement
Number of individuals trained in child health and nutrition as a result of USDA assistance	3,600	0	2,370	4,392	122%

Source: WFP Monitoring data

Figure 2: Main source of information on good health practices (% of households)



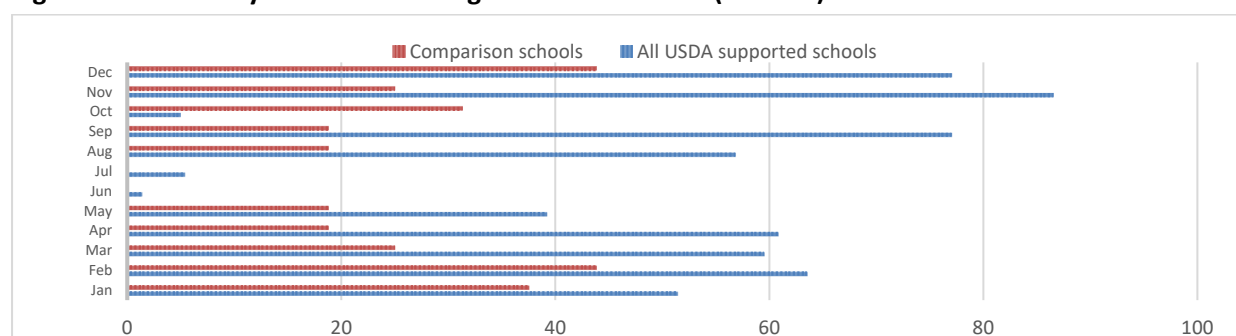
Source: Endline evaluation

108. In addition to the nutrition training provided for school personnel, school children and parents, WFP has supported School Nutrition Days, which provide an opportunity for the community to come together at the school, share a meal, play games, receive nutrition-related social behaviour change communication (SBCC) messages and learn more about nutrition in a less formal way.

109. **School gardens:** In addition to formal training, the McGovern-Dole supports schools to utilize school gardens for nutrition education. Some schools also use the produce from the garden in their school meals. Overall, 86 percent of the USDA-supported schools had school gardens, of which 95 percent were in use at the time of the survey. Only 19 percent of comparison schools had gardens. Most of the USDA-supported schools reported receiving their seeds from their own school budget (88%), from WFP (30%) or from Plan/WV (7%).

110. More than half the surveyed School Directors in USDA-supported schools reported using the school gardens throughout the year (Figure 3) except during school holidays⁹⁶. School gardens are maintained by the school children under the supervision of their teachers. Some schools reported that they did not have sufficient water to utilize the gardens to their full potential. More information on the issue of water in schools can be found ahead in the section on “increased access to clean water and sanitation services”. Annex 28 provides more details on the survey findings about school gardens.

Figure 3: Month of year when school gardens are utilized (Percent)



Source: Endline evaluation

Increased access to requisite food preparation and storage tools and equipment

⁹⁶ The long school holidays are during September/October

111. The training provided by WFP and implementing partners on safe food preparation should help cooks and school personnel provide a hygienic cooking and eating environment for the children. However, the evaluation survey found only half the USDA-supported schools were using clean cooking and eating equipment in line with WFP guidance (Table 18). This is an improvement on baseline but indicates that more work needs to be done to promote food safety.

Table 18: Percentage of schools using clean cooking and eating equipment

	Baseline	Endline
Percentage of USDA-supported school that use clean cooking and eating equipment	28	49

Source: Endline evaluation

112. Given that the new HGSF model introduces fresh produce into the school meals including animal proteins (meat and eggs), the CO has sought technical expertise from the RBB to develop guidance for schools to avert potential threats to food safety. The Cambodia CO, together with the WFP Regional Bureau in Bangkok (RBB) and Sodexo,⁹⁷ jointly supported an in-country baseline assessment of food safety practices in HGSF systems in 2017, and then supported the development of the MoEYS Guidelines on Food Safety in Schools.⁹⁸ These country specific guidelines, include gender specific issues such as *Listeria* and pregnancy, and includes a set of posters, booklets and pamphlets on basic steps to improve the quality and safety of school meals. This food safety work is especially important given the lack of refrigeration in schools for storing fresh foods, and the fact that the school children are responsible for helping with many activities in the school including both the cleaning of the latrines and the school grounds, and the serving of the school meals.

113. The ET note that some of the food safety related activities planned for this phase have not yet been completed due to delays in printing the materials. The no-cost extension until March 2020 will therefore include the continuation of some key nutrition and food safety activities including the roll out and dissemination of a food safety training package for school cooks and supporting the design of a standard kitchen model to be used under the national HGSF program.

Increased access to clean water and sanitation services

114. In USDA supported schools the McGovern-Dole programme provides funds for the construction and maintenance of water sources, latrines and handwashing facilities. The survey found that most schools (92%) now have separate latrines for boys and girls that are well maintained, with handwashing facilities and soap nearby (Table 19). This compared with 77 percent at baseline.

Table 19: Summary of availability of school water and sanitation infrastructure

	USDA supported schools (%)		Comparison schools (%)
	Baseline	Endline	Endline

97 Sodexo is a French food services and facilities management company, one of the world's largest multinational corporations.

98 Royal Government of Cambodia (2019) Guidelines on food safety in schools. MoEYS, May 2019

Year-round access to clean water	64	66	68
Functioning latrines (percent)	90	90	87
Separate latrines for boys and girls	77	92	57***
Latrines available for disabled students	43	27	11**
Hand washing facilities	86	99	92*
Soap at handwashing station	89.5	100	92**

Source: Endline evaluation

*** p<=.001; ** p<=.01; * p<.05 (comparison between endline USDA-supported schools and comparison schools)

115. The latrines are cleaned regularly, usually by students on a rota system. USDA supported schools are also more likely to have toilets for disabled students,⁹⁹ than in comparison schools. Some USDA supported schools had a few latrines that were non-functional, requiring maintenance – the reasons were the door was broken, the pit was full, or the commode was broken.

116. The main concerns of evaluation stakeholders on the water and sanitation related infrastructure was lack of school budget for maintenance, as with other school infrastructure, and that clean water is not available all year round. At endline only 66 percent of USDA supported schools reported year-round access to clean water from their school grounds (Table 19). This is mainly because existing water sources dry up during the dry season and this year, Cambodia had a prolonged dry season due to El Niño. When that happens, children bring water from home to enable the cooks to prepare the school meal. Additional findings regarding water and sanitation services in schools, including the condition of related infrastructure at the time of the endline survey can be found in Annex 29.

Increased access to preventative health interventions

117. Schools serve as a platform for the delivery of other services including the regular deworming treatment provided by the MoH with support from the World Health Organization (WHO) and Johnson and Johnson. The endline survey found that 83 percent of children in USDA supported schools received deworming treatment in SY 2018/19, compared with 67 percent in comparison schools. Additional findings from the school survey can be found in Annex 30.

2.2.7 Overall achievement of Strategic Objective 2: Improved use of health and dietary practices

118. All the activities implemented under SO2 contribute to the improved health of school children. The RF shows that improved health should translate to reduced health related absence, helping ensure that children attend the majority of their classes. Table 20 shows that overall, there was no significant difference¹⁰⁰ in absence between USDA-supported and comparison schools, with students missing 8-10 days per year on average.

Table 20: Absence in class (SY 2018/19)

	All USDA supported schools	SMP only [^]	SMP + THR ^{^^}	Comparison schools
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99 Toilets with greater width, with ramp, and with an easy to open door handle

100 t-test (two-tailed) for independent samples show that the percentage of students absent (both total and for females) in class are not significantly different for USDA-supported and comparison schools as well as between USDA supported schools.

Percent of absent students	Total	9.8	10.2	9.7	7.8
	Girls	7.8	11.0	7.0	6.2

Source: Endline evaluation

^ including HGSF Hybrid, ^^ including HGSF-Hybrid+ THR

*** t-test (two tailed) $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; NS Statistically not significant

119. In Cambodia, it is difficult to attribute these activities to health-related absence as most schools do not collect the reason for student absence so there is no data from the baseline survey. Teachers highlighted that children are absent for many reasons, only some of which are due to illness. Table 21 shows that on average, children in USDA-supported schools missed only 2 days of the year due to illness, which meets the programme target.

Table 21: Number of days missed due to illness

	Target	Baseline	Endline
Average number of school days missed due to illness	≤ 12	No data ¹⁰¹	2.1

Source: WFP monitoring data

120. Regardless of the lack of health-related absence from comparison schools, the evaluation findings show positive results in other aspects of the programme for RF2. Interviews with parents, teachers and children indicate that the training implemented under SO2 has contributed to knowledge of good health and dietary practices, including healthy diets, food safety, and WASH. This training, along with a clean school environment through the provision of infrastructure are sound starting points for good health for the school children. The continued support to infrastructure development during this phase was a good use of USDA resources, to ensure that all the USDA-supported schools provide children with an appropriate, healthy learning environment.

2.2.8 Effectiveness of the programme to achieve other outcomes

121. In addition to the above results that are all intended under the USDA RFs, the evaluation found several other results from the programme, some intentional, some not, and most not actively monitored.

Community engagement

122. WFP has been encouraging community engagement in the school feeding activities for many years. This includes parents and other community members participating in Parent-Teacher Associations (PTAs), Local School Feeding Committees (LSFCs), and School Support Committees (SSCs). The SSCs are composed of school directors, commune council members, village chiefs, teachers, and parents that act as a liaison between the school and community. Almost all (99%) of USDA-supported schools have PTAs or similar governance structures in place. Both the SSCs and the LSFCs meet monthly and are responsible for community contributions to the school, either for meals such as requesting vegetables, firewood, salt, and financial contributions to pay the cook (LSFCs) or for fundraising for school infrastructure and maintenance of the school

¹⁰¹ The ET were unable to determine the number of days missed due to illness, as schools do not keep that information. After the baseline, the CO included this variable as part of their regular monitoring in some schools to ensure a figure would be available for endline.

grounds (SSCs). Table 22 shows that this engagement with parents is significantly stronger in USDA-supported schools than in comparison schools, with more parents sitting on committees and visiting the school more often (not including dropping or picking their children from school).

Table 22: Parental membership of school committees (SY 2018/19)

	PTA!	LSFC!	SSC!	Mothers' Committee!	Number of visits to school#
All USDAsupported schools	11.3*	6.2***	2.7*	9.5*	2.35***
SMP only^	10.0	5.0	3.0	11.0	2
SMP+THR ^^	11.6	6.5	2.7	9.2	2.1
Comparison schools	7.0	1.8	0.7	5.4	1.1

Source: Endline evaluation

^ including HGSF Hybrid, ^^ including HGSF-Hybrid+ THR

! Chi-square test of association between literacy and USDA-supported schools and comparison schools *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; NS Statistically not significant

t-test (two tailed) *** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; NS Statistically not significant

123. Evaluation interviews found that although parents and community members sit on school committees, their participation in decision making and project management is limited, with the School Director and the Storekeeper taking the majority of decisions. In addition, although there is usually a good gender balance in the committee, a gender assessment¹⁰² found that gender expectations and norms are often reinforced, with men taking leadership roles and women taking on other tasks such as financial management (treasury). The assessment found that WFP and partners did not have a strategy for achieving a gender balance within the committee. Despite this, FGDs during the evaluation field mission found that committee members generally felt informed about programme implementation and they were willing and able to help out in any way they could. The ET noted an increased understanding from local authorities (village chiefs and commune councils) since baseline on their roles and responsibilities and the support they can provide. The recent change in modality to HGSF mean the local authorities have a greater role to play now, to support the supplier bidding process.

124. Since baseline, the ET has commended the community participation in the project, with parents providing firewood, water and vegetables for the school meals as required. In some schools, parents are also asked to provide financial contributions to purchase condiments for the school meal, and to support the payment of the cook. For some households this contribution is not possible due to their financial circumstance, however all parents interviewed said they were happy to provide whatever they could.

125. The other contribution the community makes to the school feeding activities is the cook. The school cooks are members of the local community, usually a parent or grandparent who volunteers their time to come to school and cook the meal each day. The low level of incentive received by the cooks has been perhaps the biggest complaint about the programme since baseline and continues to be so. In previous phases, WFP paid the cook, but this was discontinued in SY2015/16 at which stage the communities were asked to take over the payment. Since then communities have struggled to pay the

102 Brody, A. (2017) Innovations from the Field: Gender mainstreaming from the ground up. Cambodia Mission Report

cook a regular amount, commensurate with the work done. Since baseline, WFP and partners have been working hard to correct this issue, engaging the local commune councils in the discussion and advocating for Commune Development Funds (CDF) (from MoI) to be used to pay the cook USD 25 per month. Interviews with school directors, cooks and commune councils indicate that this payment is rarely received with some cooks receiving rice only, some receiving a mix of rice and cash, and some receiving cash, most around USD 10-15 per month, and many not on a regular basis. The CDF has been increased recently by the MoI, but the focus of investment is still heavily on rural infrastructure and less allocation to support social activities such as school infrastructure and cooks.

126. WFP successfully advocated for the MoEYS to include payment for the cook of USD 25 per month in their proposal to implement school meals in some schools from SY 2019/20.

Gender equality and empowerment of women (GEEW)

127. School feeding provides an opportunity for women's empowerment given that women play several roles in the programme including as teachers, School Directors, school community members, commune council members, and as school cooks. All stakeholders recognized in particular, the important role that the school cook plays in the implementation of the programme. Inadequate payment of the cook's incentive was therefore raised by several stakeholders as a missed opportunity for gender transformation.

128. The gender assessment done in 2017¹⁰³ confirmed that school cooks do a lot of work for insufficient payment. The change to HGSF means that cooks now need to do more work often involving waking up at 3am to go to school, meet the supplier delivering fresh meat, eggs or vegetables, then prepare the school meal. This is sometimes done before she undertakes farming or other types of work on their return home, as well as unpaid carer responsibilities. At the time of the gender assessment there were no official male cooks, although the ET noted in several schools that the cook's husband often helps her out (with no additional payment).

129. The gender assessment also highlighted the need for WFP and partners to actively involve women suppliers in the delivery of the HGSF model. The new model provides an opportunity to increase the income of local women, potentially reducing the need for migration in search of work. In 2018, the pilot Interagency Social Protection Assessment (ISPA)¹⁰⁴ done by FAO found that the HGSF presents no clear evidence of active promotion of women's economic empowerment. Addressing the issue of standardized and appropriate payment for the cooks would be a good starting point.

130. WFP introduced cooking competitions for school cooks as a national-wide means of promoting their value while also disseminating messages about food safety. While this is also a positive step, without sufficient incentive however, it will more difficult to recruit and keep cooks for the programme. The ET therefore commends WFP and MoEYS for

103 Brody, A. (2017) Innovations from the Field: Gender mainstreaming from the ground up. Cambodia Mission Report

104 Royal Government of Cambodia (2018) Report on a pilot application for the ISPA-FSN tool for the Home-Grown School Feeding Programme in Cambodia. Inter-Agency Social Protection Assessment for Food Security and Nutrition.

ensuring that the cook's salary was included in the HGSF proposal for government implementation for SY 2019/20. However, more work needs to be done to ensure that cooks in all USDA supported school received remuneration commensurate with their workload.

131. On a more positive note, stakeholders felt that the McGovern-Dole programme provides equal opportunities for boys and girls to be part of the programme, and commended WFP and MoEYS for providing scholarships to both boys and girls.

Household food and nutrition security

132. The household survey assessed if any changes had occurred at household level during 2017-2019. This included looking at food and nutrition security indicators as well as a range of other topics about the household members. Since the survey sample was done by matching USDA-supported and comparison schools on the basis of household poverty, it is not surprising that the survey results indicate little difference in the socio-economic characteristics of the surveyed households. Both groups of households were primarily farmers, earning an average income of USD 11-19 per day.

133. The survey did find significant differences in household expenditure patterns, with USDA-supported households spending a lesser percentage of their income on food, less on education, and more on non-food items. USDA-supported households also made a larger proportion of their expenditure using credit (Annex 31). The endline evaluation also found no difference in the eating patterns of households, with both USDA-supported and comparison households averaging between 2-3 meals per day. Children in both types of households consumed about three meals a day. However, the average number of meals consumed by children in USDA-supported households was significantly greater than those in comparison school households. The households were also similar in terms of overall diet patterns with almost all households consuming rice, protein, and vegetables on a daily basis. The Reduced Coping Strategies Index (rCSI) results also found no significant difference between USDA-supported and comparison households at endline (Annex 32).

134. As part of the household survey parents were also asked to indicate the main benefits of school feeding for their children, and for the household. This was to evaluate whether the programme had any other benefits, aside from the ones that are regularly monitored by WFP and partners. At baseline, most parents reported that the benefits were that their children received food which makes them healthier and able to learn better. At endline, the main reasons remained the same, but with a larger percentage of parents also reporting the benefits of being more attentive in class and having more opportunities in their future.

135. Parents also reported that school feeding saves food and money to the household, and saves time for the parents, including saving their time to cook in the morning. Those parents who reported that they saved time, generally used the saved time in household chores (between 40-45% households). Around 20 percent of households used the saved time for farming/livestock work or other income generating activities.

136. Both male and female household members saved time as a result of school feeding and/or children's school attendance. However, it was women's time that was primarily saved as women are generally the ones responsible for preparing morning meal. Additional information on the benefits of school feeding as reported by parents can be found in Annex 31 and more general findings from the household survey can be found in Annex 32.

2.2.9 MoEYS capacity to manage school feeding moving forward

137. WFP does not have any corporate guidelines to help COs build the capacity of government's on school feeding. Despite this, WFP has been working hard over the last several years to build the capacity of the MoEYS in school feeding implementation, and to incorporate school feeding into relevant government policies and strategies as mentioned earlier. This includes supporting the development of the National School Health Policy which was endorsed by the Council Ministry in April 2019, and the ESP with school meals and HSGF incorporated. Both these documents are now at Stage 5 (approved and being implemented) (Table 23). WEI has also developed three EGR standards (Grades 1-3).

Table 23: Number of policies developed as a result of USDA assistance (2017-2019)

	Target	Baseline	Endline
Number of children health and nutrition policies, regulations or administrative procedures in development as a result of USDA assistance	1	1 (Stage 5)	1 (Stage 5)
Number of educational policies, regulations or administrative procedures in development as a result of USDA assistance	4	0	1 (Stage 5) & 3 EGR standards developed

Source: WFP monitoring data

138. Despite WFP's strong policy development support, there had been some key stumbling blocks to national ownership identified during the baseline. These included lack of confirmation of the government's preferred model of school feeding, lack of government financial commitment to the programme, and a lack of clear decision-making about which provinces the government wanted to prioritize for a nationally owned model. During the 2017-2019 period, the MoEYS has undertaken several pieces of work with the support of WFP, to clarify its position on school feeding. The research findings and the capacity gaps identified within them have helped WFP identify the steps required to build government capacity to eventually manage the programme.

139. The feasibility study¹⁰⁵ on the implementation of school feeding conducted by the MoEYS in 2017 was mentioned earlier under appropriateness. The study found that the HGSF model was a successful approach for gaining longer term benefits across several sectors including education, livelihoods health and nutrition. Following this study, the government confirmed that the HGSF was their preferred school feeding model. Since then, WFP has been working with the government to expand HGSF, while supporting the

105 Ham, K., Kunthea, K & Chhe, B (2017) The Feasibility of the Implementation of School Feeding Programs in Primary School by the Ministry of Education, Youth and Sport, Department of Policy, MoEYS.

development of operational and institutional capacity. The implementation of the HGSF-hybrid model¹⁰⁶ that is currently being implemented in many USDA supported schools, has proven a successful interim step towards full HGSF.¹⁰⁷ The interim model has enabled WFP and partners to focus on capacity building: training School Directors, LSFCs, commune councils, and community members on the required procurement processes for HGSF and build relationships with local suppliers and farmers.

140. In June 2018, MoEYS organized an inter-ministerial stakeholder consultation workshop on the school meals programme which aimed to identify key benchmarks for the continued transition of the programme to government ownership. Participants from all 25 provinces and counterparts from various ministries, NGO partners, and other relevant development partners participated in the workshop which was supported by the WFP Centre of Excellence against Hunger in Brazil and WFP regional school feeding experts. The consultation included a study visit undertaken to schools in the Siem Reap area with a focus on HGSF. This consultation helped solidify the government's interest in HGSF and school feeding as a social protection instrument. As a follow up to that meeting, MoEYS was requested by the Prime Minister's Office to submit a 3-year concept note for HGSF to MEF. The workshop also saw a commitment from CARD to integrate HSGF as part of the NSFSN and the NSDP.

141. In February 2019, MoEYS and MEF organized a trip to Preah Vihear and Siem Reap Provinces as a joint learning mission to familiarize MEF officials on the school meals/home grown school feeding implementation process and to facilitate strategic and operational discussions between the two ministries on the linkages to the ESP and the NSPPF. WFP also participated in the mission which formed a step in the appraisal process of HGSF being financed by national budget through MoEYS and MEF. A concept note was then prepared by MoEYS for their implementation of school feeding activities in 205 schools in six provinces,¹⁰⁸ from SY2019/20 at a cost USD 2 million annually for the next three years. This costing was done rapidly by MoEYS and MEF based on rapid calculations from WFP on the cost of their meal. The proposal has been accepted and MoEYS is now planned to start implementation at the start of the SY2019/20. This is in addition to the 2000MT of rice that the government already provides to WFP each year to support SF activities.

142. Furthermore, the MoEYS has already demonstrated their capacity to manage the scholarship programme having successfully taken over the implementation of WFP's THR programme and incorporated it into the existing government cash scholarship programme, which already has a dedicated budget line, policy and management structure within the Department of Primary Education.

143. While awaiting approval of the above budget for the 205-school proposal, in March 2019, MEF invited WFP to discuss the transition strategy to a nationally owned programme focusing on WFP's commitment to provide technical assistance and capacity strengthening support. The Annual WFP School Feeding Workshop conducted in March

106 The HGSF-hybrid model uses USDA donated commodities (rice and oil) and locally procured animal protein, vegetables and salt.

107 The full HGSF model is currently implemented by WFP as part of the school meals activities in non-USDA supported schools with support from other donors.

108 Banteay Meanchey, Kampong Cham, Siem Reap, Battambang, Preah Vihear and Stoeung Traeng

2019 was devoted to review overall programme achievements, challenges, solutions and lessons learned. The WFP CSP and the MoEYS transition plan of school meals/home grown school feeding were shared with further discussion on priority targeted areas and possible options for local resource mobilization, and other task required for immediate action to move forward the national school meals programme.

144. Several key government representatives also attended the 20th Annual Global Child Nutrition Forum (GCNF) in Tunisia, with support from WFP. The forum is organized by the Global Child Nutrition Foundation (and the WFP Centre of Excellence against Hunger, a learning exchange and technical assistance conference to support countries in the development and implementation of sustainable school feeding programmes. The forum provided yet another opportunity for the government to commit to school feeding as an avenue for improving the nutritional status of school children.

145. As a result of all the above activities, the government is now clearly articulating its preference for cash-based programming (scholarships) and for the HGSF model as it benefits the local economy. The government is also now demonstrating a strong commitment to build and own a national school meals programme. Key informant interviews identified a significant change in the lexicon of MoEYS representatives, now increasingly recognising school feeding as an important social assistance instrument, especially for households in areas experiencing food insecurity and poor educational outcomes. Further, the next GCNF will be hosted by Cambodia in December 2019. This will be the first time the Forum will be held in the Southeast Asia Region.

Does the government have adequate institutional and HR capacity to assume responsibility for future school meals and scholarship activities?

146. The MoEYS has a department dedicated to the management of school meals and scholarships - the Scholarships Office within the Department of Primary Education. In addition, the MoEYS has a national Programme Coordination Committee (PCC) and School Feeding Task Force (SFTF) providing overall policy and strategy guidance on SF management including coordination across line ministries and development partners, and advocacy for funding support on SF from government. The SFTF carries out day-to-day activities such as providing technical support, guidance and monitoring to sub-national School Feeding Committees to strengthen their capacity for SFP implementation and management on the ground, then regularly updating relevant info to the PCC.

147. At sub-national levels, Provincial School Feeding Programme Committees (PSFC) and DSFCs manage overall planning, implementation, monitoring and reporting of the programme at school level (including onsite coaching/mentoring), and providing technical support to the SFCs to ensure implementation runs smoothly. The committees also have a role in ensuring that SF is integrated in provincial, district and school strategic/development plans and smooth coordination with NGO partners to arrange capacity development activities to schools, local authorities and community.

148. The SFCs directly implement the SF activities at school level, including daily food management and preparation, provision of breakfast to children, reporting on the programme, closely working with local authorities and communities on resource mobilization to SFP (in kind or cash), promoting sanitation and hygiene practices at

schools, organizing education campaigns, coordinating THR beneficiary selection and THR food distribution.

149. Local authorities (village and commune chief) lead on local resource mobilization activities for SM/HGSF, including cook incentives, kitchen utensils, feeding shelters, etc.; integrate SM/HGSF into Commune Investment Plan/Commune Development Plan (CIP/CDP); take lead on Quarterly Coordination meetings at the commune level or coordinate ad hoc meetings where necessary; monitor the programme at schools to ensure that the activities run smoothly and transparently.

150. The ET found that the cooperation and support from DSFCs and all implementing partners has improved since baseline. All five districts visited by the ET have shown progress of their understanding of the roles of and responsibilities of the DSFC since baseline. This includes an understanding of the need for them to support the payment of the cook's incentive. The inclusion of the District Governor and the District Education Officer on the DSFCs bring together the MoEYS and the MoI and this will help ensure that commune councils receive appropriate guidance on utilization of the commune budgets for school feeding activities.

151. MoEYS sub-national capacity is affected by the high turnover of staff. Stakeholders cited numerous examples of trained personnel leaving their position, or moving to other locations, resulting in lost knowledge of the programme. To address this problem, the MoEYS is planned to establish a pool of trainers at provincial level to ensure new MoEYS personnel can be trained on SF implementation without support from WFP. The MoEYS also has a group of trainers in the Provincial Teacher Training centres who can support training/coaching on EGR teaching techniques.

152. Although school feeding using USDA commodities has been implemented by WFP for several years now, the introduction of HGSF models are relatively new. To date, the implementation of the HGSF model has not yet been evaluated and implementation guidance and training on the same have only been started during this phase of programming. Therefore, although the MoEYS has built up considerable institutional capacity for implementing school meals in general, the implementation of the HGSF model requires ongoing support. The HGSF model requires building/strengthening the capacity of schools and the local, regional and national procurement and supply chains capacities. This is particularly important for Commune Council members and for School Directors who will be ultimately responsible for the implementation and procurement of school meals at local level. There is a need for WFP's expertise and continued technical assistance in this area, particularly on the required procurement processes which involve establishing relationships with local suppliers and farmers.

153. During this phase, WFP has invested significant resources on research to help provide information to improve the implementation of the HGSF modality and support government ownership. These include formative research on adolescent programming,¹⁰⁹ identification of micronutrient gaps,¹¹⁰ a Fill the Nutrient Gap Analysis¹¹¹

109 Anthrologica & WFP (2018) Formative research to inform adolescent programming in Cambodia: Engagement for health, nutrition and sustainable development. Summary Report – February 2018

110 WFP (2018) Micronutrient Challenges and Solutions: A stock take. March 2018

111 WFP (2018) Fill the Nutrient Gap – Cambodia Summary Report. October 2018

and a landscape analysis to assist the government to supply fortified rice to the HGSF.¹¹² WFP is also currently supporting a local rice fortification pilot (purchase of kernels for blending government rice contribution) which should be completed during the no-cost extension period. The results of this research, together with the recent awarding of the USDA Local and Regional Food Aid Procurement (LRP) Programme to Cambodia should help address some of the MoEYS's capacity gaps on HGSF during the next phase of programming.

154. Overall, the ET is satisfied that the MoEYS's current capacity for implementing school meals has improved since baseline. At baseline, the ET rated the capacity of the MoEYS on school feeding as Systems Approach for Better Education Results (SABER) Level 1. At endline, the ET determined that the capacity had increased to the next level (emerging) but confirmation of this would require a full SABER assessment (Table 24).

Table 24: Progress on the achievement of the SABER quality standards

SABER Standards	Baseline	Endline
Strong policy frameworks	Latent	Emerging
Strong institutional structure and coordination	Latent	Emerging
Stable funding and budgeting	Latent	Latent
Sound programme design and implementation, including evaluation	Emerging	SMP and Scholarships: Emerging HGSF implementation: Latent
Strong community participation and ownership	Emerging	Emerging
Overall	SABER Level 1	SABER Level 2

Source: Evaluation Team's own assessment

Is there a functioning government reporting and M&E system?

155. To improve programme impact and value-for-money, WFP started work on a more efficient outcome monitoring system in 2015: Platforms for Real-time Information Systems (PRISM). The system includes mobile data collection devices for routine monitoring and assessment. During the current phase, WFP has put considerable work into the PRISM system to not only finalize its development but also to adjust the system for the MoEYS for monitoring and reporting scholarship implementation. The resulting system is now called the National Cash Scholarship Information System. WFP also supported GIZ, UNICEF and MoEYS to improve monitoring of school-based WASH programs by customizing mobile data collection tools and web-based mapping applications, leveraging PRISM.

156. The transfer of knowledge to MoEYS has included providing training to staff and supplying equipment (screens) in the three USDA provinces. This included a training of conducted with 78 education officials at both national and sub-national levels. Through this approach, 1,801 school directors and administrators in the three USDA supported

112 WFP (2018) Cambodian Rice Landscape Analysis: Opportunities in the rice value chain to support rice fortification. December 2018

provinces were trained and will directly use the system to digitalize information for their individual schools.¹¹³

157. The transition from a paper-based monitoring system to a digital platform has greatly improved the efficiency of scholarship monitoring for both WFP and for MoEYS, with data now being available in a more timely manner. However, there is still more work to be done to ensure the system is appropriate for SF implementation. WFP's implementing partners highlighted the need for continued capacity building for MoEYS staff regarding data management. This was confirmed by the 2019 ISPA that found that after the HGSF is adopted by the government, PRISM may not be utilized due to lack of technical capacity.¹¹⁴ With additional capacity support at sub-national levels over the next phase of programming, the new monitoring system has huge potential to improve the efficiency of school feeding programme monitoring as well as the scholarship monitoring.

158. The MTR noted that despite the advances in monitoring technology, the current coverage of the USDA programme means that it is difficult to monitor all the schools without full-time personnel. It has been difficult to determine whether MoEYS has a monitoring and results framework with clear output and outcome indicators that are being tracked. The system of information flow from the schools to MoEYS faces some challenges such as depending on NGO's support for reporting; some schools are still using paper-based monitoring and reporting because they lack computers and because of communication difficulties between schools, provincial level, departmental levels and national MoEYS. There is also a lack of adequate resources for MoEYS personnel to carry out visits to schools. As a result, some areas are not monitored due to difficult access and lack of resources from the District Offices of Education (DOE) and PDoEs.

159. In addition to the overall programme monitoring system, WFP has established a complaints/feedback mechanism: an automated telephone answering service where people leave voice message and their phone number and are then called back by WFP personnel to discuss the issue. Since 2016 the system has only received ten calls regarding implementation issues, most of which were related to the cook being absent and/or the school not providing meals, and more recently, two complaints about the amount of paperwork involved in the HGSF activities.

2.3 Evaluation Question 3: Why and how has the operation produced the observed results?

2.3.1 Internal factors

160. **Long term engagement between WFP and partners:** WFP has had partnerships or collaborations with several programme stakeholders over an extended period, well beyond the current phase of McGovern-Dole implementation. This includes in particular, the MoEYS, with whom WFP has worked for more than a decade. The strong relationship between them has been critical for the positive results during 2017-2019, and especially for building the interest and commitment from the MoEYS to take on the implementation

113 WFP semi-annual report October 2018-March 2019.

114 Royal Government of Cambodia (2018) Report on a pilot application for the ISPA-FSN tool for the Home-Grown School Feeding Programme in Cambodia. Inter-Agency Social Protection Assessment for Food Security and Nutrition.

of the programme moving forward. Overall, stakeholders recognized WFP Cambodia as a well-managed, technically strong, innovative and flexible office.

161. **Strong WFP programme management and technical capacity:** The WFP Cambodia personnel are highly experienced programme implementers. They have strong technical expertise in critical programme sectors such as education, food and nutrition security, and social protection. This expertise has been essential for designing and implementing an appropriate programme, and also for supporting the work of others in these areas. There are also strong capacity building skills within the team, mainly focused with the management team personnel. The CO is currently going through a Capacity Needs Assessment to determine where their own capacity gaps lie.

162. **Strong logistic/supply chain support:** All evaluation stakeholders acknowledged WFP as a leader in commodity management and transportation, and positively reviewed their procurement, storage and delivery of food commodities, including their operational guidance to support their logistics systems, and strict quality standards. Overall, the WFP logistics system has enabled the provision of high-quality food to be delivered to the USDA-supported schools in a timely manner with no complaints.

163. **High capacity of implementing partners:** The McGovern-Dole programme has successfully achieved most of the planned outputs largely as a result of the strong field implementation by the MoEYS particularly at school level, and by Plan International, WV, WEI, KAPE, with monitoring by WFP field assistants. Plan and WV are both long term partners of WFP and are highly experienced in programme management. As a result, the McGovern-Dole programme has been well implemented and monitored. Plan and WV have also conducted multiple community mobilization exercises and have documented key lessons learned. These lessons will be useful when transitioning the programme to national ownership when local authorities and communities take on more responsibilities. In addition, the high level of competency of WEI and KAPE has been recognized by all stakeholders including MoEYS, USAID and agencies managing the GPE's grant.

164. **Strong monitoring systems:** WFP's development of the PRISM system has helped WFP and partners comprehensively monitor the programme. Integrating PRISM into the MoEYS Scholarship Office has also enabled improved monitoring at sub-national level. In addition, WFP have supported the digitization of tools for storekeepers to be able to monitor and report food stocks on their phones. This provides WFP CO with real-time information on school level food requirements.

165. **Technical support from WFP RBB and Headquarters:** The RBB and the Office of School Feeding (OSF) in WFP Headquarters have provided technical support to the CO on food safety, SBCC and nutrition during this phase has enabled the programme to expand their work in these areas and better align with the government's preferred model of HGSSF and with the priority areas identified in the School Health Policy. Support to the programme has also been provided by the WFP Centre of Excellence against Hunger in Brazil for school feeding stakeholders in Cambodia to participate in the Asian Meeting on School Feeding.

166. **WFP financial support to research, visits and workshops:** WFP has supported several pieces of research this phase to inform programming decisions for the transition.

This includes the nutrition and food safety work, the ISPA, and multiple gender studies with IDS. The workshop aimed to identify key benchmarks for the continued transition of the programme to government ownership and included a study visit to schools in the Siem Reap area with focus on HGSF. This support has been invaluable for the MoEYS in establishing their position on school feeding and for their transition planning.

2.3.2 External factors

167. **Collaboration with MoEYS:** Support from the MoEYS is critical to the success of the McGovern-Dole programme as they are responsible for all the infrastructure and personnel connected to the schools. Cooperation with relevant technical departments within MoEYS, notably the Primary Education, Curriculum, Teacher Training, EQAD and School Health Departments, as well as with decentralized MoEYS personnel (within PTTCs, DTMTs, PDoEs, DOEs) has been key for the successful implementation of McGovern-Dole programme activities.

168. **Government's commitment to school feeding:** Aside from the MoEYS, several other government ministries/entities were involved in school feeding related decision-making during the evaluation period. This includes MEF, MoP, MoI, MAFF, CARD and national school feeding committees at provincial, district, commune and school levels. The Technical Working Group on Food Security and Nutrition coordinated by CARD is an effective structure for open partnership dialogues between WFP and other stakeholders involved in school feeding. WFP uses this forum to work collaboratively towards information and experience sharing, informing policy and decision makers, and the transition to national ownership. This inter-ministerial engagement has been important for supporting cross-sectoral school-feeding-related policy development and deciding programme direction. The government only confirmed their preferred model of school feeding (HGSF) in 2018. This and the lack of government financial commitment to the programme until later that same year, has made it difficult for WFP to adhere to the timeline for handover mentioned in the 2015 RoadMap.

169. **Commitment of agencies supporting MoEYS on literacy:** As part of support to the Cambodian education sector for the period 2016-2021, the USAID funded ACRC project has assisted MoEYS to harmonize EGR and teaching approaches in Cambodia. WEI's partnership with both USAID and WFP contributed to a strategic synchronization of USAID's and USDA's literacy work. More recently, in line with the MoEYS EGL programme and associated five-year plan (2019-2023), USAID has developed an All Children Learning project. While implementing the EGR package in USDA-supported schools, WEI contributes to the EGL roll-out.¹¹⁵

170. **Support from other donors:** For this phase of the McGovern-Dole programme, USDA has provided only rice and oil for the school meals. This means that commodities donated by other donors, such as the tinned fish provided by the Government of Japan, and the yellow split peas purchased using private donor funds have been invaluable.

¹¹⁵ In order to harmonize interventions covering the overall Early Grade Learning (EGL) package, it was agreed that USAID would be in charge of the Early Grade Reading (EGR) aspect while UNESCO and partners would oversee the Early Grade Mathematics (EGM) component.

These commodities are supplemented by communities providing salt and vegetables when available. Together, the commodities make up a nutritionally balanced food basket.

171. **Capacity and turnover of MoEYS personnel:** The turnover of MoEYS staff, particularly in schools and at sub-national level has reduced the effectiveness of capacity building efforts by WFP and implanting partners.

172. **Unclear regulations on the allowable use of Commune Development Funds:** The ongoing issue of the insufficient payment of the school cooks by the community and commune councils is partially due to unclear regulations on the allowable use of the CDF. There is debate about the amount and standardization of this payment, and the responsibility for it. While the CDF is generally acknowledged to be for infrastructure work and support for community activities within each commune, it is unclear if this includes schools, and programmes within schools such as school feeding.

2.4 Evaluation Question 4: How sustainable is the programme moving forward?

2.4.1 Is there an exit strategy outlining the timing, allocation of responsibilities on handover to the government and/or other agencies?

173. Since this is the endline of the programme phase, the qualitative mission had a focus on sustainability of the programme. As such, this section is largely based on qualitative interview evidence, rather than on quantitative data as per Evaluation Question 2.

174. WFP's overarching vision is to oversee the transition from a WFP-led school feeding programme in Cambodia to a government-led programme. The transition to national ownership was agreed in May 2015 with the signing of a School Feeding Roadmap between MoEYS and WFP. The Roadmap specifies a move away from external support, to the government taking full responsibility for a comprehensive, nationally owned approach to school feeding by 2021. At the core of this transition is a strategy that includes approaches and tools that strengthen the Government's institutional capacity to design, finance and manage the programme over time. The Roadmap is organized according to a set of short- (2015-2016), medium- (2017-2020) and long-term (2021 onward) activities and aligns with the five quality standards of the SABER approach.

175. At the end of the previous phase of the McGovern-Dole programme, the ET noted that most of the short-term activities had been completed, with the exception of the establishment of a school feeding budget. Key informant interviews indicated that the lack of an operational school feeding budget line and a School Feeding Policy were critical barriers to national ownership. At the time, there was ongoing debate on the need for a stand-alone policy since the 2017 NSPS and the School Health Policy, which was under development, already included school meals and scholarships. Interviews with the MoEYS Policy Department indicates that they are now engaged in the formulation of the School Feeding Policy, the first draft of which should be available at the end of 2019. This is a significant step forward towards government ownership and the sustainability of the programme. Further, MEF has recently approved USD 2 million annually for the next three years as part of the Education Budget is also a significant step forward. However, the relatively late declaration by the MoEYS of a preference for the HGSF model and the

subsequent requirement for additional capacity support on this model, means that the current end date of the RoadMap is unlikely to be achieved.

176. The ET found a variation in capacities at school level to implement the HGSF programme. Some USDA-supported schools are still using the old SMP model, some have been using the HGSF-hybrid for two school years, and other only started the HGSF-hybrid model during the last school year. Interviews with school personnel and with members of the DSFCs indicate different capacities with HGSF implementation, with some likely to require significant levels of support from WFP during the next phase.

177. The ongoing transition to national ownership using a HGSF model is now being planned over the next five years to 2025. During this period the MoEYS is expected to initially implement HGSF in 205 schools in 6 provinces¹¹⁶ in SY2019/20, including in 31 USDA-supported schools in Siem Reap and 32 USDA-supported schools in Battambang. This will gradually be scaled up to approximately 650 schools by SY 2024/25. The schedule, and number of schools to be handed over, will be reviewed regularly by WFP and the government over the next five years.

178. WFP has recently been awarded a new USDA McGovern-Dole grant for a further four-year period (2020-2023). The ET notes that the design of the new programme is appropriate, including the ongoing support for the new five-year MoEYS EGL programme in line with both USDA's objectives and with the new WFP CRF. The new phase also includes an expansion of nutrition activities to help meet SDG 2, and several activities to support national ownership such as facilitating the establishment of school feeding budget line and supporting government budgetary management.

179. Implementation of this additional grant, together with the new USDA LRP grant over almost the same period, provides the opportunity to finalize the transition to national ownership over a more feasible time period so that MoEYS can take full ownership of the school meals programme and gain sufficient additional capacity in the HGSF model to implement the programme.

To what extent are programme activities and local structures likely to be sustained after the completion of donor-funding?

180. This evaluation has established that several of the current McGovern-Dole programme activities are likely to be sustained into the next phase of programming, and possibly even once donor funding ends. The transition to the MoEYS and therefore the sustainability of the school feeding-related activities and the transition to HGSF model is documented above in Section 3.4.1, with confirmation during interviews that MoEYS is ready to start implementing the HGSF model in schools in SY 2019/20. The MoEYS has already taken over the implementation of the scholarship activity (THR) and expanding the scholarships to reach children from grade 1-12.

181. In addition to those activities, the literacy (EGR) activities implemented by WEI and KAPE are currently being scaled-up into the new EGL (Math and Khmer) programme

¹¹⁶ Banteay Meanchey, Kampong Cham, Siem Reap, Battambang, Preah Vihear and Stoeung Traeng

adopted by MoEYS in 2018 with a 5-year plan to reach national coverage. WEI is well placed to complement existing USAID efforts as it is already implementing the first stage of the national roll out with MoEYS under a number of subcontracts on USAID's ACRC (2017-2020) and expanded All Children Learning projects. WEI is also assisting GPE in Siem Reap with EGR training implementation. Lastly, after successful implementation of literacy activities for the McGovern-Dole programme and their collaboration with other literacy actors, WEI is well placed to be assigned a major role in building the capacity of central MoEYS to plan, implement and manage the EGR training roll out in the remaining provinces across Cambodia.

182. The sustainability of the complementary McGovern-Dole activities such as the promotion of nutrition, hygiene and safe food preparation are all included in the new HGSF Guidelines that will be rolled out during the NCE period to March 2020. Further, the infrastructure development work done by Plan and WV is likely to be continued with the support of the communities under the guidance of the SSC's.

3 Conclusions and Recommendations

1.3. Overall Assessment/Conclusions

183. **Relevance:** School feeding programmes, including the McGovern-Dole, align with several government policies and strategies, and with WFP's own corporate guidance. The programme also clearly aligns with several SDGs, most notably SDGs 2, 4 and 17. The literacy objective of McGovern-Dole also aligns well with the new ESP and with the new WFP CRF which aims to ensure that education quality is improved (literacy). WFP has been instrumental in supporting policy development in Cambodia on many relevant areas including food and nutrition security, social protection, school health and school feeding. These policies have helped form the government's position that school feeding is an important social assistance instrument, which also provides a strong platform for other activities such as literacy, infrastructure support and teacher training. The McGovern-Dole programme is also coherent with other development actors who provide support to schools and with agencies who support literacy, food security and nutrition programmes in Cambodia.

184. During this phase, the government clearly stated their preference for a HGSF approach and WFP has piloted several HGSF models to help the government decide which aspects they would like to continue in a nationally owned programme. WFP is now appropriately transitioning all the USDA-supported schools to a HGSF model to align with the government's preference and with the agreed national transition plan. No negative feedback was received from stakeholders on this aspect of the programme.

185. **Efficiency:** USDA provided USD 15 million in funding for this phase of programming, 25 percent less than the previous phase. This is indicative of the transition of the programme to national ownership and reduction in programme implementation requirements, and a greater focus on capacity strengthening activities, which generally require less funds. WFP and partners have implemented the majority of the planned activities, with some capacity building activities ongoing that will be completed during the NCE period to March 2020. Aside from those activities, all others have been completed

in a timely manner. The grants funds have therefore been sufficient to implement an effective programme, as seen by the results.

186. The use of the PRISM system has markedly improved the efficiency of programme monitoring for WFP and for partners, most notably for the MoEYS. The transition from a paper-based scholarship monitoring system to a digital platform is a major step forward. However, there is still more work to be done to ensure the system is appropriate for SF implementation. WFP's implementing partners highlighted the need for continued capacity building for MoEYS staff regarding data management. This was confirmed by the 2019 ISPA that found that after the HGSF is adopted by the government, PRISM may not be utilized due to lack of technical capacity.¹¹⁷

187. **Effectiveness:** This phase of programming has seen improvement in school enrolment rates, and most stakeholders indicated that the presence of school meals plays a role in regular student attendance. MoEYS EMIS data indicates that dropout rates were lower in USDA-supported schools (4.9 percent vs. 6.0 percent) and completion rates were higher (81.3 percent vs. 80.1 percent). Girls in both types of schools performed better than boys, with more girls being promoted, and less girls repeating grades or dropping out of school. These findings indicate that girls generally perform better at school than the boys.

188. Aside from the above, the evaluation survey results show that the McGovern-Dole programme has been effective at improving children's access to food, improving parental understanding on the benefits of primary education, improving school feeding related infrastructure in the USDA-supported schools and promoting parental/community engagement in the programme. The McGovern-Dole programme also acts as an effective platform for preventative health interventions that include using of clean drinking water, promoting regular handwashing with soap, and deworming. Additional work will be required in the next phase to ensure that USDA-supported schools provide a sufficiently food safe environment as new schools' transition to the HGSF model.

189. The endline evaluation surveys were also able to establish other differences between USDA-supported schools and comparison schools, presumably as a result of the programme. These include reduced hunger in class and reduced inattentiveness (which are positively correlated), and improved community engagement. The evaluation results also indicate that the programme saves parents time and money, enabling them to spend more time on livelihood activities.

190. The ET recognize that the McGovern-Dole programme promotes equal participation in the programme for boys and girls, by providing scholarships for both, ensuring gender separated latrines are present in schools, and providing all students with training on various topics. However, the issue of inadequate remuneration for the school cooks, almost all of whom are women, is an ongoing concern. Although both WFP and the MoEYS are aware of this issue, the gender transformative potential that the programme could bring to the cooks, is yet to be realized.

117 Royal Government of Cambodia (2018) Report on a pilot application for the ISPA-FSN tool for the Home-Grown School Feeding Programme in Cambodia. Inter-Agency Social Protection Assessment for Food Security and Nutrition.

191. **Impact:** As per the USDARFs, there are two intended impacts of the programme: improved literacy and reduced health-related school absence. For each activity, outputs have contributed to expected outcomes and it is clear that SO1 - improved literacy - has been achieved, as the percentage of children able to read and comprehend grade level text has increased. Similarly, the effectiveness of the SO2 activities have contributed to producing a healthy and conducive learning environment in schools. However, the evaluation was unable to determine if they contributed to reduced health-related absences. While this is likely, most schools do not have data on the reason for absence to be able to make a definitive statement.

192. The differences noted from the MoEYS EMIS data between USDA-supported and non-USDA-supported schools in completion and dropout, and the improved literacy rates found by WEI indicate the potential of the McGovern-Dole programme to have long-term impacts on the level of education achieved by children in this programme. The evaluation also found a significant difference in hunger (reduced) and attentiveness (improved) in USDA-supported schools compared with the counterfactual. The evaluation also found that total inattentiveness in class was significantly positively correlated with total percent reported hungry in class.¹¹⁸

193. **Sustainability:** The evaluation commends WFP and MoEYS on the significant progress made during 2017-2019 on transitioning school feeding activities to national ownership. This includes the transition of USDA-supported schools to the HGSF-hybrid model and handing over of the food based THR activities to the government's scholarship programme.

194. The declaration by the MoEYS of their preference for the HGSF model in 2018 requires that in the next phase of programming, WFP shift further away from direct implementation and focus more on capacity strengthening, i.e. transferring knowledge to MoEYS and other stakeholders on HGSF implementation, including providing technical support to policies and operational guidelines, strengthening coordination mechanisms between school feeding stakeholders and ensuring government's school feeding management structures are in place. All these elements are rightfully already included in the new USDA McGovern-Dole programme.

195. The upcoming implementation of the new McGovern-Dole Grant and the new USDA LRP grant over the same period, provides a more feasible time period (to 2025) for the MoEYS to take full ownership of the school meals programme and gain sufficient additional capacity in the HGSF model to implement the programme.

3.3. Recommendations

3.1.1 Strategic recommendations

Recommendation 1: The Cambodia programme has shown that school feeding can provide a efficient and effective platform to support improvements in literacy and health. The ET therefore recommends that WFP Headquarters advocate for the expansion of

118 Correlation (r)=0.378 – a medium correlation, p<0.001 (two tailed)

literacy activities into non-McGovern-Dole school feeding programmes to align with the timeline of the new WFP CRF.

Recommendation 2: The new WFP Strategic Plan outlines a change in role for WFP from project implementer to enabler. As such, WFP Headquarters should develop programming tools to guide Country Offices on how best to carry out this transition before the end of the timeline of the current Strategic Plan.

3.1.2 Operational recommendations

Recommendation 3: WFP Cambodia, with support from WFP RBB and OSF as required, should continue to collaborate with MoEYS over the next phase to provide capacity building support to MoEYS personnel at central and subnational levels for the implementation of a nationally owned HGSF programme.

- This should entail the immediate roll out of the HGSF Guidelines in all the programme locations (already planned), and a continued focus on nutrition and food safety to ensure that adequate procurement, storage and food handling procedures are in place before the end of the next programming phase.
- WFP should also conduct a capacity assessment of the MoEYS and other government bodies as appropriate within the next 12 months, to ensure that all the stakeholders with key roles and responsibilities in school feeding have sufficient capacity to implement the HGSF programme.

Recommendation 4: WFP Cambodia in collaboration with MoEYS and MEF should undertake a comprehensive costing exercise within the next 12 months to obtain sufficient information to determine appropriate levels of national funding for school feeding. Key components of the costing exercise should include internal government costs: staffing, transaction costs, materials travel etc.

- This should include an adequate budget for the procurement of local commodities for HGSF over the year considering seasonality/availability and changing food prices to ensure that adequate food can be provided throughout the school year.
- The costing should include the maintenance of school-feeding related school infrastructure and all other aspects of the programme.
- The costing should include the regular payment of cooks at a level appropriate for the workload to help realize the gender transformative potential for the programme by the end of the next phase of McGovern-Dole programming.
- WFP Cambodia should continue to facilitate discussions with MoEYS and MoI at national and sub-national levels to find an agreement on the responsibilities for payment of the cook's incentive under national ownership by the end of the next phase of McGovern-Dole programming.

Recommendation 5: WFP Cambodia together with the MoEYS, implementing partners and other stakeholders should ensure that the transition plan is well documented and disseminated at sub-national level within the next 12 months.

- The plan should be sufficiently detailed to show the timeline, benchmarks, roles and responsibilities of all stakeholders, as well as the locations and schools that will be implemented by the MoEYS during the next phase of programming.

Recommendation 6: WFP Cambodia and the MoEYS should continue to work together to ensure that the MoEYS's programme monitoring capacity is adequate in the programme locations targeted for government implementation, by the end of the next phase of McGovern-Dole programming.

- This will entail WFP training MoEYS personnel at all levels (central and sub-national) on the use of the new school feeding monitoring system once it's finalized, ensuring the targeted locations have adequate physical digital monitoring equipment (tablets and access to internet), and ensuring that information flows efficiently from schools to relevant MoEYS personnel.

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5 Annexes

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6 List of Acronyms

ACRC	All Children Reading Cambodia
BTB	Battambang Province
CARD	Council for Agriculture and Rural Development
CDF	Commune Development Fund
CIP	Commune Investment Plan
CDP	Commune Development Plan
CO	(WFP) Country Office
CP	Country Programme
CRF	Corporate Results Framework
CSP	Country Strategic Plan
DAC	(OECD) Development Assistance Committee
DEQAS	(WFP) Decentralized Evaluation Quality Assurance System
DID	Difference-in-difference
DOE	District Office of Education
DSFC	District School Feeding Committee
DTMT	District Training and Monitoring Teams
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EQAD	Education Quality Assurance Department
ESP	Education Strategic Plan
ET	Evaluation Team
FAO	(United Nations) Food and Agriculture Organization
FAS	Foreign Agricultural Service

FGD	Focus Group Discussion
FY	Financial Year
GCNF	Global Child Nutrition Forum
GDI	Gender Development Index
GDP	Gross Domestic Product
GEEW	Gender empowerment and equality of women
GII	Gender Inequality Index
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPE	Global Partnership for Education
HDI	Human Development Index
HGSF	Home-grown school feeding
HQ	(WFP) Headquarters
IDS	Institute of Development Studies
IRL	Indochina Research Limited
ISPA	Inter-agency Social Protection Assessment
KAPE	Kampuchean Action for Primary Education
KII	Key Informant Interview
KTM	Kampong Thom Province
LMIC	Lower-Middle-Income Country
LRP	Local and Regional Procurement
LSFC	Local School Feeding Committee
MAFF	Ministry of Agriculture, Forestry and Fisheries
MDG	Millennium Development Goal
MEF	Ministry of Economy and Finance
MGD	McGovern-Dole
MoEYS	Ministry of Education, Youth and Sport

MoH	Ministry of Health
MoI	Ministry of Interior
MoU	Memorandum of Understanding
MoWA	Ministry of Women's Affairs
MPI	Multi-dimensional Poverty Index
MT	Metric ton
MTR	Mid-term Review
NCE	No Cost Extension
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NSFP	National Strategic Development Plan
NSFSN	National Strategy for Food Security and Nutrition
NSPPF	National Social Protection Policy Framework
OECD	Organization for Economic Cooperation and Development
PCC	Programme Coordination Committee
PMP	Performance Monitoring Plan
PDoE	Provincial Department of Education
PRISM	Platforms for Real-time Information Systems
PSFC	Provincial School Feeding Committee
PSM	Propensity Score Matching
PTA	Parents and Teachers Association
PTTC	Provincial Teacher Training College
RBB	(WFP) Regional Bureau in Bangkok
rCSI	Reduced Coping Strategies Index
RF	Results Framework
RS	Rectangular Strategy

SABER	Systems Approach for Better Education Results
SBCC	Social Behaviour Change Communication
SDG	Sustainable Development Goal
SEANUTS	South East Asian Nutrition Survey
SF	School Feeding
SFTF	School Feeding Taskforce
SMP	School Meal Programme
SO	Strategic Objective
SRP	Siem Reap Province
SSC	School Support Committee
SY	School Year
THR	Take Home Ration
ToR	Terms of Reference
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNSWAP	United Nations Systems-Wide Action Plan
USD	United States Dollar (currency)
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WASH	Water, sanitation and hygiene
WEI	World Education, Inc.
WFP	World Food Programme

WHO (United Nations) World Health Organization

WV World Vision

[Cambodia, September 2019
<https://docs.wfp.org/api/documents/cdcbe4be57914c65b0dbcbdd201196ab6/download/and Year, Report number>]

[WFP Cambodia]

[[Link to the website](#)]



World Food Programme

SAVING
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DECENTRALIZED EVALUATION FOR EVIDENCE-BASED DECISION MAKING

Decentralized Evaluation

Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education Programme for WFP Cambodia FY 2017-2019

FINAL Evaluation Report: Volume 2 - Annexes

January 2020
Commissioned by WFP Cambodia
Evaluation Manager: Bunthang Chhe

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Annex 1: Evaluation Terms of Reference

Introduction

These Terms of Reference (TOR) are for the evaluation of United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme supported school feeding activities in Cambodia. The activity evaluation is commissioned by WFP Country Office (WFP Cambodia CO) and will cover the period from September 2017 to August 2019.

These TOR were prepared by the WFP Cambodia CO based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is to provide key learning themes, programme scope, and other key information which can guide evaluation team to come with appropriate proposal for conducting the evaluation. Additionally, the purpose is to involve stakeholders early on, keep them informed of progress, and provide opportunities for inputs to secure their support and commitment.

The evaluation process within WFP will be managed by an evaluation manager (WFP - EM) appointed by the WFP Cambodia Country Office (CO) who will be the main focal point for day to day contact during the evaluation period. An outside firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager.

This evaluation will provide an evidence-based, independent assessment of the results of the programme to enable WFP-Cambodia, government and Cooperating Partners (CPs) to demonstrate results and learning to feed into future programmes in particular the government led and managed School Feeding Programme (SFP) while also making it possible to quantify the impacts of the programme.

Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

Rationale

The evaluation is being commissioned for the following reasons:

- The WFP Cambodia CO is commissioning an endline evaluation for the FY 2017-2019 McGovern-Dole supported WFP Education Support activities in Cambodia to assess the performance of programme operations and associated interventions for the purposes of accountability and learning for programme strengthening.
- This endline evaluation will also fulfil a requirement of the McGovern-Dole funded projects by critically and objectively evaluating the results of the FY 2017-2019 school feeding programme. The SY 2018/2019 evaluation will also determine whether recommendations made during the baseline survey and the mid-term review were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

Objectives

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. This evaluation is conducted for accountability purposes to USDA as a donor while having a learning purpose for WFP, partners – including government and other stakeholders to feed into future programme design and also for the key government counterpart the Ministry of Education, Youth and Sport (MoEYS) to take forward as they assume full management of the school feeding programme.

- **Accountability** – The evaluation will assess and report on the performance and results of the McGovern-Dole funded activities during the funding period.
- **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It 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 final evaluation is to critically and objectively review and take stock of the program participant's implementation experience and the implementing environment. For accountability, the evaluation is to assess whether targeted beneficiaries have received services as expected, assess whether the project is on track to meeting

its stated goals and objectives, evaluate the results frameworks and assumptions, and discuss necessary for future programme managements and designs modelled for government owned SFP.

Stakeholders and Users

A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.

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 process, with participation and consultation in the evaluation by women, men, boys and girls from different groups through individual interview and group discussion with teachers and students as part of field survey.

The primary users of this evaluation are detailed in table one below.

Table 1: Preliminary Stakeholders' analysis

Stakeholders			Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS			
Country Cambodia	Office (CO)		The WFP Cambodia country office has direct stake in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships, scaling up of activities or interventions
Regional Bangkok	Bureau (RB)		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 provide strategic guidance, programme support, and oversight. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP School Feeding and Nutrition Units	HQ and		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. They also have an interest in the lessons and may use evaluations for wider organizational learning and accountability, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)			OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy. The office may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
WFP Executive Board (EB)			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.
EXTERNAL STAKEHOLDERS			
Beneficiaries			As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.

Government (MoEYS, MEF, MoH other)	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. MoEYS might use evaluation findings for decision making related to programme implementation and/or design, country strategy and partnerships. MoH, MAFF and CARD might also use these findings for their learning and implementation of programmes in the future.
UN Country team	The UNCT's harmonized action should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
NGOs: WV, Plan and WEI	NGOs are WFP's partners for the implementation of some activities while having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
Donors: USDA	WFP operations 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.
Other education, nutrition and social protection partners and stakeholders in Cambodia (USAID, UNICEF, NGOs, etc)	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, a reference groups comprising key stakeholders in country was formed to provide inputs and contribute to the related evaluation processes.

Context

Current economic growth has allowed Cambodia to attain lower-middle-income country (LMIC) status, with GDP per capita reaching USD 1,159¹. Over the past two decades, Cambodia has seen a significant decline in poverty rate, from 50 percent in 1992 to 13.5 percent in 2014². Ranked 146 out of 189 countries on the UNDP 2017 Human Development Index, Cambodia's growth is expected to remain robust at around seven percent, driven by solid performances in garment manufacture, construction, tourism, and production of food and cash crops. Cambodia achieved the World Bank's LMIC status in mid-2016, though it is recognized that human capital development and economic sustainability lag behind, thus delaying the graduation from the UN's least developed country (LDC) rating.

Despite economic growth and current development in urban areas, rural development lags behind. Rural communities, which make up 79 percent of the population, account or most of the country's poor³. 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 rate⁴. This means that natural hazards such as storms, floods, droughts or serious illness could cause profound setbacks to fragile livelihoods.

Food poverty reduced from 20 percent in 1993 to 4.1 percent in 2010 and zero in 2014, surpassing Cambodia's Millennium Development Goal (MDG) 1 target. However, the newly proposed Sustainable Development Goal (SDG) indicators, undernourishment and dietary diversity, suggest that 14 percent of households continued to consume less than the minimum dietary energy requirement while 11.6 percent had inadequate dietary diversity⁵. Thus, work remains to be done to end food insecurity and hunger for all.

The 2014 Cambodia Demographic Health Survey (CDHS) found that the stunting rate fell from 49.2 percent in 2010 to 32.4 percent in 2014; approximately half a million Cambodian children under five are stunted while wasting remains unacceptably high at 9.6 percent. While micronutrient deficiencies appear to be reducing, iodine deficiency in

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

2 MoP. Poverty Estimate in 2014 in Cambodia

3 Cambodia Inter-Censal Population Survey, 2013

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

5 Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning

increasing, which impacts growth and cognitive development. Two out of three children aged 6-23 months do not have access to timely, appropriate, nutritionally adequate and safe complementary food. Total mortality rate of children under five is 35 per 1,000 live births of which malnutrition contributes 12.25 percent. It is important to note that while under-nutrition continues to play an important role in determining population wellness and productivity, over-nutrition is on the rise; while 14 percent of women between 15 and 49 years of age have a body mass index (BMI) below 18.5 (thin), 18 percent are overweight (BMI>25). This double burden is indicative of economic shifts and predicts greater challenges in future, including those associated with non-communicable diseases, unless addressed in a timely manner.

The Royal Government of Cambodia is very committed to improving educational standards while aiming to embed programmes supported by development partners, such as the school meals and take-home rations, within its national strategies. The national decentralization and deconcentration reforms, place greater responsibility with subnational authorities to take ownership of planning and delivery of basic services, including education. The roles of commune councils and community committees are also closely tied into this. Further, the introduction of greater social accountability, aims to mobilize communities as active participants in local social and economic development. In education, Cambodia has made good strides in improving primary education programs in rural areas. The net primary school enrolment figure increased from 81 percent in 2001 to 97.7 percent in 2016-2017. Dropout is pervasive in some regions, particularly towards the end of the primary school cycle as students become more likely to leave school rather than repeat a year; though not captured at aggregate level, attendance and absenteeism are of particular concern. Available national statistics don't show substantial differences between boys and girls. Particularly at primary school level where gender at national level in school year 2017-18 is composed of 52% for boys and 48% for girls. The percentage of gender composition is also the same for urban and rural area. The ASEAN integration in 2015 and the desire of Cambodia to be a middle-income country by 2030 require Cambodia to invest in its physical and human capital and adopt reforms to enable sustained and inclusive growth.

Under 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). WFP through KAPE and World Education International (WEI), will work closely with USAID and UNICEF to support early grade reading programme under the national education strategy and child friendly school policy framework. GIZ is working closely with school health department to support food safety and health in schools under a newly endorsed national school health policy. WFP is also working closely with Plan International, who works in the area of education, and World Vision, who work in the area of community development including education, to support MoEYS at national and subnational to provide SMP and THR which is under the national social protection strategy framework. The collaboration is also formed to provide infrastructure building and/or rehabilitation and other school support intervention.

School feeding programme is a major component of the ongoing WFP Cambodia's Country Strategic Plan (CSP), and currently implementing in 8 out of the Cambodia's 26 provinces. The programme in school year 2018-19 provides multiple food assistance modalities including school meals (SMP) benefiting 277,400 including 136,000 girls, and food take home rations (THR) benefiting 8,400 including 4,750 girls while cash scholarships were phased-out in 2018. A Home-Grown School Feeding (HGSF) model is being implemented in almost 300 schools under the SMP, utilizing locally procured commodities. A daily school meal (breakfast) is provided to all pre-and primary children attending morning classes, aimed to encourage student's enrolment, attendance and completion of their primary education, and also to reduce short-term hunger and improve their concentration in the classroom. Food scholarships or take-home ration is provided to the poor children in grade 4 to 6, aimed to further facilitate their progression in grades 4 to 6 and provide more equitable access to the Government's scholarship programme for the poor in grade 7 to 9.

The Persistent gender inequality is measured in the Gender Inequality Index; Cambodia ranks 93 out of 149 countries on the Global Gender Gap Index 2018⁶. However, women are increasingly income generators, migrating from rural areas to urban areas to work or starting small businesses from their homes. The number of women having primary occupation in the private sector is higher than men in many provinces⁷, 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 work⁸.

⁶ Human Development Report, 2015, UNDP

⁷ Commune Database 2013, Ministry of Planning

⁸ CSO report on Cambodian gender issues. 2009

Subject of the Evaluation

WFP's FY2017-2019 McGovern-Dole Programme of US\$15 million grant implements a school meals (SMP), Hybrid Home Grown School Feeding programme (HGSF), food take home rations (THR) modalities and also supports complementary activities focused on improving literacy, and health and dietary practices in three of the eight WFP-supported provinces in the country: Siem Reap, Battambang and Kampong Thom. The hybrid HGSF model is being implemented by utilizing locally procured commodities to complete USDA supported food commodity. The SMP and the HGSF cover 585 schools and benefits to 150,600 children including 73,000 girls while THR, which prioritize girls in areas where gender gap is high, covers 433 schools and benefits 8,400 children including 4,750 girls.

The Government of the United States of America, through the USDA McGovern-Dole Program, has been a trusted partner of the World Food Programme in Cambodia, dating back to 2001. Since its inception, this partnership has ensured that more than 3.6 million children have benefited from School Feeding Programmes.

The 2017-2019 McGovern-Dole funded operation is a continuance of the 2013-2016 McGovern-Dole Program; implemented by WFP in partnership with World Education, KAPE, PLAN International, World Vision and Government ministries; covering the same provinces in Kampong Thom, Siem Reap and Battambang; and continuing the SMP programme in largely the same schools while discontinuing THR in Battambang from school year 2017-18 (please modalities of programme in different school years on map in annex 1) . The approach and transfer, under these grants, is largely the same with some schools receiving the SMP, some schools receiving the THR Programme and other schools receiving both programmes, depending on the detailed targeting criteria within WFP, which will be available for the evaluation team during inception phase if needed. WFP anticipates a full handover of THR schools and a gradual handover of SMP schools to Government in the years after the end of the 2017-2019 grant of 15 million USD; hence, the current grant is focussing strongly on the Government's programme management and accelerate of handing over of these programme responsibilities to the Government. Additionally, the current grant is focused on partnership to achieve maximum impact, with a particularly strong focus on literacy improvements, especially among the grade 1 and 2 students whereas the previous round funding focussed on literacy of grade 6 students.

Recognizing the importance of sustainability of the school feeding programme moving forward, WFP's overarching vision is to oversee the transition from a WFP-led school feeding programme in Cambodia to a government-led programme by 2021, as outlined in the School Feeding Roadmap which was agreed and signed between WFP and the Ministry of Education, Youth and Sports (MoEYS) in May 2015. WFP's strategy is to utilize MGD commodities and capacity building funds to increase the readiness of MoEYS, preparing them for adopting the SMP and absorbing the THR beneficiaries into the national cash scholarship programme.

As with previous cycle grants, the FY 2017-2019 McGovern Dole funded operation also requires undertaking a baseline survey, mid-term review and final evaluation. The baseline survey and mid-term review were conducted in 2017 and 2018 respectively, and the final evaluation will be conducted in 2019 with indicative date for each evaluation activities in annex 2: Evaluation schedule. The recommendations made during the baseline and mid-term were taken on and support activities have been adjusted or developed as manifest in management response. As in 2.3, the reports were shared with all user for their learning including decision making. The evaluation process within WFP will be managed by an evaluation manager appointed by the WFP Cambodia CO who will be the main focal point for day to day contact during the evaluation period with technical support and oversight from regional bureau. An external firm will be contracted to carry out the actual evaluation and will appoint their own evaluation manager.

The USDA-McGovern-Dole International Food for Education and Child Nutrition 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 practice 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.

Evaluation Approach

Scope

The 2017-2019 endline evaluation will cover the WFP Cambodia School Feeding USDA McGovern-Dole International Food for Education and Child Nutrition Programme FFE-442-2016/015-00, including all activities and processes related to their formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the

evaluation questions. This evaluation, commissioned by the WFP Cambodia Country Office, will cover three school feeding years⁹ of implementation of the McGovern-Dole funded operation for FY 2017-2019. The final evaluation will assess the impact of the program against the two strategic objectives: improve the literacy of school-age children and increase the use of improved health and dietary practices

The final evaluation will assess progress from the beginning of the project period (referencing baseline and mid-term results) and will document lessons learned; assess relevance, effectiveness, efficiency, impact and sustainability efforts to date; and discuss and recommend for future programme. As such, the evaluation is focused on outcome and output results and their affecting factors, partnerships, implementation arrangements and systems, national ownership readiness, programme and information management approach, and community engagement.

The final evaluation will be primarily for accountability and learning purposes. It will assess the progress of the indicators in the project agreement and Performance Monitoring Plan, and the recommendations of the baseline survey and the mid-term review.

Evaluation Criteria and Questions

Evaluation Criteria: Following the MTR evaluation criteria, the evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, Sustainability¹⁰. The selected criteria are well aligned with criteria agreed by McGovern-Dole in Table 2 and set in evaluation plan i.e., relevance is aligned with appropriateness; effectiveness, efficiency and impact are aligned with results of the programme; and sustainability is aligned with “Why and how the operation produced the observed results” and “Sustainability of the project moving forward”. The evaluation should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design, and whether the object has been guided by WFP and system-wide objectives on GEEW. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.

Evaluation Questions: Aligned with the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the USDA McGovern Dole Grants FFE, which could inform future strategic and operational decisions.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Appropriateness	Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities were: Appropriate to the needs of the target population on both females and males; Aligned with relevant stated national policies, including sector policies and strategies and seek complementarity with the interventions of relevant humanitarian and development partners Aligned with WFP strategies, policies and normative guidance.

⁹ In school year 2016-17 the current grant ran in parallel with a former USDA McGovern-Dole grant for the same programme. Under the current grant, literacy activities were introduced since the start of the school year 2016-17; THR were distributed from August 2017; meals were provided from November 2017; and infrastructure, WASH, training and capacity development activities were implemented from November 2017.

¹⁰ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Results of the programme	While ensuring that differences in benefits between boys and girls from different groups are considered, the evaluation will analyze: The efficiency of the program (attainment of the planned outputs, cost factors, logistics and pipeline performance); The effectiveness of the program (the contribution of outputs to selected program objectives); The intended and unintended impacts of the program (comparing to non-program schools/areas against selected program objectives). MoEYS capacity to manage the school feeding programme moving forward: Has the Government of Cambodia adequately staffed and resourced MoEYS to effectively assume management of the school feeding programme in USDA supported areas? Is the design of the programme suitable to government control? Is there a functioning government reporting and monitoring and evaluation system? Are community feedback mechanisms in place?
Why and how the operation produced the observed results	The evaluation will generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on: Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/ evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. The implications for this as the programme transitions to MoEYS
Sustainability of the project moving forward	With a roadmap for national ownership of the school feeding programme already being implemented, the government will begin to gradually assume ownership of the programme within period of the roadmap and beyond. As such, the evaluation will have a strong focus on USDA-supported implementation models tested over the course of the project period. It should draw conclusions about the following: Cost effectiveness, efficiency and practicality of each of the models tested Government buy in on each model tested Recommendations on which model may be most appropriate given the findings Evidence that activities are likely to be sustained or scaled up beyond the project life The evaluation will also assess the success of USDA supported initiatives to improve information systems within MoEYS to ensure transparency and cost effectiveness of the programme.

Data Availability

The main sources of information available to the evaluation team are outlined in annex 7. These are not exhaustive and additional information can be provided as needed and availability. Concerning the quality of data and information, the evaluation team should:

assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection

systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

Methodology

The endline evaluation will replicate the previous endline and baseline approach and methodology¹¹. The detailed methodology will be developed by the evaluation team during the inception phase. It will:

- Employ the evaluation criteria of relevance, effectiveness, efficiency, impact, and sustainability
- 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.
- Use mixed methods (quantitative and qualitative) to ensure triangulate information from different methods and sources to enhance the reliability and credibility of the findings. The methods are conducted in parallel and used to triangulate information from different methods and sources to enhance the reliability and credibility of the findings. Qualitative approach includes focus group discussions and key informant interviews while quantitative approach involves reviewing and collecting quantitative data from the existing monitoring data and a cross-sectional survey of a sub-sample of school feeding schools visited in the previous baseline survey. During the inception phase, the service provider should provide a detailed methodology of how they intend to conduct the endline evaluation. 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;
- Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used;
- Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that culturally and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries
- The methodology will be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women and marginalised groups.
- The following potential risks to the methodology have been identified. School year will be finish by August; hence, the data collection should be done prior and/or during this month to get all information from different kind of respondents such as teachers, cooks, storekeeper, parents and students. Language and culture are also barriers for the evaluation; hence, evaluation team should be aware of and take pre-emptive action before going down to the field.

Quality Assurance and Quality Assessment

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.

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.

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.

¹¹ Quasi-experimental design was used in the endline and baseline in 2017. Before/after comparison will be done through use of the same sampling strategies followed in the 2017 baseline survey.

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:

- systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
- recommendations on how to improve the quality of the final inception/evaluation report.

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[1], a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

This quality assurance process as outline 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.

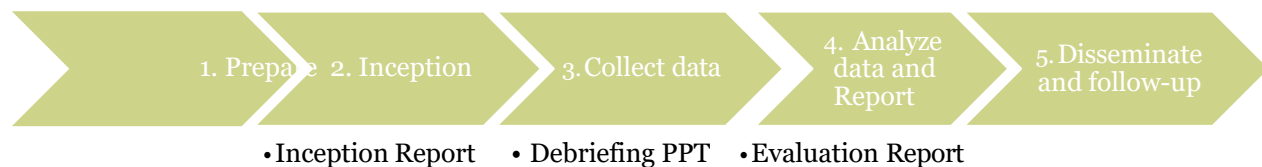
The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive CP2010/001 on Information Disclosure.

All final evaluation reports will be subjected to a post hoc quality assessment 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 evaluation reports.

Phases and Deliverables

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

Figure 1: Summary Process Map



Timeline: The timeline of for the whole endline evaluation is from April to November 2019, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination (see details in endline evaluation planning and deliverable timelines below). For the evaluation team, the timing will start from May, with any primary data collection to begin no later the first week of August. The specific timetable is shown in annex 2.

Deliverable timelines: The main deliverables table are detailed in annex 6.

Organization of the Evaluation & Ethics

Evaluation Conduct

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

- Must be financially and legally separate from the participant's organization;
- Must have personal and professional integrity;

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

- 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; and

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.

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

Team composition and competencies

The evaluation team is expected to include 3-5 members, including the team leader and other team members as necessary to ensure a complementary mix of expertise in the technical areas covered by the evaluation for both national and international (exclude 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 one team member should have WFP experience.

The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:

- Institutional capacity development (with a focus on handover process, cost-efficiency analysis, supply chain management, logistics)
- School feeding, education, nutrition and food security
- Agro-economics/rural development
- Knowledge management
- Gender expertise / good knowledge of gender analysis
- Survey, sampling, and statistical skills

All team members should have strong analytical and communication skills, evaluation experience and familiarity with Cambodia country and/region.

All team members should have strong skills in oral and written English. Given that local counterparts and beneficiaries may have limited English, partnership with local organization/firm for field work in Khmer will be recommended.

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.

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.

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.

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

Security Considerations

Security clearance: Security concern is not much regardless men and women to work in Cambodia context though precaution is made to snatching in city at night-time. However, security clearance where required is to be obtained from the Cambodia CO. 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.

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

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

Ethics

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.

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

Roles and Responsibilities of Stakeholders

The WFP Cambodia Country Office:

- The WFP CO Management will take responsibility to:
- Assign an evaluation manager for the evaluation: Mr Bunthang Chhe, Programme Policy Officer (Programme Support).
- 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 a management response to the evaluation recommendations

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 during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required

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 2. 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 programme implementers.

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 4 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.

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.

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

USDA FAS

- Provide inputs and comment on draft endline evaluation ToRs.
- Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the endline evaluation.
- Provide comment on the endline evaluation inception report.
- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
- Provide comment on the endline evaluation report

Communication and budget

Communication

To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. 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 both English and Khmer.

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 programme staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations.

The service provider will deliver an evaluation report. 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.

The Communication and Learning Plan should include a GEEW responsive dissemination strategy, indicating how findings including GEEW will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged.

As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. To ensure maximum use of the lessons learned for national partners, the resulting reports will be translated into Khmer language. Importantly, this will facilitate learning amongst government, as technical staff often do not speak or read English

Budget

Funding Source: The endline evaluation will be funded by the WFP Cambodia Country Office using the M&E budget allocation in the McGovern-Dole grant funds.

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 2: 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).

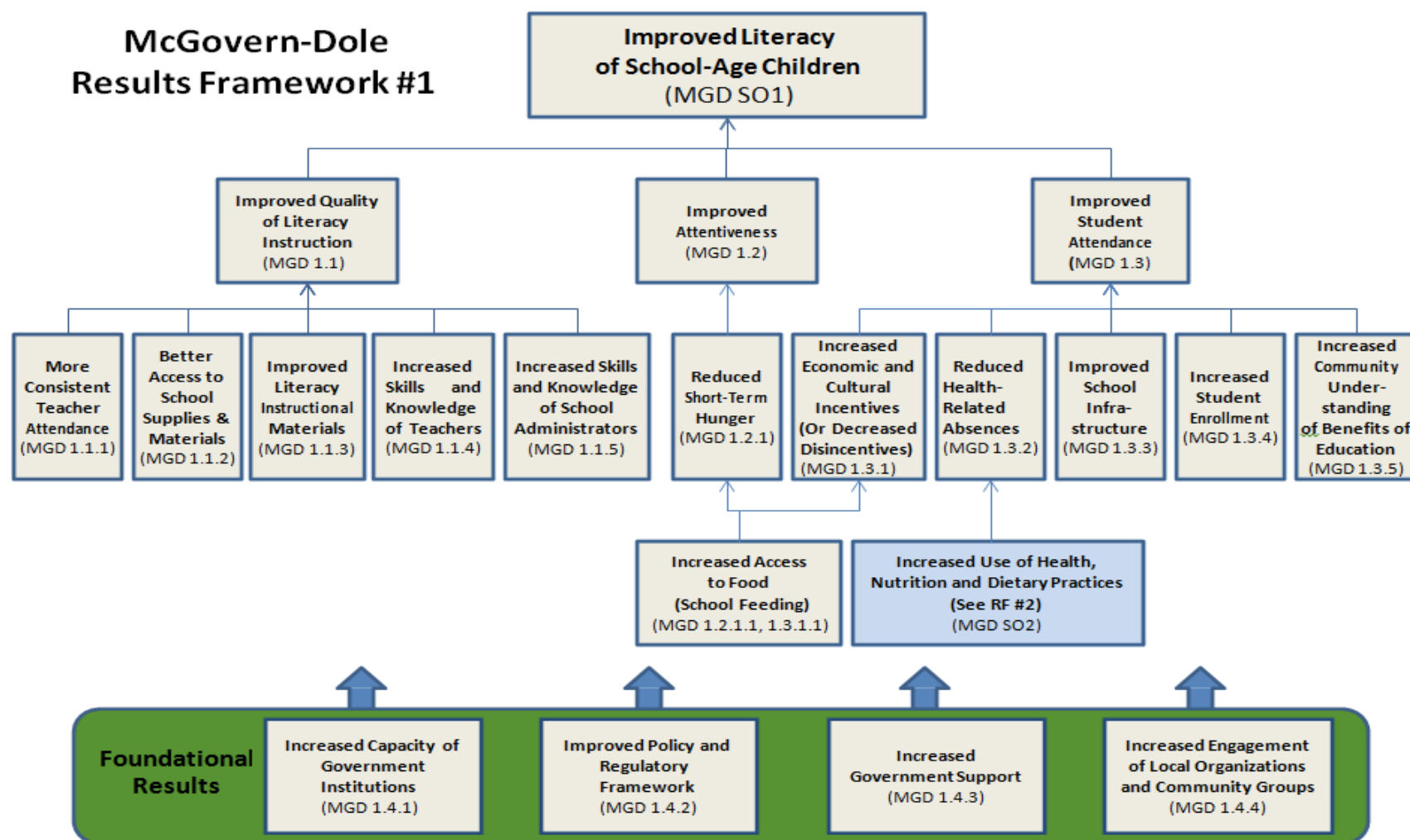
The final budget and handling will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.

Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

Annex 2: Key evaluation report users

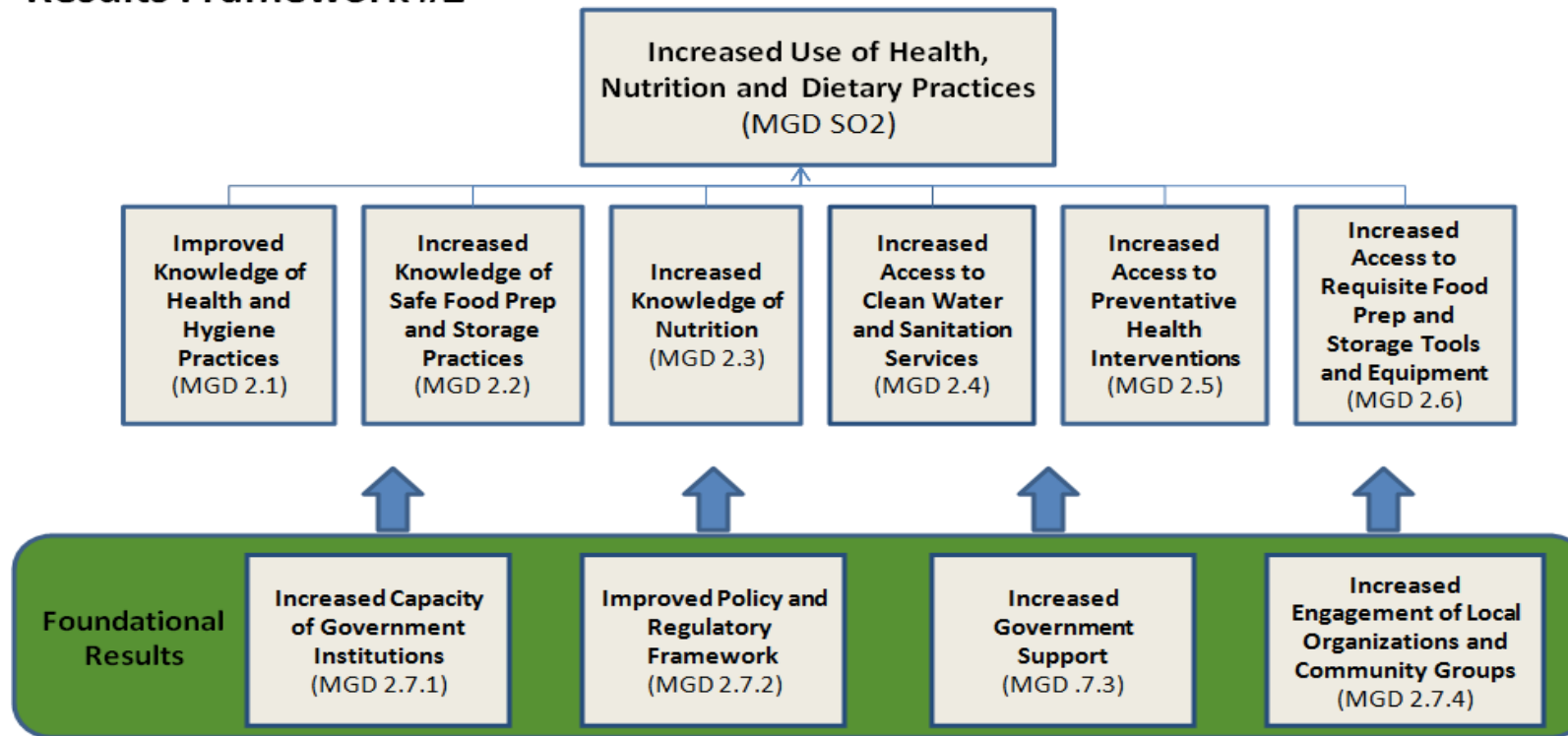
- WFP Cambodia CO and its main implementing partner, the Ministry of Education, Youth and Sport (MoEYS), notably with respect to decision-making related to programme implementation and/or design, country strategy and partnerships. The Royal Government of Cambodia is expected to take over the management and monitoring of the school feeding programme, therefore information on whether the programme is yielding the desired results is of primary importance.
- Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), and the Council for Agriculture and Rural Development (CARD) (as appropriate).
- Implementing partners including Plan International, World Education, KAPE and World Vision International as well as others involved in programme design, including school committees.
- Findings will also be shared with education development partners, including USAID and other key education, nutrition and health stakeholders.
- USDA will use the evaluation findings to inform project strategy, results frameworks and critical assumptions.
- WFP's Regional Bureau in Bangkok (RBB) is expected to use the evaluation findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region.
- WFP Headquarters (HQ) may use evaluations for wider organizational learning and accountability.
- WFP's Office of Evaluation (OEV) may use the evaluation findings, as appropriate, to feed into evaluation syntheses.
- Other WFP Regional Bureaux and COs under their oversight may also benefit from the findings, which can contribute to corporate learning on implementation of capacity development interventions.
- WFP's governing body, the Executive Board, has an interest in being informed about the effectiveness of WFP operations. The endline evaluation report will not be presented to the WFP Executive Board but its findings may feed into annual syntheses and into corporate learning processes.

Annex 3: USDA McGovern-Dole Results Frameworks



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

McGovern-Dole Results Framework #2



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

Annex 4: Description of project activities

1. Capacity building: Local, regional, national level

WFP works in close collaboration with the MoEYS to strengthen institutional capacities in the ministry, its subnational authorities and local communities to take full ownership of the school feeding programme in accordance with the roadmap signed between WFP and the MoEYS in May 2015. WFP assists the MoEYS with identifying the most appropriate school meals model and integrating school meals strategies into relevant national policies, development plans and associated legislation. WFP also assists the MoEYS in establishing strategies for the financing, organizational structure and management of the school meals programme.

2. Provide school meals

WFP, in collaboration with the MoEYS, provides a daily hot breakfast to primary school children in Grades 1-6. WFP uses the USDA donated fortified rice and vegetable oil in the meals and complements this with pulses, animal protein and condiments (salt) sourced from other donors. WFP partners also provide training, coaching and mentoring to school staff and cooks on minimum food handling and preparation standards, as per the MoEYS guidelines. WFP and its partners are responsible for monitoring the distribution of daily meals.

3. Provide take home rations

WFP provides food scholarships/THR of 10kg of rice and 0.91 kg of oil two times during the school year to vulnerable children in Grades 4-6 who are at risk of dropping out of school. The intention of the THR is to encourage vulnerable children, particularly girls, to continue to attend school. The distributions are managed by the local school feeding committees (LSFC), with oversight and monitoring by WFP and its partners along with district and provincial authorities.

4. Establish school gardens

WFP's partners purchase vegetable seeds and distribute them to schools with adequate capacity and prerequisite inputs for on-site gardening. WFP and the MoEYS use the produce derived from the gardens in school meal preparation.

WFP, the MoEYS and other partners also use the school gardens as a basis for life skills training, and environmental, agricultural and nutritional awareness raising and skills development. WFP's partners provide technical support and oversight following Food and Agriculture Organization (FAO) curriculum guidance.

5. Training: Commodity management

WFP uses existing training materials, which are endorsed by the MoEYS, to train members of the LSFC in standard practices of supply management. WFP places focus on schools affected by staff turn-over or changes in the LSFC structure. WFP also provides on-the-job routine coaching and mentoring.

6. Training: Food preparation and storage practices

WFP provides training to LSFCs on storing, handling and preparing food, management of cooking activities, and cleanliness and prevention of infestation, following a standard training guide developed by WFP and the MoEYS.

WFP provides routine mentoring and coaching on the training subjects during periodic school monitoring visits. WFP also works with the MoEYS to introduce district and provincial level cooking competitions and share successful recipes and enhanced cooking practices.

7. Training: School administrators

In collaboration with the MoEYS, WFP's partner World Education provides training for school administrators and school principals focusing on literacy coaching. The training follows the minimum

standards established by the MoEYS. WFP also includes the same content in other trainings under this project (e.g. food preparation and storage management training) when and where possible.

8. Training: Teachers

WFP partners work with the MoEYS Teacher Training Department to train and mentor teachers, school administrators and provincial and district education authorities to ensure the effective use of new national benchmarks for Early Grade Reading (EGR) in Grades 1, 2 and 3.

Partners conduct EGR assessments for assisted schools, provide four-day start-up trainings, and offer regular refresher sessions to Grades 1-3 teachers, school directors and librarians. Partners use phone calls and in-person visits to schools to provide ongoing monitoring and mentoring support to school staff.

9. Establish activities to promote literacy

Following an annual assessment of school conditions and performance, WFP's partners provide all EGR target schools with reading materials and test kits to introduce new literacy education approaches in accordance with new national benchmarks. Partners also provide toolkits to the school libraries so that they may be used by children during the library break or borrowed by parents to use at home. The toolkits include guidance materials for teachers which outline the reading benchmarks for students in Grades 1-3 (to assist in determining their progress); reading materials (classroom learning); and games and books (break and home learning).

In schools receiving the EGR support, partners also train school staff to carry out meetings to encourage parents and community members to take a more active role in schools and organize activities in the library that reinforce reading skills acquired in the classroom.

10. Building/Rehabilitation: Latrines

WFP's partners build or rehabilitate latrines, ensuring that these are connected to a hand washing station, and provide guidance on their use. WFP also builds or rehabilitates latrines in schools where the latrine-to-student ratio is below the national standard of one latrine per 50 students and where it is satisfactorily shown that schools are willing to maintain the latrines. Where possible, WFP arranges separate latrines for boys and girls. WFP requires local communities to contribute building or rehabilitation materials.

11. Building/Rehabilitation: Wells and water stations/systems

Following the WFP's annual school assessment, WFP and its sub-recipients construct and rehabilitate wells, rainwater harvesting and water purification systems in schools that are most in need and in which the community and school management demonstrate greatest commitment to the maintenance of the systems. Through its sub-recipients, WFP also provides training for the appropriate use and maintenance of the wells, rainwater harvesting and water purification systems.

12. Building/Rehabilitation: Kitchens

13. Provide energy efficient stoves

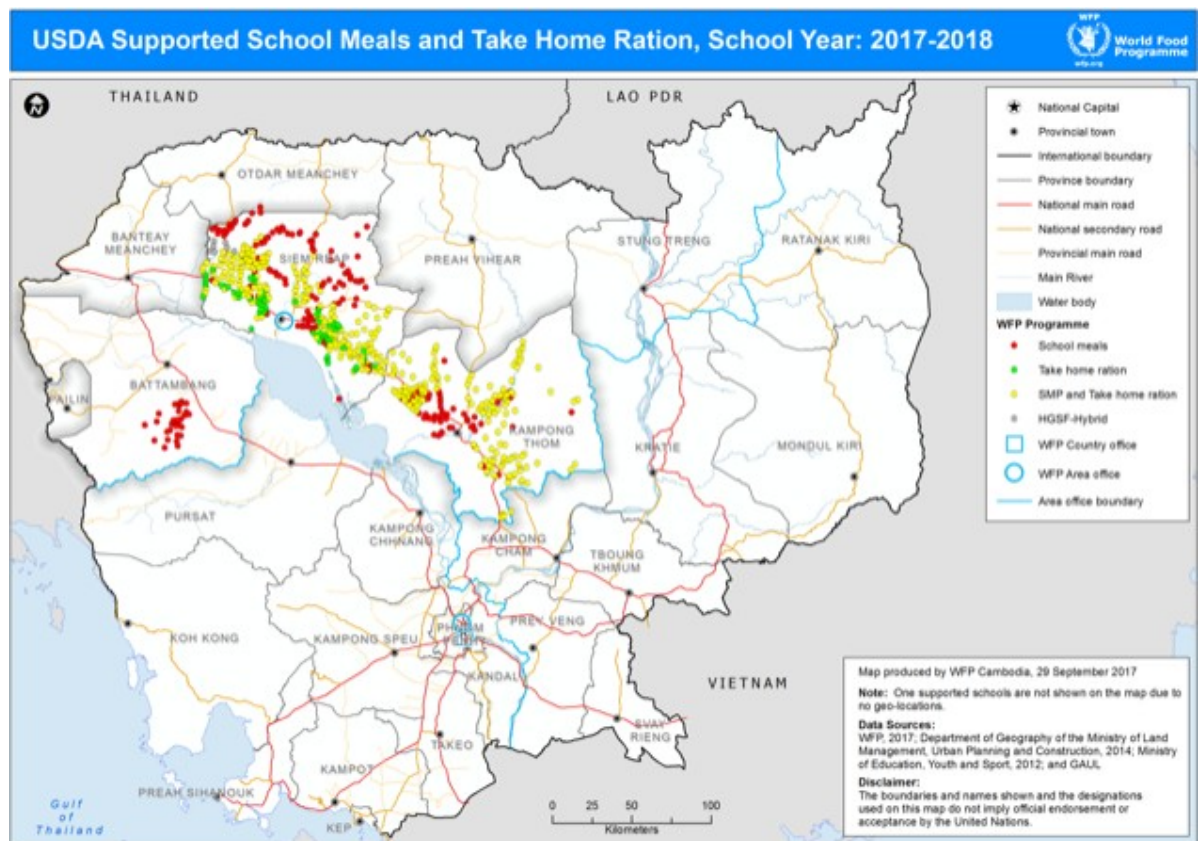
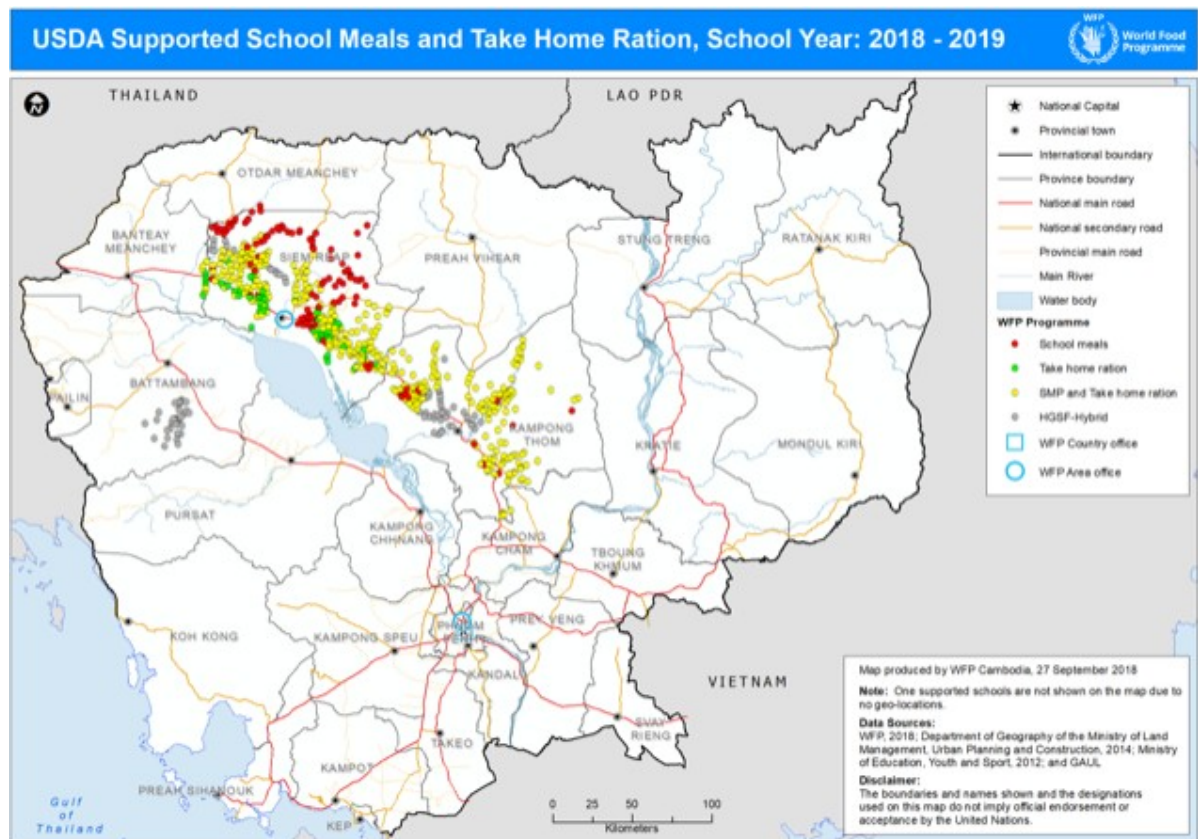
14. Training: Good health and nutrition practices

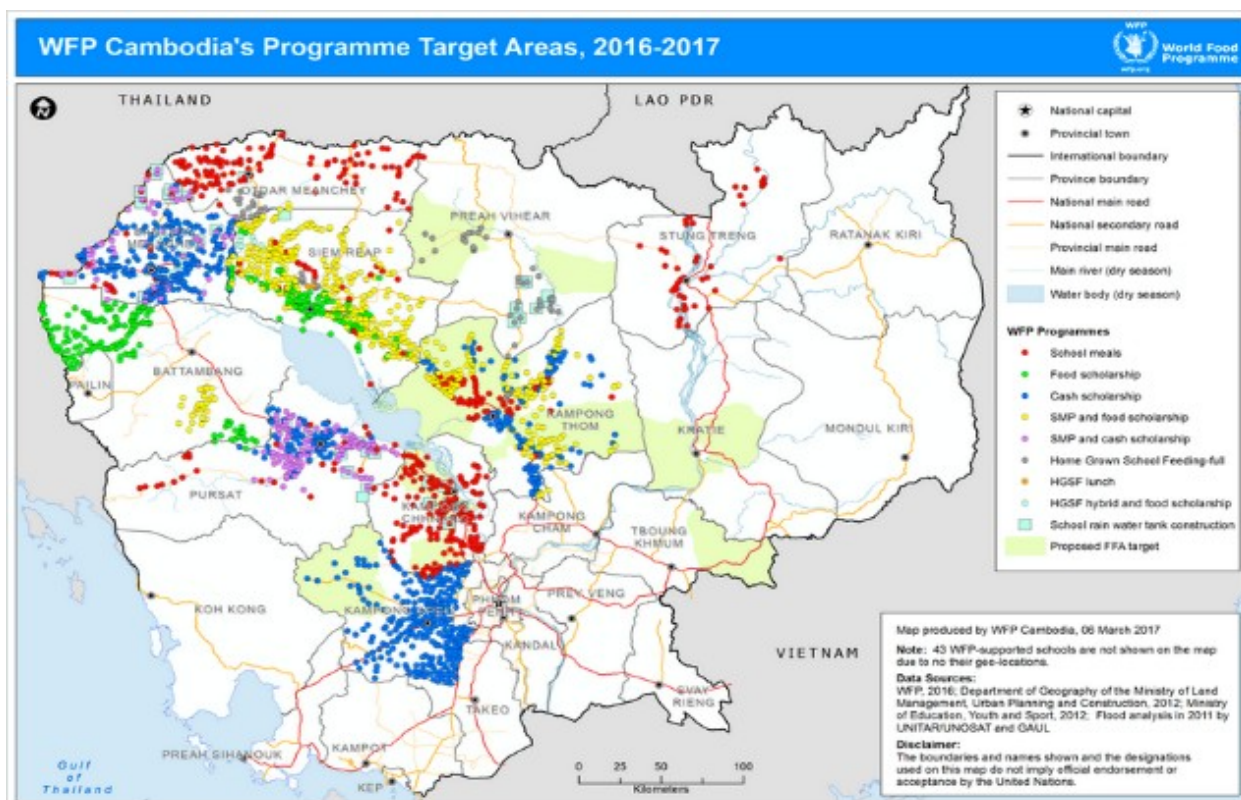
WFP and partners work closely with the School Health Department of the MoEYS to provide materials and training on good health and nutritional practices to members of every LSFC. WFP trains the LSFC on nutrition and hygiene practices to facilitate discussion and awareness raising among students, their parents and the larger community. WFP also conducts cooking demonstrations in conjunction with trainings in commodity management, storage and food preparation for all cooks in participating schools.

15. Raising awareness on the importance of education

In collaboration with the MoEYS and other partners, WFP works with LSFCs to provide key messages on the value of education to students, their parents and communities. WFP delivers messages at events such as take-home ration distributions and focus group discussions. WFP promotes the roles and responsibilities of parents in encouraging children to study at home during after school hours, parental participation in and contribution to their children's education, as well as hygiene and nutrition.

Annex 5: Maps of WFP activities in Cambodia from 2017-2019

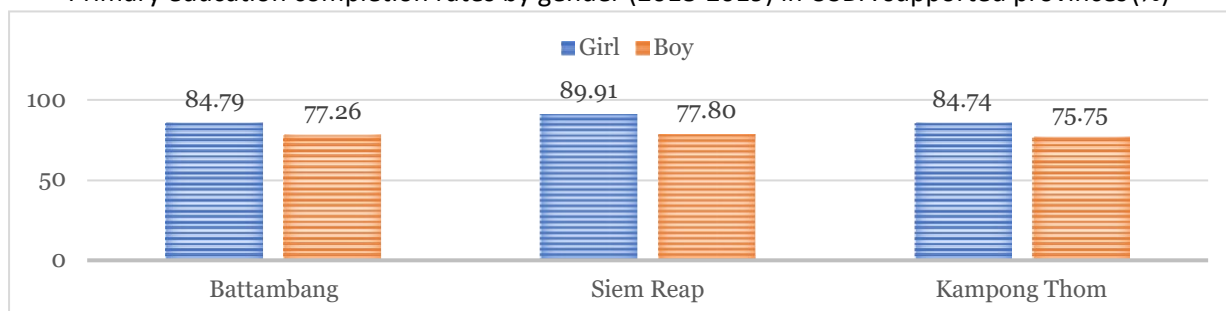




Annex 6: Key primary education indicators

In the three provinces where the USDA FFE programme is implemented, in SY2018/19 the primary education completion rate was as follows:

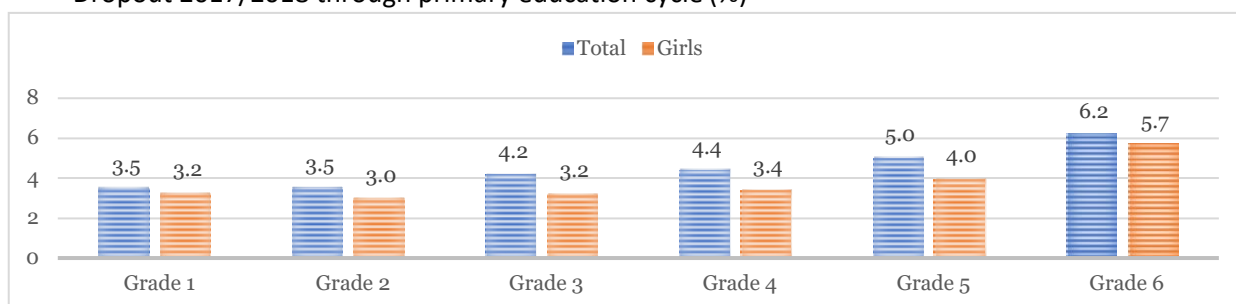
- Primary education completion rates by gender (2018-2019) in USDA supported provinces (%)



Source: EMIS data, MoEYS.

Dropout accelerates toward the end of the primary school cycle, as shown in the graph below. This means that interventions such as scholarships are particularly important in late primary grades, to help prevent drop-out and enable student to access scholarships in lower-secondary grades.

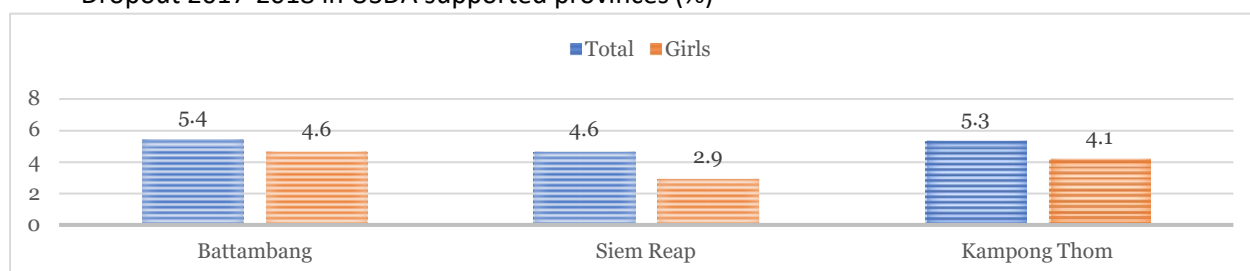
- Dropout 2017/2018 through primary education cycle (%)



Source: EMIS data, MoEYS.

In the three provinces where the USDA FFE programme was implemented, in SY2017/2018 dropout was lowest in Siem Reap, and lower for girls than for boys in all three provinces.

- Dropout 2017-2018 in USDA supported provinces (%)



Source: EMIS data, MoEYS.

Annex 7: Recommendations from the baseline (2017) and MTR (2018)

Recommendations from the baseline (2017)	
1	Continue programme implementation as per the current agreement (2017-2019).
2	The WFP CO and literacy partners (World Education and KAPE) should ensure that all USDA supported schools receive training and support to implement the new literacy curriculum by the end of the 2017-2019 programme cycle.
3	The WFP CO and the other implementing partners (World Vision and PLAN International) should aim to have a minimum package of infrastructure facilities including kitchens, energy efficient stoves, storerooms, handwashing facilities and separate latrines for girls and boys in all USDA supported schools with the school meals programme.
4	The WFP CO should focus on capacity building of the Royal Government of Cambodia and review the Roadmap benchmarks as per WFP's current plan and the findings of the 2013-2016 endline evaluation.

Recommendations from the MTR (2018)	
1	WFP should strengthen and monitor the connectedness of all activities implemented under the USDA McGovern-Dole FFE programme with reference to both the rationale of the programme and USDA guidance.
2	WFP and the MoEYS should ensure that detailed transition planning take place as soon as possible to enable the development of a realistic timeframe for transitioning to national ownership.
3	Ensure that the current school meals/ HGSF guidelines are revised and ready for use if/when the MoEYS HGSF proposal is funded.
4	WFP together with the MoEYS and other ministries as appropriate should carry out a detailed costing exercise of HGSF to enable the MoEYS and the Ministry of Economics and Finance (MEF) to accurately budget for national transition.

Annex 8: Internal and external evaluation stakeholders

Stakeholder	Interest in the programme	Involvement in evaluation and likely use	Who
Internal (WFP) stakeholders			
WFP Cambodia Country Office	- Responsible for the country level planning and programme implementation, the CO is the primary stakeholder of the endline evaluation. - The CO has a direct stake in the evaluation and interest in learning and receiving feedback on how the CO will move forward. - The CO is also called upon to account internally as well as to its beneficiaries and partners for the performance and results of its operation.	- Development of the ToR - Provision of documents, reports, information and data to the team - Initial briefing and overview of WFP work in Cambodia, strategic thinking, and planned responses for the future - Participate as key informants - Admin and logistics support - Participate in debriefings and provide feedback on preliminary findings and conclusions - Evaluation will show where decision-making related to programme implementation and/or design, country strategy and partnerships is needed.	- Evaluation Focal Point - Country Director - Head of Programme - Head of Education Unit - Head of Sub-Office Siem Reap - CO programme and support staff as required
Regional Bureau in Bangkok	- Responsible for both oversight of CO and technical guidance and support. - The RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other COs	- Participate as key informants - Evaluation will provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region	- Regional School Feeding Advisor - Regional Evaluation Officer - Regional Nutrition Advisor
Office of Evaluation in Rome	OEV has a stake in ensuring that this approach is effective in delivering quality, useful and credible evaluations	- Provides clear guidance on standards and expectations (DEQAS) for evaluation manager and ET - OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses.	OEV
WFP Executive Board	WFP's governing body is interested in the effectiveness of WFP operations.	The EB has an interest in being informed about the effectiveness of WFP operations.	Members of the Executive Board
External stakeholders			
Beneficiaries	- As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. - Participation of women, men and school children into the evaluation will therefore be critical.	- Principal source of information on the relevance, effectiveness, and sustainability of activities. - KIs and FGDs on programme performance - Feedback on programme implementation - Give perspective on future focus for WFP activities	- School children (boys & girls) enrolled in schools - Parents, PTA members, and school staff (School Directors, teachers, storekeepers & cooks) - Schools include WFP direct assisted schools as well as

			comparison schools with no WFP support.
Royal Government of Cambodia	• The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. • Issues related to capacity development, handover and sustainability (Roadmap 2021) will be of particular interest.	• Key informants on programme context and performance: • MoEYS • MoH on health and nutrition issues • MAFF on food production and types of food availability, etc. • Mol regarding ongoing decentralization efforts • CARD on coordination of Food Security and Social Protection and how this supports food security and school feeding. • Feedback on how WFP's work contributed to national strategies, how it contributed to national strategies, on capacity building, and on appropriateness of activities and targeting • Recommendations for future programs and collaboration opportunities • Participate in debriefings and provide feedback on preliminary findings and conclusions	• Ministry of Education, Youth and Sport including multiple departments within it. • Ministry of Health • Ministry of Agriculture, Forestry and Fisheries • Ministry of Interior • Council for Agriculture and Rural Development • District Governors • Commune Chiefs • Provincial Governors • Provincial Directors of Education • District Directors of Education • Local authorities as appropriate
United Nations agencies	• The UN agencies aim to implement harmonized action to should contribute to the realization of government development objectives. • Other UN agencies therefore has an interest in ensuring that WFP operations are effective in contributing to the UN concerted efforts.	• Key informants on: • Coordination with other UN agencies on the UNDAF • Collaboration with WFP on the FFE Programme. • Complementarity of WFP activities in relation to other agencies providing assistance. • Targeting activities, and synergies • Recommendations for future programs and collaboration opportunities	• United Nations Agencies working in Cambodia especially including: • UNICEF • FAO • UNESCO • World Bank • WHO • UNDP
Non-Governmental Organizations (NGOs)	• WFP partners with NGOs for the implementation of some activities while at the same time having their own interventions. • The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.	• Key informants in evaluation interviews and data sharing: • Feedback on operational effectiveness and appropriateness of activities • Provide perspective of future focus for WFP activities and possibilities for collaboration	• Plan International • World Education • KAPE • World Vision
Civil Society	• Civil society groups work within the same context in which WFP operates and have an interest in areas related to WFP interventions.	• Their experience and knowledge will inform the evaluation and they will be interested in the evaluation findings – especially those related to partnerships	• Community members • Local School Feeding Committees • School Support Committees

Donors	• The FFE programme is funded by USDA, MGD and USAID. • Donors 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 programs.	• Key informants on: • Understanding the funding climate • Providing recommendations for future programme funding and areas of collaboration • Appropriateness of targeting and WFP response • Source of information on priorities and challenges	• USDA • Japanese Embassy • KOICA • Any other donors supporting school feeding in Cambodia
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Annex 9: Key evaluation questions

Evaluation areas	Evaluation questions
The appropriateness of the programme	Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities were: • Are the activities and transfers appropriate to the needs of the target population and communities? • Are the activities and transfers aligned with relevant stated local and national policies, including sector policies and strategies and do they seek complementarity with the interventions of relevant humanitarian and development partners [as well as with other CO interventions in the country, if relevant]? • Are the activities and transfers aligned with WFP strategies, policies and normative guidance?
The results of the programme	While ensuring that differences in benefits between boys and girls from different groups are considered, the evaluation will analyse: • The efficiency of the programme (attainment of the planned outputs, cost factors, logistics and pipeline performance); • The effectiveness of the programme (the contribution of outputs to selected programme objectives); • The intended and unintended impacts of the programme as per the PMP/RFs • MoEYS capacity to manage school feeding moving forward • Does the Government of Cambodia have adequate institutional and human resource capacity to assume responsibility for future school meals and scholarship activities? • Is the design of the programme suitable to government management? • Which procurement models are feasible for government and how can they designed in such a way to ensure accountability and transparency? • Is there a functioning government reporting and monitoring and evaluation system? • Are community feedback mechanisms in place?
Why and how the operation produced the observed results	The evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others, on: • Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc. • Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. • The implications for this as the programme transitions to MoEYS
Sustainability of the project moving forward	With a roadmap for national ownership of the school feeding programme already being implemented, the government will begin to gradually assume ownership of the programme over the next 5 years. As such, the evaluation should have a strong focus on various implementation models tested over the course of the project period. It should draw conclusions about the following: • Cost effectiveness, efficiency and practicality of each of the models tested • Government buy in on each model tested • Recommendations on which model may be most appropriate given the findings • Evidence that activities are likely to be sustained or scaled up beyond the project life The evaluation will assess the success of USDA supported initiatives to improve information systems within MoEYS to ensure transparency and cost effectiveness of the programme.

Annex 10: Evaluation Matrix - Cambodia McGovern-Dole FFE Programme

The following matrix will be utilized by the team members to focus questioning with respect to questions highlighted in the ToR.

McGovern-Dole Results Framework: Improved Literacy of School-Age Children (SO1)

Key Question 1: How appropriate is the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Relevance						
	Is McGovern-Dole-supported assistance appropriate to the needs of the target population on both females and males?	Attendance rate in targeted areas Drop-out rate in targeted areas Literacy rates in targeted areas (Reading capacity as per RF indicators) Is there a difference between these rates for boys and girls?	WFP CO, SFTP/MOEYS and cooperating partners M&E data and reports	Desk review	Secondary data triangulated with quantitative analysis, including comparison between baseline and endline	Strong
Coherence						
	Is McGovern-Dole FFE programme aligned with relevant stated national policies?	Mention/integration of SF in national development strategy documents	NSDP 2014-2018, ESP 2014-2018, NSPPF 2016-2025	Desk review	Qualitative analysis – secondary document review triangulated with key informant interviews	Strong
	Does McGovern-Dole FFE programme seek complementarity with interventions of relevant humanitarian and development partners?	Compliance with UNDAF outcomes	UNDAFs for Cambodia 2016-2018 & 2019-2023	Desk review	Qualitative analysis – secondary document review triangulated with key informant interviews	Strong
	Is McGovern-Dole FFE programme aligned with WFP strategies, policies and normative guidance?	Compliance with WFP Strategic Plan and School Feeding Strategy	WFP Strategic Plan 2017-2021 SDG targets 2.1 and 2.2, SDG 4 WFP School Feeding Policy 2013	Desk review	Qualitative analysis – secondary document review triangulated with key informant interviews	Strong

Key Question 2: What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Efficiency						
	Has the programme been sufficiently funded?	Budget data, budget revisions Planned vs. actual budget and expenditure	WFP Financial and operational information	Desk review Interviews with WFP Finance and other support staff	Qualitative and quantitative analysis – review of budget data and triangulation between multiple key informants.	Strong
	Have the McGovern-Dole SF-supported activities been undertaken and completed in a timely manner?	Food delivery data School supplies & materials delivery data	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review	Quantitative analysis Qualitative analysis – triangulation between multiple key informants	Medium
	Are appropriate human resources allocated to implementation in USDA supported areas?	HR data and organization chart in WFP CO, MOEYS, cooperating partners	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review	Qualitative analysis – WFP HR information triangulated with key informant interviews.	Medium
	How efficient are the arrangements for monitoring implementation?	Presence of sufficient programme monitoring data at both output & outcome levels	WFP CO M&E data and reports (including PRISM) ACR reports	Desk review	Qualitative analysis – triangulation between multiple key informants	Medium
	What were the roles and institutional strengths/weaknesses of the WFP CO, government ministries, cooperating partners and beneficiary groups in McGovern-Dole FFE programme implementation?	Establishment of SF units and coordination committees at central and decentralized levels	WFP CO and SFTF/MOEYS	Desk review Meetings with key informants in WFP CO, MoEYS, PoEs, DoEs	Qualitative analysis – triangulation between multiple key informants	Medium
	Are the monitoring systems in place adequate to show impact over a longer period?	Analysis produced by WFP CO	WFP CO M&E data and reports, VAM surveys, BFM reports	Desk review	Qualitative analysis – triangulation between multiple key informants + review of what monitoring data is collected.	Medium

Effectiveness (continued)						
	To what extent have SF activities improved student attendance, student attentiveness, quality of literacy instruction, and contributed to improved literacy of school-age children	Attendance rate Drop-out rate Promotion rate Results of EGR tests Is there a difference between these rates for boys and girls?	WFP CO M&E data and reports MOEYS statistics (EMIS) CPs surveys and reports	Desk review Field visits	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – Secondary data review and triangulation between multiple key informants	Medium
Key Question 2: What are the results of the operation? (continued)						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Effectiveness (continued)						
	Are the criteria for targeting appropriate?	How has targeting been done? Adequate evidence of inclusion of education rates, poverty rates, etc. Number of revisions of CFSVA or similar surveys and changes introduced in SF targeting accordingly	MOEYS statistics (EMIS) WFP MERVAM surveys and reports	Desk review Meetings with WFP CO and MOEYS staff	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	Are the outputs levels sufficient?	No. of beneficiaries receiving food and non-food items vs. planned. Is there a difference between boys and girls? Tonnage of food distributed vs. plans No. of school supplies & materials distributed vs. planned No. of schools assisted vs. planned	WFP CO M&E data and reports SPRs, ACR	Desk review	Quantitative analysis	Medium
	How effective is UN inter-agency coordination in meeting the education needs in the targeted implementation areas?	Number and type of joint initiatives to implement the "essential package" in WFP assisted schools	Joint work plans with UN sister agencies	Desk review Meetings with cooperating partners	Qualitative analysis – triangulation between multiple key informants	Medium

Sustainability						
	Is there an exit strategy outlining the timing, allocation of responsibilities on handover to the government and/or other agencies?	WFP 2013 SF Policy Goals Number of delivery models nationally owned Education NCI	MOEYS policy and strategy documents MOEYS/WFP SF Roadmap	Desk review Meetings with donors	Qualitative analysis – triangulation between multiple key informants and secondary document review.	Strong
	To what extent are the programme activities and local structures likely to be sustained after the completion of donor-funding?	Existence of a SF line in the MOEYS budget Number of sustainable delivery models taken over by government Number and type of initiatives taken by PTAs and community at large to support SF activities	MOEYS policy and strategy documents Key government informants at central and decentralized levels	Desk review Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs Focus group meetings with programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
Key Question 3: Why and how has the operation produced the observed results?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Internally (factors within WFP's control)						
	To what extent has there been effective cooperation and coordination in the design and implementation of the SF activities between WFP, government, cooperating partners and beneficiary communities?	Perception of management strengths/difficulties by WFP staff, government staff, and cooperating partners LoU, MoU, FLA, etc. Number of meetings from a Programme coordination committee	WFP staff, government staff, cooperating partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralized levels, and cooperating partners) Focus group meetings with programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
Externally (factors outside WFP's control)						
	To what extent do the criteria for targeting influence results?	Food insecurity, poverty, low educational, nutrition and gender indicators	EMIS, Commune Database (CDB) on poverty, CFSVA	Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs	Qualitative analysis – triangulation between multiple key informants	Medium
	To what extent does the environment of targeted schools influence results?	Teacher/pupils ratio, school infrastructure and equipment	WFP CO data, EMIS	Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs	Qualitative analysis – triangulation between multiple key informants	Medium

McGovern-Dole Results Framework: Increased Use of Health and Dietary Practices (SO2)

Key Question 1: How appropriate is the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Relevance						
	To what extent are the objectives, targeting, choice of activities and transfer modalities appropriate to the needs of the targeted population on both females and males?	Poverty rates, food security rates, combined with education indicators. Reduction in health-related absences Have the needs of both boys and girls been taken into consideration?	WFP CO, SFTP/MOEYS and cooperating partners M&E data and reports	Desk review	Review of WFP assessment information Qualitative analysis – triangulation between multiple key informants	Strong
Coherence						
	Is McGovern-Dole FFE programme aligned with relevant stated national policies?	Compliance with stated aims and direction of relevant government policies (food security, nutrition, school health etc.).	Government policies on school feeding, nutrition, school health, safety nets etc.	Desk review Key informant interviews with Government personnel	Qualitative analysis – triangulation between multiple key informants	Strong
	Does McGovern-Dole FFE programme seek complementarity with other interventions of WFP in Cambodia and with those of relevant humanitarian and development partners?	Compliance with stated aims and direction of relevant policies of other development actors such as UN agencies and NGOs.	UNDAFs for Cambodia 2016-2018 & 2019-2023 Other policies and strategies of other development actors.	Desk review Key informant interviews with non-WFP development actors	Qualitative analysis – triangulation between multiple key informants	Strong
	Is McGovern-Dole FFE programme aligned with WFP strategies, policies and normative guidance?	Compliance with stated aims and direction of relevant WFP policies and strategies including corporate guidance, and regional strategies as appropriate.	Review of relevant WFP policies e.g. School Feeding Policy, Safety nets Policy, Gender Policy, Nutrition Policy etc.	Desk review Key informant interviews with WFP Regional Bureau personnel and HQ staff as appropriate	Qualitative analysis – triangulation between multiple key informants	Strong

Key Question 2: What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Efficiency						
	Has the programme been sufficiently funded?	Budget data, budget revisions Planned vs. actual budget and expenditure	WFP Financial and operational information	Desk review Interviews with WFP Finance and other support staff	Quantitative review of budget data triangulated with qualitative information from multiple key informants	Strong
	How much of overall funding has been spent on direct programme costs compared with indirect costs?	Budget data, budget revisions Planned vs. actual budget and expenditure	WFP Financial and operational information	Desk review Interviews with WFP Finance and other support staff	Qualitative and quantitative analysis	Medium
	Have the McGovern-Dole SF-supported activities been undertaken and completed in a timely manner?	Food delivery data Non-food delivery information (seeds, inputs for school gardens etc.).	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium
	Are appropriate human resources allocated to implementation?	HR data and organization chart in WFP CO, MOEYS, cooperating partners	WFP CO, MOEYS and cooperating partners M&E data and reports	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium
	How efficient are the arrangements for monitoring implementation?	Presence of sufficient programme monitoring data at both output and outcome levels	WFP CO M&E data and reports CPs reports	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium

Key Question 2: What are the results of the operation? (Continued)						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Efficiency (continued)						
	What were the roles and institutional strengths/weaknesses of the WFP CO, government ministries, cooperating partners and beneficiary groups in McGovern-Dole FFE programme implementation?	Establishment of SF units and coordination committees at central and decentralized levels	WFP CO and SFTF/MOEYS	Desk review Key informant interviews with school personnel, parents, implementing partners, and WFP	Qualitative analysis – triangulation between multiple key informants	Medium
	Are the monitoring systems in place adequate to show impact over a longer period?	Presence of outcome data. Analysis produced by WFP CO	WFP CO M&E data and MERVAM reports	Desk review	Qualitative analysis – triangulation between multiple key informants	Medium
Effectiveness						
	Are the outputs levels sufficient?	No. of beneficiaries receiving food and non-food items vs. planned. Is there a difference between boys and girls? Tonnage of food distributed vs. plans Number of school gardens established vs planned Number of teachers trained Number of cooks trained vs planned No. of storekeepers trained vs planned Number of schools assisted vs. planned	WFP CO M&E data and reports WFP SPRs	Desk review	Quantitative analysis - Comparison between baseline and endline	Strong
	Is there a difference in the effectiveness of SMP vs SMP+THR?	Education indicators (as per SO1) Food consumption score Household Dietary Diversity Score Individual Dietary Diversity Score Coping Strategies Index Household Hunger Scale Is there a difference between boys and girls?	School Assessment Teacher Assessment Household Questionnaire	Quantitative surveys	Quantitative Analysis Comparison between intervention schools	Medium

Key Question 2: What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Effectiveness (continued)						
	How effective has the programme been at reducing health-related absences?	Number of health-related absences Is there a difference between boys and girls?	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline	Medium
	How effective has the programme been at improving knowledge of health and hygiene practices?	Percent of schools with soap and water at handwashing stations commonly used by students Number/ percent of schools using improved sanitation facilities (latrines) Is there a difference between boys and girls?	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing knowledge of safe food preparation and storage practices?	Percent of households in target schools that store food off the ground Percent of schools in target communities that clean cooking and eating equipment, consistent with accepted standards	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing knowledge of nutrition?	The percentage of students and parents who can identify at least one local source of information on proper diets and nutrition. Is there a difference between boys and girls? The percentage of cooks and storekeepers that have a passing grade on good nutrition and dietary practices	Household Questionnaire	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium

Key Question 2 What are the results of the operation?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Effectiveness (continued)						
	How effective has the programme been at increasing access to preventive health services?	Percentage of children dewormed within the past 6 months. Is there a difference between boys and girls? The number of target schools with at least one-month supply of soap (hand and dish soap) Number of students receiving daily school meals with micronutrient fortified commodities. Is there a difference between boys and girls?	Household Questionnaire School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing access to clean water and sanitation services?	The ratio of latrines (boys/girls) to students at target schools The percentage of schools with year-round access to safe and clear water source The number of target schools that have latrines of sufficient quality that are in good repair	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
	How effective has the programme been at increasing access to requisite food preparation and storage tools and equipment?	Number of functioning kitchens Number of kitchens using fuel efficient stoves No. of dedicated food storerooms Number of food storerooms using appropriate food storage techniques	School Assessment	Quantitative surveys	Quantitative analysis - Comparison between baseline and endline Qualitative analysis – triangulation between multiple key informants	Medium
Sustainability						
	To what extent are the results and benefits derived from WFP's interventions likely to endure?	MoEYS Handover (Roadmap) Actions undertaken by PTC, parents and other stakeholders	WFP CO, SFTP/MOEYS and cooperating partners M&E data and reports	Desk review Meetings with key informants in WFP CO, MOEYS, PoEs, DoEs, committee members, other parents	Qualitative analysis – triangulation between multiple key informants	Medium

Key Question 3: Why and how has the operation produced the observed results?						
	Sub Question	Measure/Indicator	Main Sources of information	Data Collection Methods	Data Analysis Methods	Evidence quality
Internally (factors within WFP's control)						
	What internal factors have contributed to the success or otherwise of the FFE programme?	Positive or negative external issues mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
	What internal problems and constraints have been faced during the implementation of the response and how did the operation deal with these?	Number of internal problems/constraints which have been appropriately addressed vs. Number of ongoing problems/constraints	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
Externally (factors outside WFP's control)						
	What external factors have contributed to the success or otherwise of the FFE programme?	Positive or negative external issues mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium
	What external problems and constraints have been faced during the implementation of the response and how did the operation deal with these?	Number of external problems/constraints which have been appropriately addressed vs. Number of ongoing problems/constraints	WFP staff, government staff, cooperating partners, programme participants	Interviews and FGDs with WFP personnel, implementing partners and programme participants	Qualitative analysis – triangulation between multiple key informants	Medium

Annex 11: Full evaluation timeline

Phases, Deliverables and Timeline	Timeframe	Deliverable submissions
Phase 2 – Inception		
Briefing TOR to evaluation team	10 June 2019	
Remote desk review of a draft inception report (IR)	10-21 June	
Submission of the draft Inception Report to WFP		21 June
WFP shares the draft IR with DEQAS and ERG, RB, and relevant WFP HQ divisions for comments	24-28 June	
ET (1) Reviewing and revising the draft IR based on comments received, (2) submitting the revised IR to the WFP internal evaluation committee for approval and (3) sharing the revised IR with key stakeholders	1-5 July	
WFP shares the revised IR with USDA for comments	8-19 July	
ET revision of draft IR based on stakeholder comments	22-26 July	
Submission of final Inception Report to WFP		26 July
Phase 3 – Data collection		
Quantitative survey data collection (IRL)	22 July – 9 August	
Briefing of KonTerra evaluation team at CO	29 July	
Qualitative data collection	30 July-14 August	
Debriefing of evaluation team at CO	15/16 August	
PowerPoint presentation of preliminary findings from fieldwork (internal stakeholder)		15 August
PowerPoint presentation of preliminary findings from fieldwork (external stakeholders)		16 August
Phase 4 - Analyse data and report		
Drafting of evaluation report (ER)	20 August–22 September	
Submission of draft evaluation report to WFP		30 September
WFP CO initial review of draft evaluation report (one day)	30 September	
ET revision of initial draft (one day)	1 October	
WFP sharing the draft ER with DE QS and ERG, RB, and relevant WFP Headquarters divisions for comments (one week)	2-9 October	
ET reviewing and revising the draft ER based on comments received	10-13 October	
ET re-submission of revised ER to the internal evaluation committee for approval	14 October	
WFP sharing the draft ER with key stakeholders for review (one week)	14-21 October	
ET revise the drafted ER based on stakeholder comments	21-28 October	
Submission of revised evaluation report to WFP		28 October
WFP sharing the revised ER with USDA for comments (30 days)	28 Oct	
ET revision the draft ER based on stakeholder comments	28 November - 2 December	
Submission of final evaluation report to WFP		2 December

Annex 12: Summary of the quantitative field mission schedule

Dates	Team member	Actions and Locations	Stakeholders
8 to 12 July 2019	Sophia Dunn Dr. Prem Bhandari	Phnom Penh - Visit to WFP Work with IRL on survey planning	KonTerra, IRL and WFP Cambodia
15-19 July	IRL Team	Phnom Penh - Training of quantitative survey field teams	IRL with support from KonTerra as required
13 July to 9 August	Dr. Prem Bhandari	Remote - Support IRL regarding survey methodology, data collection and cleaning	KonTerra
22 July to 9 August	IRL Team	Conduct quantitative surveys in Battambang, Kampong Thom, Siem Reap, Preah Vihear, Kratie and Kampong Cham Provinces	School administrators, teachers & staff, and households
22 to 26 July	Mr Bunyeth Ho	Unscheduled spot checking of the provincial survey work	School administrators, teachers & staff, and households
29 July to 16 August	Sophia Dunn Jean-Pierre Silvéreano Dr. Sovith Sin	Conduct qualitative field mission in Phnom Penh, Battambang, Siem Reap, Kampong Thom.	WFP CO, Government ministries, United Nations agencies, NGO partners, Schools, and various beneficiary groups.

Annex 13: Qualitative field mission schedule

Tentative Field Mission Schedule for USDA FFE Evaluation Mission								
Phnom Penh, Cambodia								
Date	Time	Stakeholder	Activities/people to meet	Meeting Location/ Accommodation	ET1	ET2	Notes	Status
			KonTerra arrival Phnom Penh					
29-Jul-19 Monday	08:15-8:30	WFP CO	Security briefing	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP		
	08:30-09:30		Brief meeting with WFP CO personnel: Country Director, and key staff from education, finance, M&E, logistic and social protection		SP &SV	JP		
	10:00-11:00	MEFF	Meeting with MEFF: Chan Narith, PhD.Secretary-General, National Social Protection Council, Cambodia, Mobile: +855-12 280 288 Email: chan_narith@mef.gov.kh Uy Chanimol, Director of Social Assistance General Secretariat for National Social Protection Council Email: uy_channimol@yahoo.com, Mobile: +855 17977783 Mr. Sovadh and his colleague are available for the meeting, Tele: (855) 96 5677 677, Email: isean81@gmail.com	Ministry of Economy and Finance #92, S/K Wat Phnom, K/H Daun Penh, 5th floor (new Building)	SP &SV	JP		Confirmed
	13:30-14:15	WFP CO	Meeting with Activity 4: Krsina and Phalla		SP &SV	JP		Confirmed
	14:45-15:45	MoEYS, Primary Education Department	Meeting MoEYS: PED H.E. Puth Samith, Director General H.E. Chan Sophea, Dir. of PED (012211336) Mr. Chun Ramy, Deputy Dir. of PED; Mr. Ven Thol, Chief of Scholarship Office (017682226);	MoEYS Building: #168, Preah Norodom Blvd, Sangkat Boeung Keng Kang - In front Panhasatra university	SP &SV	JP		Confirmed

	15:45-17:00	WFP CO	Meeting Education: Kannitha, Sokrathna, Vatanak and Sokhemarey	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP		Confirmed
30-Jul-19 Tuesday	08:30-09:30	WFP CO	Meeting Supply changes: Thomas, Kunakar, Savuth, Tipu, Hong, Sokheng	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh		JP		Confirmed
	10:00-11:00	MoEYS	Secretary of State, MOEYS H.E. Nath Bunroeun H.E. San Vathana, Under Secretary of State, MoEYS, vathana20@yahoo.com	At his office	SP &SV			Confirmed
	8:30-9:30	GIZ	Meeting with GIZ: Rin Thavy, Program Advisor, Regional Fit for School Programme GIZ, WASH	MoEYS building, Street 380, BKK 1, Phnom Penh, Cambodia Mobile: +855 12 920 858		JP		Confirmed
	10:00-11:00	School Health Department	Meeting MoEYS: SHD Ms. Chhay Kimsotheavy, Director of SHD Ms. So Chhorvirath, Deputy of SHD Ms. Slad Chenda, Dep. Chief of technical office	MoEYS New Building: Street 380, Boeung Keng Kang I (close to BKK Market) 4th Floor	SP &SV			Confirmed
	14:00-15:00	KOICA	Meeting with KOICA Pen Vuthida, tel: 012 697117, thydakoica@gmail.com, Jeong Yun Gil, Country Director, Kim Jiyeon, june0619@koica.go.kr Koyena, koyena614@koica.go.kr	No. 445, Preah Monivong (St. 93), corner of St. 232, 12th floor, 12258 Phnom Penh,	x	x		Confirmed
	15:30-17:00	WFP CO	Meeting with Activity 5: Kurt, Indira, Yav, Seanglay and Chanvibol	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh				
31-Jul-19 Wednesday	08:00-9:00	Quality Assurance Department	Meeting with QAD: Ung Chinna, Tel: 012883552, chinnaung@gmail.com	MoEYS New Building: Street 380, Boeung Keng Kang I (close to BKK Market) 4th Floor		JP		Confirmed
	09:30-10:30	CARD	Meeting with CARD: SP, FS&N Dr. Say Ung, CARD, 012 92 6789, sayungcard@gmail.com	Office of the Council of Ministers #41, Russian Federation Blvd,	SP &SV	JP		Confirmed

	11:00-12:00	WVI	Mr. Ravuth Thea, Senior Program Officer Tel: 012 546 007, ravuth_thea@wvi.org)	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP		Confirmed
	13:30-14:15	WFP CO	Meeting Synlin and Ly Muy	Finance: WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	SP &SV	JP		
	16:00-17:00	PLAN	Mr. Chhun Kimheang, country grand coordinator, Kimheang.Chhun@plan-international.org, Tel: 012 264326,	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh				confirmed
ET conduct interview in Kampong Thom Province: 1-2 August 2019								
05-Aug-19 Monday	08:00-09:00	Meeting with World Education	Mr. Dara Kim, Director of (WE) dara_kim@kh.worlded.org, 081300999 Mr. Sieng Heng, sieng_heng@kh.worlded.org Mr. Sao Vanna, Director of KAPE (012342322)	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh	x	x		Confirmed
	09:30-10:30	MoEYS, Policy Department	Meeting MoEYS: PD Mr. Dy Khamboly, Director of PD, Tel:017883967, khamboly12@gmail.com; Mr. Hem Kunthea, Deputy Director, hamkunthea1@gmail.com Mr. Kang Sophannna, Chief office, kangsophanna@yahoo.com	MoEYS Building: #168, Preah Norodom Blvd, Sangkat Boeung Keng Kang - In front Panhasatra university	x	x		Confirmed
	10:30-11:30	Primary Education Department	Meeting MoEYS: PED Mr. Venthol, Chief of scholarship Office, Tel:017682226, venthol16@gmail.com;	MoEYS Building: #168, Preah Norodom Blvd, Sangkat Boeung Keng Kang - In front Panhasatra university				Confirmed
	11:00-12:00	Embassy of Japan (Donor)	Meeting with Janpan Embassy: Mr. Masoda, Second Secretary	194 Preah Norodom Boulevard, PNP; Contact: japan.embassy@pp.mofa.go.jp	x	x		Confirmed
	13:30-14:30	FAO	Meeting with lean Russel (Programme), lean.Russell@fao.org	FAO office: # 5 street 370, Phnom Penh	SP &SV			Confirmed

	14:00-15:00	Teacher Department	Meeting with MoEYS: TD Mr. Ngor Penglong, Director, 016825533 or 077982983 Mr. Yit Sopheak, 078 Mr. Leang Sun Heang, Chief of Admin, 012915417: sunleangheang@gmail.com	MoEYS Building: Preah Norodom Blvd, Adjacent to National Institute of Education.		JP		Confirmed
	15:30-17:00	USAID	Meeting with USAID: Sereisatya ROS, Education Project Management Specialist USAID Cambodia, Email: sros@usaid.gov, Cell: 855 17 666 727 Laura Cizmo, Deputy Director, office of food security and environment, email: lcizmo@usaid.gov, tel: (855) 78999203	US Embassy, 1 Christopher Howes (96), Phnom Penh, Contact: Sao Samsak, Tele: 012997009	SP &SV	JP		Confirmed
06-Aug-19 Tuesday	8:30-9:30	CARD	Meeting with CARD: SP, FS&N HE Sok Silo , Deputy Secretary General of CARD, 012 451111, soksilo@gmail.com	Office of the Council of Minister	SP &SV			Confirmed
	TBD	UNICEF	Meeting with UNICEF: Ms. Katheryn Bennett, kbennett@unicef.org Mr. Chum Channra, cchum@unicef.org Rasika Sridhar Sethi(Education). rsridharsethi@unicef.org	Meeting at Exchange Square - UNICEF Office (behind Vattanac Tower)	SP &SV			Tele conf
	11:00-12:00	UNESCO	Meeting with UNESCO: Sardar Umar Alam, UNESCO Director, Email: su.alam@unesco.org, Mobile: +855 12 543 000 Mr. Santosh Khatri, Chief of education, Email: s.khatri@unesco.org, mobile: +855 95 948 137	UNESCO Office		JP		Confirmed
	Depart for BTB							
ET conduct interview in BTB & SRP: 7-10 August 2019								
12-Aug-19 Monday	8:30-9:30	Mol/CARD	Meeting CARD and Mol: H.E. Ngy Chanphal, Vice Chairman (CARD) & Secret. of State at Mol, mrdngycp@online.com.kh, 012909879 Contact Mr. Ma Nirith, nirith_ma@yahoo.com Assistant 012771878	Ministry of Interior,275 Preah Norodom Blvd. (41), Room 303.	SP &SV	JP		Confirmed
	10:00-11:00	USDA in Ho Chi Minh	Megan (Davidow) Francic Agricultural Attaché U.S. Consulate General Ho Chi Minh City Megan.Francic@fas.usda.gov Vo Thanh Dinh Hoai		x	x		

	11:00-12:00	WFP Regional Bureau in Bangkok	RBB: Luna Kim, RBB, Monitoring and evaluation, luna.kim@wfp.org Kimberly, RBB, kimberly.deni@wfp.org Yumiko; Regional Evaluation Officer at yumiko.kanemitsu@wfp.org Insa; Evaluation: insa.deimann@wfp.org		x	x		
	1:30-2:30	MAFF	Meeting MAFF: Mr. Mak Soeun, Deputy Director General of General Directorate of Agriculture, MAFF, tel: 012826617, Email: Maksoeun168@gmail.com	No 54B/49F, St. 395-656, Sangkat Toeuk Laak 3, khan Tuol Kok, Phnom Penh.	SP &SV	JP		Confirmed
	4:00-5:00	WFP CO	Meeting with Francesca	WFP office: House#108, St.63, Sangkat Boeung Raing, Khan Daun Penh				
	08:00-09:00	USDA Washington	Rummery, Molly - FAS Molly.Rumery@fas.usda.gov					Booked
13-Aug-19 Tuesday	8:00-17.00	Preparation of debrief presentations						
14-Aug-19 Wednesday	8:30-9:30	Curriculum Department	Meeting MoEYS: CD Ms. Mao Thannavy; Tel: 012559685	MoEYS New Building: Street 380, Boeung Keng Kang I (close to BKK Market) 4th Floor				Confirmed
	8:00-17:00		ET finalize presentation					
15-Aug-19 Thursday	10:00-12:00		Internal preliminary debriefing presentation to WFP					
16-Aug-19 Friday	10:00-12:00		External preliminary debriefing presentation to partners					
16-Aug-19			ET’s Departure					

Annex 14: Endline survey documents received from WFP CO (as at 30 September)

In addition to the large volume of files already shared with the Evaluation Team during the 2017 Baseline Survey and the 2018 Mid-term Review, the Country Office has shared the following documents for the 2019 Endline Evaluation.

Data Upload for Endline Evaluation	
1	MTR inception report and final report of USDA McGovern, 2017-2019
2	QPR report from partner, PLAN: Q1, Q2 & Q3
3	QPR report from partner, WVC: Q1, Q2 & Q3
4	QPR report from partner, WE: Q1 , Q2 & Q3
5	WEI success story FFE Y3 Q2
6	USDA Semi-annual reports from: 1). Oct 2018- March 2019 and 2). Apr 2018- Sept 2018
7	UDSA schools support summary SY2018-19
8	Annual Country Report 2018
9	School List SY18-19 (USDA)
10	WFP_KHM_EDU_USDA_Targeted_Area_2017_2018
11	WFP_KHM_EDU_USDA_Targeted_Area_2018_2019
12	EMIS data for 2018-19
13	School List SY18-19 (USDA) Case and Compare schools
14	080719 - List of case and comparison schools
15	List of case schools programme [SY2016-2019]
16	ESP 2019-23- incorporated the SM/HGSF -latest draft- the English final signed version not yet available.
17	Annex 1 for the Letter of Understanding with MoEYS – ongoing process for signature
18	HGSF concept note from MoEYS to MEF (Social protection Council) – in Khmer only
19	Draft HGSF implementation framework – in Khmer - ongoing prepare
20	Draft HGSF operational guideline –in Khmer - ongoing prepare
21	Draft of food safety materials – almost finalize, including video (<u>Cannot upload videos as big file</u>)
22	Translated Nutrition Materials for USDA
23	Output progress-By June 2019_Edu (USDA)-26 Jul 2019- final
24	20-MoEYS letter to GCNF 18 Jan 2019
25	Draft of Main Report EC -English (19032019)
26	Equity-Focus-Scholarship-Policy-Eng-May2019
27	Social protection committee
28	ProposalAttachments_2019-0113 (USDA- LRP proposal)
29	ProposalAttachments_2019_Cambodia (USDA McGovern-Dole)
30	PRISM PowerPoint (shown to us by Krisna and Phalla) + Other documents
31	Annual SF Workshop in KCG 18-19 March 2019-Final
32	WFP HGSF Preliminary Results FINAL (HGSF supplier consultation 2018)
33	Nutrition reports
34	Guideline on Food Safety in Schools-May 2019
35	Cambodia Funding Proposal - Russian Federation_08 May
36	Graphic of Primary of Kingdom (2018-2019) - official
37	HGSF guidance-Khmer version
38	2019-05-31-Scholarship Evaluation Report-Vol-I-final
39	2019-05-31-Scholarship Evaluation Report-Vol-II-final
40	Cambodia mission report - January 2017

Annex 15: List of agencies

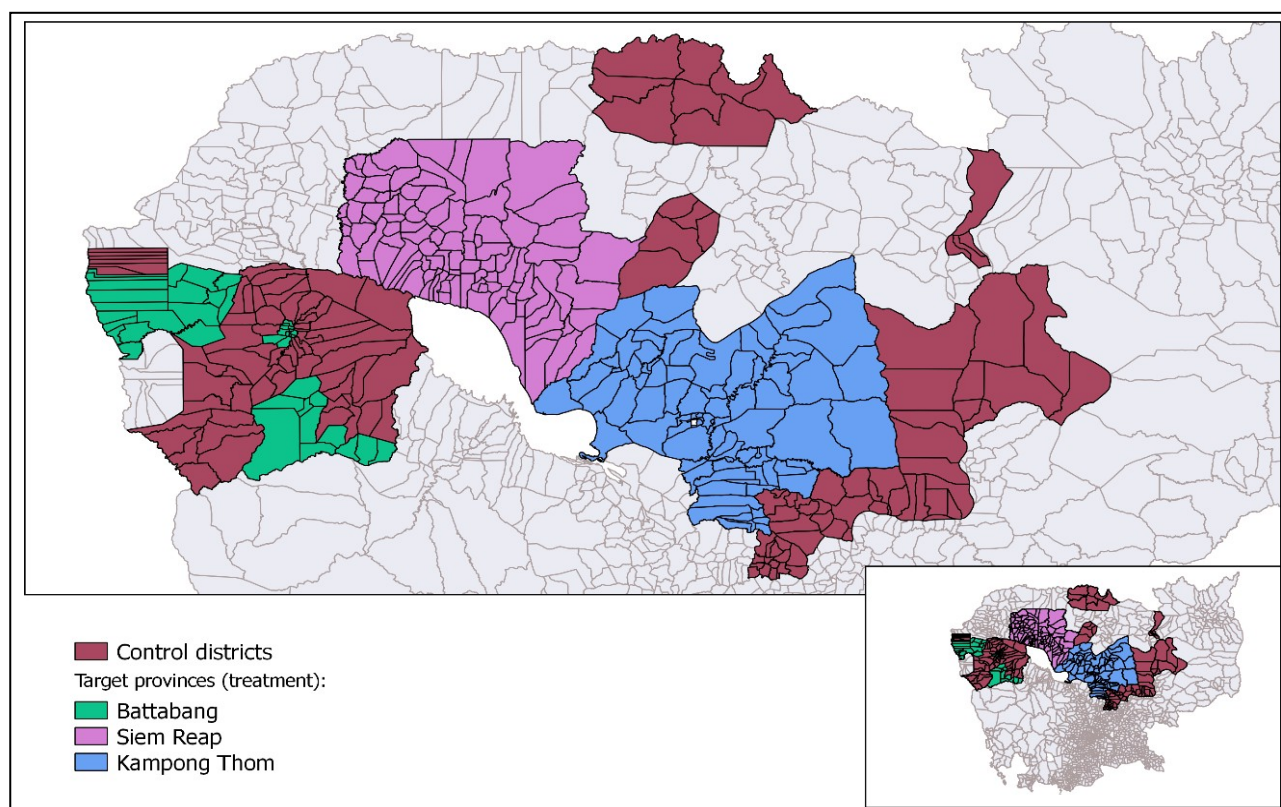
	Number
Community representatives	14
Donors	9
Government representatives	49
NGO implementing partner personnel	24
Other UN agency personnel	3
Parents	64
School children	32
School personnel	53
WFP personnel	29
TOTAL	277

Annex 16: WFP school feeding interventions in sampled case schools since baseline

School Code	Provinces	District	School Name	School meals interventions provided		
				SY 2016/17 (Baseline)	SY 2017/18	SY 2018/19 (Endline)
6010505077	Kampong Thom	Baray	Prey Dom	SMP	SMP+THR	SMP+THR
6010611038	Kampong Thom	Baray	Praing Samrong	SMP	SMP+THR	SMP+THR
6011701064	Kampong Thom	Baray	Tnot Chum	SMP	SMP+THR	SMP+THR
6020303059	Kampong Thom	Kampong Svay	O Ta Sek	SMP	HGSF-Hybrid	HGSF-Hybrid
6020411021	Kampong Thom	Kampong Svay	Anlung Krasaing	SMP	HGSF-Hybrid	HGSF-Hybrid
6040106026	Kampong Thom	Prasat Balaing	Kruos	SMP	SMP+THR	SMP+THR
6040305004	Kampong Thom	Prasat Balaing	Kranhoung	SMP	SMP+THR	SMP+THR
6040602020	Kampong Thom	Prasat Balaing	Trach	SMP	SMP+THR	SMP+THR
6050112006	Kampong Thom	Prasat Sambo	Prasat	SMP	SMP+THR	SMP+THR
6050113011	Kampong Thom	Prasat Sambo	Veal Veng	SMP	SMP+THR	SMP+THR
6050201013	Kampong Thom	Prasat Sambo	Kampong Chvea	SMP	SMP+THR	SMP+THR
6050406029	Kampong Thom	Prasat Sambo	Choam Boeung	SMP	SMP+THR	SMP+THR
6050407031	Kampong Thom	Prasat Sambo	Tumnup	SMP	SMP+THR	SMP+THR
6050508033	Kampong Thom	Prasat Sambo	Kampong Chheu Teal	SMP	SMP+THR	SMP+THR
6060510022	Kampong Thom	Sandann	Phtorl Rumpos	SMP	SMP+THR	SMP+THR
6060701033	Kampong Thom	Sandann	Danghet	SMP	SMP+THR	SMP+THR
6060707039	Kampong Thom	Sandann	Svay	SMP	SMP+THR	SMP+THR
6070101001	Kampong Thom	Santouk	Boeung Lovea	SMP	SMP+THR	SMP+THR
6070408015	Kampong Thom	Santouk	Chi Meak	SMP	SMP+THR	SMP+THR
6070503022	Kampong Thom	Santouk	Trapaing Pring	SMP	SMP+THR	SMP+THR
6070806032	Kampong Thom	Santouk	Chambak Khang Cheung	SMP	SMP+THR	SMP+THR
6070906037	Kampong Thom	Santouk	Chhouk Rumduol Choam Thna	SMP	SMP+THR	SMP+THR
6080103002	Kampong Thom	Staung	Beng	SMP	SMP	HGSF-Hybrid
6080109007	Kampong Thom	Staung	Sla Kor	SMP	SMP+THR	HGSF-Hybrid+THR

6080201011	Kampong Thom	Staung	Preah Naingkoal	SMP	SMP+THR	HGSF-Hybrid+THR
6080202079	Kampong Thom	Staung	Sampor	SMP	SMP+THR	HGSF-Hybrid+THR
6080203014	Kampong Thom	Staung	Srey Rongeut	SMP	SMP+THR	HGSF-Hybrid+THR
6080303021	Kampong Thom	Staung	Trapaing Choa	SMP	SMP+THR	HGSF-Hybrid+THR
6080913054	Kampong Thom	Staung	Ta Treal	SMP	SMP+THR	HGSF-Hybrid+THR
6081004057	Kampong Thom	Staung	Leuk Cheah	SMP	SMP+THR	HGSF-Hybrid+THR
6081007058	Kampong Thom	Staung	Prasat	SMP	SMP+THR	HGSF-Hybrid+THR
6081214069	Kampong Thom	Staung	Lovea	SMP	SMP	HGSF-Hybrid

Annex 17: Map of target (treatment) provinces and comparison (control) districts



Source: KonTerra Evaluation Team based on data provided by WFP Cambodia Country Office

Annex 18: Full list of case and comparison schools for endline evaluation

No.	SCHOOL ID	PROVINCE	SCHOOL NAME	SCHOOL TYPE
1	2130307024	Battambang	Prey Sinh	Case
2	2130402007	Battambang	Kouk Poun	Case
3	2130404009	Battambang	Tuol Mates	Case
4	2130408025	Battambang	Boeung Raing	Case
5	2130411012	Battambang	Samrong	Case
6	6010505077	Kampong Thom	Prey Dom	Case
7	6010611038	Kampong Thom	Praing Samrong	Case
8	6011701064	Kampong Thom	Tnot Chum	Case
9	6020303059	Kampong Thom	O Ta Sek	Case
10	6020411021	Kampong Thom	Anlung Krasaing	Case
11	6040106026	Kampong Thom	Kruos	Case
12	6040305004	Kampong Thom	Kranhoung	Case
13	6040602020	Kampong Thom	Trach	Case
14	6050112006	Kampong Thom	Prasat	Case
15	6050113011	Kampong Thom	Veal Veng	Case
16	6050201013	Kampong Thom	Kampong Chvea	Case
17	6050406029	Kampong Thom	Choam Boeung	Case
18	6050407031	Kampong Thom	Turnup	Case
19	6050508033	Kampong Thom	Kampong Chheu Teal	Case
20	6060510022	Kampong Thom	Phtorl Rumpos	Case
21	6060701033	Kampong Thom	Danghet	Case
22	6060707039	Kampong Thom	Svay	Case
23	6070101001	Kampong Thom	Boeung Lovea	Case
24	6070408015	Kampong Thom	Chi Meak	Case
25	6070503022	Kampong Thom	Trapaing Pring	Case
26	6070806032	Kampong Thom	Chambak Khang Cheung	Case
27	6070906037	Kampong Thom	Chhouk Rumduol Choam Thna	Case
28	6080103002	Kampong Thom	Beng	Case
29	6080109007	Kampong Thom	Sla Kor	Case
30	6080201011	Kampong Thom	Preah Naingkoal	Case
31	6080202079	Kampong Thom	Sampor	Case
32	6080203014	Kampong Thom	Srey Rongeut	Case
33	6080303021	Kampong Thom	Trapaing Choa	Case
34	6080913054	Kampong Thom	Ta Treai	Case
35	6081004057	Kampong Thom	Leuk Cheah	Case
36	6081007058	Kampong Thom	Prasat (Lekchaes)	Case
37	6081214069	Kampong Thom	Lovea	Case
38	17030201025	Siemreap	Tuol Kruos	Case
39	17030305007	Siemreap	Ta Koh	Case
40	17030604012	Siemreap	Sras Khvav	Case
41	17030604027	Siemreap	Ta Pen	Case
42	17040209006	Siemreap	Wat Kandal	Case
43	17040510016	Siemreap	Khmar Thnong	Case
44	17040516020	Siemreap	Kilometer Ta Chhim	Case
45	17040707030	Siemreap	Kbal Kduoch	Case
46	17040907071	Siemreap	Chup Tnot	Case
47	17040910077	Siemreap	Sop Mong	Case
48	17041001038	Siemreap	Chamreun Rath	Case

49	17041002039	Siemreap	Boeung	Case
50	17041003040	Siemreap	Spean Touch	Case
51	17041106046	Siemreap	Damrei Chhlang	Case
52	17041107047	Siemreap	Kanseng	Case
53	17041211052	Siemreap	Lovea	Case
54	17060403030	Siemreap	Lork Ta Ma	Case
55	17060405011	Siemreap	Prasat Khnar	Case
56	17060603013	Siemreap	Damnak Kchas	Case
57	17060717028	Siemreap	Sela Rumduol	Case
58	17060806029	Siemreap	Prey Longeang	Case
59	17060903019	Siemreap	Sranal	Case
60	17061003023	Siemreap	Hun Sen Ta An	Case
61	17061007025	Siemreap	Teuk Chum	Case
62	17070207066	Siemreap	Prasat Char	Case
63	17070209004	Siemreap	Peam	Case
64	17070307006	Siemreap	Kdei Run	Case
65	17070803025	Siemreap	Trakeat	Case
66	17071006027	Siemreap	Ta Tork	Case
67	17071010030	Siemreap	Chambak He	Case
68	17071106032	Siemreap	Prasat	Case
69	17071109033	Siemreap	Pradak	Case
70	17090508019	Siemreap	Pongror	Case
71	17110114045	Siemreap	Prasat Sanloang	Case
72	17110601024	Siemreap	Thlat	Case
73	17110604025	Siemreap	Kauk Sangker	Case
74	17110807052	Siemreap	Popel Kandal	Case
75	17111001039	Siemreap	Boeung Ngot	Case
76	17111002063	Siemreap	Punleuvichea Chup Sman	Case
77	17111004041	Siemreap	Phka Rumchek	Case
78	17111005050	Siemreap	Champey	Case
79	17111008042	Siemreap	Boeung Vean	Case
80	17130107025	Siemreap	Sre Robang	Case
81	17130201012	Siemreap	Kantuot	Case
82	17130202005	Siemreap	Hun Sen Khnar Krao	Case
83	17130305006	Siemreap	Anlung Thom	Case
84	17140309020	Siemreap	Khnar Phtaul	Case
85	17140311022	Siemreap	Trapaing Krasaing	Case
86	17140404015	Siemreap	Russey Tauch	Case

No.	SCHOOL ID	PROVINCE	SCHOOL NAME	SCHOOL TYPE
87	2010203048	Battambang	Phnom Chi Hang	Comparison
88	2010205020	Battambang	Kampang Keut	Comparison
89	2010505045	Battambang	Bos Khnor	Comparison
90	2010602022	Battambang	Kampeuv	Comparison
91	2010703029	Battambang	Sneung	Comparison
92	2010704057	Battambang	Chak Angkam	Comparison
93	2020102035	Battambang	Wat Thmar Kaul	Comparison
94	2020303023	Battambang	Veal Trea	Comparison
95	2020306026	Battambang	Prey Dach	Comparison
96	2020411043	Battambang	Tuol Preah Khe	Comparison
97	2020602016	Battambang	Nikum	Comparison
98	2020804018	Battambang	Ta Meak Chraneang	Comparison
99	2021003042	Battambang	Saray Andet	Comparison
100	2050404020	Battambang	Rohal Suong	Comparison
101	2050407022	Battambang	Bak Rotes	Comparison
102	2050601010	Battambang	Prey Chas	Comparison
103	2060115091	Battambang	Boh Pouy	Comparison
104	2060404046	Battambang	Chrey Run	Comparison
105	2060409087	Battambang	Svay Bopha	Comparison
106	2060502002	Battambang	Angkroing	Comparison
107	2060802065	Battambang	Kilometer Lekh 4	Comparison
108	2060901039	Battambang	Bung Bei	Comparison
109	2060902040	Battambang	Kuoy Chik Dei	Comparison
110	2070206011	Battambang	Kandal Stung	Comparison
111	2070207037	Battambang	Tvak	Comparison
112	2070303016	Battambang	Boeung Khtum	Comparison
113	2070401007	Battambang	Treng	Comparison
114	2070403043	Battambang	Chumnap Phas Komathsu	Comparison
115	2070506027	Battambang	Kiri Chum	Comparison
116	2080407033	Battambang	Ta Pon 1	Comparison
117	2080602047	Battambang	Sala Trav	Comparison
118	2080905021	Battambang	Dambauk Khpuos	Comparison
119	2080906022	Battambang	Tuol Lovieng	Comparison
120	2110101001	Battambang	Sovann Kiri	Comparison
121	2110103021	Battambang	O Chrab	Comparison
122	2110106010	Battambang	Sre Andaung 2	Comparison
123	2110605024	Battambang	Phoum Tnot	Comparison
124	2110606022	Battambang	Spong Chreuv Krom	Comparison
125	2120205008	Battambang	Chambak	Comparison
126	2120402011	Battambang	Kandoal	Comparison
127	2120403019	Battambang	O Thmar	Comparison
128	2120506014	Battambang	BoeungTrakuon	Comparison
129	3020105003	Kampong Cham	Bos Khnor	Comparison
130	3020110028	Kampong Cham	Phoum 35	Comparison
131	3020207007	Kampong Cham	Preus Meas	Comparison
132	3020304011	Kampong Cham	Trapaing Russey	Comparison
133	3020407015	Kampong Cham	Phoum 3	Comparison
134	3020504030	Kampong Cham	Por Preng	Comparison
135	3020610038	Kampong Cham	Sre Preal	Comparison
136	3020701040	Kampong Cham	Ta Ong	Comparison

137	3130402019	Kampong Cham	Baray	Comparison
138	3130606025	Kampong Cham	Phoum Thmei	Comparison
139	3130707027	Kampong Cham	Memeang	Comparison
140	3130812058	Kampong Cham	Kampong Samnanh	Comparison
141	3131001036	Kampong Cham	Sosen	Comparison
142	3131309049	Kampong Cham	O Ta Thok	Comparison
143	3150102001	Kampong Cham	Areak Tnot	Comparison
144	3150405005	Kampong Cham	Chheu Teu	Comparison
145	3150902014	Kampong Cham	Prek Kak	Comparison
146	3151201032	Kampong Cham	Sopheas	Comparison
147	10030303012	Kratie	Kampong Kor	Comparison
148	10030505020	Kratie	Prek Praing	Comparison
149	10030508023	Kratie	Prek Prasap Leu	Comparison
150	10040206039	Kratie	Tonsong Thleak	Comparison
151	10040601017	Kratie	Pa Khle	Comparison
152	10040603038	Kratie	Sre Chhouk	Comparison
153	10040704044	Kratie	Koh Real	Comparison
154	10040904029	Kratie	Rovieng	Comparison
155	13030104003	Preah Vihear	Phoum Veal Po	Comparison
156	13030106024	Preah Vihear	Bun Rany Hun Sen Trapaing	Comparison
157	13030214034	Preah Vihear	Sen Techo Morokot	Comparison
158	13030506017	Preah Vihear	Choam Sre	Comparison
159	13030601005	Preah Vihear	Kantuot	Comparison
160	13060101001	Preah Vihear	Chamroeun	Comparison
161	13060503014	Preah Vihear	Trapaing Raing	Comparison

Annex 19: 2017-2019 baseline methodology for selection of comparison schools

The comparison group for the 2017-2019 baseline survey is built by using Propensity Score Matching (PSM). Schools in the treatment group will be paired to schools located in districts in the table below where no school feeding programme is implemented.

The independent variables included in the PSM is the percentage of poor households. Thus, effects in schools with poorer students will be compared to those in schools with poorer students.

Districts from which control schools are selected

Province	District
Battambang	Banan
	Ek Phnom
	Maung Russey
	Ratanak Mondul
	Samlaut
	Sampeuv Loun
	Sangker
	Thmar Kaul
Preah Vihear	Sangkom Thmei
	Chom Ksan
Kratie	Prek Prasap
	Sambo
Kampong Cham	Chamkar Leu
	Prey Chhor
	Steung Trang

As a new baseline, this survey employs a comparison group constructed by matching techniques (propensity score matching), selected from schools in the above districts in which no support is provided to any schools. It will serve to examine differences at baseline and next endline phases (through the difference-in-differences test), to quantify the change in key outcomes in the presence and in the absence of the intervention.

The construction of the Propensity Score for matching comparison schools to treatment schools, as computed with the R software (MatchIt function), has been based on a logit model (see Figure 1). The algorithm applied for matching was the nearest neighbour, with replacement (given the small number of available control schools compared to treatment schools, one comparison school can be paired to several treatment schools). The independent variable was the percentage of poor households¹². Graphs and tables (see Figure 2) below show how matching has resulted in a control sample in which schools are comparable to treated ones in terms of the independent variables:

- Matched data QQ Plots show that control and treatment groups follow a similar distribution (more than all data QQ plots do).
- Histograms for Matched control groups are similar to those of Matched treated groups (showing satisfactory regions of common support)
- Balance improvement indicators are generally high, all above 67%

¹² Perc.Poor HH, as it appears in following graphs and tables.

Logistic regression for propensity score estimation

$$\text{Pr}(\text{Proba} = 1) = 1.0627 * \text{Perc.Poor HH} - 0.2765$$

Note: logistic regression. The dependent variable (Proba) is 1 if the school is targeted by WFP intervention, and 0 otherwise. The coefficient represents the contribution of variable percentage of poor households (Perc. Poor HH) to the probability that the school is targeted.

Deviance Residuals:

Min	1Q	Median	3Q	Max
-1.285	-1.127	-1.078	1.221	1.294

Coefficients:

	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	-0.2765	0.1286	-2.150	0.0315 *
Perc.Poor HH	1.0627	0.7066	1.504	0.1326

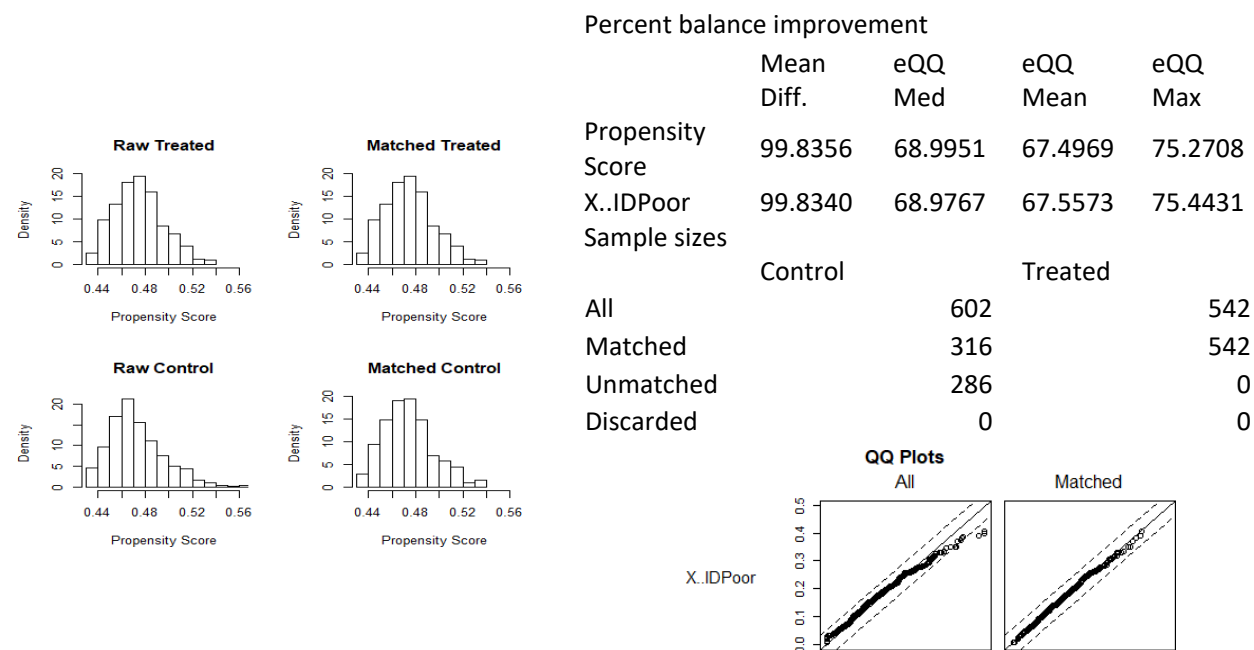
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

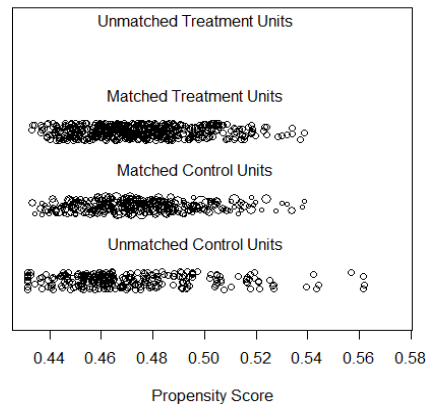
Null deviance: 1582.8 on 1143 degrees of freedom
Residual deviance: 1580.5 on 1142 degrees of freedom
AIC: 1584.5

Number of Fisher Scoring iterations: 3

Figure 2. Propensity Score Matching



Distribution of Propensity Scores



Effect size and error estimations

		Three provinces	Girls / boys
Universe	Number of schools	580	
	Number of students (HH)	131,201	
Sample	Sample size for schools	90	
	Sample size for HH (6 per school)	540	270
Effect size ¹³ detected at school level		7.368	
Effect size ¹⁴ detected at HH level		8.700	12.4
Sample error ¹⁵ at HH level		5.160	7.3

¹³ At school level, effect calculations are based on a paired t-test on the differences in outcome variable (the change $\Delta = y_{\text{start}} - y_{\text{end}}$). The Outcome variable proxy used is promotion rate. The estimation is based on a power of 80 %, an error of 5% (Threshold probability for rejecting the null hypothesis, $\Delta = 0$). The Standard Deviation of change is estimated through the formula: $S(\Delta) = S \cdot (2(1 - r_{\text{within}}))^{1/2}$, S being the standard deviation of the outcome (promotion rate) in the treatment school population at baseline and r_{within} the within-subject correlation of the outcome. For the three provinces together, $S(\Delta) = 14.41$, as $S = 10.38481915$ and $r_{\text{within}} = 0.0367$

¹⁴ At HH level, effect calculations are based on a Chi-squared statistic (or z test), to compare proportions with a dichotomous outcome between two samples. The estimation is based on a power of 80 % and a 5% error. As outcome variable, we used "Percent of student (girls/boys) who, by the end of grade 6 demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools" and its value at baseline for the treatment group, 56%.

¹⁵ For each population group, error calculations are based on the estimation of the variance of the dichotomous variables' estimates from a single survey, i.e. variance of the estimate of the proportion of the population that verifies a particular characteristic. This is done assuming a 95 % confidence interval, and a probability of 50%, which is most conservative value for the true proportion of the population that verifies a particular characteristic. At household levels, the design effect of the cluster sampling is estimated at 1.5.

Annex 20: Geographic breakdown of sampled schools and households for the quantitative survey

Province	USDA supported schools (N u m b e r)		Comparison sc h o o l s (Number)	Total schools	
	SMP only (& HGSF Hybrid) (%)#	SMP + THR (& HGSF-Hybrid+ THR) (%)##			
Battambang	5		46	51	(29.8)
Kampong Cham			20	20	(11.7)
Kampong Thom	4	28		32	(18.7)
Siem Reap	8	41		49	(28.7)
Kratie			9	9	(5.3)
Preah Vihear			10	10	(5.8)
Sub-Total (%)	17	69	85	171	(100.0)
Total	86		85	171	

- Distribution of surveyed households by province, supporting programme, and sex of sampled child

Province	USDA supported schools				Comparison		Total Schools (%)	
	SMP only (& HGSF Hybrid)		SMP + THR (& HGSF Hybrid+ THR)					
Battambang	30		0		252		282	(29.4)
Siem Reap	46		246		0		292	(30.5)
Kampong Thom	24		168		0		192	(20.09)
Kampong Cham	0		0		108		108	(11.3)
Kratie	0		0		42		42	(4.4.0)
Preah Vihear	0		0		42		42	(4.4)
Genderbreakdown of surveyed children	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	50	50	207	207	222	222	494	469
	(50.0)	(50.0)	(50.0)		(50.0)	(50.0)	(51.3)	(48.7)
Sub-Total (%)	100		414		444		958	
	(10.4)		(43.2)		(46.3)			
Total	514				444			

Annex 21: School assessment

 World Food Programme wfp.org		School Assessment Questionnaire SY 2018-2019 Food for Education Programme	
I. GENERAL INFORMATION			
1. Date: Start time: End time:		2. Interviewer ID:	
3. Interviewee name:		4. Sex: ☐ 1. M ☐ 2. F	
5. Interviewee is: ☐ School director/Deputy Director ☐ School Administrator ☐ Head Teacher		6. Interviewee Tel:	
7. Province:		11. School name:	
8. District:		12. School code:	
9. Commune:		13. School type: ☐ 1. SMP alone ☐ 2. SMP+THR ☐ 5. HGSF-Hybrid ☐ 6. HGSF-Hybrid + THR ☐ 4. Control	
10. Village:			
Please provide information on school mapping			
14. Number of primary-school-age (6-11) children in the school's catchment area during this school year, 2018-2019 <i>*confirm with school census record</i> <i>*the number of eligible students in catchment area may be more or less than the actual number of enrolled students</i>		Total:	Female:
14.a. Number of <u>students</u> aged 6 to 11 years in this school. <i>*confirm with school records together with interviewee</i>		Total:	Female:
14.b. Number of students aged over 11 years in this school during school year(2018-2019) <i>*refer to document review (to be done by 2 enumerators after interview)</i>		Total:	Female:
14.c. Total Number of school days during school year 2018-2019 <i>*refer only to students are present in school</i>		Number of days: _____	
14.d Total number of school days missed by all student during school year (2018-2019) <i>*refer to document review (to be done by 2 enumerators after interview)</i> <i>*refer to Nov 2018 – June 2019</i>		Total: _____	Number of days: _____ RECORD IN SEPARATE SHEET
15. Total Number of school days in June 2019 <i>*refer to document review (to be done by 2 enumerators after interview)</i>		Number of day: _____	
		a. _____	Number of day: _____ b. Female: _____
16. Total number of school days missed by all students in June 2019		Number of days: _____	
		RECORD IN SEPARATE SHEET	

17. Number of students in this school year, 2018-2019 by grade and gender								
17.a. Grade	17.b. Number of enrolled student		17.c. Number of promoted student		17.d. Number of repeated student		17.e. Number of dropped out student	
	Total	Female	Total	Female	Total	Female	Total	Female
1								
2								
3								
4								
5								
6								
18. Disability Data information								
1								
2								
3								
4								
5								
6								

17.a. Grade	17.b. Number of enrolled student		17.c. Number of promoted student		17.d. Number of repeated student		17.e. Number of dropped out student	
	Total	Female	Total	Female	Total	Female	Total	Female
1								
2								
3								
4								
5								
6								
18. Disability Data information								
1								
2								
3								
4								
5								
6								

18. Disability Data information								
1								
2								
3								
4								
5								
6								

II. IMPROVED QUALITY OF LITERACY INSTRUCTION

20. Number of teachers and contractual teachers for grade 1-6 in this school year, 2018-2019 (exclude school director, even though s/he also taught)		Total teachers from grade 1-6: Female:	
21. Number of contractual teacher if any		Total: Female:	
22. Number of full time equivalent teaching staff in this school year, 2018-2019 (Include school director if s/he also taught) (can be administrator that can teach sometime)		3.a. Total teachers from grade 1-6: Female:	
23. Does the school have attendance sheets/ books in this school year, 2018-2019? (Please observe or ask school director to show it)		☐ 1. Yes ☐ 2. No	
23.1. Number of classroom that have attendance sheets/books in this school year, 2018-2019?		classrooms	
24. Total number of studying days for this school year, 2018-2019 <i>(preparation days of teacher)</i>		 days	
25. Attendance of grade 1-6 Teachers in this school year Nov 2018- June 2019 (LOGIC: check with Q20)			
25.a. Teacher (one teacher per line)	25.b. Sex (1. M and 2. F)	25.c. Number of teaching days	25.d. Number of absent days
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

25. Attendance of grade 1-6 Teachers in this school year Nov 2018- June 2019 (LOGIC: check with Q20)			
25.a. Teacher (one teacher per line)	25.b. Sex (1. M and 2. F)	25.c. Number of teaching days	25.d. Number of absent days
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26. Does the school have: (Multiple answers)	☐ 1. School development plan ☐ 2. Safe school environment (school gate, fence, and fence around pond (if applicable) at a minimum. Additional features may include slope/ ramp for disabled students, and playground) ☐ 3. Record and reporting system ☐ 4. Don't have any above		
27. Number of teachers using the national literacy curriculum and the related instructional materials during school year 2018-2019.	a. Total: _____ b. Female: _____ (Need to check name of curriculum)		

III. IMPROVED SCHOOL INFRASTRUCTURE (Please observe and check with relevant people)

28. Number of Grade 1-6 classrooms available in use in this school year, 2018-2019	 classroom(s)
29. How many Grade 1-6 classrooms have sufficient literacy instructional materials for effective instruction in this school year, 2018-2019? Note for enumerator: - Alphabet poster (reading related material) - Numeric (mathematics related material) - Picture with description (ie. Human structure, animal) - Science related poster (observe the class)	 classroom(s)
30. Did the school receive school materials or learning package in this school year, 2018-2019?	☐ 1. Yes ☐ 2. No ☐ 99. N/A
31. Did the school receive stationery package in this school year, 2018-2019? (Folders, hole-punchers, calculators, whiteboards, and other non-food items...)	☐ 1. Yes ☐ 2. No ☐ 99. N/A
32-39. USE OBSERVATION SHEET	

IV. INCREASED ENGAGEMENT OF LOCAL AND COMMUNITY GROUPS

40. Does the school have a Local School Feeding Committee (LSFC), or School Support Committee (SSCs)?	☐ 1. Yes ☐ 2. No (If no, skip to Q 41)
40.a. Is it functioning and contributing to the school?	☐ 1. Yes ☐ 2. No ☐ 99. N/A
40.b. Number of parents who are members of LSFC, or SSCs	Total: Female:
40.c. Has there been any training for LSFC/SSC on the importance of education?	☐ 1. Yes ☐ 2. No
40.d. How many times were awareness-raising events/trainings conducted for school year 2018-2019?	☐ 1. 1 time ☐ 2. 2 times ☐ 3. More than 2 times ☐ 4. None (Skip to Q 41)
40.e. When were awareness-raising events/trainings conducted? (Multiple answers)	☐ 1. At beginning of the school year ☐ 2. At village meeting ☐ 3. Other, specify
41. Are there public-private partnerships formed in this school? (eg: farmer association HGSE)	☐ 1. Yes ☐ 2. No (If no, skip to Q 42)
41.a. If yes, how many members?	41.a.1. Number of groups:

	41.a.2. Total: Female:
42. How much did community/ parents contribute to the school in this school year, 2018-2019?	42.a. In cash:..... USD/ year 42.b. In kind: USD/ year

V. INCREASED USE OF HEALTH DIETARY PRACTICES

43. Does the school have soap and water at a hand washing station in this school year, 2018-2019?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q45)</i>	
43.a. Did students use hand washing station? How often?	☐ 1. Yes, always ☐ 2. Yes, often ☐ 3. Yes, sometimes ☐ 4. Yes, rarely ☐ 5. Did not use ☐ 98. Don't know	
44. How long does the school have current soap supply in stock (hand and/or dish soap)?	☐ 1. Less than 1 week ☐ 5. 1 month to 3 months ☐ 2. 1-2 weeks ☐ 6. 4 months to 6 months ☐ 3. 2-3 weeks ☐ 7. Whole school year ☐ 4. 3-4 weeks ☐ 8. No soap	
44.a. Who provided soaps for hand washing to school? (Multiple answers)	☐ 1. . Programme budget (PB) ☐ 5. Other NGOs ☐ 2. WFP/PLAN/WVC ☐ 6. Companies ☐ 3. Community ☐ 7. Other, specify ☐ 4. Charity persons	
44.b. How frequently does the school buy or receive soap?	☐ 1. Weekly ☐ 5. Every 1-3 months ☐ 2. Every 2-3 weeks ☐ 6. Every 4-6 months ☐ 3. Every 3-4 weeks ☐ 7. Annually ☐ 4. Monthly ☐ 8. Never	
45. Did the school receive kitchen utensil packages?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q45c)</i>	
45.a. If yes, who provided kitchen utensil packages? (Multiple answers)	☐ 1. Programme budget (PB) ☐ 5. Other NGOs ☐ 2. WFP/PLAN/WVC ☐ 6. Companies ☐ 3. Community ☐ 7. Other, specify ☐ 4. Charity persons	
45.b. If yes, what are they? And How many?	☐ 1. Cooking pots:..... ☐ 5. Knife:..... ☐ 2. Serving pots:..... ☐ 6. Spoon and Plat:..... ☐ 3. Cutting board:..... ☐ 7. Cooking equipment:..... ☐ 4. Storage ☐ 8. Other, specify equipment:.....	
45.c. If no, why?	<i>(IF CONTROL SCHOOL, NOT APPLICABLE)</i>	
45.d. Does this school arrange meals distribution directly from cooking pot?	☐ 1. Yes ☐ 2. No	
45.e. Does this school arrange meals distribution by class by stainless steel pots	☐ 1. Yes ☐ 2. No	
45.f. Does this school arrange meals distribution by class by plastic pots	☐ 1. Yes ☐ 2. No	
45.g. In June 2019, what types of plate do children use and what percentage? (Multiple answers) (0 if none)	☐ 1. Ceramic:.....% ☐ 3. stainless steel% ☐ 2. plastic:.....% ☐ 4. plastic bags.....%	
46. Did the school receive hygiene packages for a yearly supply?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q47)</i>	
46.a. If yes, who provided hygiene packages for yearly supply? (Multiple answers)	☐ 1. PB budget ☐ 5. Other NGOs ☐ 2. WFP/PLAN/WVC ☐ 6. Companies ☐ 3. Community ☐ 7. Other, specify ☐ 4. Charity persons	
46.b. If yes, what are they?	☐ 1. Soap ☐ 6. Toothpastes and brushes	

Note: Don't read answers (Multiple answers)	☐ 2. Water filters ☐ 3. Bowls ☐ 4. Combs ☐ 5. long brooms	☐ 7. Hand towel ☐ 8. Nail cutter ☐ 9. toilet brushes ☐ 10. Other, specify
47 Did the school receive the training on food preparation and storage practices in the school year 2018-2019?	☐ 1. Yes ☐ 2. No	
48. What did the school implement for food preparation and storage practices? Note: Don't read answers (Multiple answers)	☐ 1. Clean cooking area ☐ 2. Store food at the appropriate temperatures (not in plastic pan, petrol tank) ☐ 3. Cover cooked food and store in safe place ☐ 4. Wash hand before cooking ☐ 5. Other, specify	
49. Do teachers/ stakeholders know about proper food storage? (Meat, vegetable, cooked meal, etc.)	☐ 1. Yes ☐ 2. No	
50. Did the school receive the training on good health and nutrition practices?	☐ 1. Yes ☐ 2. No	
51. Please name the 3 food groups? Note: Don't read answers (Multiple answers)	☐ 1. Energy (Carbohydrates. Ex: rice, sugar, potato, oil) ☐ 2. Building (Protein. Ex: meat, fish, peanuts, eggs) ☐ 3. Protective foods (Vitamins & minerals. Ex: green leaves, pumpkin, banana, mango) ☐ 888. Don't know	
Solid waste disposal		
52. Does the school have bins or other equipment for managing solid waste?	☐ 1. Yes ☐ 2. No	
53. Is solid waste collected daily and safely disposed of?	☐ 1. Yes ☐ 2. No	
ADDITIONAL SUPPORT PROGRAM		
54.15. Is there any support programme being implemented /implemented in this school year, 2018-2019?	1. Yes 2. No (skip to 54.16)	
54.15.a. If yes, what are they?	☐ 1. Building (Construction, rehabilitation, repair) ☐ 2. Material for Study/ Office supply ☐ 3. Morning meal program or meal program ☐ 4. Others (specify).....	
54.16. Has this school ever been received any support programme in the <u>last</u> school year, 2017-2018?	1. Yes 2. No	
54.16. a. If yes, what are they?	☐ 1. Building (Construction, rehabilitation, repair) ☐ 2. Material for Study/ Office supply ☐ 3. Morning meal program or meal program ☐ 4. Others (specify).....	

School Assessment Questionnaire SY 2018-2019
Food for Education Programme

I. GENERAL INFORMATION

1. Date: Start time: End time:	2. Interviewer ID:
3. Interviewee name:	4. Sex: ☐ 1. M ☐ 2. F
5. Interviewee is: ☐ School director/Deputy Director ☐ School Administrator ☐ Head Teacher	6. Interviewee Tel:
7. Province:	11. School name:
8. District:	12. School code:
9. Commune:	13. School type: ☐ 1. SMP alone ☐ 2. SMP+THR ☐ 5. HGSF-Hybrid ☐ 6. HGSF-Hybrid + THR ☐ 4. Control
10. Village:	

OBSERVATION FORM

III. IMPROVED SCHOOL INFRASTRUCTURE (Please observe and check with relevant people)

32. Does the school have latrines?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q 33)</i>
32.a. Number of latrines in the school grounds (0 if no non-functioning or functioning latrine)	32.a.1. Functioning: 32.a.2 Non-functioning:
32.b. Number of latrines rehabilitated or constructed in this school year, 2018-2019 (0 if no latrine rehabilitated or constructed and skip to Q 32.c)	32.b.1. Rehabilitated: 32.b.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 32.b.3. Constructed: 32.b.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify
32.c. Are the functioning latrines separated for teachers and students?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q 32e)</i>
32.d. If 32c yes, how many functioning latrines for teachers?	Number:
32.e. Are the functioning latrines for students separated for boy and girl students?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q 32.g)</i> ☐ 99. N/A
32.f. If 32e yes, how many?	32.f.1. Functioning latrines for boy students: 32.f.2. Functioning latrines for girl students:
32.g. Functioning latrines non-separated	Number:
32.h. Does the school have latrines accessible for students with disability?	☐ 1. Yes ☐ 2. No <i>(If no, skip to Q 32.i)</i>
32.h.1. If yes, how many latrines for students with disability?	Functioning latrines for disable students:
32.h.2. Facilities of latrine for students with disability (Multiple answers)	☐ 1. Suitable size for students with disability ☐ 2. Slope (ramp) for students with disability ☐ 3. Handle for students with disability ☐ 4. Other, specify: ☐ 5. Don't have any above
32.i. What are the current conditions of functioning latrines? (skip if all latrines are non-functioning Q 32j) (Multiple answers)	☐ 1. Clean and well maintained ☐ 2. Dirty, not well maintained ☐ 3. Broken but still usable ☐ 4. Other, specify:
32.j. What are the current conditions of non-functioning latrines? (skip if all latrines are functioning Q 32.k) (Multiple answers)	☐ 1. Door is broken ☐ 2. Commode is broken ☐ 3. Pit latrines is broken or full ☐ 4. Washbasins are broken ☐ 5. Other, specify:

32.k. How do you manage and maintain the latrines?	☐ 1. Train students and take turn to clean latrines sometimes
--	--

(Multiple answers)	☐ 2. Keep soap/hand washing facilities within or near the toilets sometimes ☐ 3. Lock latrines during school vacation ☐ 4. Ensure washbasin is full of water ☐ 5. Propose users to leave shoes outside of latrine stalls ☐ 6. Other, specify:
33. Does the school have kitchen? (Ask kitchen key)	☐ 1. Yes ☐ 2. No (<i>If no, skip to Q34</i>)
33.a. Number of kitchens rehabilitated or constructed in this school year, 2018-2019 (0 if no kitchen rehabilitated or constructed and skip to Q 33.b)	33.a.1. Rehabilitated:..... 33.a.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 33.a.3. Constructed:..... 33.a.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify
33.b. If yes, what are the current conditions of the kitchen? (Multiple answers)	☐ 1. Good condition ☐ 2. Lacking kitchen utensils ☐ 3. Clean cooking and eating equipment ☐ 4. Leaking roofs ☐ 5. Flooded during rainy season ☐ 6. Using rocks as stove ☐ 7. Other, specify:
34. Does the school have energy-saving stoves?	☐ 1. Yes ☐ 2. No (<i>If no, skip to Q35</i>)
34.a. Number of energy-saving stoves rehabilitated or constructed in the school year, 2018-2019 (0 if no energy-saving stove rehabilitated or constructed and skip to 34.b)	34.a.1. Rehabilitated:..... 34.a.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 34.a.3. Constructed:..... 34.a.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify
34.b. If yes, what is the current condition of the energy-saving stoves? (single answer)	☐ 1. Good condition and function well ☐ 2. Poor condition but still work ☐ 3. Broken, not functioning ☐ 4. Other, specify:
35. Does the school have a storeroom (or place to store food)?	☐ 1. Yes ☐ 2. No, please specify where the food stored: (<i>and, skip to Q 36</i>)
35.a. Number of storerooms (for food) rehabilitated or constructed this school year, 2018-2019 (0 if no storeroom rehabilitated or constructed and Skip to Q 35.b)	35.a.1. Rehabilitated:..... 35.a.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 35.a.3. Constructed:..... 35.a.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify
35.b. If yes, what are the current conditions of the storerooms? (Multiple answers)	☐ 1. Well cleaned ☐ 2. Floor is dry ☐ 3. Pallets for food storage ☐ 4. Door is locked well ☐ 5. Security guard at night time/ during school vacation ☐ 6. Foods are stored in order ☐ 7. Leaking roofs ☐ 8. Broken windows/door ☐ 9. Damaged walls ☐ 10. No walls ☐ 11. Food was stored off ground ☐ 12. Storeroom had ventilation ☐ 13. Other, specify:
36. Does the school have drilled wells/water stations? (Drinkable water)	☐ 1. Yes ☐ 2. No (<i>If no, skip to Q37</i>)

36.a. Number of drilled wells/water stations rehabilitated or constructed in this school year, 2018-2019 (0 if no drilled wells/water station rehabilitated or constructed and kip to Q 36.b)	36a.1. Rehabilitated:..... 36.a.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 36.a.3. Constructed:..... 36.a.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify		
36.b. Number of functioning drilled wells or water station installed on the school grounds? (0 if doesn't have and skip to Q 36.d)	36.b.1 Functioning drilled well: 36.b.2. Functioning water station: 36.b.3. Other, specify:.....:		
36.c. What are the current conditions of the functioning drilled wells/ water station? (Multiple answers)	☐ 1. Functioning well year-round ☐ 2. Water is used for human consumption ☐ 3. Platform is clean ☐ 4. System to clean the wells ☐ 5. Other, specify:		
36.d. Number of non-functioning drilled wells or water station installed on the school grounds? (0 if doesn't have and skip to Q 37)	36.d.1. Non-functioning drilled well: 36.d.2. Non- Functioning water station: 36.d.3. Other, Specify::		
36.e. What are the current conditions of the non-functioning drilled wells/ water station? (Multiple answers)	☐ 1. Functioning only during rainy season ☐ 2. Water is used for animals only ☐ 3. Arsenic (poisonous) ☐ 4. Hand pump/ rain water station was broken ☐ 5. Other, specify:		
37. Does the school have year-round access to a clean and safe water source?	☐ 1. Yes (whole school year) ☐ 2. No (some months not available) ☐ 3. No (no clean water)		
38. Does the school have hand washing station in the school?	☐ 1. Yes ☐ 2. No (If no, skip to Q 39)		
38.a. If yes, how many hand washing station in the school?	38.a.1. Fix hand washing station:..... 38.a.1.1. Single Student: 38.a.1.2. Multiple Student: 38.a.2. Mobile hand washing station:..... 38.a.2.1. Single Student: 38.a.2.2. Multiple Student:		
38.b. If yes, what are the current conditions of the hand washing station?	Description	Fix hand washing station	Mobile hand washing station
	38.b.1. Good condition & function well year-round	☐	☐
	38.b.2. Good condition & function well only during rainy season	☐	☐
	38.b.3. Poor condition but still work year round	☐	☐
	38.b.4. Poor condition but still work only during rainy season	☐	☐
	38.b.5. Broken, not functioning	☐	☐
	38.b.6. Other, specify		
38.c. Number of hand washing stations rehabilitated or constructed in this school year, 2018-2019 (0 if no hand washing station rehabilitated or constructed and skip to Q 39)	38.c.1. Rehabilitated:.. 38c.2. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify 38.c.3. Constructed:.. 38.c.4. Supported by: ☐ 1. WFP/PLAN/World Vision ☐ 2. Other, specify		
39. Does the school have vegetable gardens?	☐ 1. Yes ☐ 2. No (If no, end observation)		
39.a. Were any vegetable gardens rehabilitated or established i this school year, 2018-2019?	☐ 1. Yes ☐ 2. No (If no, end observation)		

39.b. If yes, what were the purposes for establishing the gardens?	☐ 1. Practicing life skills ☐ 2. Supplementing SMP recipe ☐ 3. Both
39.c. How many hours a week were children mentored on school gardens?	☐ 1. 1 – 2 hours ☐ 2. 3 – 5 hours ☐ 3. > 5 hours
39.d. How did schools get vegetable seed?	☐ 1. Purchased using PB ☐ 3. Purchased using School Improvement Grant ☐ 2. Donated by PLAN/World Vision ☐ 4. Donated by WFP
39.e. Which months did you grow vegetable in the gardens in this school year, 2018-2019? (Multiple answers)	☐ 10. Oct ☐ 11. Nov ☐ 12. Dec ☐ 1. Jan ☐ 2. Feb ☐ 3. Mar ☐ 4. Apr ☐ 5. May ☐ 6. Jun ☐ 7. July ☐ 8. August ☐ 9. September ☐ 13. Don't grow vegetable
39.f. How did you manage and maintain the vegetable garden? (Multiple answers)	☐ 1. Children are mentored by trained teachers and community ☐ 2. Children from grade to grade are assigned to each plot of land ☐ 3. Prevent animals from entering school compound by repairing schools' fence once per year ☐ 4. Other, specify:

Annex 22: Teachers questionnaire

	School Assessment Questionnaire for Education Programme (Teacher)		USDA McGovern Dole
1. GENERAL INFORMATION			
1.1. Date:	1.2. Interviewer ID:		
1.3. School name:	1.4. Province:		
1.5. District:	1.6. Commune:		
1.7. Village:	1.9. Teaching Grade: 1. Grade 2 ☐ , 2. Grade 4 ☐ , 3. Grade 6 ☐		
1.8. Teacher Name	19.1 Shift: All interviews must be morning shift		
1.8.1. Contact Number:			
2. IMPROVED STUDENT ATTENTIVENESS			
2.1. Number of absent students in your class on <u>9th July</u> (Check records on attendance sheet together with teacher)	a. Total: _____ b. Female: _____		
2.3. Total Number of students in your class <i>*note to interviewer: current students in month of July</i>	a. Total: _____ b. Female: _____		
2.4 Percentage of students in your class <u>eat</u> breakfast at school (School provided) <i>*note to interviewer: clarify that this is EAT, not just offered.</i>	%: _____		
Short-term hunger			
2.5. Please estimate the number of children being hungry during classes and frequency of this happening this July. <i>LOGIC: Daily + Sometimes = Total</i>	a. Total: _____ b. Female: _____		
	a. Daily: _____ b. Sometimes: _____		
2.5.1. Does it vary by month?	1. Yes: ☐ 2. No: ☐		
2.5.2. If yes, please specify the month when most students come to school hungry.	Month: _____		
2.5.3 Does it also vary by shift?	1. Yes: ☐ 2. No: ☐		
2.5.4. In which shift are more children hungry during classes?	1. Morning: ☐ 2. Afternoon: ☐		
2.6. Please estimate the number of children who are inattentive (sleepy, inactive) during classes and frequency of this happening this July. <i>LOGIC: Daily + Sometimes = Total</i>	a. Total: _____ b. Female: _____		
	a. Daily: _____ b. Sometimes: _____		
2.6.1. Does it vary by month?	1. Yes: _____ 2. No: _____		
2.6.2. If yes, please specify the month when most students are inattentive?	Month: _____		
2.6.3 Does it also vary by shift?	1. Yes: ☐ 2. No: ☐		
2.6.4. In which shift are more children inattentive (sleepy, inactive) during classes?	1. Morning: ☐ 2. Afternoon: ☐		

Signature of the teacher:



Household Survey Questionnaire

McGovern-Dole School Feeding and Take-home Rations Endline Survey 2019

My name is and I work for (name) and my colleague is and works for We are part of a team carrying out a survey to gather information on the Impact of WFP's interventions in this commune. We would like to ask you some questions about your family. The interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important.

Do you have any questions? May we begin now 1. Yes ☐ ↓ (go to the following questions) 2. No ☐ → Refused

Outcome of interview	1. Completed	2. Partially completed	3. Interview postponed	4. Others
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SECTION AA – BASIC QUESTIONNAIRE INFORMATION, QUALITY CONTROL AND DATA ENTRY

QUESTIONNAIRE INFORMATION

AA01. Questionnaire Number: _____

AA02. Location: *Province* *District* *Commune* *Village*

Name: _____ _____ _____ _____

Code: _____ _____ _____ _____

AA03. Date: |____| |____| / |____| |____| / 2019 (*Day/Month /Year*)

AA04. Start time _____ End time _____

AA05. ID of enumerator _____

QUALITY CONTROL

AA06. ID of team leader _____

AA07. Date of checking: |____| |____| / |____| |____| / 2019 (*Day/Month /Year*)

AA08. Remark: _____

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

SECTION AB – BASIC INFORMATION OF INTERVIEWEE

[illegible]

PART I: Respondent: The Household head or an adult who knows educational information of all school-age children in the household

SECTION A: HOUSEHOLD COMPOSITION (All household members who currently live and eat at the household including the respondent)

INTERVIEW: RECORD SINGLE ANSWER PER COLUMN PER ROW

ID Code	Name	Relationship to household head (See Code below)	Sex 1. Male 2. Female	Age (years)	Marital Status 1. Single 2. Married 3. Widow/widower 4. Divorced/separated 5. Desert	Age at First Marriage	Can [Name] read and write? 1. Can read and write 2. Can sign only 3. Can read only 4. Cannot read and write	Education (highest class completed) (See Code below)	Currently attending school? 1. Yes 2. No (<i>skip to A12a</i>)	If yes, is this school included in the same selection? (The interviewer will ask the name of the school, and then fill this answer by corroborating the name with the list provided to him/her of sample schools) 1. Yes 2. No	Current two main occupations	
											1 st	2 nd
A01	A02	A03	A04	A05	A06	A07	A08	A09	A10	A11	A12a	A12b
01		HHH										
02												
03												
04												
05												
06												
07												
08												
09												
10												
11												
12												
13												

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

Exchange Rate & Gold price

- 1 USD = 4,000 Riels
- 1 Thai Baht = 132 Riels
- Gold (kilo) = 159USD/Chi

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

SECTION B1: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGE CHILDREN (Children aged 6-11 years old OR anyone in Grades 1-6)

TO BE FILLED FOR ALL HOUSEHOLD MEMBERS who are 6-11 years old, or in Grades 1-6 (Please copy I.D. code from family list in SECTION A carefully)

ID Code	At what age (in years) did [NAME] start school? (write 999 and skip to B1.10a if never attended school)	Can [Name] read or write a simple sentence? 1. Yes 2. No	If [NAME] is currently attending school					If not currently attending school		If [NAME] never attended school		
			Highest completed grade	# of days attended school <u>last week</u>	Did [NAME] receive any external (non-household) support for this school year? If yes, name the most important (See Code below, allow multiple)	Can you give 2 important reasons why [NAME] attend this school (See Code below)		Do you plan on enrolling [NAME] in school next year? 1. Yes 2. No	Reason for stopping school (name up to 2 reasons) (See Code below)		Can you give 2 main reasons why [NAME] never attended school? (See Code below)	
B1.1	B1.2	B1.3	B1.4	B1.5	B1.6	B1.7a	B1.7b		B1.8	B1.9a	B1.9b	B1.10a

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

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

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

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

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

INTERVIEWER: USE SHOWCARDS

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

B2.2. Please identify 3 benefits of primary education? *Do not read the options first. Record the answers. (Please probe as much as possible) 1) My child will learn to read and write 2) Primary education will make my child a good human being 3) Primary education will help him/her to continue studying in upper classes 4) Primary education will provide my child with valuable life skills 5) Primary education will help to get a good job 6) Primary education will help him/her to be good farmer 7) Primary education will help my child to become a better father/mother when they are adult 8) Primary education will open up more opportunities in the future 9) Others (specify) _____ 98. Don't know 99. No benefit	1. _____ _____ 2. _____ _____ 3. _____ _____
B2.3. How does your child travel to primary school (the most often)? SA 1. Foot 2. Bicycle 3. Any carts 4. Motorcycle 5. Koyun (tractor) 6. Others (specify)	_____ _____ _____
B2.4. How long does it take to go to school from home if the child <u>walks</u>? 1. Less than 15min 2. 15min to 29 min	_____ _____ _____

3.30min to 44min 4. 45min to 1hr 5. More than 1 hr	
B2.5 How much does it cost to go to school (one way) <u>if the child uses public transport</u> (most often)? SA <i>**If respondent never uses public transport, identify the most common public transport in this area.</i> <i>In USD</i> <i>(99 = N/A if the school is too close to use a public transport)</i>	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.				
SECTION C1 – HOUSEHOLD INCOME				
Now I would like to know about income earned by household members in the last 12 months (Respondent: main adult or HHH).				
Member ID Code (from section A)	Income activity (see codes below)	In the past 12 months, how many months was income earned from this activity?	Which months? List months in below col (see code)	How much was earned from this activity? (total of 12 month, in US Dollar)
C1.1	C1.2	C1.3	C1.4	C1.5
Total				

C1.2. Code of income activities		C1.4. code of months
1. Farming activities 2. Pastoral activities (pig, cow, chicken) 3. Fishing/ activities 4. Agricultural labour 5. Non-agricultural labour 6. Tailor/potter/blacksmith/goldsmith/ cutter/cobbler/carpenter/mason plumber/electrician/motor mechanic 7. Government officer 8. Private sector employee 9. NGO worker 10. Driver 11. Other salaried worker 12. Doctor/engineer/lawyer 13. Teacher 14. Religious worker	15. Midwife/nurse 16. Food processing 17. Handicrafts 18. Sand harvester 19. Charcoal production 20. Brewing 21. Pretty trader 22. Business/shop 23. Medium/ large scale trader 24. Contractor	1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December

In the last 12 months, how much did your household members receive from the following activities	
Activity	C1.6 Annual Cash Income (in US Dollars)
C1.6.1. Agricultural product sale	
C1.6.2. Animal sale	
C1.6.3. Animal product sale (milk, eggs...)	
C1.6.4. THR sale	
C1.6.5 total	

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

SECTION C1 – HOUSEHOLD INCOME (continue)

In the last 12 months (from July 2018-June 2019) did your household receive any income/assistance from the following sources, in addition to your salary/household production sales?

Description	Estimated Earning	
	C1.7. Income in Cash	C1.8. Non-Cash
1. Remittance from foreign country		
2. Remittance within home country		
3. Rice and cash from WFP (THR)		
4. Assistance (cash or kind) from International organization/NGO		
5. Assistance from government		
6. Interest earning/periodic payment received from collective		
7. Interest earning from Credit (money lent to others)		
8. Rice and cash from others		
9. total		

C.2 Describe the main materials used in the house: (INTERVIEWER TO OBSERVE AND RECORD BELOW)

2	Wall RECORD CODE _____	[1] Hay/straw/jute stick/palm leaf/plastic [2] Bamboo [3] Mud [4] Taly/tiles [5] Tin [6] Cement/brick /rod [7] Wood
3	Roof RECORD CODE _____	
4	Floor RECORD CODE _____	

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

SECTION C2 – HOUSEHOLD ASSETS

Please list # of the following assets owned by the household (m²= 0.0001 ha, Ar= 0.01 ha, Kong=0.09 ha, 1Rai = 0.16 ha)

Productive Assets			Non-Productive Assets		
C2.1 Assets	C2.2 1=Yes 2= No	C2.2 # of assets	C2.1 Assets	C2.2 1=Yes 2= No	C2.2 # of assets owned
01. Up land (in m ²)			19. Television		
02. Rice land (in ha)			20. Radio		
03. Rice miller			21. Bicycle		
04. Hand hammer			22. Motorbike		
05. Plough			23. Car		
06. Hoe			24. Cell phone		
07. Axe			25. Bed		
08. Cart			26. Table		
09. Hand tractor			27. Chair		
10. Tractor			28. Metal cooking pot		
11. Water pump			29. Water collecting bin		
12. Sewing machine			30. Water storage bin		
13. Buffalo			31. Jewelry		
14. Cow			32. Gold		
15. Pig			33. Others (specify)		
16. Chicken			_____		
17. Cash savings (in USD)					
18. Generator					
Others					

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

MODULE D: HOUSEHOLD EXPENDITURES ON EDUCATION

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

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

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

SECTION E1 – FOOD AND SMALL NON-FOOD EXPENDITURES

How much did your household approximately spend on the following items in the **last 30 days**?

***Record as 0 if none; if bought product for whole year: divide by 12**

Items	Approximate value in US Dollars (in cash) <i>Not include your own product</i>	Approximate value in US Dollars (in credit)
E1.a	E1.b	E1.c
E1.1 Paddy / Rice		
E1.2 Other cereals & staples		
E1.3 Pulses/beans/nuts		
E1.4 Vegetables		
E1.5 Fruits		
E1.6 Meat, fish, eggs		
E1.7 Cooking oil		
E1.8 Other food items		
E1.9 Firewood /cooking fuel		
E1.10 Energy (e.g., battery, gas)		
E1.11 Cigarettes/Alcohol		
E1.12 Drinking water		
E1.13 Personal care (e.g. soap, toothpaste, razor, sanitary napkins, hair cut)		
E1.14 Communication (cell phone, phone card)		
E1.15 Total		

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

SECTION E2 – NON-FOOD EXPENDITURES

How much did your household approximately spend on the following items in the **last 6 months**?

<i>Items</i>	<i>Approximate value in US Dollars in cash) Not include your own product</i>	<i>Approximate value in US Dollars (in credit)</i>
E2.a	E2.b	E2.c
E2.1 Healthcare for adults and children 5 years or older		
E2.2 Healthcare for children less than 5 years old		
E2.3 Transportation (maintenance and repair, gasoline and diesel for own transportation, moving fee)		
E2.4 Clothing and footwear		
E2.5 Debt repayment		
E2.6 Sending remittances		
E2.7 House construction/maintenance including electricity & water		
E2.8 Shop/trade/commerce		
E2.9 Farming (seeds, fertilizers, labor costs...), Livestock breeding (vaccines, fodder...)		
E2.10 Fish breeding, fishing		
E2.11 Celebrations/social events/donation		
E2.13 Total		

E3.1 Have you ever encountered difficulties covering the expense?

1. Yes, usually
2. Yes, sometimes
3. No, never

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

SECTION F1 – REDUCED COPING STRATEGIES INDEX

During the last 7 days , how many days did your household have to employ one of the following strategies to cope with a lack of food or money to buy it? (READ OUT EACH STRATEGY)	Freq uenc y (# of days from 0 to 7)
F1.1 Relied on less preferred, less expensive food	
F1.2 Borrowed food or relied on help from friends or relatives	
F1.3 Reduced the number of meals eaten per day	
F1.4 Reduced portion size of meals	
F1.5 Reduction in the quantities consumed by adults/mothers for young children	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.	
SECTION F2 – LIVELIHOOD COPING STRATEGIES (SHOWCARD)	
F.2. In the <u>past 30 days</u> , have there been times when you did not have enough food or enough money to buy food?	1= Yes → CONTINUE 2= No → SKIP TO F3
IF YES: In the <u>past 30 days</u> , did you do any of the following things in order to get food or money to buy food?	1= Yes 2 = No
F2.1 Sold household goods (e.g. radio, furniture, refrigerator, television, jewelry, clothes, utensils etc.)	
F2.2 Sold productive assets or means of transport (e.g. sewing machine, wheelbarrow, bicycle, ploughing tools, seeds etc.)	
F2.3 Reduced essential non-food expenditures such as education, healthcare, etc.	
F2.4 Spent savings	
F2.5 Borrowed money / food from a formal lender / bank or informal sources	
F2.6 Sold house or land	
F2.7 Withdrew children from school	
F2.8 Illegal income activities (e.g. theft, prostitution, etc.)	
F2.9 Sent an adult household member to seek work elsewhere (e.g. outside of the usual seasonal migration)	
F2.10 Begged	

Respondent will be HHH (or adult male or female). Please write the ID code of the respondent.	
SECTION F3 – HOUSEHOLD HUNGER SCALE	
F3.1 In the <u>past 30 days</u> , was there ever no food to eat of any kind in your house because of lack of resources to get food?	0 = No (Skip to F3.2) 1 = Yes
F3.1a How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
F3.2 In the <u>past 30 days</u> , did you or any household member go to sleep at night hungry because there was not enough food?	0 = No (Skip to F3.3) 1 = Yes
F3.2a How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
F3.3 In the <u>past 30 days</u> , did you or any household member go a whole day and night without eating anything at all because there was not enough food?	0 = No (Skip to Section G) 1 = Yes
F3.3a How often did this happen in the <u>past 30 days</u> ?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)

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

MODULE G: BENEFITS OF SCHOOL FEEDING

Benefits of the child

G1. How many days in the last month did your child attend MORNING SESSIONS in school?	Insert number of days _____ (answer should be less than 30 days) IF 0 = SKIP TO G3
G2. Did your child receive a meal every day during each of these sessions?	1 = yes 2 = No
G3. Does your child bring part of the food from school to share with the other members of the household when he/she received SMP/HGSF-Hybrid? (SHOWCARD)	1 = Yes, always 2 = Most days, 3-4 days per week 3 = Sometimes, 1-2 days per week 4 = Rarely 5 = Never
G4. Does school feeding benefit your child? (Record all mentioned, Showcard)	1 = Child gets food 2 = Child is more active/attentive 3 = Child is learning better 4 = Child is healthier 5 = Child has more opportunity 6 = Illness related absence is reduced 7 = No, it does not benefit my child 8 = Other (specify)
G5. Does school feeding benefit the Households (Record all mentioned) (showcard)	1 = No benefit 2 = School feeding saves time for parents 3 = School feeding saves food/money for household 4 = School feeding saves time for household skipping morning cooking 5 = Other (specify)

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

SECTION H: OTHER EFFECTS OF SCHOOL FEEDING

H01. When your children go to school, does anyone in your household save time?	1. Yes 2. No (Skip to H02)
H01a. If yes, who?	1. Men 2. Women; 3. Both
H01b. If yes, from which activity? (More than 1 answer)	1. Preparing food; 2. Taking care of children 3. Both; 4. Other (specify)
H01c. If yes, how much time do you save?	(Hours per day) _____
H01d. If yes, how do you use this time? (You can choose maximum 2 activities) 1 = Household chores 2 = Rest/Leisure 3 = Income-earning activity 4 = Farm/livestock work 5 = Child care 6 = Other (specify)	1 st _____ 2 nd _____
H02. When your children attend school, is it time consuming for anyone in your household?	1. Yes 2. No (Skip to Module I)
H02a. If yes, who?	1. Men; 2. Women; 3. Both
H02b. If yes, what other activities must be done? (choose 2 activities) 1. Taking the child to school 2. Helping the child with the home work	1 st _____ 2 nd _____

3. Meeting with the teachers/school staff 4. Preparing school material (books/clothes) 5. Doing tasks that are usually done by the child 6. Others (specify)	
Ho2c. If yes, how much time do you consume?	(Hours per day) _____

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

MODULE I: PARENTS/COMMUNITY PARTICIPATION IN THE SCHOOL FEEDING PROGRAM

I1. Are you a member of the PTA (Parent Teacher Association)?	1 = yes 2 = No
I2. Are you a member of the School Feeding Committee (SFC)?	1 = yes 2 = No
I3. Are you a member of the School Management Committee (SMC)?	1 = yes 2 = No
I4. Are you a member of the Mothers' Committee (MC)?	1 = yes 2 = No
I5. How many times did you visit the school during this school year 2018-2019 (excluding bringing the child to school)?	# of times

Part-2: Respondent will be mother or main female of the household.

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

PART 2: RESPONDENT: The main female member of the household or an adult who was involved in the household food preparation and present and ate food together with the household members in the past week (starting from yesterday)

SECTION K1 – FOOD CONSUMPTION PART 1(Yesterday)

	K1.1	K1.2	K1.3
	# of meal	Frequency This # compared to usual time over the last 6 months Codes for K1.2 & K1.3: 1= Less 2= Same 3= more	Quantity eaten per meal compared to usual time over the last 6 months
01. How many meals were eaten by adults (aged >=15) living in your household yesterday? (e.g. breakfast, lunch, dinner, supper)			
02. How many meals were eaten by children (aged less than 15) living in your household yesterday?			

Respondent will be mother or main female of the household. Please write the ID code of the respondent.			
SECTION K2 – FOOD CONSUMPTION PART 2			
Please tell me how many days in the past week (beginning from yesterday) your household has eaten the following foods and what was the source of these foods (<u>includes</u> meals prepared or bought by household and food taken away from home by all or most of household members such as having food at restaurant, wedding party etc. and NOT including school meals eaten by the child at school).			
Record “0” for items not eaten over the last 7 days. Record “99” for second source if only one source. NB: If less than 15g of fish or meat shared by household, record as Condiments		codes for K2.2 & K2.3 1= Own production 6= Exchange of items for food 2= Fishing, hunting, gathering 7= Received as gift 3= Purchase 8= Food aid as part of the SMP/HGSF-Hybrid /THR 4= Borrowed 9= Other (specify) 5= Exchange of labour for food	
K2.0. Food items	K2.1. # of days eaten over the last 7 days	K2.2. Main source (Majority of the source)	K2.3. Second source
01. Rice	Maximum 7		
02. Maize			
03. Bread			
04. Cassava			
05. Sweet potato, potato, yam			
06. Bean, groundnut, other pulse			
07. Fish			
08. Other aquatic animal (frog...)			
09. Meat (beef, pork, chicken)			
09.a. Organ meat or blood-based foods (Liver, kidney, heart or other organ meats or blood-based foods)			
10. Wild meat			
11. Egg			
12. Vegetables (any vegetable incl. leafy)			
12.a. Green leafy vegetable (Dark green/leafy vegetables, including wild ones + locally available leaves such as amaranth, cassava leaves, broccoli, kale, spinach etc.),			
12.b. Orange vegetable (carrot, pumpkin, etc.)			
13. Fruit			
13.a Orange fruits (e.g. ripe mangoes, cantaloupe, ripe papaya, other orange or yellow fruits)			
14. Sugar/sweet			
15. Vegetable oil, animal fat			
16. Milk product			
16.a. Condensed milk			
17.Prahok			
18. Condiments or seasoning			

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

SECTION K3: DIETARY DIVERSITY

For Control Group only

K3.1. Do your children have breakfast every day?

1. Yes
2. No

K3.1a. If yes, what does [SAMPLED CHILD] usually eat for breakfast? **SHOWCARD**

1=rice; 2 = bread
3= fresh fish; 4=dried fish
5=meat; 6=vegetables
7=porridge; 8=noodles
9 = sweet desserts; 10 = others (specify)
(allow for multiple)

For Treatment Group only (SMP or SMP+THR or HGSF-Hybrid or HGSF Hybrid + THR)

K3.2. During June this year, did [SAMPLED CHILD] have breakfast when it was not offered at the school?

1. Yes
2. No

K3.2a. If yes, what did [SAMPLED CHILD] eat? **SHOWCARD**

1=rice; 2 = bread
3= fresh fish; 4=dried fish
5=meat; 6=vegetables
7=porridge; 8=noodles
9 = sweet desserts;
10 = others (specify)
(allow for multiple)

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

Benefit Received (for treatment group only, and if you are asking control group please skip to section L)

(Complete below table if respondent receive benefit from WFP) – CASE ONLY
[Respondent: Head of the household or mother of the child who was picked in school (1st-6th grade) through the random sampling process]

K3.3. How many years have you received school meals or THRs? (# of years) (0 if none)

K3.3a. SMP/HGSF-Hybrid _____
THR _____

K3.3b.

K3.3c. How many times did you receive THR from November 2018 to June 2019? times

[Only if they receive THR in school year 2018-2019]

How many household members receive THR? (#)	Quantity of food received each time (taking into account THR only) (in kg)			Who do you share your THR with? (See Code below)	Do you sell any of your THR? (See Code below)	If you sell your THR, what do you use that money for? (See Code below)	Do you use iodized salt for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No	Do you use vitamin A fortified oil for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No
	Rice	Oil	Beans							
K3.4	K3.5a	K3.5b	K3.5c	K3.6	K3.7	K3.8	K3.9	K3.10	K3.11	K3.12

Code of K3.6. Who do you share your THR?	Code of K3.7. Do you sell any of your THR?	Code of K3.8. If you sell your THR, what do you use that money for?
1. Other household members 2. Family outside the household 3. Friends/neighbours/other 4. I don't share my THR	1. Yes, usually 2. Yes, sometimes 3. No, never	1. To buy food 2. To buy other household/personal items 3. To buy clothes 4. To meet health related expenditures 5. To invest in a productive activity 6. To meet education expenditures 7. Other (specify)

Respondent will be HHH or mother. Please write the ID code of the respondent.

SECTION L: CHILD HEALTH

Respondent: head of household, or mother, referring to child who was picked in school by random sampling process
We would now like to know health status and illnesses

ID code (Copy from SECTION A)	Age (in years)	Has the child been dewormed in the past 6 months? 1. Yes, at school 2. Yes, at the health center 3. Yes, bought it 4. No	Has the child suffered from any illness in the last 2 weeks? 99. No illness 1. Diarrhea 2. Vomiting 3. Fever 4. Cough 5. Measles 6. Other (specify)	How many days in the last two weeks has the child been unable to attend school due to illness? (number of days)
L01	L02	L03	L04	L05

Respondent will be mother of the child. Please write the ID code of the respondent.

[The following questions are to be answered by Mother of the child selected through the sampling process or head of household]

L1. Have you ever heard of night blindness (local term)?	1. Yes 2. No
L2. Does any of your children have difficulty seeing in dim light (For instance at dusk or in a dark place)?	1. Yes 2. No
L3. Have you ever received a vitamin A capsule for your child?	1. Yes 2. No (Skip to L5)
L4. If yes, how many months ago did your child take the last capsule?	1. Less than 6 months 2. More than 6 months 98. Don't know
L5. What kind of toilet facility does your household use? (showcard) 1. Flush latrine/toilet with water 2. Traditional pit latrine 3. Partly open pit (no roof or wall) 4. River/pond side 5. Bush/open field 6. Other (specify) _____	_____
L6. What is the household's <u>main source</u> of drinking water? (showcard) 1. Pond/river/canal 2. Open ring well 3. Closed ring well 4. Open spring 5. Hand pump 6. Tapped water 7. Rain water 8. Bought water	_____

9. Hand dug (no ring) _____	10. Other _____	
L7. Can you name three important health or hygiene practices? (don't read the answer) 1. Bathing 2. Hand washing 3. Wound care 4. Clean toilets 5. Clean water 6. Clean food before cooking 7. Eating healthy food 8. Don't know 9. Others (specify) _____		1. _____ 2. _____ 3. _____
L8. Can you tell me your main source of information on good health practices? (don't read the answer) (choose only one answer) 1. Poster 2. TV 3. Radio 4. Health center 5. School 6. Don't know 7. Other (specify) _____		_____

Respondent will be mother or main female of the household. Please write the ID code of the respondent.

MODULE M: MORBIDITY

(Questions to be asked about members aged 6-11 years OR anyone in Grades 1-6:

M1. ID	M2. First Name (Please bring all members from Module A between 6 and 11 yrs old or in Grades 1-6)	M3. Has [NAME] suffered from any illness in the last 1 month?	M4. What did [NAME] suffer from?	M5. How many days in the last 1 month [NAME] suffered from this illness?	M6. How many days has [NAME] been unable to go to school?	Illness Code: 1= Fever 2= Cough or colds 3= difficulty in breathing 4= Diarrhoea 5= Fever with chills like malaria 6= Worm 7= Skin infections 8= Stomach-ache 9= Measles 10. Others (Specify)

Part-3: Respondent will be the school going child (the sample child) of the household.

Respondent will be the school going child. Please write the ID code of the respondent.

SECTION N3 – FOOD CONSUMPTION PART 3 (DIETARY DIVERSITY)

Please tell us the number of meals that you ate yesterday during day and night and even you eat outside. Please start with morning meal.

N3.1. Please, insert day of week for yesterday (see codes below): _____

1- Monday 2- Tuesday 3- Wednesday 4- Thursday 5- Friday 6- Saturday
 7- Sunday

Was the food they ate part of SMP/HGSF-Hybrid or THR?

N3.2. Id code of child (from SECTION A01): _____

Source	N3.3a. Breakfast 1. Yes 2. No	N3.3b. Snack 1. Yes 2. No	N3.3c. Lunch 1. Yes 2. No	N3.3d. Snack 1. Yes 2. No	N3.3e. Dinner 1. Yes 2. No
N3.2a. Did the child eat this yesterday? (If No, Skip N3.2.1 & N3.2.2)					
N3.2.1. it was not part of SMP/HGSF-Hybrid or THR					
N3.2.2. It was part of SMP/HGSF-Hybrid or THR					

After finishing answering the above question, please fill info about group of food depending on the above answer. For group of food that is not mentioned please ask the question:

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

Code

1. Yes (it was not part of SMP/HGSF-Hybrid or THR)
2. Yes (it was part of SMP/HGSF-Hybrid or THR)
3. Yes (Both SMP/HGSF-Hybrid and THR)
4. Yes (SMP/HGSF-Hybrid/THR and Family food)
5. No
98. Don't know

Food Group	Description	N3.4
N3.4.1. Cereals	Corn/maize, rice, wheat or any other grains or foods made from these (e.g., bread, noodles, porridge or other grain products or pastes or other locally available grains)	
N3.4.2. Vitamin A rich vegetables and tubers	Pumpkin, carrots or sweet potatoes that are orange inside + other locally available vitamin-A rich vegetables, yellow vegetable	
N3.4.3. White tubers and roots	White potatoes, white sweet potatoes, taro, white yams, white cassava, or other foods made from roots	
N3.4.4. Dark green leafy vegetable	Dark green/leafy vegetables, including wild ones + locally available vitamin-A rich leaves such as amaranth, cassava leaves, kale, spinach etc.	
N3.4.5. Other vegetable	Other vegetables (e.g. tomato, onion, eggplant...), including wild	
N3.4.6. Vitamin A rich fruits	Ripe mangoes, cantaloupe, ripe papaya, other orange or yellow	
N3.4.7. Other fruits	fruits Other fruits, bananas, including wild fruits	
N3.4.8. Organ meat (ironic)	Liver, kidney, heart or other organ meats or blood-based foods	
N3.4.9. Flesh meats	Beef, pork, lamb, goat, rabbit, dog, wild game, chicken, duck, or	
N3.4.10. Eggs	Chicken, duck, guinea hen or any other egg	
N3.4.11. Fish	Fresh or dried fish or smoke fish, seafood or shellfish, snail, frog	
N3.4.12. Legumes, nuts, and seeds	Beans, peas, lentils, tofu, nuts, seeds or foods made from these	
N3.4.13. Milk and milk	Milk, cheese, yogurt or other milk products	
N3.4.14. Oils and fats	Oil, fats or butter added to food or used for cooking	
N3.4.15. Sweets	Sugar, honey, sweetened condensed milk, sweetened soda or sugary foods such as chocolates, candies, cookies and cakes	
N3.4.16. Spices, condiments, beverages	Spices (black pepper, salt, chili powder), condiments (soy sauce, hot sauce, prahok), coffee, tea, alcoholic beverages OR local product: sour palm juice	

Respondent will be the school going child. Please write the ID code of the respondent. Benefit Received (for treatment group only)

[Only if they receive SMP/HGSF-Hybrid]	Answer
N3.5. Do you eat all your school meal every school day (morning sessions)? (The respondent is the child that eats hot meal at school) 1. Yes 2. No. It's not available every day during morning sessions 3. No, it's not offered to me 4. No, I don't like it 5. No, I don't have time to eat 6. No, I'm not hungry 7. No, I like to take some of it home to my family 8. Other (specify).....	
N3.6. How often do you bring home your school meal (not THR) to your family) when you receive it? 1. Everyday 2. 3-4 days a week 3. 1-2 days a week 4. Rarely 5. Never	

Annex 24: Key informant guides

• Interviews with Province and District Level Government Officials

Prior school visits, in each province it will be necessary to request two meetings, one with the Province Education administration, the other with the District Education Office.

Province Education Office

- The meeting at province level is likely to be more a courtesy visit than a substantial meeting. It can nevertheless be an opportunity for ET members to ask questions about:
- The role of the province administration within the MGD FFE process;
- An appreciation about the partnership between the province administration and WFP regarding MDG FFE activities;
- An appraisal of the programme outcomes;
- Evidences in support to this assessment.

District Education Office

- The head of district office staff, the district officer in charge of primary education, one district office staff in charge of school feeding activities (focal point) should participate in the meeting, which should be organized according to two sequences:
- One presentation by district officers of the general educational context of the district, and challenges, with an emphasis on primary education.
- One Q&A session.

The following questions are provided as a framework for the Q&A session:

Question

1. What is the total primary school age population in the district (gender disaggregated)?
2. What is the total number of children enrolled at school in the district for the present school year (gender disaggregated)?
3. How many primary schools, private and public, are there in the district?
4. How many primary schools benefit from a school feeding programme?
5. According to you, is there a need for school feeding in this district? If yes, for what reasons?
6. According to you, what is the overall goal of the MGD FFE programme? Is it targeted at education, health and nutrition, social/family support?
7. Is there a body/system at district level where partners (representative of diverse district offices, NGOs, WFP Field Office, other UN agencies, private sector, etc.) discuss education issues, school feeding included?
8. When did the MGD FFE programme start in the district? Is it still ongoing?
9. What are/have been programme modalities? Can you provide operational details about programme implementation?
10. Have you been involved in the design of the MDG FFE programme prior to its launching in the district?
11. Did you benefit from a specific SF training? How long was it, and given by whom?
12. What is your exact role/duty within the MGD FFE process?
13. Are you in charge of reporting on SF activity? If yes, what are the topics covered by your reports, the rate of submission of reports, and to whom do you report?
14. Are you facing difficulties to complete your duty regarding SF?
15. Do you think you would need some refresher training? If yes, on what topics?
16. According to you, to what extent is the MGD FFE programme successful? What is the major benefit for the children?
17. Can you provide objective evidences in support of your assessment?
18. Is there a need for improvement? What would you suggest?

In addition to the meeting with district education office staff, the ET will collect data from the 3 (4 whenever possible) previous school years showing enrolment, attendance, drop-out, per primary school grade, disaggregated by gender. Where possible, it will be wise to send a message to the District Education Officer prior to the school visit so that he/she has the time to collect the data and is ready to provide them upon ET arrival.

Annex 25: Focus Group Discussion Guides

- **Interviews with Parents**

The questionnaire below presents a set of questions that could be asked at school level during focus group discussions with representatives of the schoolchildren, PTA and individual parents. Based on the SABER approach¹⁶ and although covering a broader scope, these questions will serve the main purpose of assessing the community participation and ownership in schools where the MGD FFE programme is implemented.

To prevent possible bias, it will be made clear since the beginning that the head teacher and teachers do not attend the meeting with parents. The interview format will follow a standard introduction of the team and explanation of the evaluation purpose. The team's independence, neutrality and confidentiality of responses will be noted, as well as the approximate time (40-50 minutes) of the meeting/interview.

Question

1. When did school feeding activities start in this school?
2. According to you, why is there school feeding in this school?
3. Have you been consulted before the launching of the SF activity in the school? By whom?
4. Have you been involved in deciding which commodities are provided?
5. Is there a LSFC in the school?
6. Who participate in the LSFC?
7. How many women are members of the LSFC?
8. What kind of activities do LSFC members must conduct each day? Please describe a typical SF day.
9. When and by whom is the food delivered to the school? Has it always been done in due time?
10. How does the transporter know the exact quantity of food he should deliver to the school?
11. Who does the unloading of the truck?
12. Are representatives of the LSFC present during truck unloading?
13. Who controls the quantity of food delivered and signs the waybill?
14. Where is the food stored?
15. Who is responsible for food storage?
16. Is there a book to keep record of food storage and daily distribution? Who is responsible for it?
17. Do parents contribute some additional food in-kind or cash resources for the food of the children?
18. What other contribution do parents make to the SF activity, if any?
19. According to you, to what extent is the programme successful? What is the major benefit for the children and their family?
20. Is there a need for improvement? What would you suggest?

¹⁶ Systems Approach for Better Education Results

- **Interviews with Teachers**

The meeting with parents will be followed by a separate meeting with the head teacher and teachers that will focus on the following main areas:

- Role and responsibility of the head teacher and teachers in the day-to-day SF operation within the school;
- Record keeping and reporting;
- Qualitative and quantitative assessment of SF outcomes and impact.

Question

1. How long have you been director/head teacher in this school?
2. According to you, why is there school feeding in this school?
3. Who (which institution) presented the school feeding programme to you?
4. Have you been involved in the design of the SF activity?
5. Did you benefit from a SF training? How long was it, and given by whom?
6. What is your exact role/duty related to SF activity at the school?
7. Have you been provided with SF monitoring tools? If yes, by whom (which institution)?
8. Are you in charge of reporting on SF activity? If yes, what are the topics covered by your reports, the rate of submission of reports, and to whom do you report?
9. Are you facing difficulties to complete your duty regarding SF?
10. Do you think you would need some refresher training? If yes, on what topics?
11. According to you, to what extent is the SF programme successful? What is the major benefit for the children?
12. Is there a need for improvement? What would you suggest?

Annex 26: Completed Project Monitoring Plan

By result	Indicator	Target	Baseline	Mid-term	Endline	% Achieved
Strategic Objective 1: Improve literacy of school age children						
Improved literacy of school-aged children	Number of individuals benefiting directly from USDA-funded interventions	226,200	0	187,800	279,039	123%
	Number of individuals benefiting indirectly from USDA-funded interventions	241,300	0	191,600	319,387	132%
	Percent of students who, by the end of two grades or primary schooling, demonstrate that they can read and understand the meaning of grade level text	75%	N/A ¹⁷	23.8%	30.5%	55.5%
Improved literacy instructional materials	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	163,404	50,018	154,540	159,148	97.4%
Increased skills and knowledge of teachers	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance.	1,540	0	1,371	1,699	110%
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	2,200	1,167 ¹⁹	1,900	3,212	146%
Increased skills and knowledge of school administrators	Number of school administrators in target schools who demonstrate use of new techniques or tools as a result of USDA assistance.	413	0	188	484	137.5%
	Number of school administrators and officials trained or certified as a result of USDA assistance	591	0	509	714	117%
Increased access to food (school feeding)	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	38,945,000	0	14,887,000	32,895,842	85.7%
	Number of individuals receiving take-home rations as a result of USDA assistance	22,500	0	15,004	28,855	128%
	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance.	189,600	0	150,570	175,397	92.5%
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	281,500	0	185,500	249,414	99.7%

¹⁷ A 16.1 percent score at baseline has been communicated to the ET. For methodological reason, this figure cannot be used for comparison. Nevertheless, this percentage provides an indication about the level of performance at the starting point of the programme.

¹⁸ As per World Education baseline figures (July 2017). 500 National Standard reading books have been provided. Since then (2018) the indicator has been revised to include all the components of the learning package. Hence the much larger numbers at MTR.

¹⁹ As per World Education figures as at July 2017

By result	Indicator	Target	Baseline	Mid-term	Endline	% Achieved
Improved student attendance	Number of students regularly (80%) attending USDA supported schools	127,600	195,400	167,600	192,723	>100% each year
Improved school infrastructure	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/ constructed as a result of USDA assistance	866	0	422	1,395	161%
Strategic Objective 2: Improved use of health and dietary practices						
Increased knowledge of nutrition	Number of individuals trained in children health and nutrition as a result of USDA assistance	3,600	0	2,370	4,026	112%
Increased access to clean water and sanitation	Number of schools using an improved water source	500	433	568	572	114%
	Number of schools with improved sanitary facilities	590	574	583	576	98%
Foundational Results						
Improved policy and regulatory framework	Number of child health and nutrition policies, regulations or administrative procedures in the following stages of development as a result of USDA assistance	1	1	School Health Policy at Stage 3	School Health Policy at Stage 5	100%
	Number of educational policies, regulations or administrative procedures in the following stages of development as a result of USDA assistance	4	0	ESP 2019-2023: Stage 1 3 EGR standards developed	ESP 2019-2023 Stage 5 (with SM/HGSF incorporated) 3 EGR standards developed	100% achieved
Increased engagement or local organizations and community groups	Number of Parent-Teacher Associations (PTAs) or similar school governance structures supported as a result of USDA assistance	590	590	585	590	100%

Annex 27: Additional findings on school feeding-related infrastructure

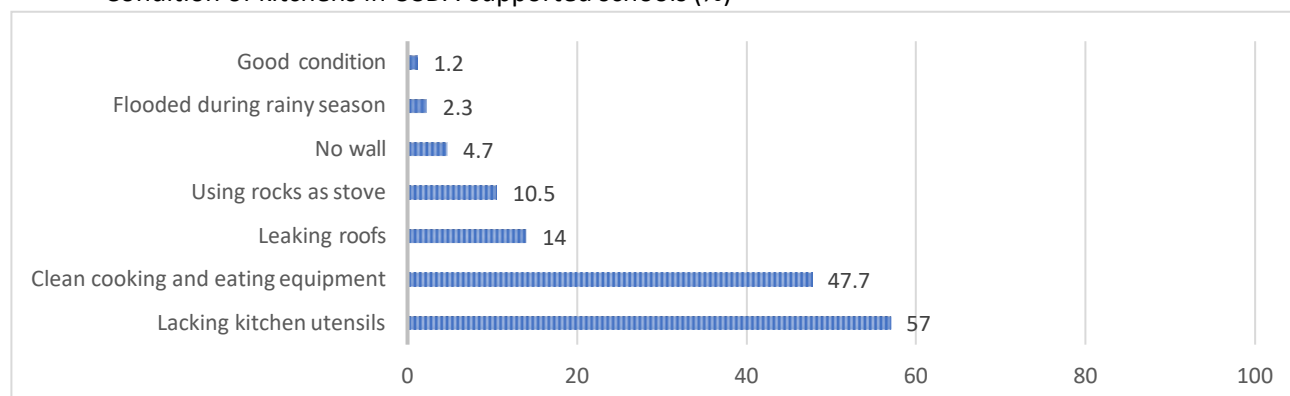
- Kitchen facilities in USDA-supported schools

	Total schools	# with kitchen
Endline		
All USDA supported schools	86	84
SMP only ^	17	16
SMP + THR^^	69	68
Comparison schools	85	1
Baseline		
Total USDA supported schools	86	82
SMP only	57	54
SMP + THR	29	28
Comparison schools	86	0

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

Note: Only one comparison school has a kitchen.

- Condition of kitchens in USDA-supported schools (%)

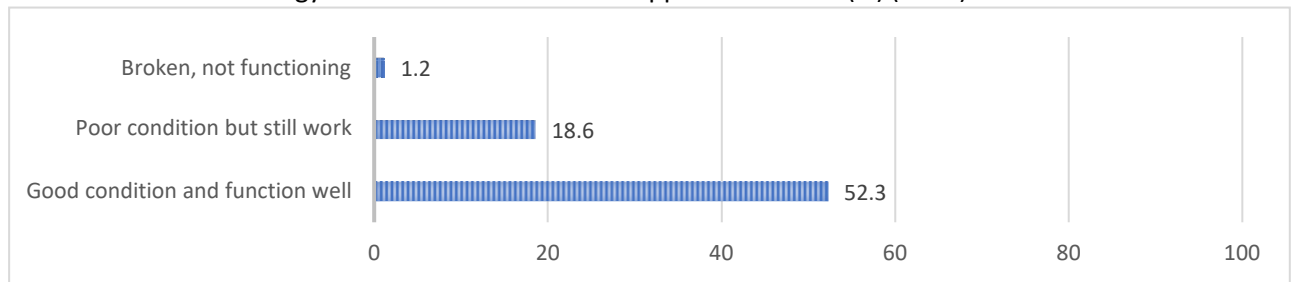


- Use of energy-efficient stoves in USDA-supported schools

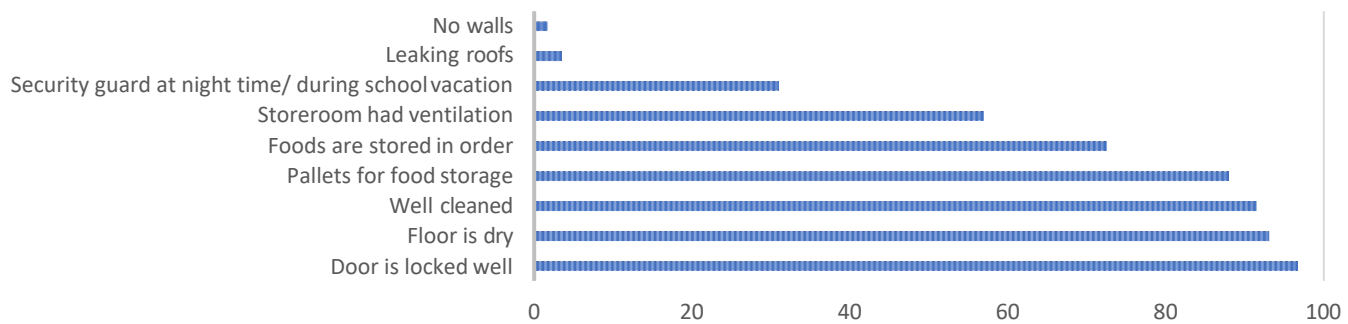
	Total	# using E-E stove
Endline		
All USDA supported schools	86	62
SMP only ^	17	11
SMP + THR^^	69	51
Comparison schools	85	0
Baseline		
All USDA supported schools	86	52
SMP only	57	39
SMP + THR	29	13
Comparison schools	86	0

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Condition of energy efficient stoves in USDA-supported schools (%) (n=62)



- Condition of food storerooms in USDA-supported schools (%) (n = 58)



Annex 28: Additional findings on school gardens

- Schools with vegetable gardens

	Total	# of schools with garden	% of schools with vegetable garden	% of rehabilitated vegetable garden (n=90)
Endline				
All USDA supported schools	86	74	86	95
SMP only ^	17	8	47	75
SMP + THR^^	69	66	96	94
Comparison schools	85	16	19	75
Baseline				
All USDA supported schools	86	73	85	90
SMP only	57	50	88	92
SMP + THR	29	23	79	87
Comparison schools	86	14	16	57

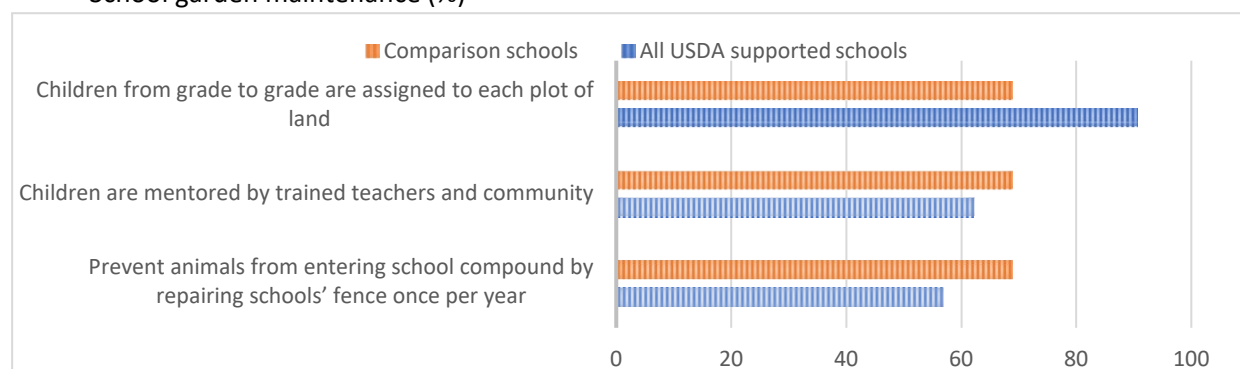
^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Source of vegetable seeds (%) (n=90)

	All USDA supported schools	SMP only ^	SMP + THR ^^	Comparison schools
Purchased using PB	77	88	76	69
Purchased using School Improvement Grant	88	88	88	6
Donated by PLAN/World Vision	7	0	8	13
Donated by WFP	30	13	32	0
Dong Dukor Organization	1	0	2	0

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- School garden maintenance (%)



Annex 29: Additional findings on school water and sanitation-related infrastructure

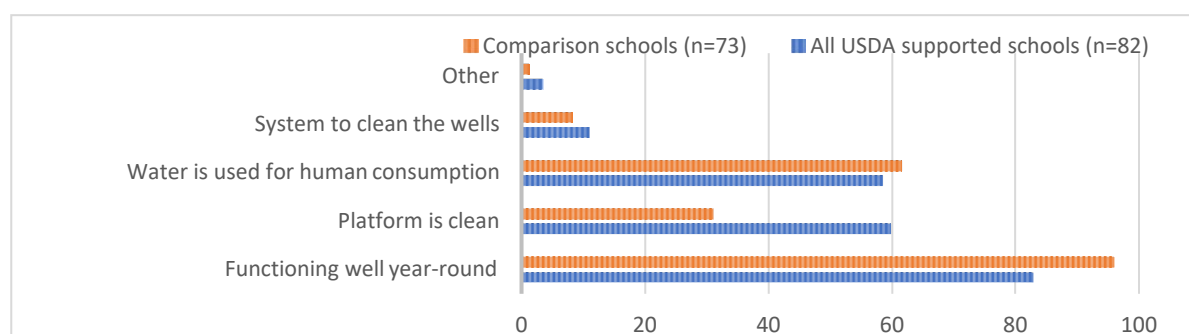
- Number and percent of functioning drilled wells/ watercatchments

	Total drilled wells	Total water catchments	% Functioning drilled wells	% Functioning water catchments
Endline				
All USDA supported schools	112	195	61	91
SMP only ^	9	43	50	87
SMP + THR^^	103	152	64	92
Comparison schools	77	202	55	78
Baseline				
Total USDA supported schools	104	160	70	87
SMP only	66	109	75	87
SMP + THR	38	51	59	86
Comparison schools	89	155	67	68

^ including HGSF-Hybrid; ^^ including HGSF-Hybrid+ THR

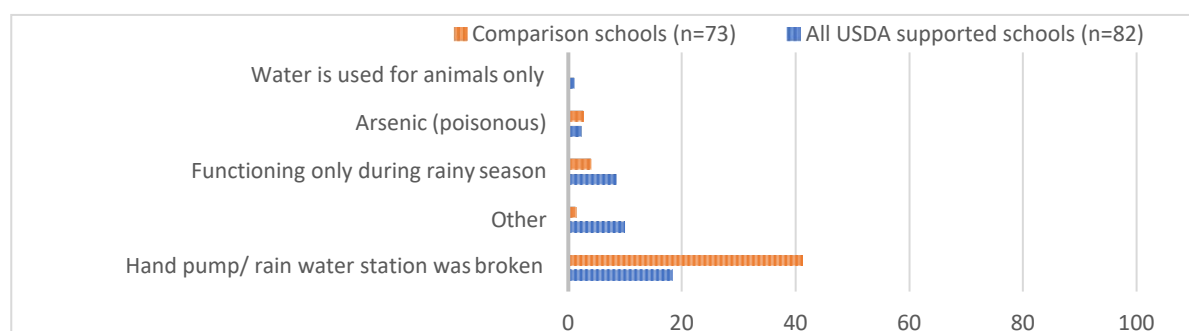
Note: Percent functioning drilled wells and percent functioning water catchments were based on schools with drilled wells/catchment stations

- Condition of functioning drilled well/water catchments (%)



Note: Other reasons = pipe is broken, hole at the bottom, rust in the water, no water flow out, ring is broken, well broken.

- Condition of non-functioning drilled well/water catchments (%)



- School access to year-round clean water

	% of schools with year-round access to a clean water source		
	Yes (whole school year)	No (some months not available)	No (no water)
Endline			
All USDA-supported schools	66	17	16
SMP only ^	65	6	65
SMP + THR^^	67	20	13
Comparison schools	68	13	19
Baseline			
All USDA-supported schools	64	13	23
SMP only	58	16	26
SMP + THR	76	7	17
Comparison schools	43	10	47

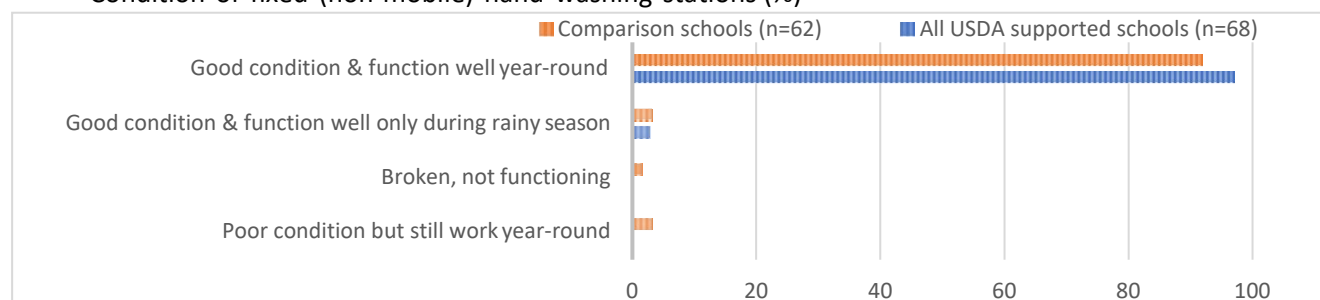
^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Schools with fixed hand and mobile hand washing stations (%).

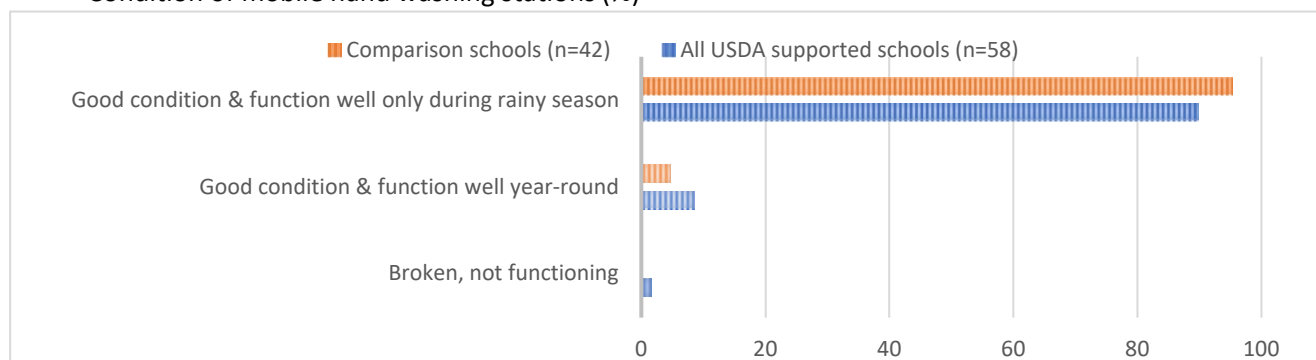
	% of schools with hand washing station(N=171)	% fixed handwashing (n=163)	% mobile handwashing (n=163)
Endline			
All USDA supported schools	99	53	47
SMP only ^	94	66	34
SMP + THR^^	100	51	50
Comparison schools	92	58	42
Baseline			
All USDA supported schools	86	60	58
SMP only	82	56	51
SMP + THR	93	69	72
Comparison schools	57	40	31

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Condition of fixed (non-mobile) hand washing stations (%)



- Condition of mobile hand washing stations (%)



- Functional and non-functional latrines in surveyed schools (%).

	% of functional latrines!	% of non-functional latrines!	# of functional latrines per school!	# non-functional latrines per school!
Endline				
All USDA supported schools	90	10	6***	0.7
SMP only ^	92	8	4**	0.4
SMP + THR^^	90	10	6	0.8
Comparison schools	87	13	4	0.7
Baseline				
All USDA supported schools	90	10	5.1	0.6
SMP only	91	9	4.8	0.5
SMP + THR	88	12	5.7	0.8
Comparison schools	80	20	3.6	0.9

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

!*** (t-test, two-tailed) $p \leq .001$; ** $p \leq .01$; * $p \leq .05$ (endline comparisons)

- Presence of functioning latrines for teachers

	# Schools with separate functional latrine for teachers	# of functioning latrines for teachers	% of functional latrines for teachers!	# of teachers per functional latrine!!
Endline				
All USDA supported schools	49	80	32	4
SMP only ^	10	19	43	3
SMP + THR^^	39	61	29	5
Comparison schools	51	79	38	6
Baseline				
All USDA supported schools	67	105	24	5
SMP only	41	61	23	6
SMP + THR	26	44	27	5
Comparison schools	51	81	27	7

^ including HGSF Hybrid

^^ including HGSF-Hybrid+ THR

! For schools with functional latrines for teachers. This number is calculated by dividing number of functional latrines for teachers by the total number of functional latrines in school.

!! For schools with functional latrines for teachers. This is calculated by dividing total number of teachers in school by total number of functional latrines.

- Presence of functioning latrines for boys and girls

	# Schools with separate functioning latrines for boys and girls	% of non-separate latrines for students!	# of boys per separate latrine for boys!!	# of girls per separate latrine for girls!!
Endline				
All USDA supported schools	79	9	68	59
SMP only ^	15	13	71	63
SMP + THR^^	64	8	68	58
Comparison schools	48	44	102	95
Baseline				
All USDA supported schools	66	21	97	87
SMP only	42	23	97	90
SMP + THR	24	15	96	84
Comparison schools	46	36	209	183

^ including HGSF Hybrid

^^ including HGSF-Hybrid+ THR

! All schools. This number is calculated by dividing number of non-separated functional latrines for students by the total number of latrines for students (which is the total of functioning latrines for boys, functioning latrines for girls, and functional latrines non-separated).

!! Schools with separate functional latrines for boys and girls (n=127). This number is calculated by dividing total number of boys (girls) in school by the total number of functional latrines for boys (girls).

- Presence of functioning latrines for disabled students

	# of schools with latrine for disabled students	# latrines for disabled students!	% latrines for disabled students!!	# disabled students per latrine for disabled students!!!
Endline				
All USDA supported schools	23	28	10	1.5
SMP only ^	3	3	5	2
SMP + THR^^	20	25	11	1.4
Comparison schools	9	14	3	0.8
Baseline				
All USDA supported schools	37	40	10	10
SMP only	24	25	10	10
SMP + THR	13	15	9	10
Comparison schools	7	7	2	27

^ including HGSF Hybrid

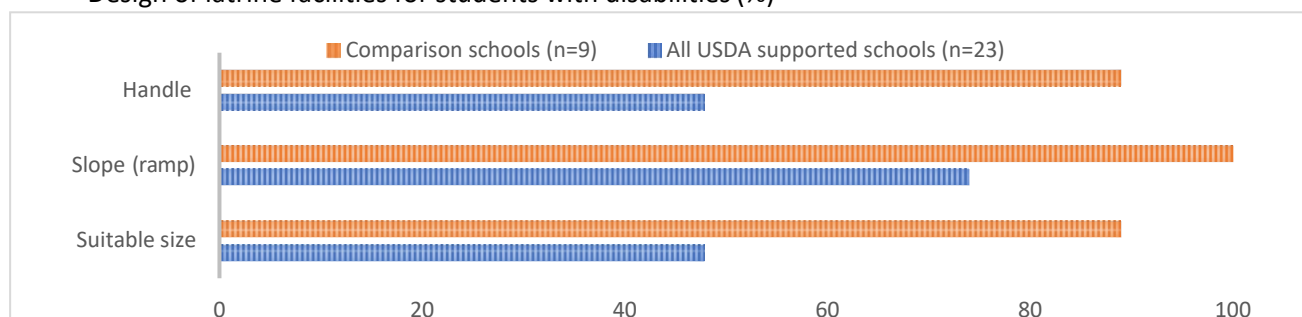
^^ including HGSF-Hybrid+ THR

! Schools with disabled latrine only (n=32).

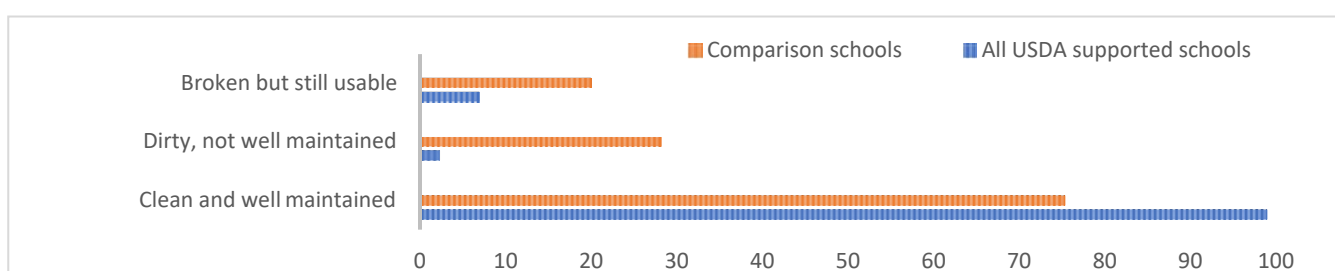
!! Among all schools (n=171).

!!! Among schools with latrine for disabled students (n=32). Total number of disabled students divided by total number of latrines for disabled students.

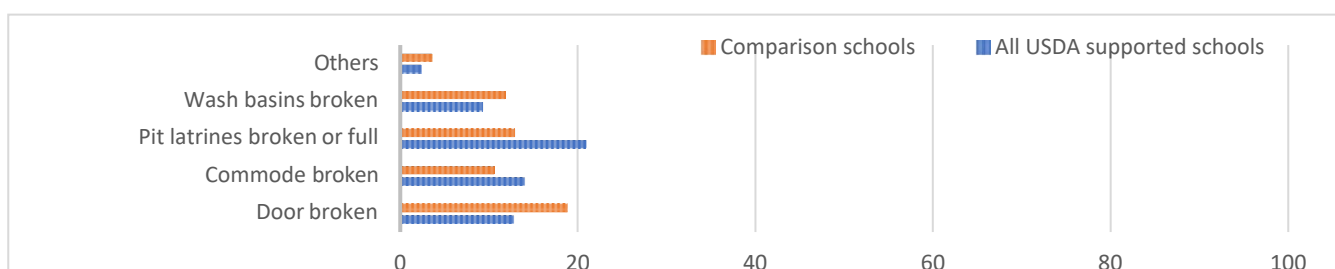
- Design of latrine facilities for students with disabilities (%)



- Condition of functioning latrines (%) (n=171)

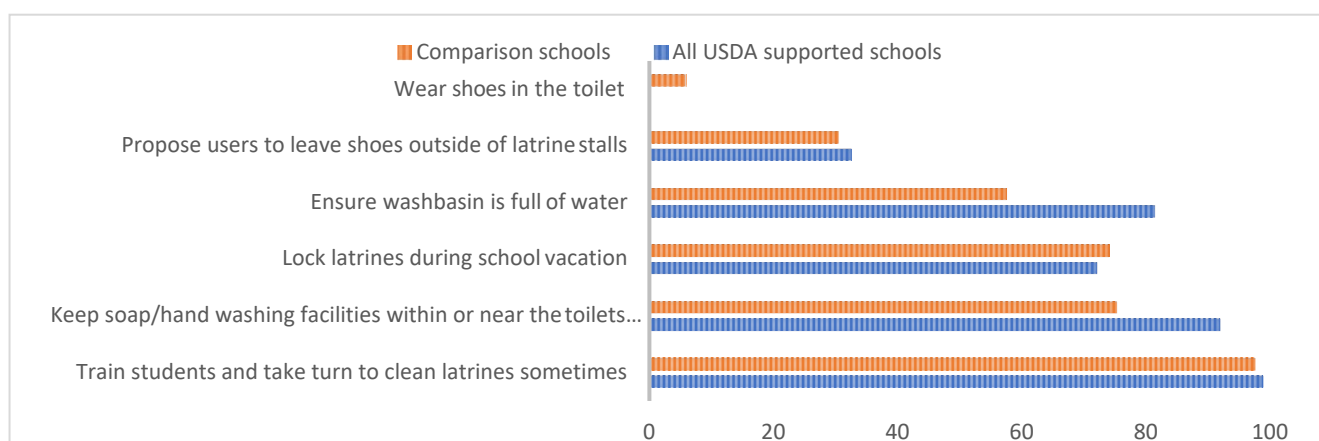


- Condition of non-functioning latrines (%) (n=171)



Note: Others –1. Have only some toilet bowls as the constructor left before completion, 2. New toilet only built, 3. Old toilets locked so that new ones are used, 4. Toilet collapsed.

- Latrine maintenance (%) (n=171)



Annex 30: Additional findings from school survey

- Teaching staff in surveyed schools (SY 2016/17)

	# Total teachers (Grades 1-6)		# of Contract teachers	
	Total	Female %	Total	Female %
Endline				
All USDA supported schools	565	63	288	67
SMP only ^	98	59	55	64
SMP + THR^^	467	64	233	68
Comparison schools	598	62	105	67
Baseline				
All USDA supported schools	516	62	220	66
SMP only	325	58	121	63
SMP + THR	191	68	99	70
Comparison schools	532	63	47	60

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Gender and attendance of full-time teachers (Grades 1-6) & teacher attendance

	All USDA supported schools	SMP only ^	SMP + THR ^^	Comparison schools
Endline				
Percentage of male teachers (%)	39	46	37	40
Percentage of female teachers (%)	61	54	63	60
Number of school days in a year (mean)	220	218	220	217
Number of days teachers being absent (mean)	4.7	5.4	4.5	6.6
Percentage teacher attendance during official SY 2018/19	97.9	97.5	98.0	97.0
Baseline				
Percentage of male teachers (%)	38	42	32	37
Percentage of female teachers (%)	62	58	68	63
Number of school days in a year (mean)	213	213	214	210
Number of days teachers being absent (mean)	5.3	5.9	4.9	5.2
Percentage teacher attendance during official SY 2016/17	97.5	97.2	97.7	97.6

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

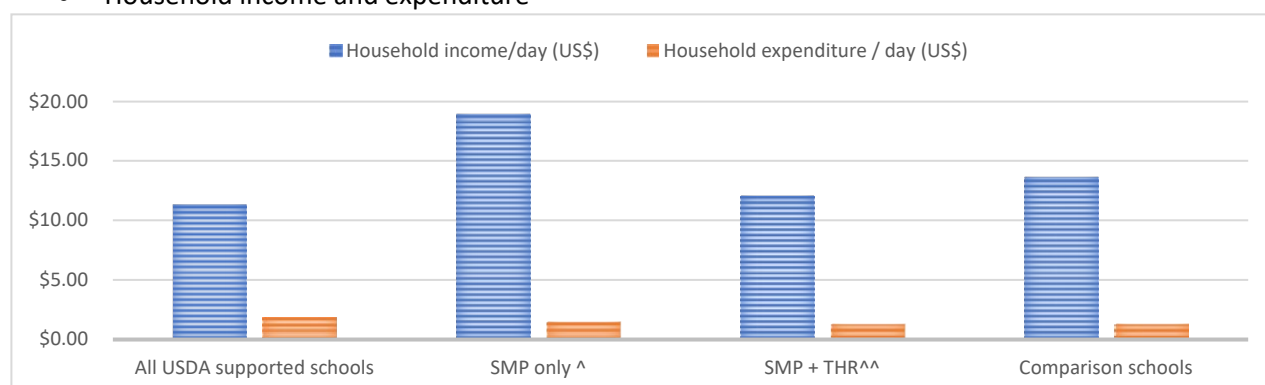
- Full time teachers (Grades 1-6)

	# of Full-time teachers per School	% of Schools with attendance sheet
Endline		
All USDA supported schools	7.0	100
SMP only ^	6.71	100
SMP + THR^^	7.00	100
Comparison schools	8.86	100
Baseline		
All USDA supported schools	7	100
SMP only	6	100
SMP + THR	7	100
Comparison schools	7	100

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

Annex 31: Additional benefits of school feeding

- Household income and expenditure



Source: Endline evaluation

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

- Household expenditure

		% of expenditure on food	% of expenditure on education	% of expenditure on non-food items	% of expenditure paid in credit
Endline	All USDA supported schools	44.5**	8.4**	47.1***	14.8***
	SMP only ^	43.2	7.9	48.9	14.6
	SMP + THR^^	44.8	8.5	46.7	14.8
	Comparison schools	48.2	10.2	41.7	9.7
Baseline	All USDA supported schools	39.5	7.8	52.7	18.9
	SMP only	41.0	6.5	52.5	15.2
	SMP + THR	38.5	9.7	51.8	21.2
	Comparison schools	43.9	8.7	47.4	13.2

Source: Endline evaluation

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

! t-test (two tailed) *** p<=.001; ** p<=.01; * p<.05

- Benefits of school feeding for the child, as perceived by parents of USDA-supported children

		Benefits to the child					
		Gets food	Healthier	Learns better	More attentive in class	Has more opportunities	No benefit
Endline	SMP only ^	74.0	62.0	47.0	21.0	39.0	0.0
	SMP + THR^^	87.2	70.3	60.1	56.3	44.4	0.2
Baseline	SMP only	75.4	67.0	51.2	35.6	31.9	1.2
	SMP+THR	88.0	71.3	51.7	33.1	31.7	0.8

Source: Endline evaluation

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

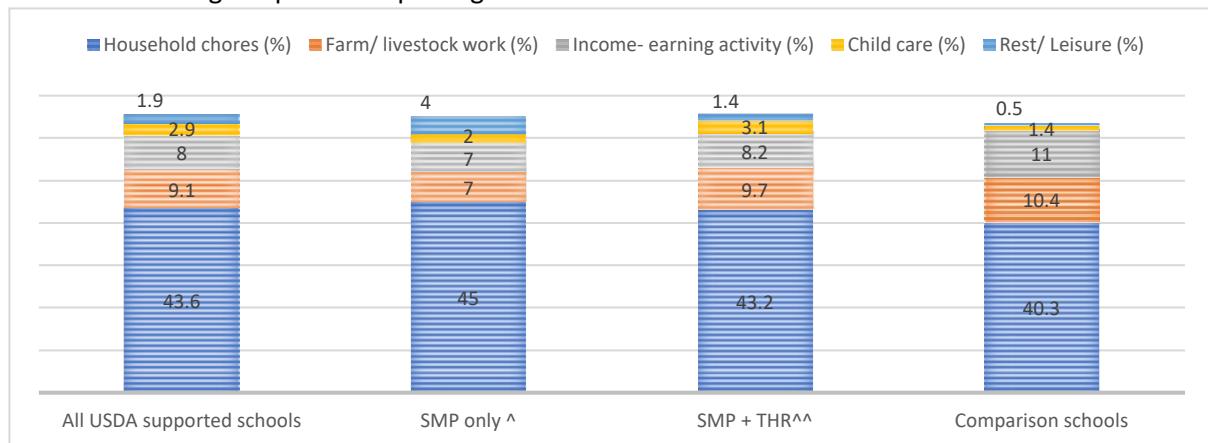
- Benefits of school feeding for the household, as perceived by parents of USDA-supported children

		Benefits to the household			
		Saves food/money	Saves time for parents	Saves morning cooking time	No benefit
Endline	SMP only ^	79.0	38.0	65.0	1.0
	SMP + THR^^	80.4	59.9	73.9	1.2
Baseline	SMP only	78.9	69.2	51.8	4.0
	SMP+THR	87.8	73.9	65.9	3.2

Source: Endline evaluation

^ including HGSE -Hybrid; ^^ including HGSE-Hybrid+ THR

- Percentage of parents reporting the use of saved time for various activities



Source: Endline evaluation

NB. Households provided multiple answers, so the sum of all answers does not equal 100%

^ including HGSE -Hybrid; ^^ including HGSE-Hybrid+ THR

Annex 32: Additional findings from household survey

- Demographic information of surveyed households (N=958)

	HH (Number)	Size	Dependency ratio (Number)#	##Household head marital status (%)			
				Single	Married	Widowed	Separated/divorced
All USDA supported schools	5.04		1.28	1.0	81.7	14.6	2.7
SMP only ^	5.33		1.12	1.0	87.0	11.0	1.0
SMP + THR^^	4.97		1.31	1.0	80.4	15.5	3.2
Comparison schools	5.36		1.21	0.7	85.4	12.4	1.6

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

Number of children below 18 years old plus elderly people of age 65 years and over divided by number of individuals between the age of 18-64.

Of the total 958 cases, 89.8% reported themselves as household head, 5.4% husband/wife, 1.8% grandfather/mother, 1.7% father/mother and rest 1.3% reported their relationship with the household head as father/mother in law, brother/sister, uncle/aunt and other relatives.

- Education and literacy information of heads of household of surveyed households (N=958)

	Highest class completed (%)				Literacy (%)			
	Never	Primary	Secondary	High school or above	Can read and write	Can sign only	Can read only	Cannot read or write
All USDA supported schools	33.9!***	48.4	11.1	6.6	52.5!***	6.2	4.7	36.6
SMP only ^	33.0	48.0	13.0	6.0	57.0	7.0	5.0	31.0
SMP + THR^^	34.1	48.6	10.6	6.8	51.4	6.0	4.6	37.9
Comparison schools	19.8	59.0	15.5	5.6	64.6	3.4	3.4	28.6

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

! Chi-Square test of association between literacy and USDA-supported and comparison schools *** p<=.001; ** p<=.01; * p<.05

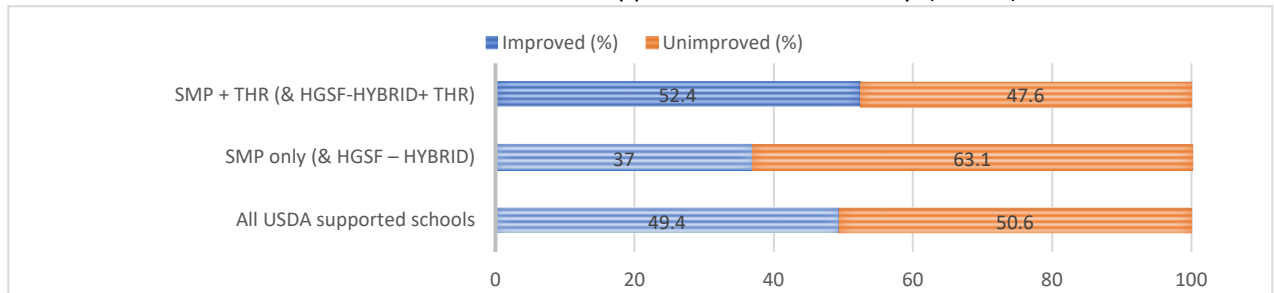
- Number of school-aged children (6 - 11 years) per household, and their school starting age (N=958)

	Number children (6-11 years) in household!	Average age of starting school!
All USDA supported schools	1.18	6.0
SMP only ^	1.22	6.0
SMP + THR^^	1.17	6.0
Comparison schools	1.13	6.1

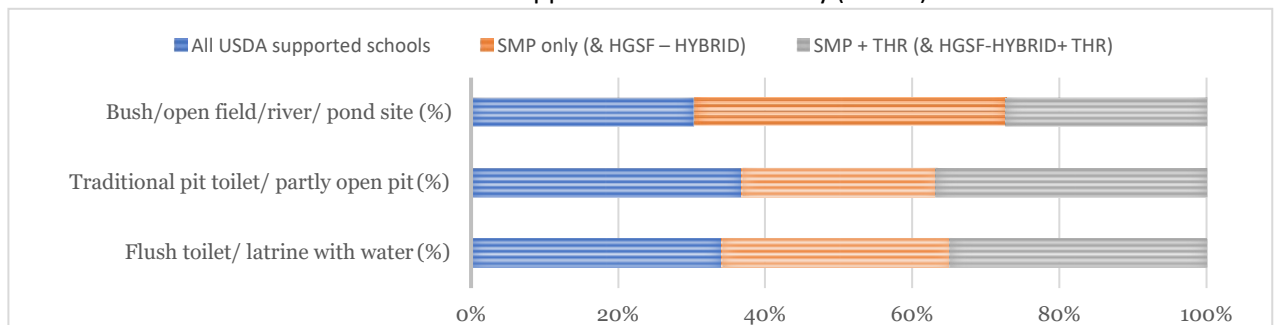
^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

!*** (t-test, two-tailed) p<=.001; ** p<=.01; * p<.05

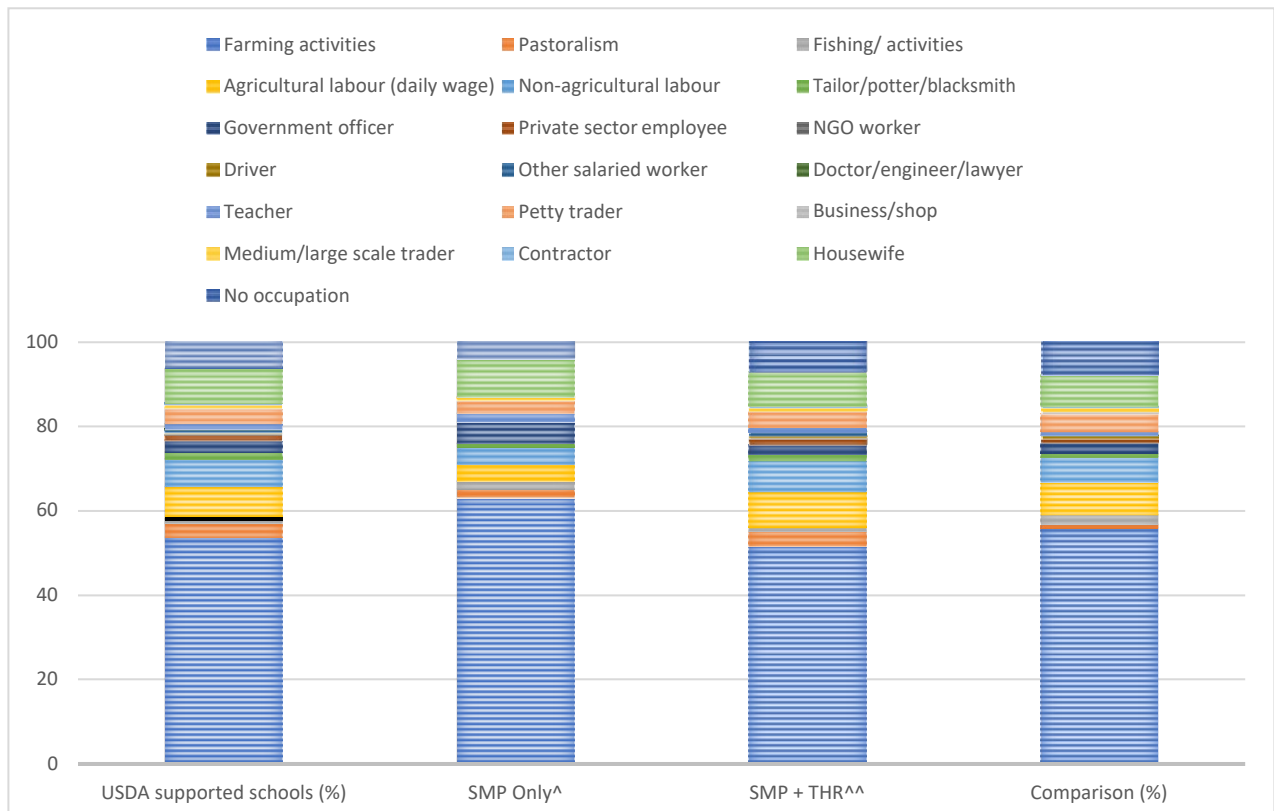
- Household main source of water – USDA supported households only (n=514)



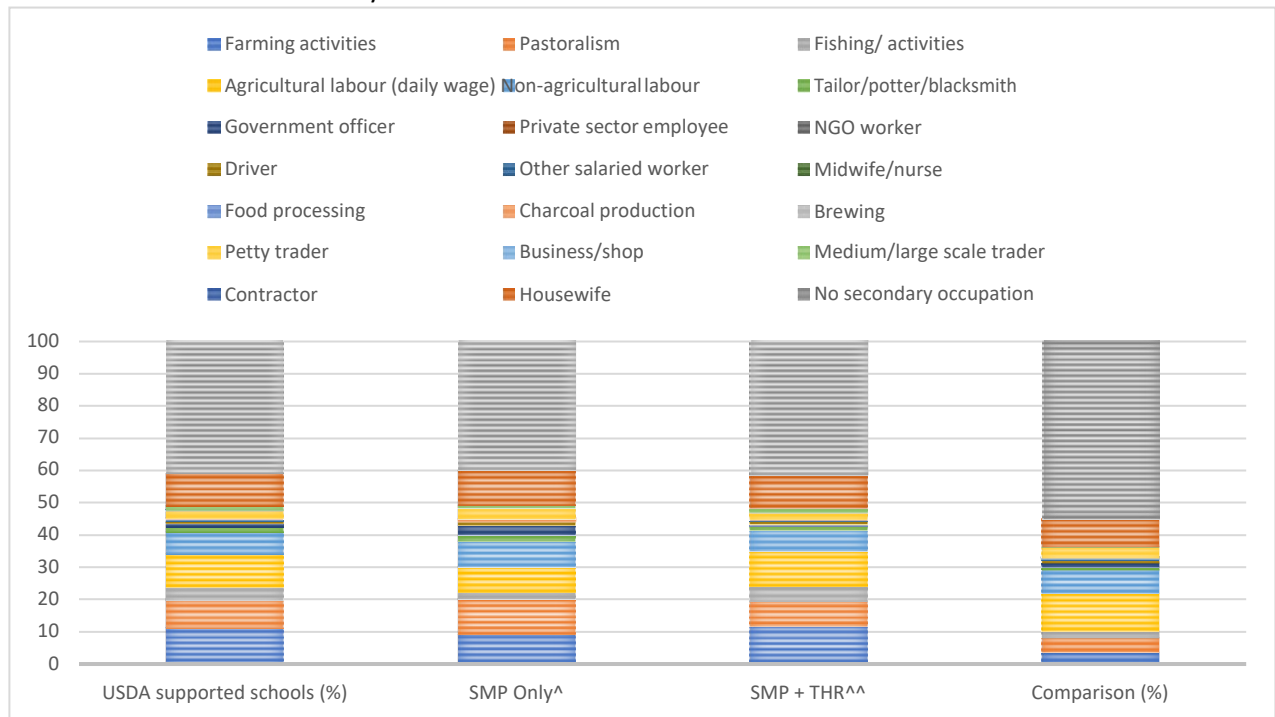
- Household toilet facilities – USDA supported households only (n=514)



- Household's main source of livelihood



- Household's secondary source of livelihood

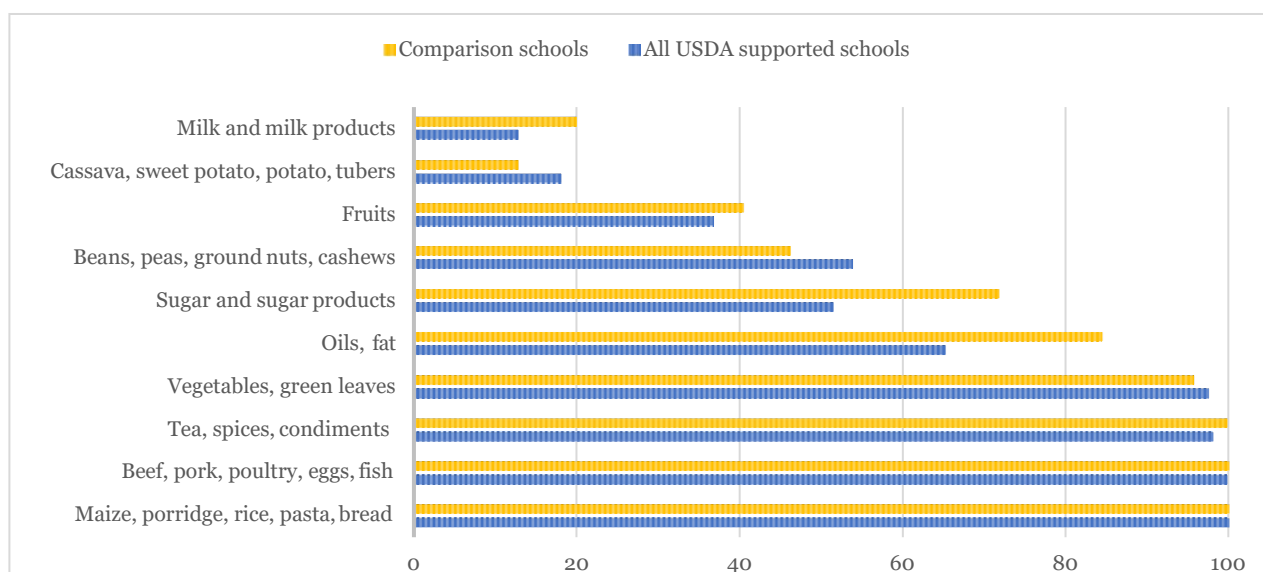


- Average number of meals consumed in the household the day before the survey by age group

	All USDA supported schools	SMP only^	SMP + THR^^	Comparison schools
ENDLINE				
Adults	2.67	2.73	2.66	2.64
Children	2.88*	2.92	2.87	2.81
BASELINE				
Adults	2.63	2.68	2.59	2.65
Children	2.62	2.38	2.80	2.77

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR
 #*** (t-test, two-tailed) $p < .001$; ** $p < .01$; * $p < .05$

- Percentage of households reporting consumption of each food group in last seven days



- Reduced Coping Strategies Index

	All USDA supported schools (Mean)	SMP only ^	SMP + THR^^	Comparison schools (Mean)
ENDLINE	9.74	7.62	10.26	9.02
BASELINE	8.95	6.98	10.23	10.31

^ including HGSF Hybrid; ^^ including HGSF-Hybrid+ THR

!(t-test, two-tailed)*** p<=.001; ** p<=.01; * p<.05

A t-student test was applied to Reduced CSI between USDA supported schools and comparison schools to test the hypotheses that the average RCSI is equal across samples.

Note: Reduced CSI is calculated so that the lower the number, the better the household is coping. CSI=0 when the HH does not go through any difficulties

- Percentage of parents reporting to save time from each activity, as an effect of school attendance

	Preparing food (%)	Taking care of children (%)	Both (%)
ENDLINE (n=958)			
All USDA supported schools	26	2	34
SMP only ^	24	2	37
SMP + THR^^	27	2	33
Comparison schools	11	14	34
BASELINE			
All USDA supported schools	29	23	15
SMP only	26	18	27
SMP+THR	32	26	8
Comparison schools	20	29	12

^ including HGSF Hybrid

^^ including HGSF-Hybrid+ THR