



WFP EVALUATION

**Midterm Activity Evaluation of the KOICA supported Home-Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat Provinces
1st January 2020 - 31st October 2024**



World Food Programme

SAVING LIVES
CHANGING LIVES

Decentralised Evaluation Report

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Executive Summary

1. This report presents the findings, conclusions, and recommendations of the decentralised activity mid-term evaluation of the Home-Grown School Feeding Programme (HGSFP), implemented in Cambodia between 1st January 2020 and 31st October 2024. The mid-term evaluation was commissioned by the World Food Programme (WFP) Cambodia Country Office and completed by International Advisory, Products and Systems Ltd. (i-APS). The field data collection was conducted from 1 November to 12 December 2022. The evaluation was conducted in line with WFP's Decentralised Evaluation Quality Assurance System (DEQAS) standards, and humanitarian principles and ethics.

2. **Context:** Over the last two decades, Cambodia has experienced rapid economic and social development. With sustained economic growth of above seven percent for more than a decade, in 2016, the country reached lower middle-income status.¹ Cambodia's economic growth has led to significant reductions in poverty. Between 2009 and 2019, Cambodia's national poverty rate fell by almost half – from 33.8 percent to 17.8 percent, resulting in nearly two million Cambodians escaping poverty.²

3. However, despite significant progress, challenges remain in meeting the Royal Government of Cambodia's (RGC) goal of building a peaceful, politically stable, and secure society, following a path of sustainable and equitable development.³ Children still struggle to achieve meaningful educational outcomes. At the primary level, nearly 25 percent of children in Grade Three cannot write a single word in a dictation test, and only 27 percent of three to five-year-olds are developmentally on track in literacy and numeracy.⁴ Children in rural areas are at a heightened risk of drop out due to poverty and isolation.⁵ Food security and under-nutrition remain important public health concerns in Cambodia.⁶ The most recent Demographic and Health Survey data found that 22 percent of children under-five are stunted, ten percent are wasted, and 16 percent are underweight.⁷ Prior to the COVID-19 pandemic, an estimated 50 percent of the Cambodian population faced moderate or severe food insecurity.⁸

4. **Evaluation Subject:** With the goal of improving equitable access to primary education and contributing to the sustainable development of vulnerable communities, the WFP has partnered with the RGC's Ministry of Education, Youth and Sport (MoEYS) to (1) improve access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food, and (2) increase national and sub-national operational capacities for projects enhancing the stable income sources of smallholder farmers. Resources for the project have been provided by KOICA (USD 10 million) and the MoEYS, via the Royal Government of Cambodia (USD 1.5 million) and complementary resources mobilised by WFP (USD 7.1 million) for School Years 2020 to 2024.

5. Operating in the provinces of Kampong Chhnang, Kampong Thom and Pursat, and reaching a targeted 68,990 children, the KOICA-funded HGSFP (hereafter referred to as the HGSFP) provides daily in-school meals to encourage student enrolment, attendance, and completion of pre-primary and primary education, reduce short-term hunger, and improve learning outcomes. The HGSFP provides additional activities to improve infrastructure for the school feeding programme and support local economic development through

¹ World Bank (2022) Cambodia Overview. <https://www.worldbank.org/en/country/cambodia/overview>

² World Bank Group (2022) Pandemic checks Cambodia's progress on poverty. <https://www.worldbank.org/en/news/press-release/2022/11/28/pandemic-checks-cambodia-s-progress-on-poverty#:~:text=Cambodia's%20poverty%20rate%20dropped%20from,Inclusive%20and%20Resilient%20Cambodia%2C%20says.>

³ Royal Government of Cambodia (2018) Rectangular Strategy for Growth, Employment, Equity and Efficiency. Phase IV of the Sixth Legislature of the National Assembly. <http://cnv.org.kh/wp-content/uploads/2012/10/Rectangular-Strategy-Phase-IV-of-the-Royal-Government-of-Cambodia-of-the-Sixth-Legislature-of-the-National-Assembly-2018-2023.pdf>

⁴ UNICEF (2022) Education Cambodia. <https://www.unicef.org/cambodia/education>

⁵ Royal Government of Cambodia (2019) Education Strategic Plan 2019-2023. Ministry of Education, Youth and Sport. https://www.globalpartnership.org/sites/default/files/document/file/2019-10-education_sector_plan-cambodia.pdf

⁶ World Food Programme (2019) Cambodia Country Strategic Plan (2019-2023). https://docs.wfp.org/api/documents/WFP-0000112436/download/?_ga=2.113129794.71101732.1589421801-1848541966.1586381573

⁷ Kingdom of Cambodia (2022) Demographic and Health Survey 2021-2022 Key Indicators Report. <https://dhsprogram.com/pubs/pdf/PR136/PR136.pdf>

⁸ World Bank Group (2020) Prevalence of moderate or severe food insecurity in the population (%) – Cambodia. <https://data.worldbank.org/indicator/SN.ITK.MSFI.ZS?locations=KH>

providing locally sourced food for school meals. Direct beneficiaries of the HGSFP include pre-primary and primary children (tier one beneficiaries) and their households (tier two beneficiaries), local suppliers and smallholder farmers (tier two beneficiaries), school staff, and government officials.

6. **Methodology:** This mid-term evaluation was commissioned at the mid-point of implementation to assess progress towards programme objectives and targets and inform course corrections for the remainder of the project. The evaluation served the dual and mutually reinforcing objectives of accountability and learning. The mid-term evaluation summarised in this report covers activities implemented between January 2020 and November 2022. The intended users of this evaluation report include WFP Country and Regional Offices, government ministries (MoEYS, MEF, MAFF, MoH, CARD), donors including KOICA, and UN Agencies.

7. The evaluation was conducted using a mixed-methods approach. Data was sourced from a detailed document review and significant primary quantitative and qualitative data collection. Primary data collection was essential given the fact that, as outlined in the Terms of Reference (ToR), primary data collection was not previously collected at baseline due to COVID-19. For this mid-term evaluation, quantitative data collection was conducted through four surveys of programme beneficiaries and stakeholders, and a school assessment survey. Qualitative data was collected through key informant interviews and focus group discussions with program and stakeholder staff and households in targeted areas. Data were collected between 1 November 2022 and 12 December 2022 to accommodate the Cambodian school calendar. Descriptive statistics were generated from survey data using SPSS. Qualitative data were analysed using thematic analysis to identify key themes. Key limitations of the evaluation included limited recall among surveyed stakeholders, limited baseline information on project indications and a rapid data collection timeline to accommodate the school calendar.

Findings

8. **Coherence:** The mid-term evaluation found that the HGSFP is closely aligned with the RGC's policies and priorities, including those outlined in the MoEYS' Education Strategic Plan (ESP, 2019-2023) and the RGC's Rectangular Strategy IV. As outlined in the MoEYS' Education Strategic Plan, the HGSFP supports MoEYS' policy priority to improve access to free, equitable and quality basic education and contributes to indicators in the 2030 Roadmap for Education (including net enrolment and retention rate). Similarly, the evaluation found that the HGSFP supports the strategic objective to develop a quality, equitable and inclusive education system outlined in the Rectangular Strategy IV. More broadly, the HGSFP is well-aligned with KOICA's mid-term development and cooperation strategies for education (to ensure the right to education for all) and supports the achievement of Sustainable Development Goals 1, 2, 3, 4, 5, 7, 8, and 17.

9. The mid-term evaluation found that stakeholders, including those at the community level, can participate in decision-making activities for the HGSFP. The staff and national government stakeholders interviewed reported that existing HGSFP coordination mechanisms and management and financing arrangements are clearly defined and understood, but still believe significant work is required to successfully implement the transition of HGSFP to national ownership.

10. **Relevance:** The HGSFP was found to be highly relevant to the education and nutritional needs of the targeted communities. Staff and stakeholders observed that children in targeted areas face barriers to education as a result of poverty and environmental barriers. The HGSFP was found to motivate households to enrol children in schools, as well as increase attendance and reduce the incentives for students to drop out, especially for boys who are under pressure to support family income generating activities.

11. The mid-term evaluation found that the adjustment of the HGSFP transfer modality from school meals to take-home rations was relevant and appropriate to the needs of beneficiaries during COVID-19-mandated restrictions. Nevertheless, there were suggestions that future food support should also target households that do not qualify for Cambodia's IDpoor system.⁹ Overall, there was broad agreement among stakeholders that the HGSFP has remained relevant to beneficiary needs throughout the programme period, as economic conditions in Cambodia have increased the risks of malnutrition and food insecurity.

12. The mid-term evaluation further found that the HGSFP was highly relevant to the needs of local suppliers and smallholder farmers; it helped them improve their incomes and livelihoods. Suppliers and farmers reported economic benefits when participating in the HGSFP, including an acceptable price paid, stable and

⁹ Royal Government of Cambodia. Identification of Poor Households Programme in Cambodia. Department of Identification of Poor Households. <https://idpoor.gov.kh/en/>

predictable markets, and opportunities to access new markets. Some farmers and suppliers reported that participation in the programme allowed them to increase savings and investment in their businesses. Farmers and suppliers also reported pride in providing healthy and nutritious food to their local schools.

13. The majority of national and sub-national stakeholders who reported receiving training on how to implement the HGSFP expressed high levels of satisfaction with the training provided and were confident about their roles and responsibilities in the HGSFP. However, stakeholders expressed concerns about implementing the programme after the planned transition to the National Home-Grown School Feeding Programme (NHGSFP).

14. While staff and stakeholders felt the HGSFP was highly relevant to the needs of beneficiaries, some noted that children (including some children with disabilities) not enrolled or attending schools do not benefit from school meals.

15. **Effectiveness:** At the time of the mid-term evaluation, the HGSFP programme achieved targets for only a few of the outcome and output indicators, primarily because of school closures caused by the COVID-19 pandemic and the shift to take-home rations.

16. There was broad agreement that the provision of healthy and nutritious meals through HGSFP has enhanced pre/primary school children's access to education by increasing household motivation to enrol students and improving attendance. 20.7 percent of interviewed households perceived that illness-related absence is reduced due to school meals.

17. Benefits of the HGSFP were distributed equally among beneficiaries despite their gender, IDpoor status or other criteria. Nearly all interviewed households (97.8 percent) reported that their child receives food every day they attend school and benefited from the HGSFP (99.7 percent). Similarly, nearly all farmers reported that participation in HGSFP increased household production (98.0 percent) and 94.9 percent of suppliers reported they were interested in participating in HGSFP again.

18. The majority of national and sub-national stakeholders and staff reported that the government is currently managing areas of responsibility successfully and felt the programme was successful in areas with high rates of poverty and food insecurity. However, it was observed that students who attend schools during afternoon shifts do not receive school meals and do not benefit from the programme. Additional capacity strengthening was also requested by local stakeholders to support school transitions, monitoring requirements, fundraising and community resource mobilization.

19. **Efficiency:** Overall, HGSFP staff and stakeholders felt that its activities, including inter-institutional structures and coordination mechanisms, had been delivered in a cost-efficient and timely way.

20. Despite COVID-19-related challenges, there was a consensus among staff and national and sub-national stakeholders that the programme was implemented in a cost-efficient and transparent manner. For example, all stakeholders engaged in the competitive bidding process reported that it was conducive to cost-efficient implementation. Local procurement of foods for school meals and the preparation of meals within schools was viewed to be a cost-efficient approach, as it relied on existing school staff and infrastructure, reduced costs for transportation and allowed menus to be adapted in response to student preferences. The competitive bidding process was viewed to be transparent and fair.

21. As the HGSFP transitions to national ownership, staff and stakeholders are keenly aware that stable funding and budgeting will be significant factors for success and note that budget allocations for the NHGSFP are done annually. They are conscious of the need for additional capacity development in monitoring and reporting.

22. **Sustainability:** There was a consensus among national and sub-national stakeholders that the sustainability of the HGSFP will depend largely on the success of the transition from external to national ownership under the NHGSFP. To support the transition, the HGSFP has invested heavily in capacity-strengthening to support the RGC's readiness to implement the HGSFP and ensure food quality through training and coordination activities. This includes the Joint Transition Strategy, signed in 2022 and expected to be implemented through 2025. Both national and sub-national stakeholders expressed confidence in their ability to implement their roles under the HGSFP. However, some sub-national stakeholders, including representatives from the Provincial Offices of Education, Youth and Sport (POEYS) and District Offices of Education, Youth and Sport (DOEYS) reported that they were not confident in their abilities capacities to conduct assessments and surveys as part of programme monitoring activities and requested additional

training. At the same time, awareness and understanding of the transition strategy, particularly at the school and community level, was low. Moreover, local stakeholders expressed concern that they lacked the capacity to truly ensure safe and quality foods were provided, however WFP School-based Programmes (SBP) staff reported that high-level efforts are being conducted to build stakeholder capacity to ensure food safety. The majority of national and sub-national stakeholders noted that significant work will need to be done to implement the Joint Transition Strategy, including ensuring a delineated budgets for monitoring and evaluation activities is defined. The Joint Transition Strategy is intended to be responsive to many of the capacity strengthening needs identified above.

23. **Conclusions:** The mid-term evaluation found that the HGSFP is contributing to currently contributing to improving equitable access to primary education through the provision of nutritious school meals in a coherent, relevant, and effective manner. The HGSFP promotes enrolment and attendance in schools and improves nutrition and food security. As a result of more than two decades of school feeding in Cambodia, the WFP is seen to have a strong understanding of the RGC's policies and priorities, as demonstrated in the strong alignment of the HGSFP to RGC policies and priorities.

24. The programme is currently in a critical period of transition from external to national ownership by 2028. In 2022, the national programme provides meals to schoolchildren in 290 schools. The HGSFP has established a clear plan for the transition under the Joint Transition Strategy, with MoEYS serving as the lead Ministry. Stakeholders generally expressed prominent ownership of their roles and responsibilities for the HGSFP, however, some national and sub-national stakeholders remain uncertain about how successful the transition will be. The Joint Transition Strategy and capacity strengthening initiatives have built a strong foundation for the transition to government ownership, but some sub-national stakeholders express concern about the monitoring and evaluation components of the programme. The remaining programme period will be critical for assessing the capacity of government stakeholders to take ownership of the programme. At the same time, the Joint Transition Strategy was only recently signed in 2022 and will continue to be implemented and full transition is not expected to occur until 2028/30.

25. **Lessons Learned:** The evaluation identified a few key lessons learned about the HGSFP and about the adaptations made to the programme in response to the COVID-19 pandemic:

- Take-home rations were an effective and relevant adaptation to the school feeding programme in response to an acute crisis.
- IDpoor offers an efficient mechanism for identifying economically vulnerable households in Cambodia but may not identify all households in need.
- Motivation for participation in school feeding programmes is not purely economic. Stakeholders see participation in the HGSFP as part of a broader civic responsibility to their communities.
- WFP plays an important role in high level coordination and capacity strengthening support for MoEYS and other stakeholders.

26. **Recommendations:** Based on the evaluation findings and conclusions, the evaluation recommends that WFP should:

- Group 1 Recommendations: Recommendations for the design and implementation of the KOICA-funded HGSFP
 - 1.1 Consider adopting methods to greater support improved nutrition among targeted students and households.
 - 1.2 Consider providing additional capacity strengthening activities to improve stakeholder capacity for implementation of the KOICA-funded HGSFP expanding on existing capacity strengthening activities planned by MoEYS and WFP.
 - 1.3 Consider implementing other changes to programme implementation.
- Group 2 Recommendations: Recommendations to facilitate the hand-over of schools to the NHGSFP and the transition to the NHGSFP
 - 2.1 Consider ways to strengthen the capacity of sub-national and national government stakeholders to manage the hand-over of schools from the KOICA-funded HGSFP to the

NHGSFP under MoEYS management in addition to measures outlined in the Joint Transition Strategy.

- 2.2 Continue to implement the capacity strengthening activities outlined in the Joint Transition Strategy to support MoEYS and other stakeholders to manage and implement the NHGSFP.

Introduction

1.1. EVALUATION FEATURES

27. **Purpose and Rationale:** WFP Cambodia has commissioned a decentralised, mid-term evaluation of the of Korea International Cooperation Agency (KOICA)-supported Home-Grown School Feeding Programme (referred to as HGSFP) in Cambodia to provide an evidence-based, independent assessment of project performance at the mid-point of project implementation to assess progress toward programme indicator targets, ensure accountability, generate lessons learned, and inform course corrections for the remainder of the programme period. Additionally, as no primary quantitative data was collected during the programme's baseline evaluation due to COVID-19 restrictions, the mid-term evaluation sought to establish an accurate status of the programme's performance that can be measured against the endline evaluation results.

28. The intended primary user of this evaluation is the WFP Cambodia Country Office, Regional Bureau in Bangkok (or for Asia and the Pacific), and relevant headquarters Divisions (School Feeding Division, the Performance Management and Monitoring Division, and the Office of Evaluation among others) to support learning and decision-making for programme design and implementation, and to provide evidence to support advocacy for further government initiatives or cooperation for the National Home-Grown School Feeding Programme (NHGSFP) as needed.

29. Findings from this evaluation are intended to inform the progress on the transition to the NHGSFP and all relevant government ministries, including the Ministry of Education, Youth and Sport (MoEYS) and the National Social Protection Council (NSPC). The mid-term evaluation seeks to provide evidence and lessons learned to contribute to decision-making on future priorities, investments, and adaptations to the NHGSFP.

30. **Specific Objectives:** The mid-term evaluation was conducted to serve two mutually reinforcing objectives of accountability and learning. This activity evaluation is provided to KOICA for primary accountability purposes, while to WFP and key government partners as learning opportunities to NHGSFP implementation.

- **Accountability:** The accountability objective of this evaluation sought to assess programme progress to date and the likelihood that the programme will achieve its stated goals and objectives by the end of the programme period. To this end, performance, and results of the KOICA-funded activities during the funding period were assessed against programme indicator targets. Additionally, the evaluation assessed the results of programme adaptations and adjustments that occurred. Accountability was the primary criteria for the evaluation. In line with WFP's commitments, the evaluation is accountable to the rights-holders and the direct and indirect beneficiaries of the programme's interventions. Beneficiaries were included in the evaluation as key stakeholders.
- **Learning:** The evaluation sought to identify the factors contributing to programme results to determine key learnings and recommendations for future implementation. Lessons learned and recommendations presented in this report were developed to inform operational and strategic decision-making and are expected to be incorporated into relevant lesson sharing systems.

31. In support of WFP's commitments to ensuring gender equality, equity, and inclusion, human rights and gender considerations were mainstreamed through informed consent and confidentiality of participant results. The evaluation team assessed human rights and gender considerations when selecting samples for data collection and while facilitating interviews and focus groups, considering the respondents' privacy and commitments. The evaluation team sought equality, equity, and inclusion in the evaluation process through the participation and consultation of women, men, boys, and girls. The evaluation further seeks to assess how gender affected the implementation of the programme activities and achievement of programme results, in line with a gender-responsive approach described in [Section 1.4 Evaluation Methodology, Limitations and Ethical Considerations](#).

32. **Evaluation Scope:** The mid-term evaluation covered all geographic areas of intervention, including Kampong Chhnang province (three districts), Kampong Thom province (five districts), and Pursat province (four districts), and considered all implemented activities, including school meals for pre-primary and primary school children, soft (training) and hard (construction rehabilitation) infrastructure for the school feeding

programme, the procurement of food commodities to support the school meals activities, and capacity strengthening for national and sub national government stakeholders to ensure effective operation of the HGSFP.

33. The mid-term evaluation covered the time period from the beginning for the programme (March 2020) and the time of the evaluation (November 2022). The mid-term evaluation sampling frame covered all schools that received or are expected to receive the HGSFP during the programme period. For the evaluation, schools were categorised as schools that have transitioned into the NHGSFP, schools currently served by the HGSFP, and newly targeted schools.¹⁰

34. The evaluation sought to examine the HGSFP against the OECD-DAC evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact as indicated in the ToR.

Evaluation Stakeholders: A stakeholder analysis was conducted during the inception phase of the mid-term evaluation. The evaluation sought to gather information and be useful to the broad range of national and sub-national stakeholders involved in the HGSFP to ensure that a diverse range of perspectives and interests were considered from the onset of the evaluation and to support accountability to affected populations.

¹⁰ Newly added schools refer to schools that will be added to the HGSFP in the remaining programme period.

Table 1 Stakeholder analysis¹¹

36. Table 1 provides a summary of the stakeholder analysis conducted for this evaluation. A more detailed stakeholder analysis can be found in [Annex 12](#).

Stakeholders	Right-holders or duty-bearers	Interest and involvement in the evaluation
Internal (WFP) stakeholders		
WFP Country Office (CO) and Area Office (AO) in Cambodia	Duty-bearers	Key informant and primary stakeholder responsible for the planning and implementation of WFP interventions at country level and for internal accountability and accountability to beneficiaries and partners for performance and results of its programmes.
Regional Bureau Bangkok (RBB)	Duty-bearers	Key informant and primary stakeholder responsible for oversight of country offices, technical guidance, and support.
WFP Headquarters divisions	Duty-bearers	Key informant and primary stakeholder 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.
WFP Office of Evaluation (OEV)	Duty-bearers	Primary stakeholder in ensuring that decentralised evaluations deliver quality and credibility. The OEV may use the evaluation findings to feed into centralised evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Duty-bearers	Primary stakeholder providing final oversight of WFP programmes and guidance to programmes.
External stakeholders		
Beneficiaries - School children, parents, teachers, school administrators	Rights-holders	Key informants and primary stakeholders serving as recipients of direct and indirect food assistance. School children and their parents have a stake in determining whether assistance is appropriate and effective.
Beneficiaries - Suppliers, Farmers	Rights-holders	Key informants and primary stakeholders Farmers and suppliers serve both as producers of local food commodities but also parents and guardians of school children.
Government - MoEYS, MEF, MAFF, MoH, CARD	Duty-bearers	Key informants and primary stakeholder. Government ministries have a direct interest in whether the HGSFP aligned with their priorities and met the expected results.
United Nations Country Team (UNCT)	Duty-bearers	Secondary stakeholder contributing to the realization of the government developmental objectives and an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts.
Donor - KOICA	Duty-bearers	Primary stakeholders with an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.

35. The intended users of this evaluation report include WFP Country and Regional Offices, government ministries (MoEYS, MEF, MAFF, MoH, CARD), donors including KOICA, and UN Agencies. The evaluation results presented in this report are expected to be disseminated through annual lessons learned workshops, SABER workshops, inter-ministerial coordination meetings and corporate and donor reporting.

36. **Evaluation Team:** The evaluation was implemented by i-APS (www.i-aps.com), a global woman-owned and managed small business, under a WFP Long-Term Agreement for the provision of decentralised evaluations.

37. The i-APS team was led by a gender-balanced team of national and international experts knowledgeable about the Cambodia-country context, familiar with local operating conditions, and who have extensive

¹¹ Developed from Evaluation Terms of Reference

experience conducting evaluations. Core members of this team included the Team Leader (man) supported by an Evaluator (woman), the Evaluation Coordinator (woman) and Technical Expert (woman). The evaluation team was supported by two quality assurance experts (one man, one woman). The field data collection was conducted between 1 November and 12 December 2022.

1.2. CONTEXT

38. Located in Southeast Asia, Cambodia is a country with a population of 16.95 million.¹² Over 60 percent of Cambodia's total population is registered as rural with 25 percent of households 'woman headed'. Almost a third of the population is younger than 15 years old.¹³

39. **Economy:** Cambodia has achieved tremendous economic growth over the last two decades. Between 1998 and 2019, Cambodia's economy grew at an average annual rate of 7.7 percent, making it one of the fastest-growing economies in the world.¹⁴ In 2016, Cambodia reached lower middle-income status and has set a goal of attaining upper middle-income status by 2030.¹⁵ In 2019, Cambodia ranked 144 in the global Human Development Index (HDI) out of 189 countries, and it moved up to the medium human development category.

40. Cambodia's economic growth has been linked to structural transformations in its economy.¹⁶ Growth in key industries including manufacturing, tourism, and construction has shifted the economy away from agriculture and towards higher value-added activities.¹⁷ In 2009, 58 percent of Cambodia's workers were in the agricultural sector. By 2019, this number dropped to 35 percent, while service sector employment rose from 27 percent to 38 percent.¹⁸ These sectors accounted for more than 70 percent of the economic growth and provided for 39 percent of total paid employment by 2019.

41. Cambodia's rapid economic growth has led to significant reductions in poverty.¹⁹ Between 2009 and 2019, for example, Cambodia's national poverty rate fell by almost half – from 33.8 percent to 17.8 percent.²⁰ This progress has resulted in nearly two million Cambodians escaping poverty. Economic growth between 2009 and 2019 has led to improved living standards and reductions in maternal and child mortality.²¹ Between 2000 and 2014, the infant and under-five mortality rates both decreased by over 70 percent, while maternal mortality decreased dramatically, from 472 to 170 deaths per 100,000 live births.²²

42. Despite substantial economic growth, Cambodia's economic growth in recent decades has not been evenly distributed. Cambodia redefined the poverty line, using the most recent Cambodia Socio-Economic Survey for 2019/20.²³ The national poverty line is 10,951 Riels per person per day or USD 2.70 (October 2022

¹² World Bank (2022) Population, total – Cambodia. <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=KH>

¹³ World Bank (2022) Population ages 0-14 (% of total population), Cambodia. <https://data.worldbank.org/indicator/SP.POP.0014.TO.ZS?locations=KH>

¹⁴ World Bank (2022) Cambodia Overview. <https://www.worldbank.org/en/country/cambodia/overview>

¹⁵ Ibid.

¹⁶ World Bank (2022) Pandemic checks Cambodia's progress on poverty. <https://www.worldbank.org/en/news/press-release/2022/11/28/pandemic-checks-cambodia-s-progress-on-poverty#:~:text=Cambodia's%20poverty%20rate%20dropped%20from,Inclusive%20and%20Resilient%20Cambodia%2C%20says.>

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Royal Government of Cambodia (2019) Cambodia's Voluntary National Review on the Implementation of the 2030 Agenda of Sustainable Development. https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁰ World Bank (2022) Pandemic checks Cambodia's progress on poverty. <https://www.worldbank.org/en/news/press-release/2022/11/28/pandemic-checks-cambodia-s-progress-on-poverty#:~:text=Cambodia's%20poverty%20rate%20dropped%20from,Inclusive%20and%20Resilient%20Cambodia%2C%20says.>

²¹ Ibid.

²² UNICEF (2022) Cambodia Health and Nutrition. <https://www.unicef.org/cambodia/health-and-nutrition#:~:text=Malnutrition%20rates%20among%20children%20under,weighing%20enough%20for%20their%20height>

²³ World Bank (2022) Cambodia Overview. <https://www.worldbank.org/en/country/cambodia/overview#:~:text=Cambodia%20has%20recently%20redefined%20the,at%20October%202022%20exchange%20rates.>

exchange rates). Under the new poverty definition, approximately 18 percent are identified as poor. Nearly ten percent (9.6 percent woman and 10.5 percent men) of the employed population earned below USD 1.90 purchasing power parity per day in 2021.²⁴ Nearly 80 percent of poor Cambodians live in rural areas in 2019.²⁵ The poverty rate is the lowest in Phnom Penh (4.2 percent) and other urban areas (12.6 percent), and is highest in rural areas (22.8 percent).²⁶ The World Bank notes that a significant proportion of the population is 'highly vulnerable to falling back into poverty' following even a small loss of USD 0.30/1,200 per day, equivalent to the price of two small bottles of water.²⁷

43. **Gender Inequality and Inclusion:** Cambodia faces significant gender inequalities. The country ranks 146th with a human development index value of 0.593 in 2021.²⁸ The UNDP notes that the gender development index for Cambodia is 0.926.²⁹ Gender inequalities can be found in education, health, and the economy. UNHCR notes that women in Cambodia are more likely to be illiterate compared to men (24 percent and 16 percent respectively). Most women (70 percent) are engaged in vulnerable employment. Only 23 percent of public sector employees are women, and only 15 percent of "decision-makers", like senior officials and managers, are women.³⁰

44. While the SDG targets on gender equality on education and literacy (Goal 5) have been achieved at the primary school level.³¹ Due to poverty, girls in rural areas are at higher risk of dropout than boys, as they are typically burdened with caring for younger siblings and helping their parents or to move to urban areas to work.³²

45. **Food Security and Nutrition:** While Cambodia has achieved sustained economic growth and progress, the World Food Programme has noted that socio-economic and gender inequalities persist, hampering access to a nutritious diet.³³ Undernutrition remains widespread in the country. Malnutrition rates among children under five years are some of the highest in the region.³⁴ The most recent Demographic and Health Survey data found that 22 percent of children under five years of age are stunted, ten percent are wasted, and 16 percent are underweight.³⁵ Children under the age of five years in rural areas were more likely than those in urban areas to be stunted (25 percent and 17 percent respectively) and underweight (19 percent and 12 percent respectively). Among school-age children (age five to nine years), 11 percent are thin, while 13 percent are overweight.³⁶ Among school-age children (age six to 16 years), micronutrient deficiencies are common, including anemia (15.7 percent), iron (51.2 percent), zinc (92.8 percent), iodine (17.3 percent), and

²⁴ World Bank (2022), Cambodia: Overview. <https://www.worldbank.org/en/country/cambodia/overview>; Asian Development Bank (2022) Poverty Data: Cambodia. <https://www.adb.org/countries/cambodia/poverty>

²⁵ International Bank for Reconstruction and Development (2022) Cambodia's Poverty Assessment: Toward a more inclusive and resilient Cambodia. <https://reliefweb.int/report/cambodia/cambodia-poverty-assessment-toward-more-inclusive-and-resilient-cambodia#:~:text=Cambodia's%20poverty%20rate%20dropped%20from,Inclusive%20and%20Resilient%20Cambodia%2C%20says>.

²⁶ Ibid.

²⁷ World Bank (2013) Where have all the poor gone: Cambodia poverty assessment 2013. <http://documents.worldbank.org/curated/en/824341468017405577/Where-have-all-the-poor-gone-Cambodia-poverty-assessment-2013>

²⁸ UNDP (2021) Cambodia. <https://hdr.undp.org/data-center/specific-country-data#/countries/KHM>

²⁹ Ibid.

³⁰ UN OHCHR. Cambodia – Gender Equality and Human Rights. <https://cambodia.ohchr.org/en/issues/gender-equality-and-human-rights>

³¹ Royal Government of Cambodia (2019) Cambodia's Voluntary National Review 2019 on the Implementation of the 2030 Agenda for Sustainable Development.

https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

³² UNESCO/UNICEF (2012) Asia Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO and UNICEF.

³³ WFP. Cambodia. <https://www.wfp.org/countries/cambodia>

³⁴ UNICEF (2022) Cambodia Health and Nutrition. <https://www.unicef.org/cambodia/health-and-nutrition#:~:text=Malnutrition%20rates%20among%20children%20under,weighing%20enough%20for%20their%20height>

³⁵ Royal Government of Cambodia (2022) Demographic and Health Survey 2021-2022 Key Indicators Report. <https://dhsprogram.com/pubs/pdf/PR136/PR136.pdf>

³⁶ World Health Organisation (2016) Global Health Observatory – Cambodia. <https://www.who.int/data/gho>

vitamin A deficiency (0.7 percent).³⁷ Prior to the COVID-19 pandemic, an estimated 50 percent of the Cambodian population faced moderate or severe food insecurity.³⁸ In addition, 12 percent of the population consume diets with low diversity.³⁹

46. Food security and undernutrition remain important public health concerns in Cambodia.⁴⁰ Cambodia is currently on-track for the following country SDG food security and nutrition targets:

- Prevalence of undernourishment: Achieved: six percent, Target (2020): 14 percent⁴¹
- Prevalence of stunting: Achieved: 22 percent (2021/22), Target: 25 percent⁴²

47. However, Cambodia has yet to achieve zero hunger as outlined in SDG 2 - Six percent of households continue to consume less than their minimum dietary energy requirements.⁴³

48. **Education:** As with poverty reduction, Cambodia has made significant progress in improving educational outcomes over the last two decades. The Education Strategic Plan (ESP) (2019-2023) and other national strategies indicate a strong commitment to improving educational standards.⁴⁴ UNICEF notes that since 2007, the number of children enrolled in preschool programmes has more than doubled, while the number of children enrolled in primary education has increased from 82 percent in 1997 to over 97 percent in the 2017-2018 school year.⁴⁵ As a result, the SDG targets for gender equality in education and literacy (SDG 5) have largely been achieved at the primary school level.^{46,47}

49. However, despite substantial progress, children still struggle to achieve meaningful educational outcomes. At the primary level, nearly 25 percent of children in Grade three cannot write a single word in a dictation test, while only 27 percent of three to five-year-olds are developmentally on track in literacy and numeracy.⁴⁸

50. Repetition rates are still high in the first year of primary schooling and drop-outs are pervasive in some areas.⁴⁹ Students are more likely to leave school than repeat a year if they do not qualify to pass at the end of the primary school cycle. In Kampong Chhnang, Kampong Thom and Pursat, where the KOICA-funded HGSFP operates, 24,430 children were enrolled in pre-primary schools, and 247,132 were enrolled in primary school in the 2021-2022 school year.⁵⁰ Total net enrolment in primary schools ranged from 94.4 percent (95.6 percent girls) in Kampong Chhnang, to 99.3 percent (110.6 percent girls) in Pursat. The primary school

³⁷ Perignon et al (2014) Stunting, poor iron status and parasite infection are significant risk factors for lower cognitive performance in Cambodian school-aged children. PLoS One. DOI: 10.1371/journal.pone.0112605

³⁸ World Bank Group (2020) Prevalence of moderate or severe food insecurity in the population (%) – Cambodia. <https://data.worldbank.org/indicator/SN.ITK.MSFI.ZS?locations=KH>

³⁹ WFP (2022) Cambodia COVID-19 Socio-economic impact assessment Phase 2 report. <https://www.wfp.org/publications/cambodia-covid-19-socio-economic-impact-assessment-phase-2-report>

⁴⁰ World Food Programme (2019) Cambodia Country Strategic Plan (2019-2023) https://docs.wfp.org/api/documents/WFP-0000112436/download/?_ga=2.113129794.71101732.1589421801-1848541966.1586381573

⁴¹ World Bank. (2020) Prevalence of undernourishment – Cambodia. <https://data.worldbank.org/indicator/SN.ITK.DEFC.ZS?locations=KH>

⁴² Ministry of Planning (2022) Cambodia Sustainable Development Goals (2016-2030) Revised List of Targets and Indicators by Goals. https://data.opendevlopmentmekong.net/laws_record/cambodian-sustainable-development-goals-2016-2030-revised-list-of-targets-and-indicators-by-goals/resource/2545717a-5e4e-4fba-992e-76dacb1a9d57

⁴³ Results not disaggregated by gender at source. WFP (2018) Cambodia Transitional Interim Country Strategic Plan. <https://docs.wfp.org/api/documents/012de5aba3d74cc29c24036271c6106b/download/#:~:text=Despite%20economic%20progress%2C%2014%20percent,portions%20of%20women%20and%20children.>

⁴⁴ Ibid

⁴⁵ UNICEF (2022) Education Cambodia. <https://www.unicef.org/cambodia/education>

⁴⁶ Royal Government of Cambodia (2019) Cambodia's Voluntary National Review 2019 on the Implementation of the 2030 Agenda for Sustainable Development', Ministry of Planning, Phnom Penh: https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

⁴⁷ Royal Government of Cambodia (2020) General Population Census of the Kingdom of Cambodia 2019: National Report - Final Census Results. Ministry of Planning, Phnom Penh

⁴⁸ UNICEF (2022) Education Cambodia. <https://www.unicef.org/cambodia/education>

⁴⁹ VVOB (2021) Strengthening Maths Results and Teaching (SMART) Programme Evaluation Cambodia: 2017-2021', WOB, Phnom Penh; Heng, K. et al (2016) Research report. School Dropout in Cambodia: A case study of Phnom Penh and Kampong Speu. KOICA, Cambodia Country Office. RUPP, Faculty of Education

⁵⁰ Ministry of Education, Youth and Sport (2021) Public Education Statistics and Indicators 2020-2021.

retention rate ranged from 83.3 percent (86.4 percent girls) in Kampong Thom and 87.7 percent (90.9 percent girls) in Kampong Chhnang. See [Table 2](#) for more information.

Table 2 Public education statistics for provinces where KOICA-funded HGSFP operates⁵¹

		Kampong Chhnang		Kampong Thom		Pursat	
		2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
Pre-primary	Number of Schools	115	115	210	214	181	185
	Total Enrolment	17,293	6,560	10,263	9,931	8,542	7,939
	Girls Enrolment	8,699	3,271	5,201	5,077	4,247	3,990
Primary	Number of Schools	279	279	493	494	307	306
	Number of School Age Children (age 6-11)	74,376	62,253	91,376	80,507	53,928	39,480
	Number of School Age Children (age 6-11) - Girls	36,174	30,957	44,850	49,606	26,226	24,269
	Total Enrolment	73,007	73,750	98,836	101,294	68,226	72,088
	Girls Enrolment	35,450	36,879	48,229	53,157	33,122	38,016
	% of Shift Schools	60.6 percent	68.8 percent	59.6 percent	59.7 percent	66.1 percent	62.7 percent
	Net Enrolment Rate (Primary) - Total	86.1 percent	94.4 percent	90.1 percent	96.8 percent	99.2 percent	99.3 percent
	Net Enrolment Rate (Primary) -Girls	86.8 percent	95.60 percent	90.6 percent	100.00 percent	99.9 percent	110.6 percent
	Retention Rate (Primary) - Total	88.1 percent	87.7 percent	84.0 percent	83.3 percent	84.5 percent	83.7 percent
	Retention Rate (Primary) - Girls	91.6 percent	90.9 percent	87.0 percent	86.4 percent	86.5 percent	86.6 percent

51. Cambodia's Education Management Information System (EMIS) shows that overall, girl students accounted for 49.9 percent of students enrolled in the 2020-2021 school year. At the primary school level, girl students accounted for 48.0 percent of enrolled students (Kampong Chhnang: 48.6 percent; Kampong Thom: 48.8 percent; Pursat: 48.5 percent).⁵² EMIS data shows that girl students in primary schools account for only 35.8 percent of repeaters.⁵³

52. Furthermore, educational outcomes are not equally distributed across the country. Previous research has identified that children in rural areas are more likely to drop out of the education system due to poverty and isolation.⁵⁴ Cultural norms and familial pressures put expectations on girls to care for younger siblings, while economic pressures motivate boys to leave school in search of employment.^{55,56} In addition, the COVID-19 pandemic caused a decrease in enrolment rates: in 2022, net enrolment rates for primary, lower secondary, and upper secondary sub-sectors were 93 percent, 69 percent and 39 percent respectively.^{57,58}

53. Cambodia has taken steps in recent years to promote the enrolment of girls in schools and equal access to enrolment, including proactive support from the community as well as provision of separate toilets and

⁵¹ Ministry of Education, Youth and Sport (2021) Public Education Statistics and Indicators 2020-2021.

⁵² Ministry of Education, Youth and Sport (2021) Public Education Statistics & Indicators 2020 - 2021.

⁵³ Ministry of Education, Youth and Sport (2021) Public Education Statistics & Indicators 2020 - 2021.

⁵⁴ Royal Government of Cambodia (2019) 'Education Strategic Plan 2019-2023', Ministry of Education, Youth and Sport, Phnom Penh.

⁵⁵ UNICEF (2012) Asia Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO and UNICEF

⁵⁶ Bray, M. and Bunly, S. (2005) Balancing the Books Household Financing of Basic Education In Cambodia. World Bank and University of Hong Kong

⁵⁷ EMIS 2021-2022 data cited in WFP ToR

⁵⁸ This data is not disaggregated in the source.

access to girls counselling services in school.⁵⁹ Between the 2002-2003 and 2012-2013 school years, the net enrolment rate of girls in primary school increased from 86.8 percent to 97.0 percent.⁶⁰ At the same time, recent evidence from UNICEF suggests that boys in Cambodia face unique barriers to education as a result of higher expectations placed on boys to work and cultural norms that make it more permissible for boys to leave school, or for boys to be more harshly punished than girls for classroom infractions.⁶¹

54. Children in Cambodia face additional barriers to education. Children with disabilities and those living in remote areas face physical barriers to transportation and attendance at school.⁶² Data on the enrolment rate among children with disabilities is incomplete, however, a study in 2015 found that 11.6 percent of children aged 2-9 years had a mild, moderate, or severe cognitive disability and 8.7 percent had mild, moderate, or severe hearing impairments.⁶³

55. Despite these efforts, along with more general efforts to promote enrolment (including multilingual education programs and an inclusive education initiative to encourage participation from children with disabilities), children continue to face compounding vulnerabilities to drop out of education due to the intersectional effects of poverty, gender, and disability. While specific evidence measuring the intersectional barriers to education were not identified during this evaluation, evidence collected from disaster preparedness and access to services studies among disabled individuals in Cambodia show that women with disabilities experiencing poverty face higher barriers than others.^{64,65}

56. **Government Policy:** The RGC has, in recent decades, built the state and its capacity to provide public services, such as education and health. Recent policies and programmes reiterate a commitment to building these capacities further. For example, The Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase IV (2019- 2023), which outlines Cambodia's long-term development vision, views education and children's nutrition as a priority for sustainable human resource development, economic growth, and social development. In 2022, the RGC released a revised list of targets and indicators for achievement of the Cambodian Sustainable Development Goals (2016-2030), including SDG 2 (End hunger) and SDG 17 (Strengthen means of implementation).⁶⁶

57. The Government has had several policies and programmes developed to end hunger, including:

- The National Fast Track Roadmap for Improving Nutrition (2014-2020)
- The Second National Strategy for Food Security and Nutrition (2019-2023)
- The National Action Plan for Zero Hunger Challenge in Cambodia (2016-2025)
- Cambodia's Roadmap for Food Systems for Sustainable Development 2030
- The National School Health Policy (endorsed in 2019) and accompanying National Action Plan on School Health 2021-30 (endorsed in 2022)
- National Social Protection Policy Framework (2016-2025)

58. Nutrition and school feeding are included in a number of education plans and policies. Under the Education Strategic Plan (ESP, 2019-2023), Cambodia has made positive strides in improving primary education and reducing gender disparity in schools, particularly in rural areas. Under the National Policy on

⁵⁹ Ministry of Education, Youth and Sport National Education for All Committee (2015) Education for All National Review. <https://unesdoc.unesco.org/in/documentViewer.xhtml?>

⁶⁰ Ibid.

⁶¹ UNICEF (2020) Why are boys leaving lower secondary school early in Cambodia? https://www.unicef.org/cambodia/media/3371/file/UNICEF_Full_Research%20Report%20Dropout%20Student_English.pdf

⁶² Ibid.

⁶³ Ibid.

⁶⁴ Gartell et al (2020) Disaster experiences of women with disabilities: Barriers and opportunities for disability inclusive disaster risk reduction in Cambodia. Global Environmental Change. Volume 64. <https://doi.org/10.1016/j.gloenvcha.2020.102134>.

⁶⁵ Takasaki, Y (2020) Impacts of disability on poverty: Quasi-experimental evidence from landmine amputees in Cambodia. Journal of Economic Behavior and Organization. Volume 180. <https://doi.org/10.1016/j.jebo.2020.09.027>

⁶⁶ Ministry of Planning (2022) Cambodian Sustainable Development Goals (CSDGs) 2016-2030 Revised List of Targets and Indicators by Goals. <https://data.opendatacommons.org/dataset/cambodian-sustainable-development-goals-2016-2030-revised-list-of-targets-and-indicators-by-goals/resource/2545717a-5e4e-4fba-992e-76dacb1a9d57>

School Health (endorsed in 2019) and accompanying National Action Plan on School Health (2021-2030), the school health department at MoEYS is collaborating with WFP and the Ministry of Health (MoH) to support nutrition and food safety and health as part of the HGSFP.

59. Most significantly, the RGC has developed the National Home-Grown School Feeding Programme (NHGSFP), which is expected to take ownership of the KOICA-supported HGSFP, and schools supported by WFP. As part of the transition to the NHGSFP, in 2022, the MOEYS and WFP developed a Joint Transition Strategy that outlines the transition. The transition strategy was endorsed in March 2022 and the transition strategy plans a full transition by 2028. The transition to the NHGSFP aligns with the 2019-2023 Education Strategic Plan and the 2016-2025 National Social Protection Policy Framework.⁶⁷

60. Official Development Assistance (ODA) increased from USD 1.2 billion in 2018 to over USD 2.2 billion in 2020, but then fell back to about USD 1.77 billion in 2021, the same level as in 2019⁶⁸. With these financial resources, the RGC through its Rectangular Strategy, the National Strategic Development Plan, and other overarching policies and strategies embeds donor-supported programmes, such as the school feeding programme, in government operations and budgets. This contributes to increased effectiveness and efficiency of implementation and coordination and informs improvements to key policies and established systems.⁶⁹

61. **Effects of COVID-19:** The COVID-19 pandemic, which emerged in late 2019, has had widespread impacts on social and economic life in Cambodia.⁷⁰ As of 14 February 2023, Cambodia has registered 138,705 COVID-19 infections and 3,056 deaths.⁷¹ As a result of the pandemic, schools in Cambodia were closed for nearly 20 months (March 2020 and November 2021) leading to significant impacts on children and their families, including learning loss and the temporary adaptation of the school meal programme to take-home rations. After a period of hybrid partial re-opening from November 2021, schools reopened in January 2022 with classes limited during the first quarter of 2022.

62. Recent studies suggest that the COVID-19 pandemic has led to:

- Increased poverty: After a decade of steadily declining poverty rates, the COVID-19 pandemic led to increased poverty and widespread unemployment as a result of restrictions imposed at the height of the pandemic. The COVID-19 pandemic severely affected the Cambodian economy and key industries (including manufacturing, tourism, and construction) with the economy contracting by 3.1 percent in 2020 - Cambodia's worst economic performance since 1994.⁷² A socio-economic impact assessment sponsored by United Nations agencies found that more than half of respondents experienced income loss. Growth returned in 2021 reaching three percent, and by 2022, the National Bank of Cambodia estimates a GDP growth rate of 5.3 percent in 2022, whereas the World Bank has produced an estimate of 4.5 percent.⁷³ While the World Bank reports that the country's major sectors show signs of recovery, the construction and service sectors have been slow to respond.^{74,75,76}
- Increased prices: Reflecting global economic trends, Cambodia has experienced high inflation since the start of the pandemic. As households recover from the effects of the COVID-19 pandemic, incomes are under considerable pressure from high energy and food prices resulting from the war in Ukraine and surging global oil prices that undermine household purchasing power. Food prices as reflected in the

⁶⁷ Royal Government of Cambodia (2017) National Social Protection Policy Framework 2016-2025. National Social Protection Council, Phnom Penh

⁶⁸ OECD (2022) Aid at a Glance. <https://www.oecd.org/countries/cambodia/aid-at-a-glance.htm#recipients>

⁶⁹ MoEYS (2018) Project/Programme Concept Paper – Home-Grown School Feeding Programme.

⁷⁰ UNICEF and World Food Programme (2021) COVID-19 Socio-economic impact assessment. July 2021. <https://reliefweb.int/report/cambodia/covid-19-socio-economic-impact-assessment-july-2021>

⁷¹ World Health Organisation (2022) Cambodia Corona Dashboard. <https://covid19.who.int/region/wpro/country/kh>

⁷² World Bank (2021) GDP growth (annual %) – Cambodia. <https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=KH>

⁷³ Chea Vanyuth (2022) NBC sees Cambodia's GDP growth at 5.3% in 2022. <https://www.khmertimeskh.com/501123527/nbc-sees-cambodias-gdp-growth-at-5-3-in-2022/>

⁷⁴ World Bank (June 2022) Cambodia Economic Update. <https://www.worldbank.org/en/country/cambodia/publication/cambodia-s-economy-is-growing-but-must-weather-oil-price-shock>

⁷⁵ Asian Development Bank (2022) Cambodia: Economy. <https://www.adb.org/countries/cambodia/economy>

⁷⁶ This figure concurs with the World Bank's forecast but is substantially higher than the ADB's at 4.7%.

cost of a balanced food basket have increased since the start of the programme period. In October 2022, the Food Price Index for Cambodia was up 4.6 percent year over year.⁷⁷ Additionally, Cambodia saw food shortages caused by flooding during the monsoon seasons in 2020, 2021 and 2022 as well as worsening inflation.⁷⁸ Rising global prices may lead to increased consumer spending, low incomes, and increased poverty, which could worsen child nutrition and force children to leave school or not enrol in the first place.⁷⁹

- Decreased enrolment: The COVID-19 pandemic caused a decrease in enrolment rates. However, primary school net enrolment has rebounded in provinces where the KOICA-funded HGSFP is operated (see [Table 3](#)).
- Learning loss: Recent evidence suggests that Cambodian students experienced learning loss during the COVID-19 pandemic. Results from the MoEYS' latest National Grade Six Learning Assessment in November 2021 found that the percentage of students who failed to demonstrate basic proficiency increased from 34 percent to 45 percent in the Khmer language and from 49 percent to 74 percent in Mathematics compared to the last equivalent Learning Assessment in 2016.⁸⁰

Table 3 Changes in net primary enrolment rate between the 2019-2020 and 2021-2022 school years⁸¹

	2021-2022	2019-2020	2021-2022	2019-2020	2021-2022	2019-2020
Net Enrolment Rate (Primary) - Total	94.4 percent	90.5 percent	96.8 percent	90.3 percent	99.3 percent	97.6 percent
Net Enrolment Rate (Primary) - Girls	95.6 percent	91.2 percent	100.0 percent	92.1 percent	110.6 percent	99.0 percent

63. To date, more than 44.9 million doses of COVID-19 vaccines have been administered in Cambodia.⁸² More than 15.2 million people in the country (representing 91.1 percent of the population) have received at least one dose of a COVID-19 vaccine.⁸³ Travel restrictions were relaxed after a decrease in cases in the fourth quarter of 2021, leading to a strong recovery in some sectors of the economy, including agriculture, manufacturing, and tourism.

64. As a result of COVID-19 school closures, more than 300,000 children did not receive school meals during the pandemic. As part of the KOICA-funded HGSFP, WFP and MoEYS adopted ongoing programmes to provide continued assistance through the provision of take-home rations (THRs) distributed to vulnerable households, in conjunction with the Government's IDpoor social protection programme. Prior to the resumption of school meals (January 2022), WFP worked closely with its implementing partners to ensure that health, hygiene and food safety and COVID-19 Standard Operating Procedures were strictly followed, under the leadership of the MoEYS School Health Department. Other additional measures included vaccination for cooks, taking antigen tests for COVID-19 infection, and social distancing during food handling and at mealtimes.

65. Additional factors that affected the programme implementation identified in the mid-term evaluation are discussed in [Chapter 2.3 Effectiveness](#).

1.3. SUBJECT BEING EVALUATED

66. The subject of this mid-term evaluation is the KOICA-funded HGSFP implemented by WFP in Cambodia under the ongoing Country Strategic Plan 2019-2023 (CSP). The HGSFP model in KOICA-funded districts is jointly funded by KOICA (USD 10 million), the MoEYS (USD 1.5 million) and complementary resources

⁷⁷ WFP (2022) Cambodia Market and Sector Monitoring Update October 2022.

<https://www.wfp.org/publications/cambodia-market-and-seasonal-monitoring-update-oct-2022>

⁷⁸ Ibid.

⁷⁹ World Bank (2022) Cambodia: Overview, World Bank. <https://www.worldbank.org/en/country/cambodia/overview>

⁸⁰ UNICEF (2022) Learning Loss Report: Results from a Grade 6 Assessment puts COVID-caused learning loss into hard numbers. <https://www.unicef.org/cambodia/reports/learning-loss-report>

⁸¹ Ministry of Education, Youth and Sport (2022) Public Education Statistic 2021-2022.

⁸² World Health Organisation (2022) Cambodia Corona Dashboard. <https://covid19.who.int/region/wpro/country/kh>

⁸³ Johns Hopkins University (2022) Coronavirus Resource Center Cambodia. <https://coronavirus.jhu.edu/region/cambodia>

mobilised by WFP (USD 7.1 million).⁸⁴ In Cambodia, all school feeding activities, including the KOICA-funded HGSFP, are covered under WFP's strategic plan. All WFP school feeding activities, including the HGSFP, receive a total budget of USD 57,447,476 under Strategic Outcome 1.⁸⁵

67. The KOICA-funded HGSFP is an important element of WFP's wider portfolio of school feeding activities in Cambodia along with donors that include the Royal Government of Cambodia, Government of Japan, and several corporate and institutional supporters that fully or co-fund school feeding in Cambodia.

68. The WFP has supported school feeding and health initiatives for more than six decades in more than 100 countries to set up national school feeding programmes.⁸⁶ WFP is also a supporter of the School Meals Coalition, which aims at improving or restoring national, sustainable school meal programmes, to ensure every child has the opportunity to receive a healthy, nutritious meal in school by 2030.⁸⁷ School feeding offers multiple benefits to vulnerable households and communities, including in-kind income support to families, improved learning and access to education, and the maintenance of health and well-being.⁸⁸ WFP views school feeding as an attractive, long-term social protection investment, as well as a short-term safety net.⁸⁹

69. In support of increased enrolment and nutritional outcomes, WFP began discussion with the RGC about starting a National Home-Grown School Feeding Programme (NHGSFP). Starting in the 2014-2015 school year, MoEYS and WFP started piloting the HGSFP model. In 2017, the MoEYS conducted a feasibility study into the HGSFP while the RGC took over the take-home ration component of WFP's school feeding programme. In 2018, the RGC declared their preference for the HGSFP as the national model and WFP began shifting schools previously supported by the KOICA-funded HGSFP and other WFP-support school feeding programmes in Cambodia. In 2020, the RGC launched the NHGSFP starting with 205 schools taken over from WFP. As of 2022, the NHGSFP under the RGC is implemented in ten out of 25 provinces in Cambodia. WFP is implementing school feeding in five provinces.⁹⁰ The provinces selected for the NHGSFP were chosen due to the high proportion of households in poverty. In 2019-2020, MoEYS allocated an official budget for the NHGSFP.⁹¹

70. School health and nutrition initiatives are components of WFP's work. WFP has supported school health and nutrition initiatives for more than sixty years in more than 100 countries.⁹² As a result of WFP support, 15 million children received nutritious meals and snacks in 2020. WFP's ultimate goal for school feeding and health initiatives is to encourage and facilitate national government ownership of these programmes.⁹³ Globally, WFP is working in 65 countries to build government capacity for national school feeding programmes benefitting a further 39 million children.⁹⁴ WFP is also a proud supporter of the School Meals Coalition, which aims at improving or restoring national, sustainable school meal programmes, to ensure every child has the opportunity to receive a healthy, nutritious meal in school by 2030.⁹⁵

71. The first comprehensive WFP School Feeding Policy was prepared in 2009 and updated in 2013. In January 2020, a first-ever School Feeding Strategy for 2020-2030, was adopted by the organization. The 2009 School Feeding Policy drew on extensive research to show that school feeding has multidimensional relevance, with implications for social protection and local economic development, as well as for educational

⁸⁴ ToR – Amendment Annex 1- Page 7 – par. 25

⁸⁵ WFP. Cambodia Country Strategic Plan Revision 05. 22 December 2022.

⁸⁶ WFP (2021) State of School Feeding Worldwide 2020. <https://www.wfp.org/publications/state-school-feeding-worldwide-2020>

⁸⁷ Ibid.

⁸⁸ Ibid.

⁸⁹ Ibid.

⁹⁰ Siem Reap, Kampong Thom, Oddar Meanchey, Kampong Chhnang and Pursat provinces.

⁹¹ Royal Government of Cambodia and the World Food Programme (March 2022) Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme: Cambodia Phase 1 2022-2025. World Food Programme and Royal Government of Cambodia, Phnom Penh.

⁹² WFP (2023) School Feeding. <https://www.wfp.org/school-meals#:~:text=WFP's%20mission%20is%20to%20ensure,concentration%20and%20ability%20to%20learn.>

⁹³ Ibid.

⁹⁴ Ibid.

⁹⁵ Ibid.

and nutritional outcomes.⁹⁶ the strategic evaluation of the contribution of school feeding activities to the achievement of the Sustainable Development Goals commissioned by WFP notes that school feeding activities have a potential role in building human capital and the need to focused on the first 8,000 days of an individual's life (until the end of adolescence).⁹⁷

72. The KOICA-funded HGSFP that is the subject of this mid-term evaluation has been implemented jointly by the MoEYS and WFP since March 2020. Operational guidelines and agreements have been established to outline the roles, responsibilities, programme management, and implementation for MoEYS and WFP.

73. The HGSFP funded by KOICA is implemented in three provinces (Kampong Chhnang, Kampong Thom, and Pursat) between 1st January 2020 and 31st December 2024 as part of school feeding efforts that are a major component of the ongoing WFP Cambodia Country Strategic Plan 2019- 2023 (CSP).

Table 4 Geographical distribution of HGSFP⁹⁸

School Year	School Strata	Number/ Percentage	Province			Total
			Kampong Chhnang	Kampong Thom	Pursat	
School Year 2022-2023	Handed over	Number	36	62	0	98
		Percentage	41.9 percent	60.8 percent	0.0 percent	32.2 percent
	New	Number	0	0	33	33
		Percentage	0.0 percent	0.0 percent	28.4 percent	10.9 percent
	Remaining	Number	50	40	83	173
		Percentage	58.1 percent	39.2 percent	71.6 percent	56.9 percent
School Year 2023-2024	Handed over	Number	55	102	0	157
		Percentage	64.0 percent	100.0 percent	0.0 percent	51.6 percent
	Remaining	Number	31	0	116	147
		Percentage	36.0 percent	0.0 percent	100.0 percent	48.4 percent
	Total	Number	86	102	116	304

74. **Strategic Objectives, Outcomes, Outputs:** The KOICA-funded HGSFP aims to link school feeding to improved nutrition, wellbeing, and rural development by stimulating agricultural growth and increasing food security through the purchase and use of locally produced food in the preparation of daily school meals, thereby benefiting both school children and local food suppliers/smallholder farmers.

75. The programme has four specific objectives:

- Improve equitable access to education, promote right age enrolment, ensure regular attendance, decrease drop out, and improve retention for pre-and primary school children.
- Increase dietary diversity and promote good nutrition practices for school children and their families within the community.
- Increase local food suppliers' and smallholder farmers' reliable income generating opportunities and community participation.
- Increase national and sub-national ownership and develop capacities for sustainable, cost efficient and high-impact school feeding models.

76. To achieve the above objectives, the programme has two expected outcomes with associated outputs. Table 5 provides a summary of the programme outcomes and outputs.

⁹⁶ WFP (2020) Strategic Evaluation of the Contribution of School Feeding Activities to the Achievement of the Sustainable Development Goals.

⁹⁷ Ibid.

⁹⁸ School list SY22-23 and SY23-24 (KOICA) provided by WFP. Undated document.

Table 5 HGSFP Expected outcomes and outputs⁹⁹

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

77. The HGSFP theory of change shows that programme activities, including technical assistance for policy development, implementation management and model development are expected to contribute to the HGSF being fully run by the RGC with intermediate results, including the development of the HGSF policy framework, sustainable and diversified funding for the HGSF, and improved national capacity for HGSF management.

78. Programme activities targeting suppliers and farmers, including technical assistance, research and price monitoring are expected to lead to intermediate results of market creation and reliable, predictable food sales. The full programme Theory of Change can be found in [Annex 10](#). The full HGSFP Results Framework can be found in [Annex 11](#).

79. **Modalities of Engagement:** HGSFP activities provided school meals for 70,679 pre-primary and primary school children (34,385 girls), in 271 schools in the 2021-2022 school year.¹⁰⁰ The meals are prepared with approximately 475 metric tonnes of ingredients locally sourced from suppliers. The project supports the construction of school feeding-related infrastructure, such as kitchens, eating areas, stoves, handwashing stations, school gardens and water tanks. Training is provided to local suppliers on the HGSF procurement processes, including food quality and safety. Training on nutrition and health is provided to the School Support Committee members, and to school cooks in food preparation and hygiene. The project also includes capacity building at national, sub-national and school levels to ensure that the MoEYS is able to implement the project effectively, in readiness for the handover to the NHGSFP. The HGSFP activities are summarised in [Table 6](#).

Table 6 Summary of HGSFP activities (in alphabetical order)¹⁰¹

Activity	Description	Activity Status
Annual HGSF workshop	Annual lessons learned workshops jointly organised by MoEYS and WFP involving all key stakeholders to ensure efficient cycle planning	Workshops postponed due to COVID-19 pandemic. 0 percent complete
Construction of school infrastructure	HGSF infrastructure built in schools where there is evidence of the need and a willingness to maintain the facilities	Accelerated for handwashing stations for schools' readiness to reopen

⁹⁹ Master KOICA M&E Matrix with Indicator Definitions. 2022

¹⁰⁰ WFP (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January-June 2022)

¹⁰¹ Ministry of Education, Youth and Sport (2020) Project/Programme Concept Paper Home-Grown School Feeding Programme.

Activity	Description	Activity Status
Establishment of school gardens	School vegetable gardens established to encourage life skill practices, supplement the school curriculum, and complement the school meals.	Seeds and training provided, but garden set up was suspended during school closure.
Food preparation and serving at schools	School meals are prepared at schools reflecting local diets and preferences while ensuring menu variety and ingredient diversity. MoEYS and WFP oversee and ensure minimum nutritional standards are met. School meals are provided to students in the morning (breakfast). As a result of a shortage of school staff, some schools in Cambodia offer classes in a morning and afternoon shift. Students attending afternoon school shifts do not receive school meals as part of the HGSFP. ¹⁰²	School meals were suspended with the closure of schools due to the COVID-19 pandemic. School meals started to be provided when schools began opening in January 2022.
HGSF exchange visits and peer learning	HGSF exchange visits and peer learning sessions provided to promote sharing and building best practices	Delayed due to school closures (COVID-19)
HGSF training	Training provided by MoEYS and WFP to strengthen capacity through a cadre of master trainers at the central, provincial and district levels	Training has been provided, with cascade trainings provided by the Province Office of Education, Youth and Sport with technical support from WFP
Inter-ministerial workshops	The inter-ministerial workshops to define a sustainable HGSF programme strategy for national ownership	Delayed due to school closures (COVID-19)
Korea exchange visits for WFP SBP staff and MoEYS officials	In-country and regional learning visits to understand the impact the HGSF model has on education, health, food security and nutrition in different contexts	Delayed due to school closures (COVID-19)
Local food purchased through contracted local food suppliers	Provision of locally procured food commodities from suppliers and farmers	Procurement started incrementally in 2022 following school closures
Training and provision of materials on good health and nutrition practices	The MoEYS School Health Department and WFP provide materials and training on good health and nutritional practices as well as cooking competitions/demonstrations	Prepared for the 2022 school year. WFP has also provided technical assistance to the MoEYS School Health Department (SHD) to develop a nutrition-sensitive cookbook which covers the main topics of nutritious foods for healthy growth, food safety in school kitchens, and 13 cooking recipes which are nutritious and among the most popular recipes in the HGSF programme. Biannual Report from June 2022 notes that these

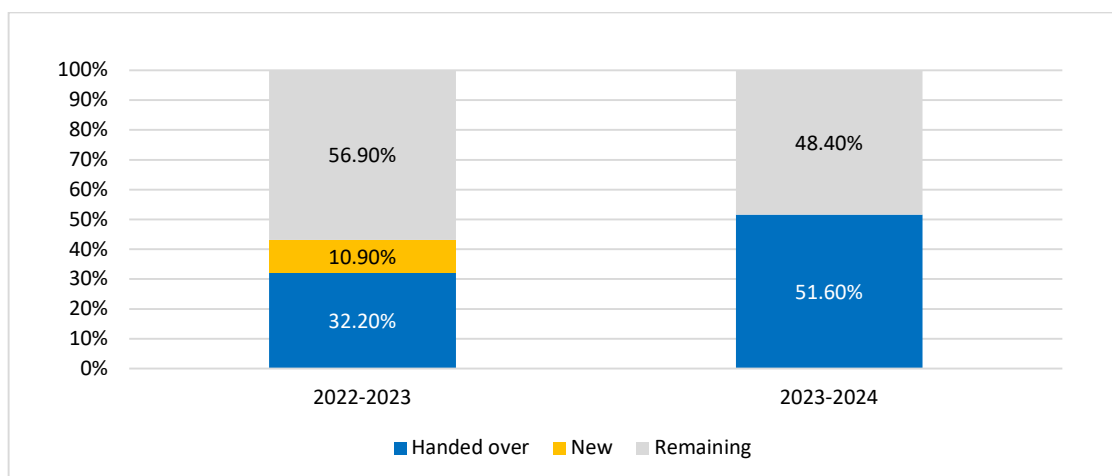
¹⁰² Bunthoeurn O (2022) Parents decry 'two-shift' teaching. The Phnom Penh Post. <https://www.phnompenhpost.com/national/parents-decry-two-shift-teaching>. Viewed: 22 February 2023.

Activity	Description	Activity Status
		activities were expected to be completed before the end of 2022.
Training for suppliers and smallholder farmers	Training provided to suppliers and smallholders from MAFF/PDAFF and specialists on topics including application of seasonal crop calendars and food quality	Delayed due to school closures (COVID-19)

80. Due to the COVID-19 pandemic and the subsequent school closures between 2020 and 2021, the planned HGSFP activities were only implemented intermittently, and on-site school meals were repurposed to Take-home Rations (THR), which were provided to 13,750 students and 524 school cooks from the poorest (IDPoor) and most vulnerable families to adapt to the COVID-19 restrictions.

81. As of 2022, HGSFP is currently transitioning from external to national ownership. As part of the transition strategy, the number of schools targeted by the project (271) will change, as some schools will be handed over to the NHGSFP while new schools will be introduced to the programme to fulfil the overall coverage promised to KOICA. The distribution of schools under the transition strategy is outlined in Figure 1.

Figure 1 Percentage of project target schools 2021-2022 and 2022-2023 (total percentage of schools) ¹⁰³



82. **Project beneficiaries:** The HGSFP was expected to reach direct beneficiaries, including pre-primary and primary school children, local suppliers and smallholder farmers, and school staff. Indirect beneficiaries include the parents of targeted children, other community members around the schools, and central and local government staff of the relevant ministries within the project areas. Table 7 provides a summary of the targeted number of programme beneficiaries.

¹⁰³ School list SY22-23 and SY23-24 (KOICA) provided by WFP. Undated document.

Table 7 Targeted numbers of HGSFP direct beneficiaries¹⁰⁴

Direct Beneficiaries	Targeted Number
Pre-primary and primary school children	68,990 (34,360 girls) 70,679 (34,385 girls) achieved
Suppliers	140 suppliers 123 achieved ¹⁰⁵
Smallholder farmers/producers	700 farmers/producers ¹⁰⁶
School Staff	540 school staff
Government Officials	90 District Governors and Commune Councils, PoEYS and DoEYS staff, and MoEYS officials

83. **Budget:** As of June 2022, the HGSFP reported a total of 33 percent of expenditures against target, or USD 3.1 million out of a budget of USD 9.5 million (total minus overhead costs)¹⁰⁷. The discrepancy between target and actual expenditures is primarily due to the suspension of activities during COVID-19 restrictions. COVID-19 restrictions led to school closures and the suspension of most face-to-face activities. [Table 8](#) presents a summary of the HGSFP expenditures up to the end of June 2022.

¹⁰⁴ Home-Grown School Feeding (HGSF) Project/Program Concept Paper, 09 March 2020, page 2.

¹⁰⁵ World Food Programme (2023) 2022 Annual Report KOICA support to Cambodia's Home-Grown School Feeding Programme.

¹⁰⁶ Farmer list not provided.

¹⁰⁷ USD 500,000 is allocated for KOICA Country Office Cambodia

Table 8 HGSFP planned and actual expenditures in USD¹⁰⁸

Workplan Per Activity (2019-2024)	Budget	Total (2019-2024)	Y1 (SY 19-20) Apr-Dec 20	Y2 (SY 20-21) Jan-Dec 21	Y3 (SY 21-22) Jan 22-Jun 22	Y4 Jan 23-Dec 23	Y5 Jan 24-Dec 24	Result 30/06/2022	
								%	Budget balance
1 Outcome: Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food	Planned	3,067,269	269,977	631,792	706,667	767,138	691,694	36 percent	1,953,858
	Actual	1,113,410	269,978	492,256	353,548	N/A	N/A		
1.1 Output: Pre-primary and primary school children receive the nutritious meals	Planned	1,925,714	84,967	319,830	423,153	559,111	538,653	27 percent ¹⁰⁹	1,397,205
	Actual	528,509	84,967	201,545	240,435	N/A	N/A		
1.2 Output: Schools with soft and hard infrastructures for the school feeding programme	Planned	1,141,555	185,011	311,962	283,514	208,027	153,041	52 percent	556,653
	Actual	584,902	185,011	290,711	113,113	N/A	N/A		
2 Outcome: Increased national and sub-national capacities for sustainable HGSP programme operation that	Planned	5,129,061	N/A	1,511,611	1,194,023	1,325,099	1,098,329	24 percent	3,899,791

¹⁰⁸ WFP Biannual expenditures report, 30,06,2022

¹⁰⁹ Affected by school closures and class size restrictions at the beginning of the project.

Workplan Per Activity (2019-2024)	Budget	Total (2019-2024)	Y1 (SY 19-20) Apr-Dec 20	Y2 (SY 20-21) Jan-Dec 21	Y3 (SY 21-22) Jan 22-Jun 22	Y4 Jan 23-Dec 23	Y5 Jan 24-Dec 24	Result 30/06/2022	
								%	Budget balance
contributes to enhancing stable income source of small holder farmers of the target communities	Actual	1,229,270	N/A	693,847	535,420	N/A	N/A		
2.1 Output: Quantity of purchased commodities provided for HGSF	Planned	4,786,996	N/A	1,396,002	1,145,461	1,212,132	1,033,401	26 percent ¹¹⁰	4,093,149
	Actual	1,229,270	N/A	693,847	535,420	N/A	N/A		
2.2 Output: Developed capacities of national and sub-national stakeholders for the effective operation of the HGSF programme	Planned	342,065	N/A	115,609	48,562	112,967	64,928	0 percent ¹¹¹	342,065
	Actual	N/A	N/A	N/A	N/A	N/A	N/A		
Project Support Activities	Planned	635,539	48,021	175,727	211,335	17,925	182,532	14 percent	545,654
	Actual	89,885	48,021	41,864	-	N/A	N/A		
Total	Planned	9,499,999	986,129	2,319,129	2,112,025	2,110,162	1,972,555	33 percent	6,399,303
	Actual	3,100,696	986,129	1,227,967	888,967				

84. As a result of the COVID-19 pandemic, substantial differences were observed between the planned and actual expenditures. Additionally, significant differences between the planned and actual food transfer were observed over the programme period (see [Table 9](#)).

¹¹⁰ Affected by school closures and class size restrictions at the beginning of the project.

¹¹¹ Capacity development through staff time to prepare the transition, not reflected here.

Table 9 HGSFP planned and actual food transfer

Year	Planned food transfer	Actual food transfer
2020 ¹¹²	620 metric tonnes	0 metric tonnes
2021 ¹¹³	1,084 metric tonnes	85.1 metric tonnes
2022 ¹¹⁴	1,084 metric tonnes	474.6 metric tonnes

85. **Gender, Equity and Wider Inclusion Dimensions of the Subject Being Evaluated:** Gender, equity and inclusion has been considered in the design and implementation of the HGSFP through mainstreaming gender-sensitive approaches to tackle stereotypical, negative gender norms in target areas, (especially around cooking and domestic work), by ensuring equal opportunities for participation in the local HGSFP value chain among men and women, and encouraging equal gender representation in leadership positions of relevant groups (such as school committees, procurement committees and agriculture cooperatives).

86. **Programme monitoring and evaluation data:** Relevant programme monitoring and evaluation reports were reviewed by the evaluation team, including WFP annual and biannual donor reports from 2020, 2021 and 2022.¹¹⁵ These donor reports provide monitoring information on the provision of school meals, training and capacity building activities, school infrastructure updates, garden activities and project support activities. These reports further provided documentation of programme challenges and mitigation efforts. Other relevant programme monitoring and evaluation documents reviewed for this evaluation included:

- HGSF Suppliers COVID-19 Impact Assessment (2020), which was conducted to assess the challenges that that HGSF suppliers encountered during the COVID-19 pandemic and the impact of the prolonged school closures and other market demand decreases on their livelihoods.
- School Assessment Report (2019-2020), which assessed and provided a data update on school infrastructure around WASH, food preparation, safe eating, and school environments.
- School Readiness Self-Assessment Report (2022), which outlined findings from an assessment conducted by M&E staff of adaptations made by schools to comply with MoEYS's COVID-19 measures and school capacities to resume school feeding programmes.
- Take-home Ration Reports from 2020 and 2021, which reported on the rounds of ration distribution and provided key monitoring findings.

87. Other sources of monitoring and evaluation data:

- WFP Midterm Activity Decentralised Evaluation Report of the USDA McGovern-Dole Grant (FFE-442-2019-013-00) for WFP School Feeding in Cambodia: This mid-term decentralised evaluation report assessed the USDA school feeding activities in Cambodia, which is being operated in parallel to the KOICA-funded activities covered in this report. The evaluation provided relevant context and insight into project activities and potential recommendations.¹¹⁶ Results of this evaluation were compared, where relevant, to the findings of this evaluation report.
- WFP Price Monitoring reports: The evaluation team reviewed price monitoring updates from WFP, which show a consistent rise in the cost of a balanced food basket in Cambodia. These reports note that rising prices disproportionately affect rural areas where most poor households reside and where WFP runs its school feeding programme.^{117, 118}

¹¹² WFP (2022) Bi-annual Performance Monitoring Report

¹¹³ WFP (2022) Annual Report KOICA support to Cambodia's Home-Grown School Feeding Programme

¹¹⁴ WFP (2022) Bi-annual Performance Monitoring Report

¹¹⁵ WFP (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January-June 2022).

¹¹⁶ Konterra Group (2022) Decentralised Evaluation Report - EVALUATION Midterm Activity Evaluation of USDA McGovern-Dole Grant (FFE-442-2019-013-00) for WFP School Feeding in Cambodia.

¹¹⁷ WFP (2022) Cambodia - Market and Seasonal Monitoring Update - Oct 2022.

<https://www.wfp.org/publications/cambodia-market-and-seasonal-monitoring-update-oct-2022>

¹¹⁸ WFP (2022) 2021 Annual Report (KOICA support to Cambodia's Home-Grown School Feeding Programme)

- Secondary Monitoring Reports: The programme also used secondary sources of monitoring data reviewed by the evaluation team, including joint report by the MoEYS and UNICEF on learning outcomes, which reported on education disruptions in Cambodia as a result of COVID-19, and monitors learning outcomes among primary school children.¹¹⁹

88. Monitoring and evaluation data and reports contributed to the design of the evaluation by contributing evidence to assess progress towards indicator targets, identify challenges and mitigation strategies, and provide evidence to assess the programme's relevance, effectiveness, efficiency, impact, and sustainability. The review of existing programme monitoring and reporting documents further contributed to the evaluation team's understanding of the adaptations to the programme made in response to the COVID-19 pandemic.

1.4. EVALUATION METHODOLOGY, LIMITATIONS AND ETHICAL CONSIDERATIONS

89. The mid-term evaluation utilised a mixed-methods approach, including both quantitative and qualitative primary data collection activities. The evaluation covered five (5) of the OECD DAC Evaluation Criteria¹²⁰ - coherence, relevance, efficiency, effectiveness, and sustainability as outlined in the ToR. The impact criteria will be introduced in the endline evaluation, expected in 2024.

90. After a briefing session with the WFP Country Office, the evaluation team focused on the evaluation criteria of effectiveness and sustainability. This decision was made to address the WFP Country Office's need to leverage the CO's experience in providing technical assistance to the NHGSFP as part of its role transitioning from a direct implementer into one that provides technical assistance to the RGC.

91. The mid-term evaluation methodology was designed to provide evidence-based information and recommendations for making adjustments to programme for the remainder of the programme implementation period. The evaluation methodology was also chosen to provide WFP with evidence on how to best support the RGC's refinements in the design of their NHGSFP.

92. A summary of the key questions for the mid-term evaluation is provided in Table 10. The complete evaluation matrix is available in [Annex 4](#). A comprehensive description of the mid-term evaluation methodology can be found in [Annex 3](#).

Table 10 Mid-term evaluation questions¹²¹

1. COHERENCE: How well does the HGSFP fit into the RGC national priorities and development goals, build on and reinforce necessary intergovernmental coordination mechanisms and synergies as well align with the overall norms and standards?

1.1 Internal coherence: how does the HGSFP align with MoEYS' wider policy framework and with other interventions affecting the same operating context in Cambodia?

- a) How well does the HGSFP align with other national policy and priorities, particularly those related to agriculture sector development (including but not limited to the monitoring of use of harmful substances) and overall trade regulatory system?
- b) Are current HGSFP coordination mechanisms, management and financing arrangements clearly defined and understood at both at national and sub national levels, and how do they support institutional strengthening and local ownership?
- c) What, if any, are the factors inherent to the HGSFP that influenced positively and negatively the institutional synergies and interlinkages?
- d) Does the HGSFP align with the RGC national priorities and related policies in terms of social inclusion? Specifically, as designed, to what extent does the HGSFP align with and supports the government in reducing exclusion, reaching marginalised and vulnerable groups, and transforming gender inequalities?
- e) How well have other considerations such as good governance and donor coordination been mainstreamed in the design of the programme?

1.2 External coherence: how does the HGSFP as designed align with external policy commitments and other interventions implemented by other actors in Cambodia?

¹¹⁹ MoEYS and UNICEF. 2022. Learning Loss in the Covid-19 Pandemic Era: Evidence From the 2016–2021 Grade Six National Learning Assessment in Cambodia.

¹²⁰ OECD (2020) Evaluation Criteria.

<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

¹²¹ From Evaluation Inception Report prepared by I-APS

- a) Is the HGSFP fully aligned and supportive of KOICA's development and cooperation strategies and priorities?
- b) Is the HGSFP fully aligned with international policy commitments, specifically to the SDGs and global priorities in the areas of food security, health and nutrition, inclusive access to education, strengthening resilience and improving livelihoods?
- c) Have the perspectives of ALL key stakeholders (including direct beneficiaries) been taken into consideration in the HGSFP design process?

2. RELEVANCE: As designed, how well does the HGSFP respond to the needs and priorities of targeted groups and how is it sensitive and adaptive to its context?

2.1 How relevant are the implemented activities in addressing the needs of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups)?

- a) Were the programme adjustments in its modalities of transfers:
 - i. relevant and appropriate to meet the needs of the beneficiaries during COVID 19 mandated restrictions?
 - ii. relevant to the programmes' overall objectives that is to "improve equitable access to primary education through HGSFP that contribute to sustainable development of the target communities"?
- b) Has the HGSFP remained relevant in meeting the current needs and priorities of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups especially the most marginalised ones (IDpoor, PWD, girls, etc.)?)

2.2 Does the involvement of local traders and farmers/smallholders in the school feeding programme help improve their livelihoods, and are these benefits the same across women and men and other marginalised groups?

2.3 Are the capacities' needs, gaps, and priorities at national and sub national levels to manage the HGSFP been clearly identified and addressed by the current CS activities?

3. EFFECTIVENESS: As currently implemented is the HGSFP expected to achieve its results and objectives including any differential results amongst target groups?

3.1 What is the level of achievement of the HGSFP's planned targets?

- a) Has the provision of healthy/nutritious meals enhanced pre/primary school children's equal access to education across the three school groups and considering various gender, disability, exclusion/marginalization factors?
- b) What extent to which the programme assisted farmers and/or local suppliers to improve their livelihoods and what factors influenced this?
- c) Are the HGSFP activities contributing to increased awareness and consumption of healthy diets for school children and their families equally amongst various socio-economic groups?
- d) Is the government currently successful in managing its respective areas of responsibility in the implementation of the HGSFP as a result of WFP CS activities (national and subnational level)?
- e) Are the CS activities perceived as effective by the beneficiaries in increasing their respective capacities to implement the HGSFP (national sub national local levels)?
- f) Do the various programme key stakeholders feel confident and ready to manage the HGSF independently as a result of CS activities?
- g) Are the achieved results thus far results equitably distributed across the target groups, considering gender, disability, exclusion/marginalization factors?

3.2 What, if any, key factors (operational) positively or negatively influenced the achievement of results thus far?

3.3 What, if any, are the mid-course corrections the project needs to take to meet the intended target by the endline?

4. EFFICIENCY: How well the HGSFP delivers or is likely to deliver results cost-efficiently and in a timely way?

4.1 Do the inter-institutional structures [e.g., interagency coordination, sectors coordination, SFP committees, monitoring systems etc.], allow efficient and timely implementation? Are all programme resources managed in a transparent and accountable manner?

- a) Are inputs monitored regularly (including those from the Complaint Feedback Mechanism) to encourage cost-effective implementation of activities? By whom are they monitored?
- b) How does the HGSFP coordinate with other similar interventions to encourage synergy and avoid overlaps?

4.2 To what degree are the current HGSFP operational modalities-cost efficient?

- a) Is the use of competitive bidding process conducive to a cost-effective implementation of activities?
- b) Does the competitive bid process allow a more transparent and equal opportunity for participation of traders and farmers particularly regarding the most marginalised groups (woman farmers and farmers with disabilities)?
- c) Is the preparation of meals at school perceived as being a cost-efficient way to provide nutritious meals to students? Why?
- d) Has the overall cost efficiency (cost per child per meal) been updated since the beginning of the programme?

4.3 Have all partners involved (including local communities) in the implementation of activities of the HGSFP been able, so far, to provide their financial and/or HR/or technical contributions? If not, why?

<p>a) At school and community levels, how well is/has the HGSFP encouraging/encouraged equal participation and contribution of men and women and socio-economically disadvantaged groups to the HGSFP priorities, decision making and activities?</p> <p>4.4 <i>What are, if any, the main factors that impacted the cost-efficiency of the HGSFP implementation?</i></p>
<p>5. SUSTAINABILITY: Are the conditions likely to be met for the benefits to continue beyond the lifetime of this HGSFP?</p> <p>5.1 <i>How effective are the project activities in ensuring the government’s readiness to manage the schools that will be handed over in year three and four of the project? Specifically, how has HGSFP addressed the questions of readiness to:</i></p> <p>a) conduct appropriate assessments and surveys b) appropriately monitor and track the progress of their activities c) ensure that the food coming into the schools from local suppliers is the appropriate quality and meets food safety standards d) engage with local farmers about ensuring they provide commodities that are free from harmful pesticides or fertilisers e) ensure that the nutrient content of the school meals is appropriate f) fully financially support the HGSFP schools in the process of being handed over to the by programme end?</p> <p>5.2 <i>What is the level of ownership of different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational levels) and is it likely to continue after the end of external support?</i></p> <p>5.3 <i>What roles do the different stakeholders play in the sustainability of the HGSFP? Are they likely to maintain their commitment/level of engagement beyond the lifetime of the programme?</i></p> <p><i>What, if any, are the identified key barriers at this point in the programme to achieving sustainability?</i></p>

93. **Data Collection:** Data collection for this evaluation was conducted through a desk review of project documents and secondary sources, five quantitative surveys, qualitative interviews and focus group discussions with stakeholders and beneficiaries. The use of both quantitative and qualitative primary data collection methods was intended to accommodate data collection from the range of national and sub-national stakeholders involved in the HGSFP, provide opportunities to triangulate evidence from different sources, and ensure that accountability and learning objectives for the evaluation are met.

94. During the Inception Phase of the evaluation, the ET prepared an evaluation matrix that links the key evaluation questions with the main sources of information and data collection methods being used for analysis (available in [Annex 4](#)). A summary of the data sources used to answer the key evaluation questions is presented in [Table 11](#).

Table 11 Key evaluation questions and data collection methods used

Sub questions	Data collection methods
COHERENCE: How well does the HGSFP fit into the RGC national priorities and development goals, builds on and reinforces necessary intergovernmental co-ordination mechanisms and synergies as well aligned with the overall norms and standards?	
1. How does the HGSFP aligns with MoEYS wider policy framework and with other interventions affecting the same operating context in Cambodia?	Qualitative KIIs with national and sub-national stakeholders
1.2 As designed, how well does the HGSFP aligns with external policy commitments and other interventions implemented by other actors in Cambodia?	Qualitative KIIs with national and sub-national stakeholders
RELEVANCE: As designed, how well does the HGSFP responds to the needs and priorities of targeted groups and how is it sensitive and adaptive to its context?	
2.1 How relevant are the implemented activities in addressing the needs of education, food security and nutrition of primary school children (boys and girls) and their families?	Quantitative Survey 1, Survey 4 Qualitative KIIs and FGDs
2.2 Does the involvement of local traders and farmers/smallholders in the school feeding programme helped improve their livelihoods, and are these benefits the same across women and men?	Quantitative Survey 2, Survey 3 Qualitative KIIs and FGDs with sub-national stakeholders
2.3 Are the capacities’ needs, gaps and priorities at national and sub national levels to manage the HGSFP been clearly identified and addressed by the current CS activities?	Quantitative Survey 4 Qualitative KIIs and FGDs

Sub questions	Data collection methods
EFFECTIVENESS As currently implemented is the HGSFP expected to achieve its results and objectives including any differential results amongst target groups	
3.1 What is the level of achievement of the HGSFP's planned targets?	Document and database review Quantitative Survey 1, Survey, 2, Survey 3, Survey 4, and Survey 5 Qualitative KIIs and FGDs
3.2 What, if any, key factors (operational) positively or negatively influenced the achievement of results thus far?	Document review Quantitative Survey 1, Survey, 2, Survey 3, Survey 4 Qualitative KIIs and FGDs
3.3 What are the mid-course corrections the project needs to take to meet the intended target by the endline?	Quantitative Survey 1, Survey, 2, Survey 3, Survey 4 Qualitative KIIs and FGDs
EFFICIENCY How well the HGSFP delivers or is likely to deliver results cost-efficiently and in a timely way?	
4.1 Do the inter-institutional structures allow efficient and timely implementation? Are all programme resources managed in a transparent and accountable manner?	Document review Qualitative KIIs and FGDs
4.2 To what degree are the current HGSFP operational modalities-cost efficient?	Document review Quantitative Survey, 2, Survey 4 Qualitative KIIs and FGDs
4.3 Have all partners involved (including local communities) in the implementation of activities of the HGSFP been able, so far, to provide their financial and/or HR/or technical contributions? If not, why?	Document review Quantitative Survey 1, Survey, 2, Survey 3, Survey 4, Survey 5 Qualitative KIIs and FGDs
4.4 What are, if any, the main factors impacted the cost-efficiency of the HGSFP implementation?	Document review Qualitative KIIs and FGDs
SUSTAINABILITY Are the conditions likely to be met for the benefits to continue beyond the lifetime of this HGSFP?	
5.1 How effective are the project activities in ensuring the government's readiness to manage the schools that will be handed over in year 3 and 4 of the project? Specifically, how the HGSFP has addressed the questions of readiness?	Document review Qualitative KIIs and FGDs
5.2 What is the level of ownership of different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational levels) and is it likely to continue after the end of external support?	Document review Quantitative Survey, 2, Survey 4, Qualitative KIIs and FGDs
5.3 What roles do the different stakeholders play in the sustainability of the HGSFP? Are they likely to maintain their commitment/level of engagement beyond the lifetime of the programme? What, if any, are the identified key barriers at this point in the programme to achieving sustainability?	Document review Qualitative KIIs and FGDs

95. Gender was considered in the design of the key evaluation questions and the design of data collection tools. For all key evaluation questions, the evaluation considered whether the findings were uniformly experienced by gender, whether contextual factors influenced the programme experience and results based on beneficiaries' gender, and whether gender contributed to the achievement of indicators targets. In quantitative data collection, where appropriate, results were disaggregated by gender and analysis of gender differences was conducted. In qualitative analysis, question prompts were used where appropriate to gather information on gender-based differences in programme results and considerations. Analysis of evaluation results was also used to contribute to the development of recommendations.

96. **Quantitative Data Collection:** Quantitative data collection was conducted through five comprehensive surveys covering five groups of beneficiaries and stakeholders, and an assessment of the infrastructure to support the HGSFP. The quantitative surveys were conducted with pre-primary/primary school children and their parents/caretakers, suppliers, smallholder farmers, and school staff (teachers, school directors, and cooks). The surveys were designed to provide insights from the beneficiary and stakeholder perspectives and experiences to assess key evaluation questions, notably those related to relevance, effectiveness, and sustainability. Questionnaires used for the quantitative surveys are available in [Annex 5](#).

97. As suggested by WFP Evaluation Manager during the inception phase of the evaluation, efforts were taken to exclude schools that participated in the recent USDA-funded School Feeding Program mid-term reevaluation.¹²² To this end, this mid-term evaluation focused on those schools that did not participate in the USDA-funded evaluation in Kampong Thom and Kampong Chhnang provinces.

98. **Survey 1 Pre-primary and primary school children and their parents/caregivers:** This survey was conducted to assess the perspectives and experiences of the HGSFP's core beneficiary group. The survey collected data related to household demographics, income, expenditures, school attendance, food consumption and dietary diversity. Children were also asked to share their experience with school meals, including their preferences and eating habits.

99. A two-stage stratified sampling approach was used for the pre-primary and primary school children and caregivers survey. Three strata were identified to divide the population of interest:

- Group 1: Students going to schools that are currently implementing the KOICA-funded HGSFP (Remaining)
- Group 2: Students going to schools that were previously included in the KOICA-funded HGSFP and are planned to be handed-over to the NHGSFP (Handed-over)
- Group 3: Students going to schools that have not yet implemented the KOICA-funded HGSFP (New)

100. First Stage - School sample size: At the first stage, a representative sample of 78 schools was selected from the school list provided by WFP. The following parameters were used to determine the sample:

Confidence interval (Z) 95%

Margin of error (d) 10%¹²³

101. The sample was distributed across the three strata referenced above using probability proportionate to size method (PPS).

102. Second Stage: At the second stage, the household sample size was calculated for each stratum based on the population of girls and boys going to the target schools, using the parameters Z=95% and d=5%. In each selected school, 14 students were randomly selected to be interviewed in their home, accompanied by their parents or caregiver. Students in each school were randomly selected based on the following criteria:

- 50 percent of girls
- At least three households with IDpoor¹²⁴
- 1 or 2 students with disabilities

¹²² In mid-2022, a Midterm Evaluation (MTE) was conducted assessing the USDA/WFP McGovern-Dole (USDA McGovern-Dole) school feeding programme in Cambodia that is implemented from 1st November 2019 to 30th October 2023 in three provinces, and this MTR of the HGSFP assesses the KOICA funded programme in three provinces. The McGovern-Dole programme is implemented in Siem Reap and also in different districts in Kampong Thom and Kampong Chhnang to the KOICA programme.

¹²³ While the ET would generally use Z=95% and d=5% to determine the required sample size, in this case, the ET considered this acceptable since the population being relatively homogeneous and large differences were not expected in the survey responses.

¹²⁴ The Identification of Poor Households Programme (IDPoor) is part of the Government of the Kingdom of Cambodia's ongoing efforts to reduce poverty. Being the government's mandatory standard tool for targeting pro-poor measures in the country, the programme provides regularly updated information on poor and at-risk households to a large number of Government and non-governmental agencies to help them target services and social assistance. All households identified as poor are issued with Equity Cards. These cards enable poor households to receive free services and assistance and help service providers to quickly verify the identity of poor household members in order to provide services to them.

In total, 51 percent of the interviewed children were girls and 33 percent had IDpoor. At least two students from each grade (grades one to six) were selected. Where possible, the evaluation aimed to sample 15 percent of children with disabilities.

Table 12 School sample size and students sample size planned and actual

Strata	Total Number of Schools	Total Number Students Enrolled in Schools (Population)	School Sample Size	Sample Size	
				Planned	Actual
Group One (Remaining)	114	34,772 (Girls: 16,640)	24	336 students (184 girls, 184 boys)	336 students (170 girls, 166 boys)
Group Two (Handed over)	157	37,833 (Girls: 18,511)	33	462 students (183 girls, 183 boys)	464 students (347 girls, 224 boys)
Group Three (New)	108	23,453 (Girls: 11,555)	21	294 students (179 girls, 179 boys)	294 students (149 girls, 145 boys)
Total	379	96,058 (Girls: 46,706)	78	1,092	1,094 (559 girls)

103. **Survey Two Suppliers:** The survey with suppliers was conducted to gather information about the experiences of suppliers participating in the HGSFP. The supplier survey covered supplier business practices, annual trading volumes, experiences with competitive bidding and feedback on capacity strengthening activities. 98 interviewed suppliers were selected using the current list of suppliers provided by WFP with a total of 108 suppliers linked with the KOICA HGSFP schools.¹²⁵ In total, 98 suppliers (61 percent women) were interviewed from the list. The suppliers located outside the sampling target area were interviewed by phone in the last week of November 2022. All other surveys were administered face-to-face.

104. **Survey Three Smallholder Farmers:** The farmer survey was conducted to collect information on experiences with the HGSFP, crops produced, the quantity of business generated through the HGSFP, and changes in income. As a list of farmers participating in the HGSFP was not available, the evaluation team used an exponential discriminative snowball sampling method to achieve a sample of 100 farmers.¹²⁶ To accomplish this, one farmer/smallholder was selected from those referred to the ET by traders, school staff or commune councils. As some of the farmers were located outside the targeted sampling area, they were interviewed by phone in the last week of November 2022. All other surveys were administered face-to-face.

105. **Survey Four School Staff:** A survey with school staff was conducted to gather information on their experiences and perceptions of the school feeding programme, food quality, impacts on enrolment and attendance, support activities, and training. Since a comprehensive list of school staff was not available, a random sampling method could not be applied. The evaluation team instead selected five staff from sampled schools in Group One (remaining) and Group Two (hand over) schools as well Group Three (newly added) not initially planned. In each school, the school directors, two teachers, the cook and the storekeeper were interviewed. Therefore, the number of surveyed school staff was 390 (five per 78 schools). Where multiple staff for a position existed in a school, the evaluation team ensured equal representation of men and women.

106. **Survey Five School Assessment:** A survey was conducted to assess school attendance and enrolment, teachers' presence, rehabilitation, and construction activities funded by the donor and WASH facilities in all sampled schools across all three strata. The school assessment was conducted in 87 schools in total, 78 schools target of quantitative data collection plus 9 schools target of qualitative data collection.

¹²⁵ The list was not gender disaggregated.

¹²⁶ This type of snowball sampling allows for each subject interviewed (here the suppliers) to provide multiple referrals. However, in this case, only one subject is recruited from each referral. The Evaluation team will determine which referral to recruit based on specific criteria such as gender PWD status and type of crops.

Table 13 Quantitative survey distribution

Surveys	Sample Size Planned	Sample Size Achieved	Percent Achieved	Percent Women/Girls	Percent of Respondents in Households Registered with IDpoor	
Survey 1: Households	1092	1094	100 percent	51 percent	33 percent	
Survey 2: Suppliers	108	98	91 percent	61 percent	0 percent	
Survey 3: Farmers	108	100	93 percent	73 percent	11 percent	
Survey 4: School staff	School directors	57	78	137 percent	18 percent	0 percent
	Teachers	114	156	137 percent	50 percent	1 percent
	Cooks	57	78	137 percent	85 percent	28 percent
	Storekeepers	57	78	137 percent	33 percent	0 percent
Survey 5: School observation	87 schools	87 schools	100 percent	Not applicable	Not applicable	
Total	1593	1682	106 percent	52 percent	18 percent	

107. Causes of disparities between planned and actual quantitative methodology and data collection reach:

- The number of completed surveys for the **supplier survey** was less than planned due to duplications in the suppliers list provided for the evaluation. Twelve contacted suppliers from the list were relatives or duplicated references for interviewed suppliers.
- The number of completed surveys for the **farmer survey** was less than planned due to eight farmers being unreachable during the data collection period.
- More **school staff** were interviewed than originally planned due to the inclusion of staff from newly added schools. The original survey plan included only schools and staff from remaining and handed-over schools.

108. Qualitative Data Collection: Qualitative data collection was conducted to complement the quantitative data collection and collect information that is not easily gathered through quantitative means. Qualitative data collection focused on collecting information to address evaluation criteria of coherence, efficiency, and sustainability. Qualitative data was collected from a range of national and sub-national stakeholders through focus group discussions (FGD) and key informant interviews (KIIs). To conduct the qualitative data collection, the ET selected three schools per province for a total of nine selected schools. The selection criteria that were used to select schools were:

- Three schools selected from each group (remaining, handed over, and newly added).
- In each province, two schools in rural areas and one school in urban areas are selected.

109. Qualitative data was collected with six groups of stakeholders, including WFP SBP staff, a KOICA representative, representatives of key RGC ministries, and direct and indirect beneficiaries.

110. KIIs and FGDs were conducted with knowledgeable internal and external project stakeholders to assess perceptions of the coherence and relevance of the HGSFP, as well as to gather complementary information on its efficiency, effectiveness, and sustainability. Feedback was also collected on WFP's efforts in capacity strengthening of the various stakeholders and its perceived effectiveness. The evaluation team conducted 74 KIIs and 20 FGDs in total. On average, focus groups had five participants (minimum: 3, maximum: 8), and 45.6 percent of focus group participants were women (minimum: 0 percent, maximum: 100 percent).

Table 14 Planned and actual qualitative data collection distribution

Stakeholders	Planned		Actual			
	Number of KIIs	Number of FGDs	Number of KIIs	Number of FGDs	Total Number of Participants (Women)	Total Number of Participants (Men)
Group One - WFP CO/ WFB RBB						
WFP CO members	5		6		3	2
WFP RBB members	2		1		1	
Group Two - Donor						
KOICA Representative	1		1		1	
Group Three - Key line ministries						
Ministries (MoEYS, MAFF, MoH ¹²⁷ , MoWA)	4		4		3	3
Group Four - UN Agencies						
UN Agencies: FAO	1		1			1
Group Five - Subnational level stakeholders						
Provincial Office of Education, Youth and Sport	3		3			3
District Office of Education, Youth and Sport	12		9		3	6
Commune Councils members	58		5	3	10	16
Group Six - Direct and Indirect Beneficiaries						
School Directors	9		9		4	5
Teachers	18		2	6	34	20
Other school staff - Cooks and Storekeepers	18		1		1	
Children (Grades 3 to 6)	18		16		9	7
Farmers	9		7		6	1
Suppliers	9		9		5	4
Teachers		9		9	34	18
Group One and Group Two School Feeding Programme Committee (SFPC), G3 School Committees		9		8	14	23
Total	167	18	74	20	128	109

111. **Causes of disparities between planned and actual qualitative methodology and data collection:** Differences in the number of planned and completed interviews with stakeholders were the result of the limited availability of some stakeholder groups (including DoE, WFP RBB members, school children and farmers).

112. During the inception phase, the ET planned to conduct 58 interviews with commune council members. However, during the first week of data collection in Kampong Chhnang, the ET learned that there had been a recent election and many commune council members had been newly elected. As a result, the ET decided to organise focus group discussions to facilitate more idea sharing with newly elected and older commune

¹²⁷ The School Health Department of MoEYS was interviewed instead of MoH as suggested by WFP Evaluation Manager

council members. In agreement with the WFP Country Office, KIIs were organised with commune council members in Kampong Thom and Pursat as originally planned, and 3 FGDs with 15 commune council members were organised in Kampong Chhnang.

113. When the ET began field data collection, it was discovered that the number of stakeholders (including teachers, storekeepers, and cooks) available for interview at the schools was less than anticipated. To facilitate improved discussion and gather diverse views, some planned KIIs were converted to six focus group discussions in agreement with the WFP Country Office.

114. Additionally, during the first week of data collection in Kampong Chhnang, it was discovered that there were recent commune council elections and many newly elected commune council members. Due to the number of newly elected commune council members, the decision was made to convert planned KIIs to three FGDs in Kampong Chhnang. A total of 19 commune councils' members (6 women) were interviewed. All changes to the planned methodology were communicated to the WFP CO.

115. **Data Analysis:** During the data collection process, data was uploaded on a secure server, and members of the ET reviewed progress and conducted data quality monitoring activities daily using established data quality checklists.

116. For qualitative data, detailed field notes and other observations were recorded during and after each interview. Due to the semi-structured nature of the qualitative data collection instruments, a codebook was developed to reflect key themes and sub-themes from the transcripts. These codes were applied to each interview and focus group transcript. After, the outputs were organised by individual, group, and code. Atlas.ti software was used for qualitative data management and analysis. Qualitative data was analysed using thematic analysis, a qualitative analysis method for identifying, analysing, and reporting themes within data.

117. Quantitative data was analysed using SPSS to generate descriptive statistics disaggregated by location, group, and gender where appropriate. Quantitative and qualitative results were triangulated to give a broader understanding of the evaluation findings and strengthen the validity and utility of the evaluation findings. HGSFP indicators were calculated with reference to WFP guidelines and are available in [Annex 14](#).

118. **Ethical Considerations and Safeguards:** Evaluations must conform to the 2020 United Nations Evaluation Group (UNEG) Ethical Guidelines. Accordingly, i-APS was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This included, but was not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities. To this end, all evaluation participants, including beneficiaries, project partners and stakeholders, provided informed consent and were aware that their participation was voluntary and confidential. All participants in data collection activities were provided with information to report concerns or ask questions.

119. i-APS conducted due diligence on all team members for the mid-term evaluation and conducted vetting consistent with UN security lists and excluded persons lists using our internal compliance staff and Visual Compliance online database. i-APS confirms there are no conflicts of interests for any members of this evaluation team and that no members of the team are or have been affiliated with the project being evaluated.

120. For this evaluation, ethical standards were ensured through the use of the UNEG checklist as a support tool to ensure that the team worked to ethical expectations, and through the signature of and adherence to WFP confidentiality requirements and ethics related to evaluations.

121. During the evaluation, ethical standards for participants were ensured through informed consent and other procedures to protect beneficiary data. All participants in data collection activities gave their verbal informed consent. Participants were informed about how data would be kept confidential, and how participation in data collection activities was voluntary.

122. Where data collection involved children, child rights and protections were integrated into consent scripts and data collector training. The informed consent process included obtaining informed consent from parents/caregivers, as well as informed assent from the child participant prior to conducting the interview. All interviews conducted with children were done in presence of the child's parent or caregiver. Personal identifying information of respondents was not recorded as part of the survey (Kobo). Any specific household identification obtained from project data in the selecting households survey was destroyed after the

household data was recorded. The electronic data were stored in a secured Google Drive with permissions limited to the Team Leader, i-APS Data Analysis Unit and any other team members involved in the analysis or reporting of the data. Spreadsheets were password-locked to ensure data could not be manipulated. See [Annex 3. Methodology](#) for details.

123. Limitations and Mitigation Measures: Five challenges were experienced during the evaluation:

- Limited recall among surveyed stakeholders: Suppliers and farmers reported having a hard time recalling specific quantities, volumes and prices requested in surveys and had limited records available. Only 12 percent of surveyed farmers reported keeping records of their activities. Where possible, data collectors were trained and instructed to probe interviewed suppliers to recall information and check with existing records.
- Limited information for sampling: Information on the gender of suppliers was not available for the evaluation, limiting the ability to ensure a representative gender distribution in the sample. No list of farmers was available for the evaluation, requiring the evaluation team to use a snowball sampling method to identify respondents. A snowball sampling approach allowed the evaluation team to reach a large number of farmers, however, gender-based targeting was limited in this approach.
- Limited baseline information for indicators: Due to COVID-19 restrictions and school closures, baseline information on all HGSFP indicators could not be collected at baseline. This may alter the reading of the overall programme's performance, as the baseline data comes two years after the beginning of the programme. To compensate for the limited availability of data, the evaluation team reviewed existing monitoring and evaluation documentation and secondary sources. Additionally, data collection instruments were designed to measure changes in experiences over time to assess changes where baseline data was not available.
- Limited evaluation timeline: Due to the school calendar, planning and implementation of data collection had to be conducted rapidly. To mitigate this challenge, the ET deployed a rapid questionnaire development and testing approach that utilised the expertise of the various team members. Contributions to the evaluation methodology and tool design were made by ET members with expertise in nutrition, food security and school feeding programmes to ensure rapid and effective tool development. The ET further benefited from close coordination and strong engagement with WFP SBP staff for the development of the evaluation methodology and tools.
- Information for attendance rate indicator: The evaluation was conducted at the end of the school year and at the beginning of harvesting time. As a result, more students were absent than would normally be expected. The ET followed the data collection methodology, however, evaluation results related to attendance may be lower than results previously reported by WFP.

124. Gender-responsive approach: Gender equality and women empowerment (GEWE) was mainstreamed throughout the evaluation through gender-sensitive planning, and data collection, and through a gender lens applied to the data analysis, and results. GEWE was mainstreamed during project planning and data collection through the recruitment of women data collectors, the development of gender-sensitive data collection tools, and the implementation of gender-sensitive training for all data collection. Where appropriate, quantitative results were disaggregated by gender, and differences in beneficiaries' perspectives and needs were noted in qualitative results.

125. The evaluation methodology was designed to enable GEWE considerations through the measurement of achievement of indicators targets and the programme objectives from a gender-disaggregated approach, and by the considering how gender influenced the programme's implementation and results. The evaluation design further considered the programme's context in relation to gender, as well as the participation and representation of men and women in the implementation, decision-making and resource-allocation of the programme. Where applicable, differences in the results, and reported experiences of men and women beneficiaries and stakeholders were noted in the report. GEWE was further mainstreamed through the design of the evaluation approach to ensure that data collection was inclusive and respectful to all participants in line with UN Women's good practices for gender-responsive evaluation.¹²⁸

¹²⁸ UN Women (2020) Gender-Responsive Evaluations: good practice approaches and methods. In Transform (June 2020 Issue 18).

Evaluation findings

2.1. COHERENCE: HOW WELL DOES THE HGSFP FIT INTO THE RGC NATIONAL PRIORITIES AND DEVELOPMENT GOALS, BUILD ON AND REINFORCE NECESSARY INTERGOVERNMENTAL COORDINATION MECHANISMS AND SYNERGIES AS WELL ALIGNED WITH THE OVERALL NORMS AND STANDARDS?

126. **Summary:** The mid-term evaluation found that the HGSFP strongly aligned with government policies and strategies, including those of MoEYS. The programme supports MoEYS' policies of inclusive and equitable education and effective leadership and management and supports the Ministry's 2030 Roadmap for Cambodia's SDG 4. The HGSFP further shows close alignment to the Rectangular Strategy IV and National Social Protection Policy. HGSFP coordination mechanisms, management and financing arrangements are understood at national and sub-national levels. The strong alignment of the HGSFP to national policies was seen as a result, in part, of WFP's long-term engagement in school feeding activities in Cambodia, as well as investments in coordination and in communication with national and sub-national stakeholders. The HGSFP further aligns with KOICA's mid-term strategies for education, health and agriculture and rural development, as well as SDGs 1, 2, 3, 4, 5, 7, 8, and 17.

2.1.1 Internal coherence: How does the HGSFP align with MoEYS's wider policy framework and with other interventions affecting the same operating context in Cambodia

127. The HGSFP is strongly aligned with MoEYS's policy framework, notably the Education Strategic Plan (2019-2023) and the 2030 Roadmap for Education.¹²⁹ The MoEYS has made achieving Sustainable Development Goal Four (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) a focus of its strategy.

128. In support of achieving this goal, the MoEYS has embraced two overarching policies:

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Ensure effective leadership and management of education officials at all levels.

129. In support of Education, the MoEYS approved the 2030 Roadmap for Cambodia's SDG Four in early 2019. The Roadmap aims to ensure inclusive, equitable, and quality education and promote lifelong learning opportunities for all. The mid-term evaluation found that the HGSFP is relevant and well-aligned to policy priorities and strategies and contributes to indicators and targets for Cambodia's Education 2030 Roadmap.

130. The HGSFP most directly contributes to the primary education sub-sector through Policy One (Ensure inclusive and equitable quality education and promote life-long learning opportunities for all) and Objective One (Improve participation until the last grade of primary education, and completion of primary education for all children, especially from disadvantaged groups) of the Education Strategic Plan (2019-2023). The HGSFP contributes to sub-sector indicators, including:

- Indicator 2: Net enrolment rate.
- Indicator 3: Dropout rate.
- Indicator 12: The number of primary schools meeting WASH standards.
- Indicator 14: Number of primary students receiving food at school.

131. The HGSFP also contributes to broader Roadmap policies and priorities, including the immediate objective of the MoEYS (To ensure that all Cambodian children and youth have equal opportunities to access quality education, consistent with the Constitution and the Government's commitment to the United Nations

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/TRANSFORM-Issue-18-2020-06-en.pdf>

¹²⁹ Ministry of Education, Youth and Sport (2019) Education Strategic Plan 2019-2023.

https://www.globalpartnership.org/sites/default/files/document/file/2019-10-education_sector_plan-cambodia.pdf

Convention on the Rights of the Child, regardless of social status, geography, ethnicity, religion, language, gender and physical form) and the Roadmap's Priority Policy One (All girls and boys have access to quality early childhood care and education and pre-primary education, and completely free, equitable and quality basic education with relevant and effective learning outcomes).

132. Schools in the HGSFP are currently transitioning to government-ownership under the NHGSFP. The NHGSFP began in 1999 and now provides daily meals to 280,000 pre-primary and primary school children in 1,113 schools across 10 provinces in Cambodia.¹³⁰ In 2014, WFP and the Ministry jointly developed the home-grown model, using locally available ingredients for school meals.¹³¹ The model helped boost local agricultural production and create jobs and income for many communities.¹³² In 2019, the RGC began taking over school feeding from WFP (known as the transition), funding and implementing it as a national programme and incorporating it into its national social protection scheme.¹³³ The RGC now independently funds and manages the programme in 290 schools (26 percent of all schools) with an allocation of USD 2.9 million this year.¹³⁴

133. This transition is outlined in the Sub-decree on Home-Grown School Feeding Programme Implementation (referred to as the Sub-decree).¹³⁵ The Sub-decree is intended "to determine the mechanism, management procedure and implementation of (National) Home-Grown School Feeding Programme."¹³⁶ The Sub-decree outlines how the MoEYS serves as the lead institution and will establish a Sub-Committee to coordinate, follow up/monitor and evaluate the progress of programme as needed. The establishment and function of the Sub-Committee will be determined by the decision of National Social Protection Council (NSPC).¹³⁷ The composition of Sub-Committee will be determined by the Prakas¹³⁸ of Minister of Ministry of Education, Youth and Sports. The Sub-decree also outlines that all expenditures of the Home-Grown School Feeding Programme shall be funded by social protection fund. Additionally, WFP SBP staff (1) report that WFP is in the process of supporting the MoEYS in the development of the National School Meals Policy (of which the HGSF sub-decree is the precursor).¹³⁹ The staff member further reports that the National School Meals Policy is expected to be approved in 2023, and will be one of the key policy documents for supporting the NHGSFP.¹⁴⁰ The Prakas was designed to ensure clarity on roles and responsibilities.¹⁴¹

134. As part of the transition, schools within the HGSFP will be transferred to government ownership. In the 2022-2023 school year, 98 schools were handed over, and in the 2023-2024, an additional 59 schools (for a total of 157 schools) are expected to be handed over.¹⁴²

135. The mid-term evaluation finds that factors inherent to the HGSFP as a result of the programme design align with MoEYS's wider policy framework. For example, the evaluation finds that the targeting and coverage of the HGSFP, as part of programme design, aligns to MoEYS's priorities as outlined in the Sub-decree on Home-Grown School Feeding Implementation. The HGSFP Concept Paper notes that the areas where HGSF is rolled out in Cambodia. These are among the most vulnerable, least resilient areas in the country, in term of education performance, poverty, malnutrition, and food insecurity.¹⁴³ They do, however, have agricultural and economic potential if given the right impetus of agricultural support and market stimulation. The social safety nets offered by school meals provide critical assurances to poor households as they work their way

¹³⁰ WFP (2022) Celebrating the continued transition of school feeding programme in Cambodia. <https://www.wfp.org/news/celebrating-continued-transition-school-feeding-programme-cambodia>

¹³¹ Ibid.

¹³² Ibid.

¹³³ Ibid.

¹³⁴ Ibid.

¹³⁵ Royal Government of Cambodia (2022) Sub-Decree on Home-Grown School Feeding Programme Implementation.

¹³⁶ Ibid.

¹³⁷ Ibid.

¹³⁸ A Prakas is a ministerial or inter-ministerial decision signed by the relevant Minister(s) conforming to the Constitution and to the law or sub-decree to which it refers. ILO (2014) Cambodians Prakas (ministerial orders).

<https://apmigration ilo.org/resources/cambodian-prakas-ministerial-orders-2>

¹³⁹ WFP Feedback - Feedback Matrix_KOICA HGSFP ERG feedback

¹⁴⁰ Ibid.

¹⁴¹ Ibid.

¹⁴² WFP School List - School list SY22-23 and SY23-24 (KOICA)

¹⁴³ MoEYS (2020) Project/Programme Concept Paper Home-Grown School Feeding.

out of poverty, and contribute to improved local food systems by connecting smallholder farmers with reliable demand and promoting production diversity by requiring that 70 percent of commodities be sourced locally.¹⁴⁴ The Concept Paper further notes that the HGSFP “reinforces the Government’s decentralization and democratization agenda by encouraging and building the capacity of sub-national authorities in designing, managing, and implementing school feeding activities as part of a wider social protection system”.¹⁴⁵ Further, the HGSFP contributes to gender equality through provision of equal income opportunities for both women and men in producing and supplying food to schools or participating in food preparation for pre- and primary school children.¹⁴⁶

136. Key results defined in the Theory of Change for the HGSFP that support alignment to MoEYS priorities include:

- Overall policy framework on HGSFP is developed (and implemented)
- Model for national HGSF programme is developed.
- Overall policy framework on HGSFP is developed (and implemented)

2.1.1 a) How well does the HGSFP align with other national policies and priorities, particularly those related to agriculture sector development (including but not limited to the monitoring of the use of harmful substances) and the overall trade regulatory system?

137. The mid-term evaluation found that the HGSFP is well aligned with other national priorities, including those outlined in the Rectangular Strategy, the National Social Protection Policy, and agriculture sector objectives.

138. The Rectangular Strategy IV sets out the national economic development strategy with the aim of reaching the status of an upper-middle-income country by 2030 and a high-income country by 2050 in support of the RGC’s overriding goal of building a peaceful, politically stable and secure society, following a path of sustainable and equitable development.¹⁴⁷ The HGSFP is aligned with the Rectangular Strategy, most notably on the strategic objective to develop a quality, equitable and inclusive education system.¹⁴⁸

139. The mid-term evaluation found that the HGSFP is aligned with the policy priorities for the agriculture sector development. The HGSFP aims to increase access to local markets and income-generating opportunities for local food producers and suppliers. Through HGSFP, the MoEYS is working with the MAFF and relevant expert partners (including FAO) and in the agriculture sector to support suppliers and smallholder farmers in target areas on the application of seasonal crop calendars, diversification, post-harvest handling, food quality and safety, market linkages beyond the supported schools, and financial inclusion through bill payment with banking services. HGSFP support to local food suppliers and smallholder farmers is intended to contribute to increased agricultural productivity and access to markets to sell agricultural products.

140. School feeding is further recognised as a strategy to achieve objectives and priorities in the National Social Protection Policy Framework (NSPPF 2016-25), the National Strategic Development Plan 2019-2023¹⁴⁹, and highlighted in other policies/strategies, such as the Second National Strategy for Food Security and Nutrition 2019-2023.¹⁵⁰ Promoting nutrition provision is a strategy of the School Health Policy.¹⁵¹

¹⁴⁴ Ibid.

¹⁴⁵ Ibid.

¹⁴⁶ Ibid.

¹⁴⁷ Royal Government of Cambodia (2018) Rectangular Strategy for Growth, Employment, Equity and Efficiency. Phase IV of the Sixth Legislature of the National Assembly. <http://cnv.org.kh/wp-content/uploads/2012/10/Rectangular-Strategy-Phase-IV-of-the-Royal-Government-of-Cambodia-of-the-Sixth-Legislature-of-the-National-Assembly-2018-2023.pdf>

¹⁴⁸ Ibid.

¹⁴⁹ Royal Government of Cambodia (2019) National Strategic Development Plan 2019-2023. https://data.opendevlopmentmekong.net/dataset/087e8a03-f09d-4eb2-94f2-00d8d237b342/resource/bb62a621-8616-4728-842f-33ce7e199ef3/download/nsdp-2019-2023_en.pdf

¹⁵⁰ Council for Agricultural and Rural Development (2019) The Second National Strategy for Food Security and Nutrition 2019-2023. <https://scalingupnutrition.org/sites/default/files/2022-06/national-nutrition-plan-cambodia.pdf>

¹⁵¹ Ministry of Education, Youth and Sport (2020) Project/Program Concept Paper for the Home-Grown School Feeding.

2.1.1 b) Are current HGSFP coordination mechanisms, management and financing arrangements clearly defined and understood at both the national and sub-national levels? How do HGSFP coordination mechanisms, management and financing arrangements support institutional strengthening and local ownership?

141. The mid-term evaluation results indicate that current HGSFP coordination mechanisms, management and financing arrangements are clearly defined and understood at the national and sub-national levels, however, the majority of national and sub-national stakeholders and WFP SBP staff (2) reported there is significant work to be continued to successfully transition the HGSFP to national ownership.

142. WFP SBP staff (3) and most national and sub-national stakeholders interviewed were largely in agreement that the existing mechanisms for coordination, management and financing were clearly defined and understood. WFP was viewed as the primary actor (along with MoEYS) currently responsible for developing and ensuring coordination, management, and financing mechanisms were functioning well, with specific references made to multi-stakeholder coordination activities (workshops and meetings).

143. While all interviewed WFP SBP staff and stakeholders interviewed for the evaluation were acutely aware of the transition to the NHGSFP, some staff as well as national and sub-national stakeholders were uncertain how the transition strategy will impact the coordination mechanisms, and management as these roles were primarily seen as the expertise of WFP. The HGSFP inter-ministerial coordination mechanisms seen to be most effective in the programme were consultations made by MoEYS with eleven ministries with mandates relevant to the HGSFP and the multi-sectoral NHGSFP Theory of Change workshop.^{152,153} Due to COVID-19 restrictions, the inter-ministerial workshop was postponed. Programme documentation notes that further inter-ministerial coordination mechanisms are further outlined in the Sub-decree on Home-Grown School Feeding Programme Implementation.¹⁵⁴

144. At the community level, school staff, school directors and commune council members interviewed for the evaluation were confident in their understanding of their roles and their ability to implement the programme. However, these stakeholders (school staff, school directors and commune council members) reported little awareness of the specific plans and details of the transition to the NHGSFP or how it will impact their schools.

145. To improve the likelihood of a smooth transition to the NHGSFP, stakeholders recommended that the programme consider whether additional awareness and capacity-strengthening activities can be deployed prior to schools transitioning to ensure field-level stakeholders, such as commune councils and school staff, are aware of the specific details of the transition strategy and how it will affect their roles, responsibilities, and reporting duties. A stakeholder reported that MoEYS and other partner Ministries are not expected to have the required capacity to manage and implement the programme at the end of the current KOICA-funded HGSFP period. A Phase Two period (2026 to 2030) is expected,¹⁵⁵ and additional capacity strengthening activities from WFP and MoEYS are further expected and described in the transition strategy.¹⁵⁶

2.1.1 c) What factors inherent to the HGSFP positively and negatively influenced institutional synergies and interlinkages?

146. Stakeholders and staff interviewed for the evaluation reported that long-term engagement of the HGSFP in Cambodia positively influenced institutional synergies and interlinkages. However, COVID-19 mandated restrictions and a large number of national and sub-national partners increased the resources needed for coordination.

147. The main factor identified by WFP SBP staff (1) and the majority of national government stakeholders that positively influenced institutional synergies was the long-term engagement with WFP in school feeding

¹⁵² WFP (2022) 2021 Annual Report – KOICA Support to Cambodia’s Home-Grown School Feeding Programme

¹⁵³ WFP (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January-June 2022)

¹⁵⁴ Ibid.

¹⁵⁵ Royal Government of Cambodia and the World Food Programme (March 2022) Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme: Cambodia Phase 1 2022-2025. World Food Programme and Royal Government of Cambodia, Phnom Penh.

¹⁵⁶ Ibid.

in Cambodia. WFP was viewed as having extensive experience in implementing school feeding programmes in Cambodia and globally. Additionally, WFP developed strong, trusting relationships with both national and sub-national stakeholders over a long period of time. The HGSFP was viewed as being strongly aligned with the RGC goals and priorities due to the long-term engagements with WFP and the strong understanding of the RGC's priorities. Since WFP has developed a very positive reputation and institutional trust, national government stakeholders across surveyed Ministries reported that they were very comfortable working with WFP to achieve common objectives.

148. The HGSFP includes a large number of national and sub-national stakeholders with roles and responsibilities, including a number of ministries (education, health, economics, agriculture, etc.) with different policy objectives. It was noted that working with many partners increased the need for coordination and alignment to ensure institutional synergies and interlinkages compared to programmes implemented with fewer partners.

149. The evaluation found that coordination and management have included both bilateral and multilateral engagements and a significant number of training and institutional strengthening activities. All WFP SBP staff noted that early in the implementation of the HGSFP, coordination and management were complicated by the COVID-19 pandemic. COVID-19 mandated restrictions led to delays and challenges for coordination and limited face-to-face interactions at a time when coordination to make programme adaptations was needed.

2.1.1 d) Does the HGSFP align with the RGC's national priorities and related policies in terms of social inclusion? Specifically, as designed, to what extent does the HGSFP align with and support the government in reducing exclusion, reaching marginalised and vulnerable groups, and transforming gender inequalities?

150. The HGSFP is well aligned with the RGC national priorities to reduce exclusion, reach marginalised and vulnerable groups¹⁵⁷, and address priorities for reducing gender inequalities, notably those outlined in the Rectangular Strategy IV (Rectangle One – strengthen gender equality and social protection)¹⁵⁸ and the Education Strategic Plan 2019-2023 (Priority Area - strengthening gender equality and social protection)¹⁵⁹. The RGC's Rectangular Strategy Four guides the achievement of progress for Cambodia's Vision 2030 and 2050 and the SDGs. The HGSFP is aligned with the national vision outlined in the Rectangular Strategy, which states that Cambodian children be physically strong and mentally intelligent, to promote community economic growth to contribute to building a prosperous, sustainable, and inclusive society. School meals are incorporated in the Education Strategic Plan (ESP) 2019-2023 to support the contribution of the Primary Education Sub-Sector in achieving the objective to "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all". The programme is considered a measure to increase school enrolment, attendance, and retention, especially of children from disadvantaged groups.

151. There was a consensus among WFP SBP staff, as well as national and sub-national stakeholders interviewed that the HGSFP intentionally and successfully targeted geographic areas and schools with vulnerable districts characterised by high rates of poverty, food insecurity and malnutrition. This aligns to MoEYS's strategy to expand education services to vulnerable children, increase enrolment and completion rates at all study levels and reduce the dropout, as outlined in the Education Strategic Plan (2019-2023) and the Rectangular Strategy's focus on widening the coverage of existing programs to provide better support to the poor and vulnerable groups.

¹⁵⁷ Neither the Education Strategic Plan (2019-2023) nor the Rectangular Strategy IV does not define vulnerable groups. The HGSFP aligns to the Rectangular Strategy's objectives to "widen the coverage of existing programs to provide better support to the poor and vulnerable group". Royal Government of Cambodia (2018) Rectangular Strategy for Growth, Employment, Equity and Efficiency. Phase IV. The HGSFP aligns to Main Strategy 3.2, including to expand education services to vulnerable children and children from ethnic minorities, increase enrolment and completion rates at all study levels, and reduce the dropout and repetition rates.

¹⁵⁸ Royal Government of Cambodia (2018) Rectangular Strategy for Growth, Employment, Equity, Efficiency Phase IV of the Royal Government of Cambodia of the Sixth Legislature of the National Assembly. <http://cnv.org.kh/wp-content/uploads/2012/10/Rectangular-Strategy-Phase-IV-of-the-Royal-Government-of-Cambodia-of-the-Sixth-Legislature-of-the-National-Assembly-2018-2023.pdf>

¹⁵⁹ Ministry of Education, Youth and Sport (2019) Education Strategic Plan 2019-2023. https://teachertaskforce.org/sites/default/files/2022-09/2019_MoEYS-Cambodia_Education_strategic_plan-Cambodia_EN.pdf

152. The HGSFP is viewed to be equally accessible to all children attending targeted schools, regardless of gender, ethnicity, or other characteristics. Nearly all interviewed households (97.8 percent) reported their child received food every day that they attended school and benefited from the HGSFP (99.7 percent). School staff and commune council members reported that providing meals to all children promoted sharing and reduced inequality due to socio-economic factors.

153. While the HGSFP was seen to encourage enrolment and attendance in schools in targeted communities, school staff, school directors, commune council members, DoEYS and PoEYS staff observed that some marginalised and vulnerable children who do not enrol or attend school are not currently benefiting from the HGSFP, including some children living in remote areas and some children living with disabilities. In this respect, the HGSFP was viewed to support the government in reducing exclusion but was not successful in reaching all vulnerable children and households as reaching children who do not attend school is inherently outside the scope of HFSFP design. To reach out-of-school children not currently reached by school feeding, different interventions are required.

154. Stakeholders further observed that boys are a vulnerable group served by the HGSFP as they are at a heightened risk of school dropout compared to girls. Many WFP staff as well as national and sub-national stakeholders reported that boys were more vulnerable than girls to drop out as a result of being under greater pressure to financially support families once they are old enough regardless of their level of educational attainment. Boys were also reported to be more likely to drop out of targeted schools to attend religious academic institutions and join monasteries. This finding was supported by previous findings, which show that girl students have a higher primary school completion rate compared to boys (95 percent and 87 percent respectively), while adolescent boys are nearly 50 percent more likely to be out of school compared to adolescent girls (22 percent and 15 percent respectively).^{160,161}

2.1.1 e) How well have other considerations such as good governance and donor coordination been mainstreamed in the design of the programme?

155. Under the KOICA-funded HGSFP, donor coordination has primarily been the domain of WFP.¹⁶² As the HGSFP transitions from external to national ownership, WFP SBP staff and national government stakeholders are aware that this will require a gradual move from external to national funding sources, with donor coordination phased out.

156. The majority of school staff, suppliers, and commune council members reported that the development of the competitive bidding procedures used for commodity procurement by schools was an example of good governance in the programme design. There was a consensus among national and sub-national stakeholders, including suppliers, that bidding procedures used in the HGSFP promoted a transparent, accountable, and fair system and functioned as good governance for the HGSFP.

2.1.2 External coherence: As designed, how well does the HGSFP align with external policy commitments and other interventions implemented by other actors in Cambodia? 1.2 a) Is the HGSFP fully aligned and supportive of KOICA's development and cooperation strategies and priorities?

157. The HGSFP is aligned with and supportive of KOICA's development and cooperation strategies and priorities, specifically those related to education, agriculture and rural development and health. [Table 15](#) summarised the alignment of the HGSFP to KOICA's development and cooperation strategies.

¹⁶⁰ UNESCO Institute for Statistics (2021) Primary completion rate (% of relevant age group) – Cambodia.

<https://data.worldbank.org/indicator/SE.PRM.CMPT.FE.ZS?locations=KH>

¹⁶¹ UNESCO Institute for Statistics (2021) Adolescents out of school (% of lower secondary school age) – Cambodia.

<https://data.worldbank.org/indicator/SE.SEC.UNER.LO.MA.ZS?locations=KH>

¹⁶² Ministry of Education, Youth and Sport (2018) Project/Program Concept Paper for the Home-Grown School Feeding.

Table 15 HGSFP alignment to KOICA strategies

KOICA Strategies ¹⁶³	Alignment to HGSFP
<p>Education Mid-term Strategy 2021-2025</p> <p>Aim: To cover quality and inclusive education initiatives, while also focusing on gender equity and the development of relevant skills.</p> <p>Mission: To ensure the right to education for all by strengthening education systems in partner countries and encouraging the participation of diverse stakeholders.</p>	<p>The HGSFP primarily serves as a programme to support KOICA's strategies for education development. The HGSFP promotes the aim of supporting quality and inclusive education by providing incentives to vulnerable children to enrol and support attendance in school. The HGSFP supports the mission outlined in KOICA's Education Mid-term strategy through capacity-strengthening activities and the engagement of a wide range of national and sub-national stakeholders.</p>
<p>Agriculture and Rural Development Mid-Term Strategy 2021-2025</p> <p>Mission: To contribute to national growth and stability by helping rural residents proactively lead regional development, promote the agricultural industry by helping to raise agricultural productivity and incomes, and develop rural areas through improved basic infrastructure</p>	<p>The HGSFP aligns with the mission of KOICA's mid-term strategy for agriculture and rural development by supporting rural suppliers and smallholder farmers to raise incomes and productivity. The mid-term evaluation found that 96.0 percent of farmers that participated in the programme reported that participation in HGSFP helped increase the total income of their household (96.0 percent), while suppliers reported that the programme had helped them access a stable and predictable market (68.2 percent), access new markets (23.5 percent) and diversify production (48.0 percent).</p>
<p>Health Mid-Term Strategy 2021-2025</p> <p>Mission: To contribute to achieving a healthy life and universal health for all through joint efforts to strengthen the health capacity of developing countries</p>	<p>The HGSFP aligns with KOICA's mid-term health strategy by supporting healthy lives and development among vulnerable children in targeted areas.</p>

2.1.2 b) Is the HGSFP fully aligned with international policy commitments, specifically in relation to the SDGs and global priorities in the areas of food security, health and nutrition, inclusive access to education, strengthening resilience and improving livelihoods?

158. The HGSFP aligns with the SDGs, specifically SDGs 1, 2, 3, 4, 5, 7, 8 and 17 and aligns with global priorities for food security, health and nutrition and inclusive access to education through the Global School Meals Coalition. Programme documentation¹⁶⁴ for the HGSFP shows that the programme was designed with the intention of contributing to several Sustainable Development Goals (SDG) (summarised in **Table 16**).

¹⁶³KOICA. What We Do. http://www.koica.go.kr/koica_en/3410/subview.do

¹⁶⁴ MoEYS (2022) Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme (2022-2025).

Table 16 HGSFP alignment to SDGs

Sustainable Development Goals ¹⁶⁵	HGSFP Alignment
SDG 1: End poverty in all its forms everywhere	The HGSFP aims to alleviate the effects of poverty on nutrition and food security for vulnerable children through school feeding and support the development of rural smallholder farmers and suppliers through local food procurement.
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	The HGSFP supports the goal of improving nutrition and food security by directly addressing the needs of students for nutritional and food security support (with diverse, healthy meals).
SDG 3: Ensure healthy lives and promote well-being for all at all ages	The HGSFP supports healthy lives and child well-being through nutritional support provided by school meals.
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	The HGSFP supports inclusive and equitable education opportunities for all children in targeted areas by motivating households to enrol children in school and support learning outcomes.
SDG 5: Achieve gender equality and empower all women and girls	The HGSFP promotes gender equality by supporting both boys and girls in targeted areas to address barriers to education.
SDG 7: Ensure access to affordable, reliable, sustainable, and modern energy for all	The HGSFP supports sustainable energy use through the provision of energy-efficient stoves for school kitchens. The HGSFP has built or rehabilitated 170 stoves to date. ¹⁶⁶
SDG 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all	The HGSFP supports sustained and inclusive economic growth through the engagement of local smallholder farmers and suppliers.
SDG 17: Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development	The HGSFP contributes to strengthening the Global Partnership for Sustainable development through the engagement of stakeholders in capacity strengthening and coordination efforts to promote the achievement of the SDGs.

159. As a member of the global School Meals Coalition, in March 2022 the RGC announced its national commitments in support of school feeding. In line with the transition strategy, the first commitment is “to continue increasing the share of school meals managed and funded by the Royal Government of Cambodia”. The government has committed to developing a school meals policy and an M&E framework, optimising the programme design, implementing a holistic package of complementary activities, and actively participating in the peer-to-peer community of practice. WFP provided support to the government for the development of its commitments. The HGSFP and NHGSFP are well-aligned with this strategy.

¹⁶⁵ United Nations Department of Economic and Social Affairs. The 17 Goals. <https://sdgs.un.org/goals>

¹⁶⁶ World Food Programme (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January – June 2022).

2.1.2 c) Have the perspectives of all key stakeholders (including direct beneficiaries) been taken into consideration in the HGSFP design process?

160. The mid-term evaluation found that the HGSFP has taken into consideration the perspectives of all key stakeholders, including beneficiaries, in the design process. All WFP SBP staff and stakeholders across all stakeholder groups felt that their perspectives and needs were considered in the design of the HGSFP even if they were not directly consulted in the design or decision-making process. The project proposal notes that the HGSFP design was based on an agreement made between WFP and the RGC based on many years of coordination and noting that RGC views WFP and the HGSFP as critical for the “development of suitable implementation approaches which reflect the government’s priorities and institutional capacity.”¹⁶⁷ The Concept Paper for the HGSFP further notes that “the government considers HGSF as a most promising model on which to base possible future national programme implementation and has acknowledged it as a key component of the national social protection policy framework 2016-2025”. As part of the HGSFP development process, MoEYS conducted a feasibility study that is outlined in the HGSFP Concept Paper in June 2018.¹⁶⁸

161. Furthermore, the HGSFP has conducted a number of assessments to gauge the perspectives and needs of a range of stakeholders, including the HGSF Suppliers COVID-19 Impact Assessment (May 2020) to assess the impact of Covid-19 restrictions on the income and livelihoods of these suppliers, and School Assessment (June 2020) to assess and update data of school infrastructure around WASH, food preparation, safe eating, and school environment. The Concept Paper for the HGSFP provides a detailed assessment of beneficiary needs to support access to education, nutrition, and rural development.¹⁶⁹ Information collected from these assessments was reported by programme staff to have informed planning and resource allocation (for example, for school infrastructure), and monitor progress and risks to the programme.

162. It should be noted that the baseline assessment planned for 2020 could not collect primary data from suppliers due to delays related to contracting during the COVID-19 pandemic. Data were collected from a representative sample of suppliers contracted for the 2021-22 School Year (n=112) and the farmers they work with (n=224).

2.2 RELEVANCE: AS DESIGNED, HOW WELL DOES THE HGSFP RESPOND TO THE NEEDS AND PRIORITIES OF TARGETED GROUPS AND HOW SENSITIVE AND ADAPTIVE IS IT TO ITS CONTEXT?

163. **Summary:** The HGSFP was found to be highly relevant to the educational, nutritional and food security of primary school children and their families. The HGSFP was seen as responding to the needs and motivations of targeted families for education. School feeding was reported to encourage enrolment, attendance, and the nutritional status of students. The shift from school meals to take-home rations as a result of COVID-19 school closure were also highly relevant to the needs of targeted households, in line with previous evaluation findings. The evaluation further found that the HGSFP contributed to improving the livelihoods of local farmers and suppliers who benefited from stable and predictable markets, acceptable prices and opportunities for investment and diversification of business activities.

164. The HGSFP successfully identified and managed the needs of both national and sub-national stakeholders. The majority of national and sub-national stakeholders reported receiving training and expressed high levels of satisfaction with capacity building activities.

2.2.1 How relevant are the implemented activities in addressing the needs of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups)?

165. The mid-term evaluation found that the HGSFP is highly relevant to the education, food security and nutrition needs of primary school children and their families, including both boys and girls and helped overcome barriers to enrolment and attendance in school. However, the evaluation further found that as is

¹⁶⁷ Ministry of Education, Youth and Sport (2020) Project/Program Concept Paper Home-Grown School Feeding

¹⁶⁸ Ibid.

¹⁶⁹ Ibid.

inherent to school feeding programmes, children who do not enrol or attend school, or drop out of school, including children from vulnerable groups, do not benefit from the HGSFP.

166. Stakeholders and households interviewed reported that children face several barriers to enrolling and attending school, including physical barriers caused by distance and environmental conditions and poverty-related economic pressures.

167. Among households interviewed for this evaluation, all (100 percent) reported that school proximity was an important or very important factor when deciding where to send their children to school (see Table 17). Difference in ratings of the importance of school proximity were statistically significant by province ($p=0.001$) and disability status ($p=0.36$). This finding was supported by school staff, school directors and interviewed households reported that children travelling long distances to attend school were less likely to enrol and attend compared to children living in close proximity. Rainy weather conditions and flooding, especially during monsoon season, were reported to make travel conditions less safe for children, leading to a high rate of absence during these conditions.

Table 17 Households' ratings of the important of school proximity when deciding where to send their children to school (by province and disability status)

			School is close in proximity to home		Total
			Important	Very important	
Province	Kampong Chhnang	Count	73	236	309
		Percentage	23.6 percent	76.4 percent	100.0 percent
	Kampong Thom	Count	74	403	477
		Percentage	15.5 percent	84.5 percent	100.0 percent
	Pursat	Count	41	267	308
		Percentage	13.3 percent	86.7 percent	100.0 percent
Total	Count	188	906	1094	
	Percentage	17.2 percent	82.8 percent	100.0 percent	
Does any household member have disabilities?	No	Count	182	839	1021
		Percentage	17.8 percent	82.2 percent	100.0 percent
	Yes	Count	6	67	73
		Percentage	8.2 percent	91.8 percent	100.0 percent

168. Among households surveyed for the evaluation, the majority reported that their children travelled to school on foot (60.8 percent), followed by bicycle (35.0 percent). Households receiving IDpoor were more likely to report that their children walked to schools compared to households that did not receive IDpoor ($p=0.027$) (see Table 18).

Table 18 Distribution of reported transportation methods students take to reach school (by IDpoor status)

			How does your child go to primary school (the most often)?				Total
			Bicycle	Foot	Motorcycle	Others	
IDpoor	IDpoor 2	Count	47	95	1	0	143
		Percentage	32.9 percent	66.4 percent	.7 percent	0.0 percent	100.0 percent
	Not IDpoor	Count	302	479	41	1	823
		Percentage	36.7 percent	58.2 percent	5.0 percent	.1 percent	100.0 percent
	IDpoor 1	Count	34	91	3	0	128
		Percentage	26.6 percent	71.1 percent	2.3 percent	0.0 percent	100.0 percent
Total	Count	Count	665	45	1	1094	
	Percentage	Percentage	60.8 percent	4.1 percent	.1 percent	100.0 percent	

169. The majority of households reported that their children took less than 15 minutes to reach school (86.4 percent). Households receiving IDpoor were more likely to report traveling more than 15 minutes to reach school (p=0.001).

Table 19 Distribution of the amount of time it takes for children in surveyed households to walk to school (by IDpoor status)

IDpoor Status	Less than 15min	15min to 29 min	30min to 44min	45min to 1hr
IDpoor 2	76.2%	21.0%	2.8%	0.0%
Not ID Poor	88.8%	9.7%	1.2%	0.2%
Not IDpoor	82.0%	14.1%	3.1%	0.8%
Total	86.4%	11.7%	1.6%	0.3%

170. School staff and directors noted that children with physical disabilities faced greater transportation barriers and were less likely to enrol and attend schools that were far away. This finding is supported by previous government assessments, which identified long distance travelled to schools, and remote residence locations as key barriers to education in Cambodia.¹⁷⁰ It should, however, be noted that Cambodia has achieved 90 percent enrolment in primary education as of 2020, indicating the vast majority of children in Cambodia attend schools, and a minority of primary school children are currently out-of-school.¹⁷¹

171. Poverty and economic pressures are also widely viewed by stakeholders as being a barrier to enrolment and attendance in schools. School staff and commune members report that poor families often face difficulties providing breakfast to their children, providing money to give to children to buy snacks during the school day and purchasing school uniforms and school supplies. This finding was supported by previous research, which identified poverty as a significant factor influencing educational attainment in Cambodia and a reason for the creation of the HGSFP.^{172,173,174}

172. Both national and sub-national stakeholders noted that poverty and economic pressures faced by targeted households manifest in unique pressures for children based on gender. While both boys and girls reported dropping out of school to join parents and caregivers who migrate for work, girls were more likely to not enrol or drop out of school to care for younger children and the elderly. Boys were more likely to experience pressures to leave school and help support households by earning income, or to attend religious academic institutions. Some stakeholders (DoEYS and PoEYS representatives and school staff) felt that the COVID-19 pandemic had increased the vulnerability of boys to dropout because of escalating financial pressures placed on households.

173. The HGSFP addressed a number of factors that incentivised households to enrol children in school. For example, the household survey found that 99.9 percent of households reported that good quality education was important or very important. Only one household (0.1 percent) reported that good quality of education was not important (see **Table 20**). Differences in the proportion of households that reported that a good quality education was important to their decision-making were not statistically significant by province, school strata, IDpoor status, gender, or disability status.

¹⁷⁰ Ministry of Education, Youth and Sport National Education for All Committee (2015) Education for All National Review. <https://unesdoc.unesco.org/in/documentViewer.xhtml>

¹⁷¹ UNESCO Institute for Statistics (2020) School enrolment, primary (% net) – Cambodia. <https://data.worldbank.org/indicator/SE.PRM.NENR?locations=KH>

¹⁷² UNICEF (2020) Why are boys leaving lower secondary school early in Cambodia? https://www.unicef.org/cambodia/media/3371/file/UNICEF_Full_Research%20Report%20Dropout%20Student_English.pdf

¹⁷³ World Bank (2019) Ending poverty in Cambodia: Giving children a chance to return to school. <https://blogs.worldbank.org/eastasiapacific/ending-poverty-cambodia-giving-children-chance-return-school>

¹⁷⁴ Ministry of Planning (2018) Child poverty in Cambodia. https://www.unicef.org/cambodia/media/1496/file/Child%20poverty%20report%20in%20Cambodia_Full%20Report_Eng.pdf

Table 20 Distribution of households' ratings of the importance of good quality education at the school when making decisions to enrol their children (by province)

			Good quality of education at the school			Total
			Important	Not important	Very important	
Province	Kampong Chhnang	Count	92	1	216	309
		Percentage	29.8 percent	.3 percent	69.9 percent	100.0 percent
	Kampong Thom	Count	107	0	370	477
		Percentage	22.4 percent	0.0 percent	77.6 percent	100.0 percent
	Pursat	Count	69	0	239	308
		Percentage	22.4 percent	0.0 percent	77.6 percent	100.0 percent
Total	Count	Count	1	825	1094	
	Percentage	Percentage	0.1 percent	75.4 percent	100.0 percent	

174. Similarly, the mid-term evaluation found that nearly all (99.6 percent) surveyed households reported that a hot meal provided at school contributed to their decision on where to send their children to school (see Table 21). Differences in households on the importance of a hot meal provided at schools were not statistically significant by province, school strata, IDpoor status, gender, or disability status.

Table 21 Distribution of households' ratings of the importance of a hot meal provided at the school when making decisions to enrol their children (by province)

			Hot meal provided at school				Total
			I did not consider this factor	Important	Not important	Very important	
Province	Kampong Chhnang	Count	0	89	0	220	309
		Percentage	0.0 percent	28.8 percent	0.0 percent	71.2 percent	100.0%
	Kampong Thom	Count	0	137	2	338	477
		Percentage	0.0 percent	28.7 percent	.4 percent	70.9 percent	100.0%
	Pursat	Count	1	74	1	232	308
		Percentage	.3 percent	24.0 percent	.3 percent	75.3 percent	100.0%
Total	Count	Count	300	3	790	1094	
	Percentage	Percentage	27.4 percent	.3 percent	72.2 percent	100.0%	

175. Households surveyed for this evaluation reported that their children attended school for an average of 22.4 days per month in the month before the interview (minimum: 2, maximum: 26; standard deviation: 4.5 days). Differences in the average number of days children attended school were not statistically significant by province, school strata, IDpoor status, gender, or disability status.

Table 22 Distribution of the number of days children in surveyed households attended school (by province)

Province	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Kampong Chhnang	309	22.27	6.005	.342	21.60	22.94	5	26
Pursat	308	22.33	5.530	.315	21.71	22.95	6	26
Kampong Thom	477	22.56	5.209	.239	22.10	23.03	2	26
Total	1094	22.41	5.531	.167	22.09	22.74	2	26

176. Nearly all surveyed households reported that their children ate breakfast every day when it was offered at school (98.4 percent) (see [Table 23](#)). However, only 84.3 percent of households reported that their children had breakfast at home, when it was not offered at school (see [Table 24](#)). Households in Kampong Thom were more likely than those in Kampong Chhnang and Pursat to report that their child received breakfast at home when it was not offered in schools ($p=0.003$). [Table 25](#) shows that only 20.9 percent of households report that they send their children to school with food when school meals are not available. Differences in the proportion of households that send their children to school with food when school meals are not available is statistically significant based on province ($p=0.000$).

Table 23 Distribution of whether surveyed households report that children eat breakfast every day (by province)

			Does the child eat breakfast every day when it is offered at school?		Total
			No	Yes	
Province	Kampong Chhnang	Count	9	300	309
		Percentage	2.9 percent	97.1 percent	100.0 percent
	Kampong Thom	Count	2	475	477
		Percentage	.4 percent	99.6 percent	100.0 percent
	Pursat	Count	7	301	308
		Percentage	2.3 percent	97.7 percent	100.0 percent
Total	Count	Count	1076	1094	
	Percentage	Percentage	98.4 percent	100.0 percent	

Table 24 Distribution of households that report that their children receive breakfast at home when not offered at school (by province)

			Does child eat breakfast at home when not provided at school?		Total
			No	Yes	
Province	Kampong Chhnang	Count	66	243	309
		Percentage	21.4 percent	78.6 percent	100.0 percent
	Kampong Thom	Count	59	418	477
		Percentage	12.4 percent	87.6 percent	100.0 percent
	Pursat	Count	47	261	308
		Percentage	15.3 percent	84.7 percent	100.0 percent
Total	Count	Count	922	1094	
	Percentage	Percentage	84.3 percent	100.0 percent	

Table 25 Distribution of households that report sending children to school with food when school meals were not available

			Does child go to school with food when school meals are not available		Total
			No	Yes	
Province	Kampong Chhnang	Count	213	96	309
		Percentage	68.9 percent	31.1 percent	100.0 percent
	Kampong Thom	Count	412	65	477
		Percentage	86.4 percent	13.6 percent	100.0 percent
	Pursat	Count	240	68	308
		Percentage	77.9 percent	22.1 percent	100.0 percent
Total	Count	865	229	1094	
	Percentage	79.1 percent	20.9 percent	100.0 percent	

177. Among interviewed national and sub-national stakeholders, there is a consensus that the HGSFP is operating in schools where stunting and food insecurity are high, indicating that the programme was operated in areas with a high number of households in need. It was noted that families in targeted areas often struggle to feed their children and provide money to buy food/snacks at schools. Previous research has shown that the prevalence of stunting, underweight and wasting in Cambodia is high (see paragraph 45) and is more common in rural areas, where up to 34 percent of children are stunted compared to 24 percent of children in urban areas.¹⁷⁵ Without the HGSFP, stakeholders felt that many children would come to school hungry or would not attend school. Furthermore, school staff, school directors and commune council members agreed that meals provided through the HGSFP are a healthier alternative to the snacks and candy typically purchased by students from local vendors.

178. Among surveyed households, nearly all reported that their child received a meal at school every day when a meal was provided (97.8 percent) (see **Table 26**). Differences in the proportion of households reporting that their children received a meal at school every day when a meal was provided were not statistically significant by province, school strata, IDpoor status, gender or disability status. This finding was supported by the majority of interviewed national and sub-national stakeholders, who reported that the HGSFP was equally accessible to all children attending targeted schools and noted that meals were provided to all students that attended, regardless of economic need. There was further agreement that schools targeted by the HGSFP were open and inviting to all children equally. Among surveyed school staff, nearly all (99.6 percent) agreed or strongly agreed that the HGSFP provided equal opportunities for both boys and girls to receive an education.

Table 26 Distribution of households that report that their child receives a meal every day when school meals are provided (by province)

			Does the child receive a meal every day when meals are provided at schools		Total
			No	Yes	
Province	Kampong Chhnang	Count	9	300	309
		Percentage	2.9 percent	97.1 percent	100.0 percent
	Kampong Thom	Count	5	472	477
		Percentage	1.0 percent	99.0 percent	100.0 percent
	Pursat	Count	10	298	308
		Percentage	3.2 percent	96.8 percent	100.0 percent
Total	Count	24	1070	1094	
	Percentage	2.2 percent	97.8 percent	100.0 percent	

¹⁷⁵ World Vision (2019) Unlocking Cambodia's future by significant reducing rates of child malnutrition. <https://reliefweb.int/report/cambodia/unlocking-cambodia-s-future-significantly-reducing-rates-child-malnutrition>

179. School staff further felt that the HGSFP encouraged households to enrol children in schools, including children with disabilities. The HGSFP was widely seen as targeting schools that have many poor households and all surveyed staff agreed or strongly agreed that the HGSFP was good for encouraging parents to send disabled children to school. None of the interviewed households nor national and sub-national stakeholders reported that children were turned away from schools due to gender, ethnicity, socio-economic status, or disability status.

180. Among households interviewed for the evaluation, 6.7 percent reported having one or more household member living with a disability and 2.3 percent households reported that at least one household member was a child with a disability. Households receiving IDpoor were more likely than households not receiving IDpoor to have a household member with a disability (p=0.002) (see [Table 27](#)).

Table 27 Distribution of surveyed households with at least one household member with a disability

			At least one household member has a disability		Total
			No	Yes	
IDpoor	IDpoor 2	Count	136	7	143
		Percentage	95.1 percent	4.9 percent	100.0 percent
	Not IDpoor	Count	775	48	823
		Percentage	94.2 percent	5.8 percent	100.0 percent
	IDpoor 1	Count	110	18	128
		Percentage	85.9 percent	14.1 percent	100.0 percent
Total	Count	1021	73	1094	
	Percentage	93.3 percent	6.7 percent	100.0 percent	

181. Some representatives of MOEYS, POEYS and DOEYS as well as school staff and commune council members noted that some areas of the country with a high need for SFPs (including areas in the north of Cambodia and remote, rural areas) are not included in the program. Furthermore, it was noted that some vulnerable children, including those living in remote areas and those with disabilities that make it difficult to access schools were in high need of education, nutrition and food security support but often did not benefit from the HGSFP. This is an inherent component of a school-based feeding design and was noted that different interventions are needed to reach these children.

182. School staff and school directors stated that while targeted schools were welcoming of children with disabilities, the schools lacked human resources and infrastructure to provide special accommodations for some children with disabilities (including both physical and learning disabilities).

2.2.1 Were the programme adjustments in its modalities of transfer relevant and appropriate to meet the needs of the beneficiaries during COVID-19 mandated restrictions and to the programme overall objectives to “improve equitable access to primary education through HGSFP that contribute to sustainable development of the target communities”? b) Has the HGSFP remained relevant in meeting the current needs and priorities of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups especially the most marginalised ones (IDpoor, PWD, girls, etc.)?

183. The mid-term evaluation found that the adjustments to transfer modalities made by the HGSFP were relevant and appropriate to meet the needs of beneficiaries during COVID-19 mandated restrictions and to improving equitable access to nutritious foods.

184. Both national and sub-national stakeholders reported that the primary adjustment made to the HGSFP was a shift from school meals to take-home rations (THR) provided to IDpoor households. This finding was supported by programme documentation, including the Take-Home Ration Post Distribution Monitoring Report (2021) which documents the five rounds of take-home rations in 2020 and 2021 that reached over 80,000 households.¹⁷⁶ Among households surveyed for the evaluation, 3.3 percent reported receiving take-home rations (see Table 28). Interviewed households in Kampong Thom were more likely to report receiving

¹⁷⁶ WFP (2021) Take-home Ration Post Distribution Monitoring Report. Research, Analysis and Monitoring Unit.

take-home rations compared to households in other provinces ($p=0.000$). Notably, six surveyed households that did not have IDpoor status reported receiving take-home rations.

Table 28 Distribution of households that reported receiving take-home rations

			No	Yes	Total
Province	Kampong Chhnang	Count	304	5	309
		Percentage	98.4 percent	1.6 percent	100.0 percent
	Kampong Thom	Count	446	31	477
		Percentage	93.5 percent	6.5 percent	100.0 percent
	Pursat	Count	308	0	308
		Percentage	100.0 percent	0.0 percent	100.0 percent
IDpoor	IDpoor 2	Count	128	14	1
		Percentage	89.5 percent	9.8 percent	.7 percent
	Not IDpoor	Count	817	4	1
		Percentage	99.3 percent	.5 percent	.1 percent
	IDpoor 1	Count	113	15	0
		Percentage	88.3 percent	11.7 percent	0.0 percent
Total	Count	1058	36	1094	
	Percentage	96.7 percent	3.3 percent	100.0 percent	

185. There was a consensus among all stakeholders that converting school feeding activities to take-home rations was an appropriate and relevant project adaptation during the COVID-19 pandemic. This adaptation was viewed to be appropriate by both national and subnational stakeholders because the shift to take-home rations was relevant to the nutrition and food security needs of households targeted by the HGSFP that were experiencing increased risks of malnutrition and food insecurity during the pandemic. Stakeholders were in agreement that the COVID-19 pandemic had increased financial pressures on households targeted by the HGSFP and increased the need for food assistance. This finding was consistent with results of the USDA mid-term evaluation of school feeding activities in Cambodia.¹⁷⁷

186. While the shift to take-home rations was viewed to be relevant to the needs of targeted households. Use of the IDpoor system helped the HGSFP quickly identify households in need, consistent with the findings of the USDA mid-term evaluation findings. However, some school and commune council stakeholders felt that households outside IDpoor were also in need of take-home rations due to lost income and unemployment during the pandemic. Other stakeholders, including national and sub-national stakeholders, noted that take-home rations were limited to two packets per household, regardless of the household size or number of children. While this approach was viewed to be easy to implement, some school and commune council stakeholders felt that the response was not tailored to individual household needs, meaning some households received insufficient support.

187. As a result of the perceived need for support to non-IDpoor households, some sub-national stakeholders recommended that in the event of mandated restrictions due to COVID-19 or other emergencies, WFP considers expanding distribution of take-home rations to households with students in targeted schools that are not IDpoor but have urgent needs for food support.

188. Other programme adjustments in response to the COVID-19 pandemic included shifting the construction of school infrastructure from the Year Three workplan to be implemented in Year One and Two (e.g., increasing the number of school kitchens and eating shelters to be constructed and a focus on hand washing stations from 150 to 250). Other activities have included support to the development of standard operational procedures (SOPs) for school meals resumption and the production of online and other self-learning tools for HGSF implementation to replace face-to-face training.¹⁷⁸

¹⁷⁷ WFP and The Konterra Group (2022) Midterm Activity Evaluation of USDA McGovern-Dole Grant (FFE-442-2019-013-00) for WFP School Feeding in Cambodia.

¹⁷⁸ WFP (2020) KOICA Annual Report (March to October 2020)

189. The mid-term evaluation further found that the HGSFP has remained relevant to the needs and priorities of students and families for education, food security and nutrition during and after restrictions in response to COVID-19 were imposed. Stakeholders were in agreement that targeted households and students had continued to need nutrition and food security support, with some noting that COVID-19 had worsened economic conditions in Cambodia, increasing the urgency and intensity of need among targeted households for nutrition and economic support during and following the pandemic.

190. While the majority of school directors, staff, and committee members reported that the HGSFP has encouraged households in targeted areas to re-enrol their children in schools following mandated restrictions, this could not be quantified in the evaluation. However, as previously reported, households felt the provision of hot meals was important when making school decisions for their children (see [Table 21](#)) and enrolment rates in provinces targeted by the KOICA-funded HGSFP are above pre-pandemic levels (see [Table 3](#)).

2.2.2 Does the involvement of local traders and farmers/smallholders in the school feeding programme help improve their livelihoods, and are these benefits the same across women and men and other marginalise groups?

191. There was a broad consensus that involvement in the HGSFP improved the livelihoods of local suppliers, traders, and smallholder farmers, both men and women.

192. All surveyed school staff (100 percent) reported that the HGSFP was good for boosting local economies, especially for local farmers and smallholders. Smallholder farmers interviewed for the evaluation reported a range of economic benefits that farmers who participated in the HGSFP, including stable, predictable income, reliable, on-time payments, increased income and low transportation and marketing costs.

193. Four farmers reported that the HGSFP paid higher than market prices for commodities and none of the farmers reported that the HGSFP paid lower than market prices.

194. Similarly, surveyed suppliers reported that the main benefits of supplying to the school meals programme were the acceptable price paid (24.5 percent), a stable and predictable market (61.2 percent), long term contracts (52.0 percent), and opportunity to diversify production (48.0 percent). Nearly all interviewed suppliers (90.8 percent) report that involvement with the school meal programme helped them expand their business.

Table 29 Benefits of the HGSFP reported by suppliers (percentage)¹⁷⁹

Reported Benefits	All Suppliers	Women Suppliers	Men Suppliers
Acceptable price paid	24.5	25.0	23.7
Stable and predictable market	61.2	55.0	71.1
Long-term contracts	52.0	55.0	47.4
Opportunities to access to new markets	23.5	25.0	21.1
Opportunities to diversify production	48.0	48.3	47.4
Expanded business	90.8	88.3	94.7

195. In qualitative interviews, commune council members and school staff noted that by procuring commodities for the programme from local suppliers and farmers embedded in targeted communities, the programme had successfully targeted farmers, suppliers and cooks living in communities with high rates of poverty. This resulted in providing targeted opportunities with economic development, rather than relying on large, corporate suppliers and farmers.

196. Farmers and suppliers interviewed for the evaluation reported that they were not simply motivated to participate in the HGSFP for financial reasons. Suppliers and farmers reported that they were motivated to participate in the HGSFP to provide children (including their own children that attend targeted schools) with healthy, nutritious foods. Many farmers and suppliers reported taking pride or were motivated by civic duty to support their local schools.

¹⁷⁹ Suppliers survey conducted for evaluation.

197. Farmers, suppliers, and school stakeholders agreed that the benefits of the HGSFP were equally distributed among men and women community members. Surveyed suppliers reported that they had, on average, 51.2 percent women staff employed in their business (minimum: 0 percent maximum: 100 percent), while the majority of surveyed suppliers reported that they bought commodities from at least one woman farmer (85.2 percent). Farmers reported working with an average of ten farmers, retailers, traders, middlemen, and millers (minimum: 2, maximum: 18) of which 66.7 percent were women on average (minimum: 0 percent, maximum: 100 percent). Nearly all suppliers (91.8 percent) reported working with at least one woman farmer, retailer, trader, middleman, or miller.

198. Suppliers and farmers agreed that the HGSFP had provided equal, non-discriminatory opportunities. Furthermore, the use of the competitive bidding system to contract suppliers was seen as a means of ensuring fair, transparent, and accountable procurement for the HGSFP. None of the farmers or suppliers interviewed for the evaluation reported instances of discrimination because of participation in the HGSFP from schools or other participants.

2.2.3 Have the capacity needs, gaps, and priorities to manage the HGSFP at the national and sub-national levels been clearly identified and addressed by the current capacity strengthening activities?

199. To date, training on the HGSFP has been provided to national and sub-national stakeholders involved in the programme based on needs identified by the programme. For example, training provided to school cooks has focused on food safety and hygiene to respond to the need for safe meals. National and sub-national stakeholders report high levels of satisfaction with training and confidence in their ability to implement their roles based on the training they received. The mid-term evaluation found that while stakeholders were generally confident in their capacity to implement their roles and responsibilities for the HGSFP, many sub-national stakeholders would like additional training, particularly on how to implement monitoring activities.

200. The HGSFP operates through the cooperation and coordination of a large number of national and sub-national stakeholders each with roles in managing/implementing the HGSFP and specific capacity needs and priorities. As a result, the HGSFP has engaged in a wide range of capacity strengthening activities to address the capacity needs and priorities of national and sub-national stakeholders. Programme documentation notes that among the capacity strengthening activities, the HGSFP provided training on HGSFP operations, food safety and hygiene, sanitation, the monitoring checklist, and the use of Kobo to a range of stakeholders. Programme documentation demonstrates that such training had a wide reach through a cascade training approach – training was provided to 3,740 commune leaders, school support committees, school directors, cooks, and suppliers (1,411 women) in all schools providing school meals.

Table 30 Summary of capacity strengthening and training activities

Year	Summary of Capacity Strengthening Activities
2020	<p>Capacity strengthening activities planned for 2020 were largely postponed as a result of the COVID-19 pandemic and restrictions on meetings. Remote-learning tools were developed for WFP and national HGSF operations to reduce the need for face to face trainings, including:</p> <ol style="list-style-type: none"> 1) An instruction video for the HGSF supplier selection process to be used by practitioners (to be completed by the end of 2020) 2) A recipe book for the HGSF programme to support school cooks and school staff in HGSF recipe selection to ensure optimal nutritional value, meet child preferences, and meet cost efficiency with the ration provided. <p>Additionally, WFP organized quarterly coordination meetings at provincial level with 130 participants (35 females) from provincial and district officials in all three provinces and 18 quarterly coordination meetings at district level with 831 participants (153 females). The meetings focused on school preparedness for school meals resumption, alternate options for meal provision, construction plans and progress and the potential impact of meal suspension on children and community, etc. Information from the meetings was used to inform national dialogue on programme adjustments and relevant measures to support school reopening and school meals resumption.</p>

2021	<p>In 2021, the HGSFP reported that 257 national and sub-national government staff received training on programme implementation, monitoring, reporting, and attend exchange visits (out of a target of 283). WFP provided a number of trainings including:</p> <ol style="list-style-type: none"> 1) Two Training of Trainers and 22 cascade trainings in Kampong Chhnang province to 596 participants (220 females) including school directors, cooks, and storekeepers together with the MoEYS School Health Department and the Ministry of Health 2) Training to all target schools on operational management of the HGSP programme, roles and responsibilities of stakeholders, use of the SFIS system, menu design, accountability, reporting and financial management. 3) Training to strengthen the capacity of monitoring partners, POEYS and DOEYS and World Vision on how to apply the monitoring checklist and on information tools and processes including the school feeding information system (SFIS). 4) Training on food safety and safe school meals provision in the COVID-19 context provided to schools. <p>To assist the government in taking forward a range of institutional processes required for the NHGSF programme transition, WFP supported the development of a joint transition strategy, a national school meal policy, a sub-decree for the national HGSP programme, and a review of the MoEYS structure to determine if a specific department for the management social assistance activities needs to be created (including to oversee the management of the national HGSP programme). WFP organized a technical workshop with MoEYS and the National Social Protection Council (NSPC) to discuss the transition strategy, capacity gaps and the necessary steps required toward a nationally owned and domestically financed national school feeding programme. WFP also contributed to various consultations in relation to school health and nutrition by providing technical input the Education Strategic Plan midterm review and the National Action Plan for School Health 2021 to 2030.</p> <p>Furthermore, WFP, World Vision and sub-national authorities conducted monitoring visits mentoring and coaching to reinforce the capacity of school-based implementers. However, HGSP exchange visits, peer learning, cooking demonstrations and competitions could not take place due to the context and were postponed to 2022.</p>
2022	<p>WFP engaged in a range of capacity building and strengthening activities, including:</p> <ol style="list-style-type: none"> 1) Capacity strengthening and technical assistance at the national level on the policy framework and the design and implementation of the school meals programme, rollout of the School Feeding Information System (SFIS). 2) Training of Trainers (ToT), refresher and cascade training on the HGSP operations, including the supplier selection process and SFIS, aiming to build the capacity of relevant stakeholders in PoEYS, DoEYS, and target schools. 3) Training on HGSP tendering processes for 639 participants (142 women), including commune chiefs, commune council members, and school directors. 4) Trainings of Trainers to the Provincial Department of Agriculture, Forestry and Fisheries (PDAFF) and District Office of Agriculture (DOA) officials on vegetable production techniques in partnership with MAFF General Directorate of Agriculture and FAO <p>Additionally, in December 2022, with support from KOICA, the School Health Department re-published 400 food safety booklets and 2500 posters on “Smart foods selection” to be used as training materials in the refresher food safety training in 2023. It is expected that the booklet can play a role as both a food safety SOP and a checklist for school monitoring and mentoring. Furthermore, a study trip to Thailand was conducted along with school cooking competitions. The HGSPF annual report notes that WFP’s continuing support led the Royal Government of Cambodia to become a member of the global School Meals Coalition after the signing of the Joint Transition Strategy.</p>

201. Cascade trainings have been provided by WFP and partners. The 2022 Annual Report notes that WFP conducted Training of Trainers (ToT), refresher and cascade training on the HGSP operations, including the supplier selection process and SFIS, aiming to build the capacity of relevant stakeholders in Provincial Office of Education, Youth and Sports (PoEYS), District Office of Education, Youth and Sports (DoEYS), and target schools in 2022.¹⁸⁰ Additionally, PoEYS conducted 21 cascade trainings on HGSP operations to 516 participants (169 women) who engage in HGSP in 2022 with technical support from WFP.¹⁸¹ Participants of cascade training have included commune council representatives, school directors, cooks, storekeepers, and suppliers.¹⁸² Cascade training topics covered HGSPF roles and responsibilities in the programme, cost-efficient and nutritious menu design, accountability and reporting requirements. Implementers benefited of

¹⁸⁰ WFP (2022) Annual Report KOICA support to Cambodia's Home-Grown School Feeding Programme.

¹⁸¹ Ibid.

¹⁸² Ibid.

coaching on operations and system during the monitoring visits.¹⁸³ Additionally, WFP has supported quarterly coordination meetings in each province to discuss and address challenges to enhance programme implementation.¹⁸⁴

202. Furthermore, in 2022, WFP, the MAFF General Directorate of Agriculture and FAO provided Trainings of Trainers to the Provincial Department of Agriculture, Forestry and Fisheries (PDAFF) and District Office of Agriculture (DOA) officials from 6 KOICA-targeted districts on vegetable production techniques.¹⁸⁵ DOA and PDAFF conducted cascade trainings in two districts (Boribo and Teuk Phos) in November 2022 for 85 smallholder farmers (66 women), while the rest of the cascade trainings will be conducted in 2023.

203. In preparation for the 2022-2023 school year, WFP and local authorities conducted again the annual supplier selection process from September to December 2022. After WFP provided the above-mentioned ToT, the focal persons from PoEYS and DoEYS were able to organize and conduct cascade training for commune stakeholders, school directors, and storekeepers who are the supplier selection committee members. Consequently, 123 suppliers have been awarded to supply locally procured food to schools in KOICA target districts.

204. In addition to training, the HGSFP has addressed the capacity needs of national and sub-national stakeholders through strong coordination efforts. The Summary Mid-year Progress Report for the Home-Grown School Feeding for KOICA (January-June 2022) notes that coordination meetings were conducted with district governors and DoEYS officials to monitor progress, address challenges, and plan for better project implementation, while DoEYS organise 14 coordination meetings at the district level (jointly funded by USDA) with 393 participants (72 women), including commune leaders and school directors, to discuss and solve operational challenges.

205. The mid-term evaluation found that the majority of national and sub-national stakeholders interviewed for the evaluation received some training related to their HGSFP and their roles, and there was a consensus that the training provided by WFP was sufficient and gave them confidence in their current role.

206. Many national and sub-national stakeholders interviewed for the evaluation expressed concern about their continued capacity to implement the KOICA-funded HGSFP as well as after the planned transition to the NHGSFP. Both national and sub-national stakeholders (including representatives of MoEYS, School Health Department/MoEYS, PoEYS, DoEYS and school staff) requested refresher training be provided to clarify roles, responsibilities, and changes to the programme under the Joint Transition Strategy to be provided before the hand-over of schools to the NHGSFP. Other stakeholders, notably school staff, school directors and commune council members, requested additional training on how to monitor KOICA-funded HGSFP activities and use Kobo for data collection for the KOICA-funded programme.

207. The majority of all surveyed national and sub-national stakeholders reported that they were satisfied or very satisfied with the training they have received as part of the HGSFP. For example, 98.8 percent of school staff, 95.9 percent of suppliers and 81.0 percent of farmers reported being satisfied or very satisfied with the training they received (see [Table 31](#)). Farmers in Kampong Thom were more likely than farmers in other provinces to report being dissatisfied with training ($p=0.001$), however, differences in levels of satisfaction for other stakeholder groups were not statistically significant by gender or province. Among farmers that reported being dissatisfied with the training they received, all reported that they were dissatisfied because they had not learned any new skills.

208. Nearly all school staff (95.4 percent) and all suppliers surveyed for the evaluation reported being confident or very confident in their capacity to implement their roles for the KOICA-funded HGSFP (see [Table 32](#)). There were no statistically significant differences in the level of satisfaction among stakeholder groups by province or gender.

¹⁸³ Ibid.

¹⁸⁴ Ibid.

¹⁸⁵ Including crop rotation, diversification, compost making, post-harvest-management techniques, good hygiene practices, key principles of Good Agriculture Practices implementation, and climate-resilient practices.

Table 31 Distribution of stakeholders' level of satisfaction with training received for the HGSFP (by province and stakeholder group)

	Province	Very dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
School Staff	Kampong Chhnang	3.7 percent	0.0 percent	25.9 percent	70.4 percent
	Kampong Thom	0.0 percent	0.0 percent	29.4 percent	70.6 percent
	Pursat	0.0 percent	0.0 percent	36.4 percent	63.6 percent
	Grand Total	1.2 percent	0.0 percent	30.1 percent	68.7 percent
Suppliers	Kampong Chhnang	0.0 percent	0.0 percent	55.9 percent	44.1 percent
	Kampong Thom	0.0 percent	4.5 percent	54.5 percent	40.9 percent
	Pursat	4.8 percent	2.4 percent	47.6 percent	45.2 percent
	Grand Total	2.0 percent	2.0 percent	52.0 percent	43.9 percent
Farmers	Kampong Chhnang	2.9 percent	14.7 percent	58.8 percent	23.5 percent
	Kampong Thom	11.1 percent	3.7 percent	77.8 percent	7.4 percent
	Pursat	2.6 percent	20.5 percent	59.0 percent	17.9 percent
	Grand Total	5.0 percent	14.0 percent	64.0 percent	17.0 percent

Table 32 Distribution of stakeholders' level of confidence with implementing their roles for the HGSFP (by province and stakeholder group)

	Province	Not confident at all	Not very confident	Neither	Confident	Very confident
School Staff	Kampong Chhnang	0.9 percent	0.0 percent	0.0 percent	40.0 percent	59.1 percent
	Kampong Thom	3.5 percent	4.7 percent	0.0 percent	51.2 percent	40.6 percent
	Pursat	0.9 percent	1.8 percent	0.0 percent	50.9 percent	46.4 percent
	Total (All provinces)	2.1 percent	2.6 percent	0.0 percent	47.9 percent	47.4 percent
Suppliers	Kampong Chhnang	0.0 percent	0.0 percent	0.0 percent	58.8 percent	41.2 percent
	Kampong Thom	0.0 percent	0.0 percent	0.0 percent	63.6 percent	36.4 percent
	Pursat	0.0 percent	0.0 percent	0.0 percent	57.1 percent	42.9 percent
	Total (All provinces)	0.0 percent	0.0 percent	0.0 percent	59.2 percent	40.8 percent

209. Sub-national stakeholders, including POEYS and DOEYS representatives and school staff, were the least confident in their ability to implement and oversee monitoring activities for the HGSFP. Almost all agreed that the government has the capacity in terms of M&E. Although some expressed additional capacities are needed. The issue is that there is currently no proper funding allocated for monitoring and it is not clear yet if this budget will be allocated for the M&E system by the government in reality despite plans to do so.

2.3. EFFECTIVENESS: AS CURRENTLY IMPLEMENTED, IS THE HGSFP EXPECTED TO ACHIEVE ITS RESULTS AND OBJECTIVES, INCLUDING ANY DIFFERENTIAL RESULTS AMONGST TARGET GROUPS?

210. **Summary:** The HGSFP has achieved targets for some of the programme indicators, however many indicator targets across the HGSFP outcomes and outputs have not been achieved, largely as a result of the COVID-19 pandemic and related school closures.

211. The HGSFP was found to support pre/primary school children's access to education and motivate school enrolment. The benefits of the HGSFP were found to be equally accessible among students regardless of gender or socio-economic status. Additionally, the HGSFP contributed to helping farmers and suppliers by increasing their household income and living conditions. Despite positive sentiments about the financial

benefits of participation in the HGSFP, suppliers and farmers took pride and civic responsibility for providing nutritious foods to local schools where many had children attending. Stakeholders at the national and sub-national levels felt that the government is currently managing its areas of responsibility for the implementation of the HGSFP successfully. However, WFP SBP staff (3) interviewed for the evaluation reported that there were still needs to improve the government's capacity to monitor and ensure food quality and safety, develop nutritional standards, and take ownership of the M&E framework and monitoring checklist.

2.3.1 What is the level of achievement of the HGSFP's planned targets?

212. To date, the HGSFP has achieved targets for some but not all programme indicators, largely as a result of the COVID-19 pandemic and related restrictions and school closures. The COVID-19 pandemic had a significant effect on the HGSFP, and the achievement of programme indicators targets because of school closures and other pandemic restrictions (see [paragraph 262](#)). After the agreement was signed in March 2020, the schools were closed due to the outbreak of COVID-19. During the school closures, the HGSFP was adapted to provide take-home rations to households, and infrastructure improvements were prioritised. School closures lasted approximately 21 months in Cambodia. At the same time, almost all stakeholders at the national and sub-national level as well as WFP SBP staff (4) reported that the COVID-19 pandemic had increased the need for nutrition and food security support for children and families in targeted areas due to increased financial pressures on families during the pandemic. While there was a consensus among WFP SBP staff and HGSFP stakeholders, who felt that the programme adaptations were highly relevant to beneficiaries' needs, they also reported that mandated restrictions during the pandemic made coordination more challenging and limited face-to-face interactions. The COVID-19 pandemic also led to delays in contracting suppliers to the HGSFP and the adaptation of the baseline assessment in 2020 to remote and based on secondary data and WFP monitoring data.

213. Achievement of the indicator targets were assessed against the results of the 2022 Annual Report, which reports on the results across all schools included in the HGSFP. The mid-term results are presented for triangulation and validation. Where mid-term and Annual Report results show conflicting findings, footnotes and explanation are presented.

214. **Indicators for Outcome 1** (Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food) show that the programme has achieved targets for some access to education indicators but shows that households continue to struggle to meet their children's needs for nutrition and diversified foods.

215. The HGSFP has achieved the target for two access to education indicators for Outcome 1 – net enrolment rate and attendance rate. The HGSFP achieved the target for net enrolment overall. However, net enrolment varied by province (ranging from 86.1 percent in Kampong Chhnang to 99.2 percent in Pursat). Retention rate was similar across all three provinces (92 percent in Pursat to 94 percent in Kampong Thom). In the mid-term evaluation, the target for the third access to education indicator (Indicator 1.2 attendance rate) was not achieved. However, this indicator may be affected by data collection during the harvest period (see [Limitations](#) for more information). **The mid-term evaluation found a high average number of school days missed to due illness (2.8 days) which was much higher than the results reported in the Annual Report for 2022. As a result, it is possible this indicator may also be affected by end of year and harvest-related absences.**

216. Some of the targets for indicators related to nutrition under Outcome 1 were achieved, including the dietary diversity score (DDS) for households with boys (4.8) and girls (4.9). In the mid-term evaluation, households with children attending newly added schools had the lowest mean DDS (3.3), while those in schools being handed over to the NHGSFP had the highest DDS¹⁸⁶.

217. Surveyed households spent a mean of 72.2 percent of the household income on food expenditures (Food Expenditure Score or FES). FES is an indicator used to measure households' economic vulnerability by

¹⁸⁶ To measure the dietary diversity score of school children, the 2022 Annual Report used the [Dietary Quality Questionnaire - Cambodia](#) (Khmer version) by the [Global Diet Quality Project](#), which is a standardized tool to collect indicators of dietary adequacy, contextualised to each country's diet. Data was collected in November 2022 directly from school-going children with the supervision of the caregivers. The MTE's DDS was measured using WFP's standard household dietary diversity questionnaire, which was administered to the caregiver of the household.

assessing the share of households' expenditures allocated to food out of the total expenditure.¹⁸⁷ This indicator was added to provide additional information on the financial pressures faced by households and how they may change overtime. The mean FES was highest among households attending newly added schools (73.4 percent) and in Kampong Thom (73.8 percent). The results show that households with children in schools to be added to the HGSFP spend the highest proportion of their income on food, suggestive that the HGSFP may contribute to households' reduced expenditure on food.

218. Despite indicators showing the households spend a high proportion of their income on food and have not achieved the target for dietary diversity, 95 percent of households surveyed achieved an acceptable Food Consumption Score (FCS) overall, while 4 percent had a borderline FCS and 1 percent had a poor FCS. A Food Consumption Score is a commonly used food security indicator that is calculated by inspecting how often households consume food items from the different food groups during a 7-day reference period.¹⁸⁸ This indicator was proposed to provide additional information about food security and diversity among targeted households. The results are then used to define household food consumption status using a scale rating (based on the following thresholds: 0-21: Poor; 21.5-35: Borderline; >35: Acceptable).¹⁸⁹ Households in Kampong Chhnang were less likely than those in Kampong Thom and Pursat to report having an acceptable FCS (90 percent, 98 percent, and 96 percent respectively). Notably, the mid-term evaluation found that households with children in handed-over schools were the least likely to report an acceptable FCS (92 percent) compared to households with children in remaining schools (96 percent) and newly added schools (98 percent).

219. **Table 45** in **Annex 13** provides additional information on Outcome One indicators and progress achieved to date.

Table 33 Outcome 1 Indicators

Outcome 1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ¹⁹⁰	Evaluation (2022)
1.1. Net enrolment rate (Source: Public Education Statistics and Indicators 2020-2021)	92.7 percent	96.8 percent	94 percent	Achieved	96.8 percent
1.2. Attendance rate	90.0 percent	94.0 percent	91.0 percent	Achieved	79 percent Girls: 82 percent Boys: 76 percent
1.3. Retention rate	88.9 percent	85.5 percent	91.0 percent	Not achieved	94 percent Girls: 96 percent
1.4. Average number of school days missed due to illness	< 1	0.66 days	< 1	Achieved	2.8 days Girls: 2.5 days Boys: 3.1 days
1.5.1 Dietary diversity score (Total)	4.5	4.85	4.90	Not achieved	3.40 ¹⁹¹
1.5.2 Dietary diversity score (Girls)	4.5	4.90	4.90	Achieved	3.40
1.5.3 Dietary diversity score (Boys)	4.5	4.80	4.80	Achieved	3.40

¹⁸⁷ WFP (2021) Food Expenditure Share. <https://resources.vam.wfp.org/data-analysis/quantitative/food-security/food-expenditure-share>

¹⁸⁸ WFP (2019) Food Consumption Score. <https://resources.vam.wfp.org/data-analysis/quantitative/food-security/food-consumption-score>

¹⁸⁹ INDEXT Project (2018), Data4Diets: Building Blocks for Diet-related Food Security Analysis. Tufts University, Boston, MA. <https://index.nutrition.tufts.edu/data4diets>.

¹⁹⁰ Status assessed based on Annual Report results. Mid-term results presented for triangulation and validation of Annual Report results.

¹⁹¹ The MTE used the household dietary diversity questionnaire to reflect the economic ability of households to access a variety of foods to measure the dietary diversity score of school children

Food Consumption Score (FCS) - Percent acceptable	N/A	N/A	N/A	No target	95 percent
Food Consumption Score (FCS) - Percent borderline	N/A	N/A	N/A	No target	4 percent
Food Consumption Score (FCS) - Percent poor	N/A	N/A	N/A	No target	1 percent
Food Expenditure Share (FES)	N/A	N/A	N/A	No target	72.2 percent

220. The HGSFP has achieved progress towards indicators for Output 1.1 (pre-primary and primary school children that receive the nutritious meals). The HGSFP has achieved the targets for the number of girls and boys who received school meals. (1.1.1) and the quantity of food (by commodity) provided through school meals (1.1.2). The Annual Report for 2022 found that the programme provided school meals to 71,361 boys and girls in 2022 (103 percent of the target). Among the 87 schools covered by the mid-term evaluation, 13,922 students received school meals in 2022. The number of students in the mid-term evaluation that received school meals in 2022 ranged from 4,290 in Kampong Chhnang to 5,019 in Kampong Thom. The annual report for 2022 reports that 1084.7 metric tonnes of food was provided in school meals (107 percent of the target). As a result, the HGSFP provided 9,658,667 school meals in 2022 (96 percent of the target) (2,832,072 meals provided in schools covered by the mid-term evaluation). Among schools covered by the mid-term evaluation, school meals were provided to 934,099 students in Kampong Thom, 966,640 students in Kampong Thom and 931.333 students in Pursat.

221. Despite progress towards many indicators related to the provision of nutritious meals to school children, targets for several indicators have not been achieved at the mid-point stage. While the HGSFP has almost achieved the target for Indicator 1.1.4, the number of school staff trained on good health and nutrition practices (98 percent of target), the programme has only achieved 84 percent of the target for the number of school staff, and cooks, who received food safety and hygiene practice training (Indicator 1.1.5). However, among staff surveyed for the mid-term evaluation, 81.3 percent reported receiving training on good health and nutrition practices, and 76.4 percent reported receiving training on food safety and hygiene practices. Similarly, the HGSFP has not achieved targets for the quantities of take-home rations provided (in metric tons) because of KOICA assistance (Indicator 1.1.7) and the number of school children and cooks receiving take-home rations as a result of KOICA assistance (Indicator 1.1.8).

222. In the mid-term evaluation, suppliers and farmers reported providing 881 metric tonnes of food for school meals. The quantity of food supplied ranged from 360 metric tonnes in Kampong Thom to 721.4 metric tonnes in Pursat. No information was gathered for newly added schools for this indicator (due to their newly added status). Indicator values from the mid-term evaluation may not align with the values stated in the Annual Report for 2022, due to poor recall among suppliers and farmers during the mid-term evaluation (see [Limitations](#)). [Table 45](#) in [Annex 13](#) provides additional information on Output 1.2 indicators and progress achieved to date.

Table 34 Output 1.1 Indicators

Output 1.1: Pre-primary and primary school children that receive the nutritious meals					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ¹⁹²	Mid-term Evaluation
1.1.1. Number of girls and boys who received school meals - Total	N/A	71,361 (103 percent)	68,992	Achieved	13,922 ¹⁹³
1.1.2. Quantity of food (by commodity) provided through school meals - Total (MT)	N/A	1084.69	1017.32	Achieved	881.6 (81 percent)
Rice (MT)	N/A	245.3 (86 percent)	285.09	Not achieved	219.4 (77 percent)

¹⁹² Status assessed based on Annual Report results. Mid-term results presented for triangulation and validation of Annual Report results.

¹⁹³ Value only covers 87 schools included in the mid-term evaluation.

Output 1.1: Pre-primary and primary school children that receive the nutritious meals					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ¹⁹²	Mid-term Evaluation
Oil (MT)	N/A	8.32 (67 percent)	12.4	Not achieved	16.3 (131 percent)
Protein (MT)	N/A	218.19 (100 percent)	217	Achieved	167.6 (77 percent)
Vegetable (MT)	N/A	536.65 (96 percent)	560	Not achieved	467.1 (83 percent)
Salt (MT)	N/A	8.85 (92 percent)	9.7	Not achieved	11.2 (115 percent)
1.1.3. Number of school meals that were provided - Total	N/A	9,305,523 (96 percent)	9,658,667	Not achieved	2,832,072 ¹⁹⁴
1.1.4. Number of school staff get trained on good health and nutrition practices ¹⁹⁵	N/A	534 (98 percent)	544	Not achieved	317 (81.3 percent of interviewed staff)
1.1.5. Number of school staff, and cooks, who received food safety and hygiene practice training	N/A	655 (84 percent)	780	Not achieved	298 (76.4 percent of interviewed staff)
1.1.6. Number of cooks participate in cooking/good kitchen competition	N/A	281 (100 percent)	282	Achieved	79 (21 percent)
1.1.7 Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance – Rice (MT)	0	256 (35 percent)	740 (Cumulative)	Not achieved	1.144 ¹⁹⁶
1.1.7 Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance – Oil (MT)	0	13 (50 percent)	26 (Cumulative)	Not achieved	0.085 ¹⁹⁷
1.1.7 Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance - Canned fish (MT)	0	23	-	No target set	0.87 ¹⁹⁸
1.1.8. Number of school children and cooks receiving take-home rations as a result of KOICA assistance (MT)	0	7,225 (51 percent)	14,274	Not achieved	36 ¹⁹⁹

223. The HGSFP has made progress towards several indicators for **Outcome 1.2** (Schools with soft and hard infrastructures for the school feeding programme). The 2022 Annual Report found that the HGSFP had exceeded the target for the number of hand-washing stations connecting to a kitchen built or rehabilitated (824), but showed that targets for water reservoirs, kitchens/eating shelters, and energy saving stoves were not achieved.

224. In the mid-term evaluation, the results were quite different. In school visits, staff reported that new water reservoirs were built or rehabilitated at 33 schools (132 percent of the target) in 2021-2022, along with 49 kitchens/eating shelters (613 percent) of the target), while also reporting only 51 new energy-saving stoves

¹⁹⁴ Mid-term results only cover 87 sampled schools

¹⁹⁵ Indicator defined as the number of surveyed school staff that report receiving training on “good health and nutrition”

¹⁹⁶ Mid-term results only cover surveyed students and households

¹⁹⁷ Mid-term results only cover surveyed students and households

¹⁹⁸ Mid-term results only cover surveyed students and households

¹⁹⁹ Mid-term results only cover surveyed students and households

(20 percent), and school gardens (5 percent) were below the amounts reported in the Annual Report. This may reflect poor recall among schools or confusion about activities not related to the KOICA-funded HGSFP. The target for the percentage of schools that store food off the ground was achieved in both the Annual Report 2022 (98 percent) and mid-term evaluation (98.4 percent).

225. Schools in Kampong Chhnang and Kampong Thom were the most likely to report that their school have a water reservoir built or rehabilitated in 2021-2022 (13 water reservoirs) compared to Pursat (7 water reservoirs). Schools in Kampong Chhnang and Kampong Thom were also more likely to report having a new or rehabilitated kitchen/eating shelter, hand-washing station, energy-saving stoves, and school garden compared to schools in Pursat. Newly added schools were less likely than remaining and handed-over schools to report having a new or rehabilitated kitchen/eating shelter, hand-washing station, energy-saving stove, and school garden.

226. **Table 45** in **Annex 13** provides additional information on Output 1.2 indicators and progress achieved to date.

Table 35 Outcome 1.2 Indicators

Output 1.2: Schools with soft and hard infrastructures for the school feeding programme					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ²⁰⁰	Mid-term Evaluation
1.2.1. Number of water reservoirs built or rehabilitated	N/A	19 (76 percent) (Cumulative)	25 (Cumulative)	Not achieved	33 (132 percent)
1.2.2. Number of the school kitchen and/or eating shelters built or rehabilitated.	N/A	6 (75 percent) (Cumulative)	8 (Cumulative)	Not achieved	49 (613 percent)
1.2.3. Number of hand-washing stations connecting to a kitchen built or rehabilitated	N/A	824 (183 percent) (Cumulative)	450 (Cumulative)	Achieved	41 (9 percent)
1.2.4. Number of energy-saving stove built or rehabilitated	N/A	170 (68 percent)	250	Not achieved	51 (20 percent)
1.2.5. Number of school gardens rehabilitated or constructed	N/A	268 (98.5 percent)	272	Not achieved	14 (5 percent)
1.2.6. Percentage of schools that store food off the ground	90.0 percent	98 percent	92 percent	Achieved	98.4 percent

227. The HGSFP achieved targets for all but one indicator related to increasing national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities (**Outcome 2**). The mid-term evaluation found a 454 percent increase in the type, volume, and value of food sales from smallholder farmers and suppliers (see 229).

²⁰⁰ Status assessed based on Annual Report results. Mid-term results presented for triangulation and validation of Annual Report results.

for sub-indicators). The high level of progress achieved towards these indicators reflects the small amounts of food purchased from local suppliers and farmers during COVID-19 pandemic school closures. Changes in the volume, and value of food sales from suppliers and farmers varied by province. On average, the value and volume of sales increased by 581 percent in Kampong Chhnang, compared to 118 percent in Kampong Thom and 740 percent in Pursat.

228. Notably, the HGSFP exceeded the targets for the percentage of domestic financing (out of the total programme budget) and percentage of programme schools receiving support from civil society and the private sector. Newly added schools had the lowest percentage of programme schools receiving support from civil society and the private sector (8 percent), while schools being handed over to the NHGSFP had the highest (13 percent).

229. **Table 45** in **Annex 13** provides additional information on Outcome 2 indicators and progress achieved to date.

Table 36 Outcome 2 Indicators

Outcome 2: Increased national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status²⁰¹	Mid-term Evaluation
2.1. Percentage increase between 2021 figure vs 2022 figure in Increased type, volume, and value of food sales from smallholder farmers and local processors	0 percent	421 percent	10 percent	Achieved	454 percent
2.1 Percentage increase in average annual sales volume per person per month - Total (MT)	0 percent	N/A	N/A	N/A	467 percent
Rice (MT)	0 percent	N/A	N/A	N/A	378 percent
Oil (MT)	0 percent	N/A	N/A	N/A	500 percent
Vegetables (MT)	0 percent	N/A	N/A	N/A	614 percent
Protein (MT)	0 percent	N/A	N/A	N/A	566 percent
Canned fish (MT)	0 percent	N/A	N/A	N/A	274 percent
2.1 Percentage increase in the average annual sales value (USD) per person per month - Total	0 percent	N/A	N/A	N/A	442 percent
Rice	0 percent	N/A	N/A	N/A	29 percent
Oil	0 percent	N/A	N/A	N/A	881 percent
Vegetables	0 percent	N/A	N/A	N/A	531 percent
Protein	0 percent	N/A	N/A	N/A	543 percent
Canned fish	0 percent	N/A	N/A	N/A	227 percent

²⁰¹ Status assessed based on Annual Report results. Mid-term results presented for triangulation and validation of Annual Report results.

Outcome 2: Increased national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ²⁰¹	Mid-term Evaluation
2.2. Percent of meal equivalent cost transfer planned under HGSF has been received by the school on time ²⁰²	0 percent	73 percent	75 percent	Not achieved	73.9 percent
2.3. Percent of domestic financing as compared to the total programme budget	8 percent	33 percent	30 percent	Achieved	N/A ²⁰³
2.4. Percent of programme schools receiving support from civil society and the private sector	0 percent	10 percent	5 percent	Achieved	11 percent

230. The HGSFP made progress but did not achieve the targets for any of the indicators related to the quantity of purchased commodities provided for the HGSFP (Output 2.1). The 2022 Annual Report finds that 836,829 USD in value was provided by local service providers in 2022 (38 percent of the target). Suppliers surveyed for the mid-term evaluation reported providing food valued at 289,930 USD. Similarly, the programme provided 816 metric tonnes of food purchased from local services providers in 2022 (38 percent of the target), with suppliers surveyed for the evaluation reporting providing 883 metric tonnes of food for the HGSFP. The programme came close to reaching the target number of smallholder farmers supported and trained (Indicator 2.1.3), having achieved 85 percent of the target for 2022. The results of the mid-term evaluation showed that the value and quantity of food purchased was highest in Kampong Chhnang and Pursat, followed by Kampong Thom. More food was provided in remaining schools compared to schools being handed over to the NHGSFP.

231. [Table 45 in Annex 13](#) provides additional information on Output 2.1 indicators and progress achieved to date.

Table 37 Output 2.1 Indicators

Output 2.1. Quantity of purchased commodities provided for HGSFP					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ²⁰⁴	Mid-term Evaluation
2.1.1. Value of food type procured from local service providers - the total budget (USD) of food purchased from local food suppliers to schools as a result of KOICA assistance	N/A	836,829 (38 percent)	2,175,004	Not achieved	289,930
2.1.2. Quantity of food purchased from local service providers - This output indicator measures the total amount (MT) of food purchased from local food suppliers (sum of indicator #1.1.2 plus Take-home ration -THR) to schools as a result of KOICA assistance	N/A	816 (38 percent)	2169.38	Not achieved	883
2.1.3. Number of smallholder farmers/ suppliers supported and trained	N/A	138 (85 percent)	163	Not achieved	119

232. The HGSFP achieved the targets for all three indicators related to **Output 2.2** (Developing capacities of national and sub-national stakeholders for the effective operation of the HGSFP). All targeted schools in the HGSFP are using the SFIS monitoring and learning systems (271 schools), and four extension events were

²⁰² On time defined as within the expected time frame as perceived by school director at time of survey

²⁰³ Not covered by the mid-term evaluation (financial documentation only)

²⁰⁴ Status assessed based on Annual Report results. Mid-term results presented for triangulation and validation of Annual Report results.

conducted by PDAFF. The HGSFP has also made significant progress in training national and sub-national stakeholders on the programme implementation, monitoring and reporting, attended exchange visits. In the mid-term evaluation, 72.3 percent of surveyed staff (n=282) reported receiving training (see 2.2.3).

233. Table 45 in Annex 13 provides additional information on Output 2.2 indicators and progress achieved to date.

Table 38 Output 2.2 Indicators

Output 2.2: Developed capacities of national and sub-national stakeholders for the effective operation of the HGSFP					
Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status ²⁰⁵	Mid-term Evaluation
2.2.1. Number of extension events conducted by PDAFF supported by WFP partners	N/A	4	1	Achieved	0 ²⁰⁶
2.2.2. Number of national and sub-national government staff receive training on the programme implementation, monitoring and reporting, attended exchange visits	N/A	456	283	Achieved	300 (77.0 percent)
2.2.3. Number of schools in the HGSF programme use the digitalised monitoring and learning systems	N/A	271	272	Achieved One school dropped out	271

234. Targets for many HGSFP indicators that have not been achieved to date are not likely to be achieved by the end of the programme period because of long-term school closures due to COVID-19. Targeted schools for the HGSFP were closed for approximately 21 months – nearly half the programme period – because of COVID-19 prevention measures. While the HGSFP adapted to school closures by providing take-home rations to IDpoor students, it is unlikely that indicator targets directly related to school feeding will be achieved by the end of the programme period, due to the set number of schools, where school feeding programme is being provided - there is limited capacity to expand service delivery. Indicator targets that are not likely to be achieved due to the COVID-19 school closures include (but is not limited to):

- Number of school meals provided (total quantity and percent of planned)
- Percent of meal equivalent cost transfer planned under HGSF received by the school in time
- Quantity of food (by commodity) provided through school meals
- Value of food type procured from local service providers
- Quantity of food purchased from local service providers

235. In addition to COVID-19, there was a consensus among national and sub-national stakeholders that global economic trends negatively influenced the achievement of the results. Economic factors related to the conflict in Ukraine and the COVID-19 pandemic have led to inflation and increasing prices for food and fuel in Cambodia. Rising prices are starting to affect some HGSFP school-supplier contracts. Programme documentation noted that WFP is preparing Standard Operating Procedures to provide practical guidance to schools, supplier selection committees and sub-national administration on addressing issues and complaints from suppliers linked to the increasing food prices.²⁰⁷

²⁰⁵ Status assessed based on Annual Report results. Mid-term results presented for triangulation and validation of Annual Report results.

²⁰⁶ No events conducted at time of mid-term evaluation.

²⁰⁷ World Food Programme (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January – June 2022).

Figure 2 HGSFP Indicator Status

Goal

Improve equitable access to primary education through the HGSF programme that contributes to sustainable development of the target communities

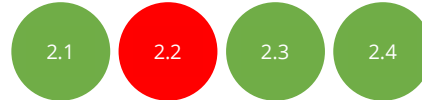
Outcome 1:

Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food



Outcome 2:

Increased national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities



Output 1.1

Pre-primary and primary school children that receive the nutritious meals

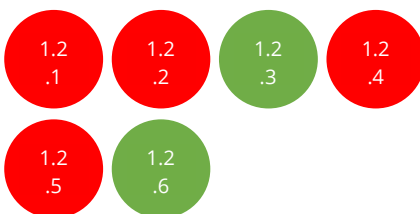


Output 2.1.

Quantity of purchased commodities provided for HGSFP



Output 1.2: Schools with soft and hard infrastructures for the school feeding programme



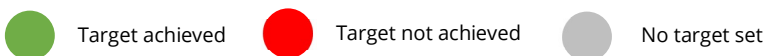
Output 2.2.

Developed capacities of national and sub-national stakeholders for the effective operation of the HGSFP



Legend

HGSFP indicator status



2.3.1 a) Has the provision of healthy/nutritious meals enhanced pre/primary school children's equal access to education (across the three school groups and considering various gender, disability, exclusion/marginalization factors)? c) Are the HGSFP activities contributing to increased awareness and consumption of healthy diets for school children and their families? c) Are the HGSFP activities contributing to increased awareness and consumption of healthy diets for school children and their families?

236. The mid-term evaluation found that the provision of healthy and nutritious meals through the HGSFP has enhanced pre/primary school children's access to education, primarily by encouraging households to enrol children, incentivizing attendance, and punctuality, and providing students with energy to learn (see Table 40). The evaluation further found that healthy and nutritious meals have been provided equally to all students within schools who attend school shifts where meals are provided.

237. School meals were found to be a factor that motivated school enrolment and reduce absenteeism due to illness. As noted earlier in the report (see Table 29) Nearly all surveyed households (99.6 percent) reported that the provision of hot meals at schools was an important or very important factor for them when making decisions about schooling. Nearly all households (99.7 percent) reported that their child had benefitted from the HGSFP and reported benefits of the HGSFP including improved health (80.2 percent), improved learning (57.1 percent), reduced absence due to illness (20.7 percent) and improved attention (18.3 percent). In line with the survey results, results presented in 2.3.1 from the Annual Report show that the attendance rate in targeted schools is 94.0 percent (above target), while the retention rate is 85.5 percent). Attendance data collected for the Annual Report (before the start of the harvest season) show that the mean number of days missed due to illness in targeted schools was 0.66 (Indicator target achieved), compared to 2.8 in the mid-term evaluation (see Table 45) The mid-term evaluation further found that the HGSFP allowed targeted households to save time (see Table 39). Households in Pursat were more likely than those in Kampong Chhnang and Kampong Thom to report saving time when children attended school (p=0.010), as were households with IDpoor status (p=0.008).

Table 39 Distribution of households that report saving time when their children attend school (by province and IDpoor status)

			Do any household members save time when children attend school?		Total
			No	Yes	
Province	Kampong Chhnang	Count	53	256	309
		Percent	17.2 percent	82.8 percent	100.0 percent
	Kampong Thom	Count	55	422	477
		Percent	11.5 percent	88.5 percent	100.0 percent
	Pursat	Count	29	279	308
		Percent	9.4 percent	90.6 percent	100.0 percent
IDpoor	IDpoor 2	Count	15	128	143
		Percent	10.5 percent	89.5 percent	100.0 percent
	Not IDpoor	Count	116	707	823
		Percent	14.1 percent	85.9 percent	100.0 percent
	IDpoor 1	Count	6	122	128
		Percent	4.7 percent	95.3 percent	100.0 percent
Total		Count	137	957	1094
		Percent	12.5 percent	87.5 percent	100.0 percent

238. The survey and Annual Report findings were support by interviewed stakeholders at all levels. There was a consensus among national and sub-national stakeholders that the programme had enhanced access to education by increasing parents' motivation to enrol children in school, particularly after COVID-19-related school closures. Sub-national stakeholders, including POEYS and DOEYS representatives, school staff and commune council members, noted that the HGSFP reduced the costs associated with sending children to school and reduced the economic incentives to remove children from school.

239. The benefits of the HGSFP were viewed by beneficiaries and stakeholders to be equally accessible among students regardless of gender or socio-economic status. As noted in Table 26, nearly all households (97.8 percent) reported that their child received food every day that they attended school when school meals are

served²⁰⁸, and 99.7 percent of households reported that they felt their child had benefited from the HGSFP (see Table 40). Households with boys and girls were equally likely to report that their children were healthier because of the HGSFP (F: 77.1 percent, M: 81.0 percent), that their children were more active and attentive (F: 17.2 percent, M: 22.1 percent), and that their children were learning better (F: 58.3 percent, M: 56.8 percent). Households with boys and girls were also similarly likely to report that the HGSFP had reduced illness-related absences from school (F: 20.1 percent, M: 22.5 percent). Differences in reported benefits were not statistically significant by province, school strata, IDpoor status, gender, or disability status.

Table 40 Distribution of the benefits of the HGSFP reported by surveyed households

		Child benefitted from programme	Child is healthier	Child is learning more	Reduced illness related absence	Child is more active and attentive
Province	Kampong Chhnang	100.0 percent	78.0 percent	52.1 percent	12.9 percent	16.2 percent
	Kampong Thom	99.4 percent	82.4 percent	59.5 percent	26.2 percent	19.5 percent
	Pursat	100.0 percent	78.9 percent	58.4 percent	19.8 percent	18.5 percent
School Group	Handed over	99.0 percent	76.2 percent	65.3 percent	16.6 percent	21.2 percent
	New	100.0 percent	77.9 percent	60.6 percent	23.9 percent	21.2 percent
	Remaining	99.9 percent	82.1 percent	53.6 percent	20.7 percent	16.4 percent
Gender	Girl	99.9 percent	81.0 percent	56.8 percent	20.1 percent	17.2 percent
	Boy	99.2 percent	77.1 percent	58.3 percent	22.5 percent	22.1 percent
Total	Total	99.7 percent	80.2 percent	57.1 percent	20.7 percent	18.3 percent

240. Stakeholders at all levels felt that meals were offered to all students regardless of gender, IDPoor status or disability, because all students in attendance received meals. School staff and school directors noted that all students participated in meals collectively while students reported that they enjoyed the opportunity to share meals with their peers.

241. Some school staff observed that the HGSFP alleviated some economic disparities among students. These staff noted that not all students in targeted schools needed school meals - some households in targeted areas have sufficient resources to feed these students at home, send students to school with food or provide money for students to purchase snacks. As a result, without school meals, some students in schools go hungry while others do not. These staff noted that the HGSFP reduces stigma experienced by some economically disadvantaged students and ensures all students are full and ready to learn regardless of resources.

242. The evaluation further found that there was a consensus among national and sub-national stakeholders that the programme contributed to increased awareness and consumption of healthy diets. The HGSFP was seen to contribute to the consumption of healthy food among students in targeted schools by incorporating a diverse range of healthy foods and the flexible design of the HGSFP menu that allowed schools to choose items that were popular among students.

243. Despite positive perceptions among stakeholders that the programme contributed to increased awareness and consumption of healthy diets, the mid-term evaluation showed that targeted households face barriers to accessing healthy diets. Notably, the evaluation found that households with boys and girls had a mean low DDS (mean 3.4). At the same time, the mid-term evaluation found that households spend a mean

²⁰⁸ School meals are provided to students during the morning shift of classes and not the afternoon shift of classes as part of the HGSFP.

of 72.2 percent of their income on food. Low mean DDS among surveyed households may reflect the economic consequences of the COVID-19 pandemic described earlier in the report (see [Context](#)). Despite this, 95 percent of households reported having an adequate FCS. There was some observed variation among households by province, with households in Kampong Chhnang having the lowest mean FES (68.9 percent) while those in Kampong Thom had the highest mean (73.8 percent). Notably, there were no differences in DDS, FCS and FES by school group. This may reflect the presence of non-KOICA-funded school feeding programmes in schools that will be added to the HGSFP.

244. School staff, school directors, commune council members, and DoEYS and PoEYS representatives reported that awareness-raising activities under the HGSFP have primarily focused on hygiene, WASH, and basic nutrition. Awareness-raising messages were delivered through lessons, school assemblies and meetings while posters and other educational materials were displayed in schools.

245. There was a consensus that households in targeted communities were aware of the importance of nutritious diets for healthy development and learning, and that the primary barrier to accessing healthy and nutritious foods was poverty, rather than a lack of awareness.

246. Despite agreement among all stakeholders that the HGSFP reached all students equally, it was noted by many interviewed for the evaluation, including representatives of POEYS and DOEYS as well as school staff that students enrolled in afternoon school shifts and students who switch between morning and afternoon shifts are not currently benefiting from meals in schools where only breakfast is offered. School staff and school directors in some schools reported that these students must eat at home, bring food to school or purchase snacks from local vendors. A small number of school staff reported that their staff made food prepared for breakfast available to students attending afternoon shifts, though information on how this is done was not indicated. Two WFP SBP staff reported that the decision to exclude school meals from afternoon shifts was done since children in afternoon shifts are expected to have one to two meals before attending class.²⁰⁹ It was estimated that 30 percent of schools in the HGSFP included afternoon shifts.²¹⁰

247. POEYS and DOEYS representatives as well as school staff interviewed for the mid-term evaluation recommend that WFP considers ways to support the expansion of the HGSFP and NHGSFP to reach students who attend school during afternoon shifts to ensure all students in targeted schools can access meals equally.

2.3.1 b) To what extent has the programme assisted farmers and/or local suppliers to improve their livelihoods and what factors influenced this?

248. There was a broad consensus among all stakeholders that the HGSFP has helped farmers and local suppliers improve their livelihoods. The majority of surveyed farmers (61.0 percent) reported that their income increased from the previous year (F: 58.0 percent, M: 66.7 percent), while nearly all farmers agreed or strongly agreed that participation in HGSFP helped increase their household production (98.0 percent), and nearly all farmers agreed or strongly agreed that participation in HGSFP helped increase their households' total income (96.0 percent).

249. Farmers reported that the main benefits of participation in the HGSFP were the acceptable price paid to farmers for their products (F: 27.4 percent, M: 40.7 percent), the stable and predictable market (F: 39.7 percent, M: 63.0 percent), the provision of long-term contracts (F: 26.0 percent, M: 18.5 percent) and opportunities to access new markets (F: 67.1 percent, M: 33.3 percent). Nearly all surveyed farmers (94.0 percent) reported that they were satisfied or very satisfied with the prices offered by suppliers.

250. Suppliers were similarly positive about the programme's impacts on their livelihoods. Suppliers reported that the main benefits of the program were the acceptable price paid to suppliers (24.5 percent), a stable and predictable market (F: 55.0 percent, M: 71.1 percent), the provision of long-term contracts (F: 55.0 percent, M: 47.4 percent), and opportunities to diversify production (48.0 percent). Almost all suppliers (94.9 percent) expressed an interest in participating in HGSFP again.

While the majority of suppliers overall improved their income, some reported that price fluctuations meant that they sometimes had to buy commodities at a loss. These suppliers reported that despite losses on some transactions, suppliers overall improved their income.

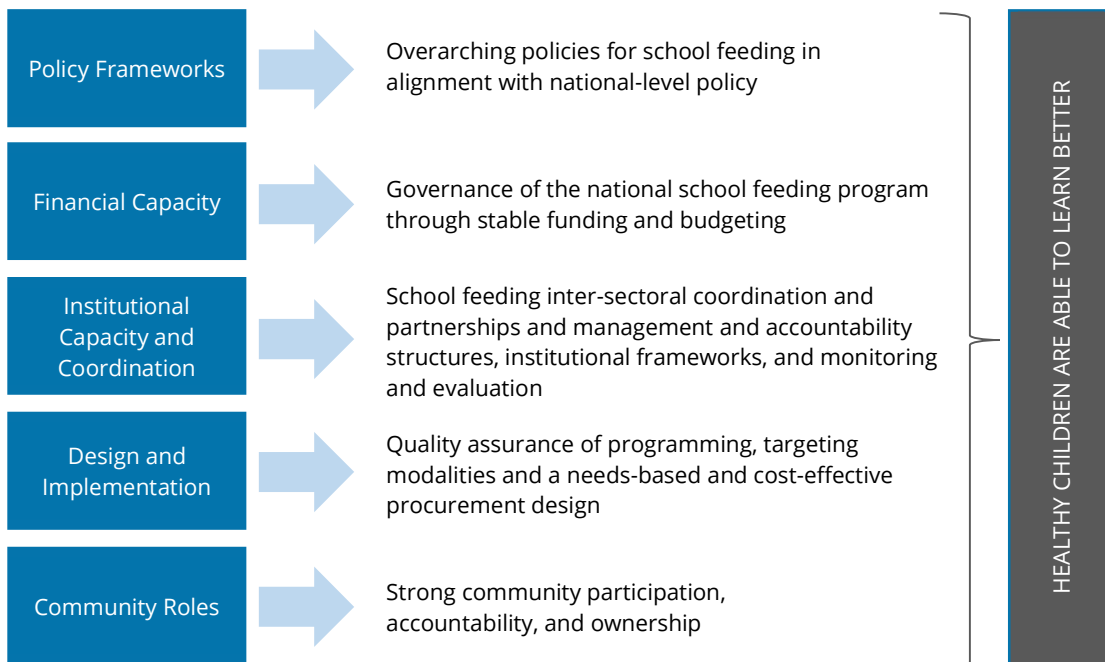
²⁰⁹ Discussion with WFP staff on 22 February 2023.

²¹⁰ Ibid.

2.3.1 d) Is the government currently successful in managing its areas of responsibility in the implementation of the HGSFP? e) Are capacity strengthening activities perceived to be effective for increasing capacities to implement the HGSFP? f) Do programme stakeholders feel confident and ready to manage the HGSF independently?

251. Stakeholders at the national and sub-national levels felt that the government is currently managing its areas of responsibility for the implementation of the HGSFP successfully. Stakeholders at all levels felt that that WFP had engaged extensively in capacity-strengthening activities in support of the HGSFP. Programme documentation supports this result and shows that WFP has engaged in capacity-strengthening activities, including direct and cascade trainings, workshops, and coordination meetings. Training topics include HGSF implementation, and food safety. WFP capacity strengthening activities fall into five categories (policy frameworks, financial capacity, institutional capacity and coordination, design and implementation and community roles). Figure 3 provides a summary of the HGSFP capacity strengthening framework.

Figure 3 HGSFP capacity strengthening framework²¹¹



252. Stakeholders at all levels reported receiving training on their roles and responsibilities for the HGSFP and expressed confidence in their ability to implement the programme. The majority (81.3 percent) of school staff reported receiving training in the last two years on the HGSFP and only one school staff member (0.3 percent) reported being dissatisfied with the training received.

253. Similarly, the majority of suppliers reported receiving training in the last two years on the HGSFP (86.7 percent), and on how to prepare bids for tender, or any similar training (70.4 percent). Almost all suppliers who received training reported that they were satisfied or very satisfied (96.0 percent). All interviewed suppliers reported that they were confident or very confident in their ability to handle and manage the food procurement process for school meals and 95.4 percent of school staff surveyed reported they are confident or very confident in their ability to correctly manage their roles and responsibilities in the good operation of the school feeding programme.

254. Ministry representatives interviewed for the evaluation were generally positive about their training experiences with the HGSFP and felt comfortable managing their roles and responsibilities. National-level stakeholders were most confident in their abilities to implement the HGSFP while some sub-national stakeholders (commune council members, school directors and school staff) requested additional training on their roles and responsibilities, particularly those related to monitoring of the HGSFP, fundraising and

²¹¹ Source: Update on the transition strategy May 2022, slide 6.

community resource mobilization to help them gather funds and resources (including additional spices and ingredients) to support school meals and the school gardens.

255. It was observed that the HGSFP involved a large number of national and sub-national stakeholders, each with their priorities and concerns (see [Table 44](#)). WFP SBP staff (2) felt that while this created a complex structure for the management of the HGSFP and for delivering capacity strengthening activities, it also resulted in all stakeholders having a strong awareness of their roles and responsibilities.

256. Stakeholders of the HGSFP are generally confident in their ability to manage their roles and responsibilities for the HGSFP as a result of capacity strengthening activities, but some sub-national stakeholders expressed concern about the implementation of M&E and the overall management of the programme during and following the transition to NHGSFP.

257. Some national government stakeholders at MoEYS questioned whether all stakeholders of the HGSFP were currently ready and capable of managing the programme during and after the transition. Stakeholders regard WFP as serving a number of key roles for the programme (without which, stakeholders were not confident the program would succeed), such as:

- Providing high-level leadership, setting objectives, and monitoring outcomes.
- Organizing and coordinating between stakeholders.

258. Only WFP staff (2) interviewed for the evaluation reported that there were still needs to improve the government's capacity to monitor and ensure food quality and safety, develop nutritional standards, and take ownership of the M&E framework and monitoring checklist. Most HGSFP stakeholders and WFP SBP staff felt that there was an ongoing need for WFP to support the implementation of the HGSFP Joint Transition Strategy, implementation of the M&E system, coordination at the national and sub-national levels and national policy development. The Sub-decree on the Home-Grown School Feeding Programme Implementation notes the need for further capacity building activities to improve confidence, understanding and ownership of the HGSFP M&E framework.

259. Other areas of capacity strengthening covered in the capacity strengthening framework discussed in this report, were also viewed to be effective at increasing capacities to implement the HGSFP. Information about capacity strengthening activities can be found in other sections of this report, including information about including alignment to national policies (see [2.1.1](#)), coordination and partnerships (see [2.1.1 b](#)), targeting and modalities (see [2.2.1](#)), cost-effectiveness (see [2.4.2 d](#)), community participation (see [2.3.1 d](#)), accountability (see [2.4.1](#)) and ownership (see [2.5.2](#)).

2.3.1 g) Are the achieved results thus far results equitably distributed across the target groups, considering gender, disability, and exclusion/marginalization factors?

260. The mid-term evaluation found that the results of the HGSFP thus far have been equitably distributed across targeted groups attending HGSFP school, however, some vulnerable children, including those in targeted areas with disabilities and living in remote areas, are in need and not receiving services. Programme indicator results, where it is possible to disaggregate by gender, show minimum difference between boys and girls. For example, the attendance rate for boys and girls was not statistically significant (76 percent and 82 percent respectively), nor were differences in mean DDS (3.4 and 3.4 respectively). Similarly, while vulnerable households, including those with IDpoor status and/or household members with disabilities (see [Table 18](#), [Table 19](#) and [Table 26](#)) were more likely to face barriers to enrolment and attendance in school, the evaluation found that the programme's benefits and achievements were equally distributed (see [Table 39](#), [Table 40](#)). School staff, school directors and commune council members noted that while children with disabilities faced barriers to school enrolment and attendance, they were keen to note that children with disabilities are encouraged to attend school and sometimes receive scholarships.

261. Stakeholders were widely in agreement that the HGSFP had effectively targeted schools in areas where there was a high number of households experiencing poverty. In this respect, the design of the HGSFP was viewed to be effective in targeting many poor households and children. This finding is supported by previous studies that found high rates of poverty in rural areas targeted by the programme (see [Context](#)).

2.3.2 What, if any, key factors (operational) positively or negatively influenced the achievement of results thus far?

262. Stakeholders identified three main factors that negatively influenced the achievement of the results:

- **COVID-19 pandemic:** The COVID-19 pandemic has had a significant effect on the HGSFP, and the achievement of programme indicators targets as a result of school closures and other pandemic restrictions. As demonstrated in the progress towards programme indicators (see 2.3.1), the programme has not achieved targets related to the provision of nutritious meals to school children (Output 1.1) as a result of school closures. This has affected indicators, including the number of girls and boys who received school meals (Indicator 1.1.1), the quantity of food provided through school meals (Indicator 1.1.2), the number of school meals that were provided (Indicator 1.1.3). (see [Figure 4](#)).

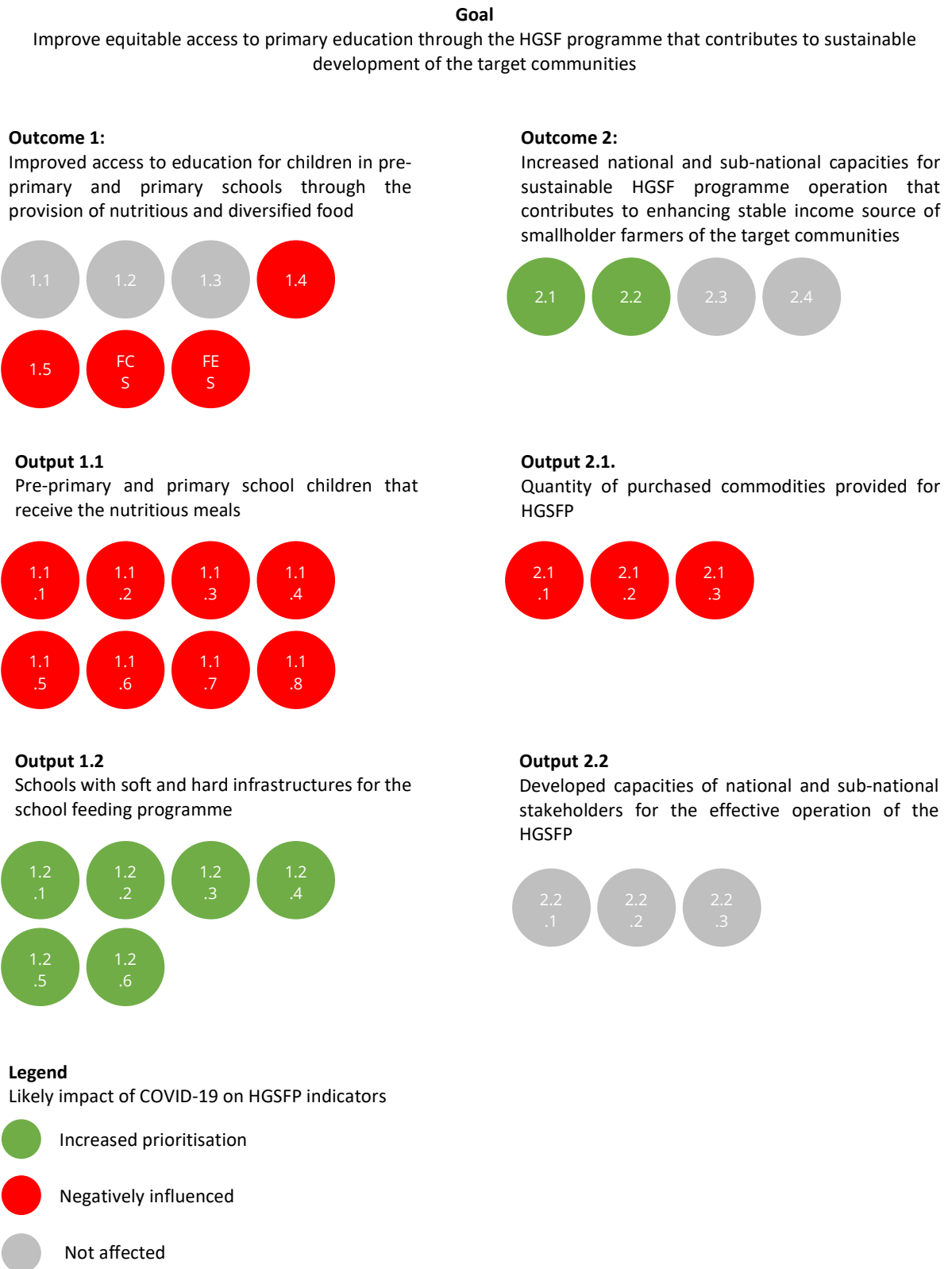
After the agreement was signed in March 2020, the schools were closed due to the outbreak of COVID-19. During the school closures, the HGSFP was adapted to provide take-home rations to households, and infrastructure improvements were prioritised. The prioritisation of infrastructure upgrades is evident in the impressive achievement towards targets for Output 1.2 (Schools with soft and hard infrastructures for the school feeding programme).

School closures as a result of the pandemic lasted approximately 21 months in Cambodia. At the same time, there was a consensus among stakeholders at the national and sub-national level as well as WFP SBP staff reported that the COVID-19 pandemic had increased the need for nutrition and food security support for children and families in targeted areas due to increased financial pressures on families during the pandemic. While WFP SBP staff and HGSFP stakeholders felt that the programme adaptations were highly relevant to beneficiary needs, they also reported that mandated restrictions during the pandemic made coordination more challenging and limited face-to-face interactions. The COVID-19 pandemic also led to delays in contracting suppliers to the HGSFP and the adaptation of the baseline assessment in 2020 to remote and based on secondary data and WFP monitoring data.

- **Global events and economic trends:** Economic factors related to the conflict in Ukraine and the COVID-19 pandemic have led to inflation and increasing prices for food and fuel in Cambodia. Rising prices are starting to affect some HGSFP school contracts with suppliers. Programme documentation notes that WFP is preparing Standard Operating Procedures to provide practical guidance to schools, supplier selection committees and sub-national administration on addressing issues and complaints from suppliers linked to the increasing food prices.²¹² Food price revisions were conducted in August 2022.

²¹² World Food Programme (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January – June 2022).

Figure 4 Likely impact of COVID-19 on HGSFP indicators



2.3.3 What are the mid-course corrections the project needs to take to meet the intended target by the

endline?

263. There was a consensus that WFP SBP staff and national and sub-national stakeholders noted that the limited progress achieved towards indicator targets was highly influenced by the COVID-19 pandemic, a factor external to the programme that significantly limited the programme's implementation as originally designed.

264. However, stakeholders did identify areas to consider:

- There was uniform agreement among stakeholders that the initial cook incentives provided by the HGSFP were inadequate and made recruitment of cooks challenging. Sub-national stakeholders, including school staff and commune council members, note that recent increases in the cook incentives offered by the HGSFP have improved the situation and report that the NHGSFP includes the provision of USD 50 in compensation to cooks per month. This finding was consistent with the results of the USDA mid-term evaluation of school feeding activities in Cambodia.²¹³
- Sub-national stakeholders, including DOEYE and POEYS representatives, school staff and commune council members, reported that the programme would increase its reach and offer increased benefits if the programme could be expanded to offer meals to students attending afternoon shifts.

²¹³ WFP and The Konterra Group (2022) Midterm Activity Evaluation of USDA McGovern-Dole Grant (FFE-442-2019-013-00) for WFP School Feeding in Cambodia.

2.4. EFFICIENCY: HOW WELL DOES THE HGSFP DELIVER (OR IS LIKELY TO DELIVER) RESULTS IN A COST-EFFICIENT AND TIMELY WAY?

265. **Summary:** The evaluation found that the programme has been implemented in an efficient and timely manner as a result of transparent procurement procedures at the school level and efficient stakeholder coordination. Staff and national government stakeholders reported that inter-ministerial meetings and other coordination efforts supported the efficient coordination of a large number of national and sub-national stakeholders. At the school level. Elements of the HGSFP that contributed to programme efficiency included the reliance of existing school infrastructure and staff for the preparation and delivery of meals, use of locally sourced ingredients, and adaptable school menus.

266. Stakeholders at all levels felt that WFP and the HGSFP as significant actors implementing school feeding activities with a long-term engagement in Cambodia and viewed the HGSFP activities as synonymous with national efforts.

267. Programme efficiency is currently impacted by national and global economic conditions that have led to rising and more variable commodity prices and increasing transportation costs.

2.4.1 Do the inter-institutional structures [e.g., interagency coordination, sector coordination, SFP committees, monitoring systems, etc.], allow efficient and timely implementation? Are all programme resources managed in a transparent and accountable manner? Are inputs monitored regularly (including those from the Complaint Feedback Mechanism) to encourage cost-effective implementation of activities? By whom are they monitored?

268. The mid-term evaluation found that the inter-institutional structures (interagency coordination, sector coordination and SFP committees) included in the HGSFP are implemented in an efficient and timely manner when considering the external factors influencing the programme. Stakeholders were in agreement that programme resources have been managed in a transparent and accountable manner.

269. National government stakeholders felt that the inter-institutional structures included in the HGSFP were implemented efficiently. There was a consensus among national government stakeholders reported that WFP had done a proficient job of interagency coordinating and communicating with many national and sub-national stakeholders for the implementation of the HGSFP and pointed to inter-ministerial meetings and other coordination efforts as being successful. Both national and sub-national stakeholders noted that COVID-19 had hampered efforts early in the programme period.

270. Most of the interviewed school directors reported that a School Feeding Programme Committee (SFPC) and/or School Management Committee (SMC) were present in their school. SFPCs and SMCs' membership and size varied across the visited schools, but typically included the school director, teachers, storekeepers, and communities' representatives. SFPCs and SMCs were seen as efficiently serving several roles, including conducting follow-up with students who have been absent or have dropped out, participating in the competitive tender procedures for suppliers to the HGSFP, and conducting meetings with commune council members, commune leaders, and village chiefs to decide appropriate menus for school meals. There was broad agreement that SFPCs and SMCs were effective in handling their roles and responsibilities in the HGSFP and felt that the use of SFPCs and SMCs allowed the program to adapt to local needs and preferences. Among national and sub-national stakeholders interviewed for the evaluation, there was a consensus that feedback and complaints were managed informally by WFP and MOEYS based on discussions and short communications, rather than formal mechanisms, such as a complaint hotline or online reporting mechanism. Despite relying on informal mechanisms, stakeholders at the national and subnational levels reported that inputs for the HGSFP are monitored regularly and informal mechanisms for providing feedback were available at the national and sub-national levels.

2.4.1 b) How does the HGSFP coordinate with other similar interventions to encourage synergy and avoid overlaps?

271. The HGSFP coordinates with other similar interventions including HGSFP projects under other funders (such as the USDA McGovern-Dole Grant-funded HGSFP). The coordination included co-funding to conduct

consultations with stakeholders involved in the HGSF value chain, such as farmers, suppliers, provincial and district agriculture officials, from KOICA supported districts in Pursat, Kampong Chhnang and Kampong Thom.²¹⁴ The KOICA-funded HGSFP further reportedly worked with partner World Vision on monitoring²¹⁵, These coordination activities were found to provide opportunities to share resources and avoid overlaps in common information gathering activities.

272. COVID-19 travel restrictions and prevention measures limited activities requiring group gatherings or travel affecting the HGSFP's planned exchange visits.²¹⁶

273. WFP SBP staff and stakeholders at all levels viewed WFP and the HGSFP as significant actors on the issue of child nutrition and school feeding activities with a long-term engagement in Cambodia. Stakeholders viewed WFP as an institution with both strong technical expertise as well as experience in leading implementation and policy development related to school feeding activities.

274. As a result of WFP's long-term engagement and experience, stakeholders view the work done by WFP as being synonymous with national efforts for the organisation and coordination of other organisations working in Cambodia.

2.4.2a To what degree are the current HGSFP operational modalities-cost efficient? Is the use of the competitive bidding process conducive to the cost-effective implementation of activities? Does the competitive bid process allow for more transparent and equal opportunities for the participation of traders and farmers, particularly regarding the most marginalise groups (woman farmers and farmers with disabilities)?

275. Overall, there was a consensus among national and sub-national stakeholders interviewed for the mid-term evaluation felt that the HGSFP operational modalities were cost-efficient. At the procurement level, all interviewed suppliers and commune council members reported that the competitive bidding process was transparent and fair. While suppliers, farmers, commune council members and school staff felt that the competitive bidding process to find suppliers increased the transparency and fairness of the procurement process, some noted that the bidding process increased the workload of participating staff (to post notices, answer supplier questions, and guide suppliers through the bidding process). Some school directors and commune council members reported that it was a challenge to find a sufficient number of suppliers to participate in the bidding process.²¹⁷

276. There was a consensus among national and sub-national stakeholders that the most significant factor impacting the cost-efficiency of the HGSFP implementation is the prevailing economic conditions affecting Cambodia (and globally). Staff and national and sub-national stakeholders noted that:

- Prices for commodities have been rising recently and are become more variable;
- Transportation costs of commodities are increasing;
- Some schools are struggling to secure sufficient firewood for cooking;
- Increasing consumer costs and economic shocks associated with the COVID-19 pandemic have made targeted households more vulnerable and in need of nutrition/food security support.

277. WFP programme documents note that food, fuel, and fertilizer prices have increased throughout 2022, particularly due to the international context of the Russia-Ukraine conflict. WFP price monitoring and analysis found that as recently as October 2022, the cost of a balanced food basket in Cambodia rose five percent year-on-year, disproportionately affecting rural areas where most poor households reside.²¹⁸ This finding was supported by secondary sources of information. Fuel prices have been rising consistently in Cambodia in 2022.²¹⁹ The International Food Policy Research Institute reports that food, fuel, and fertilizer prices have

²¹⁴ WFP (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January-June 2022)

²¹⁵ WFP (2021) 2021 Annual Report: KOICA support to Cambodia's HGSFP

²¹⁶ Ibid.

²¹⁷ A minimum of three suppliers was required for the competitive bidding process.

²¹⁸ WFP (2022) Market and Seasonal Monitoring Update October 2022. <https://docs.wfp.org/api/documents/WFP-0000145026/download/>

²¹⁹ Phanet H (2022) Retail fuel rates raised for fifth time. The Phnom Penh Post. <https://www.phnompenhpost.com/business/retail-fuel-rates-raised-fifth-time>

risen rapidly in recent months, driven in large part by the fallout from the ongoing war in Ukraine and noted that palm oil and wheat prices increased by 56 percent and 100 percent in real terms, respectively, between June 2021 and April 2022.²²⁰

278. Additionally, suppliers, school staff, and commune council members reported that price fluctuations due to seasonal variations in commodity prices following the bidding process led to renegotiations on the prices of certain commodities between school staff/commune council members and suppliers. As a result of the price fluctuations, some sub-national stakeholders recommended the HGSFP provide support to schools to set standardised prices for commodities and update prices regularly to reflect market changes reflected in Market and Seasonal Monitoring Updates.²²¹

279. Suppliers interviewed for the mid-term evaluation are not currently engaging in a competitive bid process to select farmers but work regularly with women farmers. Nearly all surveyed suppliers (91.8 percent) reported buying commodities from at least one woman actor while 90.8 percent reported having at least one woman employee. On average, suppliers reported that 51.2 percent of their staff were women (minimum: 0, maximum: 100 percent). In interviews conducted for the evaluation, suppliers either expressed willingness to work with women farmers specifically or reported no gender preferences when selecting farmers to work with. Most of the suppliers surveyed for this evaluation were women (61.2 percent).

280. Suppliers, school staff and commune members described the competitive bidding process to identify suppliers as “transparent” and “fair”. Competitive bidding was viewed as reducing the risk of favouritism or other forms of bias in the selection process. Furthermore, none of the stakeholders interviewed for the evaluation reported experiencing discrimination during their participation in the HGSFP based on gender, ethnicity, disability, or other characteristics.

2.4.2 c) Is the preparation of meals at school perceived as being a cost-efficient way to provide nutritious meals to students? Why?

281. The preparation of meals at school was perceived by stakeholders to be a cost-efficient way to provide nutritious meals to students, but some challenges were observed in implementation.

282. School staff, school directors and commune council members agreed in large that the current design of the HGSFP with menu selection and preparation of meals at schools was a cost-efficient way to provide nutritious meals. The HGSFP model was viewed to be cost-efficient due to:

- The reliance and rehabilitation of existing school infrastructure for the preparation and staff for delivery of meals;
- The use of ingredients and spices supplied by local communities;
- The selection of menus at the local level to adapt to local student tastes and preferences;
- Sourcing of ingredients from local farmers and suppliers, reducing transportation costs and supporting local economies.

283. Despite being viewed as cost-efficient, the preparation of meals at schools posed some challenges. For example, some school staff and school directors reported that infrastructure in some schools is insufficient or in need of repair despite significant efforts to build and rehabilitate school infrastructure (see **2.3 Effectiveness**). DOEYS and POEYS reported that there was a need to provide water filtration infrastructure to schools to ensure students have access to clean drinking water at schools. Other stakeholders at all levels expressed concern that current procurement procedures provided limited opportunities for testing locally sourced food quality and safety. Food quality and safety concerns are discussed more in section **2.5.1c**.

2.4.2 d) Has the overall cost efficiency (cost per child per meal) been updated since the beginning of the programme?

284. WFP programme reporting to KOICA shows periodic financial expenditure updates with a comparison between planned and actual programme expenditures. The donor reporting up to June 2022 shows that

²²⁰ Diao X et al (2022) Cambodia: Impacts of the Ukraine and Global Crises on Poverty and Food Security. <https://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/135964/filename/136176.pdf>

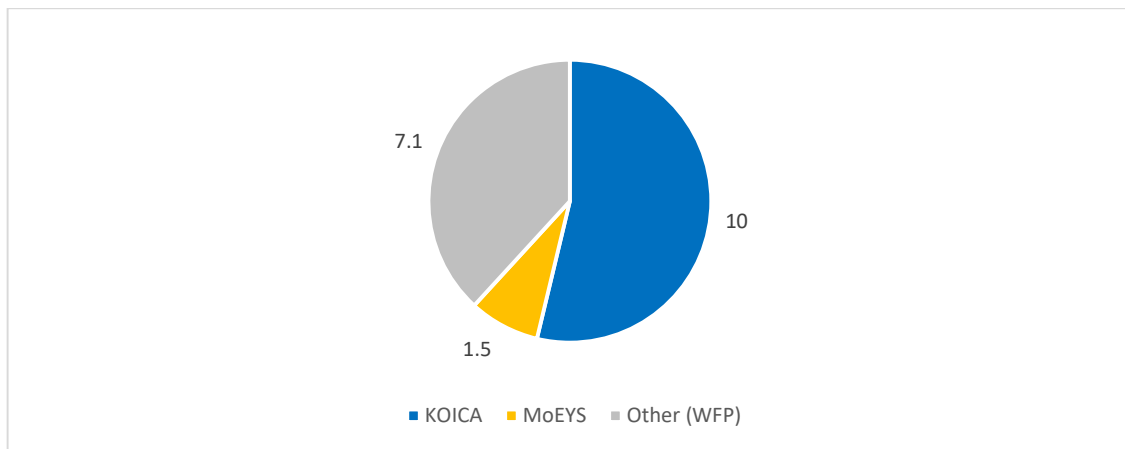
²²¹ WFP (2022) Market and Seasonal Monitoring Update October 2022. <https://docs.wfp.org/api/documents/WFP-0000145026/download/>

programme expenditure to that period was 33 percent of the planned expenditure.²²² A WFP SBP staff member reported that the cost per child at the start of the programme in 2020 was 720 Riels per child per meal. This cost was revised to 700 Riels²²³ per children per meal at the time of reporting for this evaluation report.²²⁴ The WFP SBP staff member noted that there are “no set mechanisms to regularly review cost per child.”²²⁵

2.4.3 Have all partners involved in the implementation of activities of the HGSFP (including local communities) been able, so far, to provide their financial and/or HR/or technical contributions? If not, why?

285. The mid-term evaluation found that national and sub-national stakeholders, including local communities, have been able to make financial and technical contributions to the HGSFP, and that under the Joint Transition Strategy, contributions are expected to shift from external sources (WFP and donors) to national sources under the NHGSFP. Programme documentation shows that currently, the HGSFP is sustained by financial contributions from KOICA, the MoEYS, and other donor funds mobilised by the WFP (including USDA, the Royal Government of Cambodia, and private sector partners).²²⁶

Figure 5 Sources of funding for the KOICA-funded HGSFP for 2020-2024 (millions, USD)²²⁷



286. In June 2018, the use of national funding for school feeding was first agreed upon during an inter-ministerial workshop on school feeding, and the development of a Concept Paper outlining the need for domestic funding for the NHGSFP. However, MoEYS representatives reported that the NHGSFP budget allocations are calculated on an annual basis. For SY 2019/20, MoEYS was allocated a budget of 7,072 million Riels (USD 1.7 million) to implement the NHGSFP in 205 schools. For SY 2021/22 this has been increased to 11,732 million Riel (USD 2.9 million).

287. WFP SBP staff as well as national and sub-national stakeholders reported that the HGSFP currently operates with a large number of national and sub-national stakeholders, and as a result, a large number of national and sub-national stakeholders are to contribute technical and human resources to the programme, including local communities. School staff, commune council members and DOEYS representatives noted that local communities provide contributions to the HGSFP by serving as decision-makers through commune councils and school committees, and by contributing resources to school meals, including commodities, spices, and flavouring agents.

²²² WFP (2022) Summary mid-year progress report for Home-Grown School Feeding for KOICA (January-June 2022)

²²³ 700 Riel = 0,17 USD

²²⁴ Conversion with WFP SBP staff on 22 February 2023.

²²⁵ WFP feedback - Feedback Matrix_KOICA HGSFP ERG feedback

²²⁶ WFP (2022) Market and Seasonal Monitoring Update October 2022. <https://docs.wfp.org/api/documents/WFP-0000145026/download/>

²²⁷ Other sources in the budget includes community contributions. Source: Ministry of Education, Youth and Sport (2020) Project/Programme Concept Paper – Home-Grown School Feeding Programme.

2.4.3 At the school and community levels, how well is the HGSFP doing at encouraging equal participation and contribution of men and women and socio-economically disadvantaged groups in the HGSFP priorities, decision making and activities?

288. The mid-term evaluation found that the HGSFP encourages the equal participation and contribution of men and women and socio-economically disadvantaged groups at the school and community level through the role of SFPCs and SMCs as well as commune councils. Stakeholders agreed that the HGSFP engaged women participation among suppliers, farmers, commune councils and school staff without discrimination.

289. The evaluation found that currently, less than one percent of surveyed households report participating in decision-making and activities through school committees and parent-teacher associations. WFP SBP staff note that community participation is done through community representatives (including elected commune council, parents in the school committees).²²⁸

2.5 SUSTAINABILITY: ARE THE CONDITIONS LIKELY TO BE MET FOR THE BENEFITS TO CONTINUE BEYOND THE LIFETIME OF THIS HGSFP?

290. **Summary:** The mid-term evaluation found that sustainability of the HGSFP will depend on the success of the transition to government ownership under the NHGSFP. The Joint Transition Strategy provides a thoughtful plan for the transition, including capacity strengthening and financial support considerations. At the same time, both national and sub-national stakeholders report high levels of confidence about their knowledge and capacity to implement the HGSFP but expressed concern about the capacity to implement M&E activities under the HGSFP and how M&E will be managed during and after the transition to the NHGSFP. Despite optimism about the transition, WFP SBP staff (2) noted that significant work is needed to facilitate a successful transition to government ownership of the HGSFP, including the M&E system for the HGSFP which currently relies heavily on WFP tools and resources.

2.5.1 How effective are the project activities in ensuring the government's readiness to manage the schools that will be handed over in years three and four of the project? How has the HGSFP addressed the government's readiness to conduct appropriate assessments and surveys? How has the HGSFP addressed the government's readiness to appropriately monitor and track the progress of their activities?

291. The mid-term evaluation found that stakeholders of the HGSFP are confident about their knowledge and capacity to implement the HGSFP but expressed concern about the capacity to implement M&E activities under the HGSFP, and how M&E will be managed during and after the transition to the NHGSFP. WFP SBP staff (4) reported that WFP conducted an M&E assessment that identified the issues with national capacity for monitoring and evaluation before the development of the M&E framework.

292. There was a consensus among national and sub-national stakeholders that the M&E system for the HGSFP currently relies heavily on WFP tools and resources (for example, the monitoring checklist). Stakeholders at the national and sub-national levels specifically expressed concern about the government's capacity to conduct appropriate assessments and surveys, and appropriately monitor and track progress as part of the M&E framework for the HGSFP.

293. Stakeholders further expressed optimism that the Joint Transition Strategy will help clarify M&E objectives, roles, and responsibilities, and improve the government's readiness. A plan for the development of monitoring and evaluation is included in the transition strategy as part of the capacity-building activities for Quality Program Design. In addition to the roles played by MoEYS and WFP, a number of national stakeholders have a potential role in M&E under the transition strategy. However, some national government stakeholders and staff expressed concern that the Sub-decree on the Home-Grown School Feeding Programme Implementation and planning for the transition lacks a clear, delineated budget for monitoring and evaluation activities including assessments and surveys. WFP SBP staff (1) report that work in on-going

²²⁸ WFP feedback - Feedback Matrix_KOICA HGSFP ERG feedback

to strengthen the NHGSFP monitoring through the development of the Theory of Change and the on-going M&E framework development and is the pre-requisite for a monitoring checklist for the NHGSFP.²²⁹

2.5.1 c) How has the HGSFP addressed the government's readiness to ensure that the food coming into the schools from local suppliers is the appropriate quality and meets the food safety standards? How has the HGSFP addressed the government's readiness to engage with local farmers about ensuring they provide commodities that are free from harmful pesticides or fertilizers?

294. The HGSFP has primarily addressed the capacity and readiness to ensure food quality and safety through training provided to different stakeholder groups. While some sub-national stakeholders, including commune council members, school staff and suppliers, feel that food sourced from local farmers and suppliers is safer and at a reduced risk of contamination, others expressed concern that the current HGSFP design makes it hard to ensure food quality and safety.

295. The HGSFP has primarily addressed the government's capacity and readiness to ensure food quality and safety through training. The majority of surveyed suppliers (62.3 percent) reported receiving training on food handling, storage, and quality transportation in the past two years from WFP or NGO or the Government. Similarly, among school staff, 75.9 percent reported that they received training on food quality in the last two years from WFP, an NGO, or the Government.

296. School staff, directors and commune council members were generally positive about the quality of the local food supplies and felt farmers were more likely to use non-chemical fertilizers and chemicals compared to foods supplied from larger markets. Suppliers and school staff report that food quality is assessed at the school level by the school staff (typically the cook and/or school director) and rarely report being dissatisfied with the food quality. All surveyed school staff rated the quality of the food provided by the HGSFP as good or average, and most rated the quality of the commodities provided to the HGSFP as fresh and of good quality (88.6 percent).

297. As previously noted, many of the farmers and suppliers interviewed for the mid-term evaluation reported that they were motivated to participate in the HGSFP in order to provide healthy and nutritious foods to school children. Among these farmers and suppliers, the provision of safe and healthy foods was viewed as a civic obligation or social responsibility. The farmers and suppliers took pride in reporting that they ensured that foods provided to schools were produced with natural fertilizers (such as cow dung) and did not include harmful chemicals.

298. Despite the positive perceptions of food quality among school stakeholders, suppliers and farmers, some stakeholders in the DoEYS and PoEYS as well as national stakeholder representatives expressed doubts about the capacity of the HGSFP's decentralised procurement of food to ensure safe foods are provided to schools. These stakeholders noted that school staff have a limited capacity outside of the HGSFP training to assess the food quality and lack tools to conduct chemical tests. It was also noted that the HGSFP design has very limited methods to monitor farmers and suppliers to ensure the quality of goods delivered.

299. Under the Joint Transition Strategy, MAFF has a role in collaborating in organizing and mobilizing safe and quality agriculture food production activities and collaborating in organizing and mobilizing for safe and quality agriculture food production activities.²³⁰ However, the Joint Transition Strategy also reinstates the key role that school directors and school staff play in selecting commodities for the NHGSFP.

300. WFP and FAO are currently working on the Food Safety Guidelines for the NHGSFP. Currently, schools operate using previously developed WFP guidelines which stipulate what food groups should be included in the school menus, limiting the nutritional content data that can be extracted from meals that schools can make to, for example, the number of food groups that are included in a meal. WFP SBP staff (1) further note that currently, outside of WFP's imported fortified rice and oil, there is very limited stock of fortified rice or oil in Cambodia. WFP has been working on fortification in Cambodia for many years but it's not yet at a stage to supply the NHGSFP.²³¹ Furthermore the School Health Department of MoEYS is collaborating with the

²²⁹ WFP Feedback - Feedback Matrix_KOICA HGSFP ERG feedback

²³⁰ Royal Government of Cambodia and the World Food Programme (March 2022) Joint Transition Strategy Towards a Nationally Owned Home-Grown School Feeding Programme: Cambodia Phase 1 2022-2025. World Food Programme and Royal Government of Cambodia, Phnom Penh.

²³¹ WFP Feedback - Feedback Matrix_KOICA HGSFP ERG feedback

Ministry of Health (MoH) to support food safety and health within the Home-Grown School Feeding (HGSF) programme under the National School Health Policy.

301. Despite some reservations, it is clear that the decentralised approach is expected to remain in place. Under the Joint Transition Strategy, the MAFF has a role in collaborating in organizing and mobilizing safe and quality agriculture food production activities and collaborating in organizing and mobilizing for safe and quality agriculture food production activities. However, the Joint Transition Strategy also reinstates the key role that school directors and school staff play in selecting commodities for the NHGSFP. It is therefore important that they receive adequate training and guidance to ensure food safety and enable the selection of high-quality foods that contribute to a nutritious meal for children. WFP SBP staff (1) note that they are, at the time of the evaluation reporting, reviewing guidelines and standards.²³²

2.5.1 e) How has the HGSFP addressed the government's readiness to ensure that the nutrient content of the school meals is appropriate?

302. The mid-term evaluation found that the HGSFP has primarily addressed the government's readiness to ensure appropriate nutrient content of school meals through training, and the selection of commodities for the HGSFP. While MOEYS, POEYS and DOEYS representatives, as well as school staff and commune council members felt that the reliance on locally sourced foods, a diverse range of ingredients, and menu selection at the school level supported appropriate nutrient content in school meals, some MOEYS, POEYS and DOEYS representatives expressed doubt about the capacities of school staff and SFPCs to ensure appropriate nutrient content in school meals.

303. WFP SBP staff (2) school staff and POECR and DOEYS noted that the current design of the HGSFP relies heavily on school staff to ensure that the meals are aligned to the children's food preferences. Surveyed staff reported that menus were decided by school directors (68.4 percent), teachers (55.7 percent), cooks (26.7 percent), and students (22.7 percent). Notably, none of the staff reported that parents participated in menu decisions.

304. School staff, commune council members and School Health Department staff noted that the HGSFP ensured nutrient content in the school meals by including a diverse range of healthy ingredients (including for example, protein from fish, meat and eggs, carbohydrates from rice, vegetables including morning glory, pumpkin, spinach, moringa, and long beans, and iodised salt) developing guidelines for preparing meals that include information on nutrient content and recommended quantities of ingredients. Nutrient content is also ensured through stakeholder training. The majority of surveyed school staff (57.9 percent) reported that they had received training in the last two years from WFP, an NGO, or the Government on menu design for cost-efficient and nutritious menus.²³³

305. Some sub-national stakeholders, including some representatives from the School Health Department, school staff and commune council members, interviewed for the evaluation expressed concern with the capacity of school staff to ensure the nutrient content of school meals, noting that these staff had limited training and competing responsibilities. These stakeholders along with WFP SBP staff noted that the programme could be better positioned to ensure appropriate nutrient content by:

- Developing a mechanism to verify the nutrient content of school meals through the School Feeding Information System (SFIS) based on quantities of food purchased and consumed at the school level. WFP SBP staff (1) note that this mechanism would need to be built into the programme monitoring and technical support systems, so that schools could receive advice or coaching if the SFIS data revealed that nutrient content of the meals was sub-optimal²³⁴. As previously noted, this is difficult to achieve with the currently implemented WFP guidelines.
- Including fortified foods (for example, rice) in the NHGSFP. WFP SBP staff noted that including fortified rice across all schools in the HGSFP would support "providing sufficient micronutrients to meet children's needs without substantially increasing the per student funding allocation" for the HGSFP.²³⁵ It was further noted that "WFP believes there should be strengthened nutrition standards

²³² Discussion with WFP SBP staff on 22 February 2023.

²³³ It is possible that survey participants conflate other trainings on the HGSFP with trainings specifically on menu design.

²³⁴ WFP feedback - Feedback Matrix_KOICA HGSFP ERG feedback

²³⁵ Ibid.

and guidelines for school meals, and that SFIS could support verifying the compliance with the guidelines... [and] suggest including "mandatory" fortified rice in the NHGSFP."²³⁶

2.5.1 f) How has the HGSFP addressed the government's readiness to fully financially support the HGSFP schools in the process of being handed over by the programme end?

306. Stable funding and budgeting are significant components of the Transition Strategy Action Plan prepared for the HGSFP. Under the Plan, MoEYS serves as the agency responsible for preparing the budget and activity plan for programme implementation for short-, medium-, and long-term periods.²³⁷ The Plan notes that significant progress has been made in building the policy framework in Cambodia to support the implementation of NHGSFP and provides a foundation for budget allocation. The 2022 Sub-decree on the Home-Grown School Feeding Programme Implementation provides the official basis for funding the NHGSFP.

307. The Joint Transition Strategy notes that "The allocation of budget to the NHGSFP schools is a significant step in cementing the government's commitment to implementing the NHGSFP and its understanding that the programme is a good investment for national development."²³⁸

308. The mid-term evaluation found that WFP has worked with national government stakeholders to identify financial support for the HGSFP through the Joint Transition Strategy. WFP SBP staff (1) note that "the government has committed [to] a phased transition of the school feeding programme through the joint transition strategy, its commitments to the School Meals Coalition, and its own policies and strategies" and that "the financial commitment of the government has continued despite the COVID-19 pandemic and impact on the domestic budget."²³⁹

309. For many years, school feeding has relied on external funding from WFP, along with in-kind support from the RGC. However, as the programme transitions to national ownership, the government is expected to take on greater financial support. As part of the transition, the budget allocated to the NHGSFP budget is calculated annually. Currently, the MoEYS Program Budget (PB) is articulated only at a high level, with the budget to the Primary Education Department being contained in a single sub-program (SP 1.2) which includes only two high-level activity clusters - 1.2.1 (the provision of quality primary education services), and 1.2.2 (capacity development of primary education service providers). However, there is currently no specific budget line for funding school feeding activities. Currently, the MoEYS Department of Finance allocates the cost of NHGSFP implementation to Sub-Account 62028 "Other Social Assistance" on the centrally funded budgets of the designated Provincial Offices of Education.²⁴⁰ Programme documentation recommends working towards integrating the NHGSFP into the Education Financial Management Information System, and into the activity-level tables of the programme budget.²⁴¹

2.5.2 What is the level of ownership of different stakeholders (students, teachers, school staff, communities, and relevant ministries at national and subnational levels) and is it likely to continue after the end of external support?

310. Both national and sub-national stakeholders reported that they were largely confident in their ability to fulfil their roles and responsibilities for the HGSFP. For example, all suppliers reported that they were confident or very confident in their business/organization's ability to handle and manage the food procurement process for school meals. Nearly all surveyed school staff (95.4 percent) reported that they were confident or very confident in their ability to correctly manage their roles and responsibilities in the operation of the HGSFP. However, levels of ownership among stakeholders varied:

²³⁶ Ibid.

²³⁷ Ministry of Education, Youth and Sport and World Food Programme (2022) Joint Transition Strategy Towards A nationally owned Home-Grown School Feeding Programme Phase 1: 2022-2025.

²³⁸ Ibid.

²³⁹ Ibid.

²⁴⁰ Ministry of Education, Youth and Sport and World Food Programme (2022) Joint Transition Strategy Towards A nationally owned Home-Grown School Feeding Programme Phase 1: 2022-2025

²⁴¹ Ibid.

Table 41 Level of ownership among stakeholders²⁴²

Targeted households and communities	Families in targeted areas are not expected to be owners of the HGSFP, but instead are encouraged to voluntarily engage. Interviewed households reported a high level of satisfaction with the HGSFP and saw school feeding programmes as being important for learning. Families and community members participate in a PTA or school committees and through contributions of spices, other ingredients, and fuelwood. WFP SBP staff (1) report that in the NHGSFP, WFP is advocating that all essential items for the delivery of meals (including fuelwood and spices) be provided for within the budget, so community contributions can be purely voluntary.
School staff and directors	School staff and directors claim a high level of ownership of the delivery of the HGSFP in schools. School staff perceive the HGSFP programme to have many benefits for student health and academic performance and thus feel vested in achieving positive results for the programme.
Commune council members	Similar to school staff, commune council members showed a high level of ownership of the implementation of the HGSFP and play a primary role in decision-making around procurement. Commune council members see themselves as playing an important leadership role at the community level in managing the procurement of ingredients and ensuring cost-efficient and high-quality results.
Suppliers and farmers	Suppliers and farmers perceive a lot of economic benefits from participating in the HGSFP and report a high level of satisfaction. These stakeholder groups express a high level of pride over their role in the HGSFP in terms of supplying high-quality, safe ingredients to schools in a cost-efficient manner. WFP SBP staff (1) note that farmers and suppliers are not expected to be owners of the HGSFP but are expected to feel “strong engagement with the programme”. ²⁴³
DoEYS and PoEYS	Interviewed representatives expressed confidence in understanding and capacity to implement their role. Representatives took ownership of their roles primarily in overseeing activities and delivering training and capacity support to school staff and commune council members.
Ministries	Representatives of the ministries engaged in the HGSFP interviewed for the evaluation reported having a high-level confidence in knowledge of their roles and were confident executing their responsibilities. More specifically, the ministerial representatives interviewed for the evaluation expressed that it was their responsibility to ensure that the objective, outcomes, and activities of the HGSFP were aligned with ministerial priorities and policies. However, the transition strategy notes that there is still work to be done to build sufficient support for the HGSFP and the transition, specifically noting the need to establish inter-ministerial collaboration to promote cross-sectoral collaboration and enhanced ownership of the programme. Staff and stakeholders further view long-term funding to be critical to the HGSFP transition. Programme documentation shows that stable funding and budgeting are significant components of the Transition Strategy Action Plan, yet MOEYS representatives noted that budget allocations for the NHGSFP are done annually and more clarity on where the NHGSFP budget will come from is needed.

311. Programme documentation shows that the long-term strategy to support the sustainability of the HGSFP is based on a gradual transition from external to national ownership by 2028. The transition strategy notes that in 2020, the RGC started to take over the provision of school meals from WFP. Since then, the government has taken increasing ownership. In 2022, the national programme provided meals to schoolchildren in 290 schools and in 2023, the MoEYS provided meals in 437 schools. Programme documentation indicates that there is widespread support for the transition and acknowledgement of the multi-sectoral benefits of the programme.²⁴⁴

312. To facilitate the transition from the KOICA-funded HGSFP to the NHGSFP, the transition strategy suggests the use of SABER-SF (Systems Approach for Better Education Results) assessments during the remainder of the programme period to ensure the NHGSFP is designed and implemented appropriately.²⁴⁵ SABER is an

²⁴² Evaluation findings

²⁴³ WFP Feedback - Feedback Matrix_KOICA HGSFP ERG feedback

²⁴⁴ Ibid.

²⁴⁵ Ibid.

initiative developed by the World Bank and the WFP to collect and share data on educational policies and institutions in order to help countries strengthen their education. The SABER initiative deploys an evidence-based approach to analyse the school feeding policies against five internationally agreed upon policy goals (policy frameworks, financial capacity, institutional capacity and coordination, design and implementation and community roles).²⁴⁶ This tool helps identify strengths and gaps, fosters policy dialogue among stakeholders and therefore assists in planning capacity development activities and road maps with governments. The policy goal indicator questions available in the SABER-SF initiative provide guidance on how to improve the sustainability of school feeding programmes through alignment with government policies.²⁴⁷

313. The SABER-SF approach is noted for being an inclusive exercise that engages multiple stakeholders (including different ministries, relevant non-governmental organizations (NGOs), donors, and other partners) to enable decision-makers to assess school feeding programmes and make informed decisions on ways to improve activities. Due to the participatory nature of this assessment approach, it promotes collaboration between stakeholders and develops a sense of ownership over the process.²⁴⁸

2.5.3 What roles do the different stakeholders play in the sustainability of the HGSFP? Are they likely to maintain their commitment/level of engagement beyond the lifetime of the programme? What, if any, are the identified key barriers at this point in the programme to achieving sustainability?

314. The HGSFP is implemented with a large number of national and sub-national stakeholders with roles in the sustainability of the HGSFP. MoEYS, as the leading government ministry, is viewed by WFP SBP staff (2) and most national government stakeholders as playing a central role in implementing the HGSFP, coordinating between stakeholders and developing relevant policies. National-level government stakeholders reported that MoEYS' priorities and interests were prioritised in decision-making to ensure the HGSFP design and objectives were aligned with Ministry priorities and policies.

315. Other ministries, including the National Social Protection Council (NSPC), the Council for Agriculture and Rural Development (CARD), the Ministry of Agriculture, Forestry and Fishing (MAFF), Ministry of Economy and Finance (MEF), the Ministry of Interior (Mol), the Ministry of Health (MoH), Ministry of Social Affairs, Veterans and Youth Rehabilitation, and the Ministry of Women's Affairs, have play important roles in capacity strengthening (see 2.2.3) and are expected to play important supporting roles in the NHGSFP and their ongoing support and ownership of their roles were viewed by WFP and national government stakeholders to be critical to the sustainability of the HGSFP.

316. District and province-level stakeholders (see 2.2.3) are also expected to continue to play a significant role in programme implementation during and following the transition to the NHGSFP. These stakeholders are expected to continue to participate in management and decision-making through quarterly and annual meetings and support ongoing capacity-strengthening activities. District and province-level stakeholders interviewed for the mid-term evaluation reported a high level of ownership over these roles and confidence in executing their responsibilities.

317. School staff, school directors and commune councils are expected to continue to play a notable role in the implementation of the HGSFP at the school level (through distribution of school meals, health and nutrition awareness sessions, procurement management and menu decision-making). School stakeholders, commune council members and households in targeted areas reported believing that school meals supported attendance and learning (see Table 40) which contributes to their motivation to support the programme during the hand-over and after the transition, including their motivation to provide voluntary contributions of spices and other ingredients and through school committees.

²⁴⁶ World Bank Group et al. (2014) SABER School Feeding – Towards Nationally Owned School Feeding Programmes. https://documents.wfp.org/stellent/groups/public/documents/research/wfp273495.pdf?_ga=2.111714948.1487540470.1676209287-873127343.1667501540&_gac=1.225149416.1675642394.CjwKCAiAxP2eBhBiEiwA5puhNR0mhAalGRXmFw-7mb2ORjEACiwiNFxIP8WwoPD7FCQm8jUzW8sXGxoCSL0QAvD_BwE

²⁴⁷ World Bank Group et al (2016) Manual for SABER-SF Exercise. <https://openknowledge.worldbank.org/bitstream/handle/10986/26517/114317-WP-PUBLIC-SABER-SchoolFeeding-Manual.pdf?sequence=1&isAllowed=y>

²⁴⁸ Ibid.

318. Both national and sub-national stakeholders report a high level of confidence in their abilities to implement their roles and responsibilities under the current plan. However, there was a consensus among national and sub-national stakeholders and WFP SBP staff that the HGSFP is at a critical point of transition from external to national ownership and agreement that the sustainability of the HGSFP is currently dependent on how successful the transition from external to national ownership will be. There was broad optimism among programme staff and stakeholders in the MoEYS that the government had the capacity and motivation to ensure continued funding of the HGSFP after the transition. At the time of the mid-term evaluation, the HGSFP has a clearly defined plan for the transition to national ownership (the Joint Transition Strategy) that staff and stakeholders feel provides guidance on how the transition will occur and how the transition will be monitored.

319. The evaluation further found that WFP plays a significant role in the design and implementation of the KOICA-funded HGSFP as previously noted in the report, (see 2.3.1d) including providing high-level leadership, setting objectives and monitoring outcomes, and organizing and coordinating between stakeholders. Stakeholders have requested additional technical assistance and capacity strengthening prior to school handovers and to support the transition to government ownership. There was broad consensus among national and sub-national stakeholders that WFP technical assistance will assist all stakeholders to implement their roles and support the sustainability of the HGSFP as it transitions to the NHSFP.

“The MoEYS has a clear plan that the MEF will consider and assess. The programme shows good results in terms of benefits for children enrolled and attending.

A National government representative

Conclusions and recommendations

3.1. CONCLUSIONS

320. The mid-term evaluation of the HGSFP found that the programme is improving equitable access to primary education through the provision of nutritious school meals and is operating in a relevant, coherent, effective, and efficient manner.

The HGSFP was found to be well aligned with national priorities, development goals, and strategies, as well as KOICA's development and cooperation strategies.

321. The HGSFP directly contributes to the MoEYS's Education Strategic Plan's Primary Education sub-sector objective (to improve participation until the last grade of primary education and completion of primary education for all children, especially from disadvantaged groups), indicators (including net enrolment and dropout rates, and the number of students receiving food at schools), first policy priority (that all girls and boys have access to quality early childhood care and education and pre-primary education, and completely free, equitable and quality basic education) and Major Strategy to promote healthy, motivated and committed students. The HGSFP further supports the RGC's Rectangular Strategy's strategic objective of developing a quality, equitable and inclusive education system by promoting equitable and inclusive access to education for vulnerable children in targeted communities. The evaluation further found that the HGSFP is well-aligned to the National Social Protection Policy Framework. (2016-2025) and KOICA's Mid-term Strategy for Education (2021-2025). The HGSFP supports Cambodia's commitments to achieve SDGs 1, 2, 3, 4, 5, 7, 8, and 17, including the goals related to a reduction of hunger and poverty, as well as those supporting inclusive education and sustainable economic growth.

322. The evaluation found that the HGSFP represents a long-standing partnership between the WFP and the RGC and is the result of more than two decades of school feeding initiatives. As a result, the HGSFP is viewed to be closely aligned with government policies and strategies for education, as well as health, agriculture, and rural development.

The HGSFP was highly relevant to the needs of children and families in targeted areas.

323. The HGSFP intentionally targeted areas with high rates of poverty and food insecurity to reach a large number of vulnerable children. Children in these areas face a number of barriers to education and adequate nutrition, including environmental conditions and poverty-related pressures to leave school. The HGSFP was seen to increase households' motivation to enrol, send children to school, and offset some of the economic pressures that motivate households to have children drop out to earn income or care for household members. Nearly all surveyed households reported that a hot meal provided at school was an important or very important factor in deciding a child's schooling (99.6 percent).

The HGSFP provides a number of benefits for families, farmers, and suppliers.

324. Sub-national stakeholders, including school staff, commune council and School Health Department staff interviewed for the evaluation reported that the HGSFP also increased the consumption of healthy food among students in targeted schools by incorporating a diverse range of healthy foods into school meals. Awareness-raising activities were also reported through lessons and assemblies held on topics related to nutrition and hygiene, as well as posters and materials displayed at schools.

325. Since school meals were provided to all students attending targeted schools regardless of gender, IDPoor status, ethnicity, or socio-economic status, nearly all surveyed households (99.7 percent) reported that they benefited from the HGSFP. However, it was observed that students attending classes in afternoon shifts are also not currently receiving school meals.

326. Farmers and suppliers that participated in the HGSFP reported a range of economic benefits (including stable and predictable income, reliable payments, ease of business and increased income) and took pride and civic responsibility in supporting their local school with healthy food.

There was a consensus that the HGSFP is operated in an efficient and timely way.

327. The evaluation found that the preparation of meals at school was perceived by stakeholders to be a cost-efficient way to provide nutritious meals to students due to the reliance on existing school infrastructure and staff for meal preparation and delivery, the use of locally sourced ingredients, and the ability to adapt menus to reflect student preferences.

328. At the same time, national and sub-national stakeholders noted that the WFP was proficient in coordinating and communicating with a large number of national and sub-national stakeholders for the implementation of the HGSFP but lacked confidence in the implementation of monitoring activities for the M&E Framework. Stakeholders at all levels, including suppliers engaged in competitive bidding processes, reported that the HGSFP was managed in a transparent, accountable, and fair manner. There was a consensus among national and sub-national stakeholders that inputs for the HGSFP are monitored regularly and informal mechanisms for providing feedback were available at the national and sub-national levels.

329. At the school and community level, the mid-term evaluation found a high level of engagement among women and individuals from socio-economically disadvantaged groups, largely as a result of the procurement of locally sourced ingredients from suppliers and farmers, and the engagement of commune councils and schools serving targeted communities.

COVID-19 and school closures have had a lasting effect on the HGSFP.

330. Shortly after the HGSFP agreement was signed, Cambodia, along with the rest of the world, was disrupted by the COVID-19 pandemic. When schools across the country were closed for 21 months in response to the pandemic, HGSFP staff and stakeholders rapidly responded by adapting the programme's primary transfer modality from school-based meals to take-home rations to target beneficiary needs for nutrition and food security support.

331. The HGSFP was found to have adapted well to the COVID-19 pandemic. The shift from school meals to take-home rations was viewed to be highly appropriate during the pandemic because it addressed the ongoing and escalating risks of food insecurity among targeted households. The HGSFP is viewed to remain relevant to targeted beneficiaries now, as increasing food and fuel prices in Cambodia as a result of the pandemic, flooding and conflict in Ukraine continue to put financial pressure on vulnerable households. Nevertheless, the focus upon take-home rations for only IDPoor households limited the amount of support made available to non-IDPoor households.

332. However, despite of the pandemic and school closures, the HGSFP programme has achieved targets for few of the outcome and output indicators at the mid-term point. The limited progress to achieve programme indicators is not a result of inactivity, but a shift in transfer modalities.

333. While the reopening of schools in late 2021 and early 2022 has permitted the HGSFP to revert to its original school meal implementation plan, significant progress is needed to reach indicator targets, including the number of girls and boys who receive school meals (target 52.6 percent achieved), the quantity of rice provided through school meals (target 39.6 percent achieved) and the quantity of food purchased from local service providers (target 37.6 percent achieved). Due to the set number of schools in the HGSFP, it is unlikely that the programme will be able to achieve targets for these indicators by the end of the programme period in 2024.

The HGSFP is in a critical period of transition.

334. The programme is now in a critical period of transition from external to national ownership. There was a consensus among national and sub-national stakeholders interviewed for the mid-term evaluation that the sustainability of the HGSFP will depend largely on the success of the transition to national ownership under the NHGSFP.

335. The evaluation found that the foundations for the transition have been established through the Joint Transition Strategy, inter-agency coordination efforts, and capacity strengthening among all stakeholders. The Joint Transition Strategy provides a plan and key steps guiding the transition with a large responsibility placed on MoEYS. To address the capacity needs of programme stakeholders, the HGSFP engaged in a number of training and capacity-strengthening initiatives. The majority of national and sub-national stakeholders interviewed for the evaluation reported that they received training related to the HGSFP and their roles and responsibilities and expressed confidence in their understanding and ability to implement

their roles under the current design. Stakeholders at all levels reported that the government is currently successful in managing its areas of responsibility for the implementation of the HGSFP.

336. While the mid-term evaluation found that the programme established a clear plan for the transition (the Joint Transition Strategy) and stakeholders expressed confidence in managing their roles, staff and stakeholders remain uncertain about how successful the transition will be.

337. Staff and stakeholders view long-term funding to be critical to the HGSFP transition to the NHGSFP. The HGSFP currently relies on funding from KOICA (USD 10 million), MoEYS (USD 1.5 million), and other donors including the USDA, the RGC and private sector donors, but the programme will shift to national ownership and funding. Programme documentation shows that stable funding and budgeting are significant components of the Transition Strategy Action Plan, yet MOEYS representatives noted that budget allocations for the NHGSFP are done annually.

338. The Joint Transition Strategy provides guidance for the phased and sustained shift to the NHGSFP and the systematic handover of school feeding implementation and management to the MoEYS. The MoEYS and WFP have agreed that the government will increase schools gradually each year, aiming for a target of 685 schools in 33 districts by the end of this strategy and the full handover of 1,113 schools by 2028. WFP plans to work through this process to prepare schools for handover, provide capacity building and act as a technical assistance partner to the national programme, resources permitting. These efforts are outlined in the Joint School Feeding Transition Strategy 2022-2025 outlines a capacity building action plan stakeholder responsibilities required over the next four years to enable a systematic expansion of the NHGSFP. The Joint Transition Strategy provides a Capacity Strengthening Action Plan for the school years 2021-2022 through 2024-2025. To support this plan, WFP and MoEYS have agreed to a Phase 2 (2026-2030).

339. The Action Plan organises capacity building activities under each of the SABER-SF quality standards:

- Policy framework: Ensure the draft National School Meals Policy is aligned with relevant legal framework, establish inter-ministerial collaboration for NHGSF that promotes cross sectoral collaboration and enhances ownership of the programme, and National School Meals Policy and obtain approval by the start of the 2022-2023 school year.
- Stable funding and budgeting: MoEYS and PoEYS are expected to ensure the connection and visibility of school feeding in budget documents, ensure the SFIS is rolled out and used to promote accountability in NHGSFP financial planning, expenditure, and reporting, and conduct a review of school feeding costing.
- Institutional arrangement and coordination: Establish a national inter-ministerial coordination mechanism focusing on the implementation of the NHSGFP, develop a functional, inter-ministerial coordination committee at sub-national levels (provincial and district levels), and ensure that management and coordination structures at national and sub-national levels are well functioning by the end of the 2024-2025 school year.
- Quality programme design: Develop a comprehensive monitoring and evaluation framework that includes monitoring of programme outputs, sectoral indicators to enable monitoring of multi-sectoral outcomes, and programme objectives, regular programme review, baseline and endline evaluation, and regular SABER-SF assessments to measure changes in national capacity. MoEYS and WFP are expected to pilot central procurement of rice, management systems and accountability mechanisms by the start of the 2022-2023 school year.
- Strong community participation: Under this standard, MoEYS is expected to analyse the returns of the NHGSFP for farmers and suppliers, and the gender gaps in participation in the programme, identify potential private sector partners that can be engaged in the NHGSFP, finalise the Standard Operating Procedures (SOP) for the Complaints and Feedback Mechanisms for the NHGSFP, and continue working with local communities to ensure that the NHGSFP is implemented as per the Operational Manual.

Staff and stakeholders acknowledge that significant work remains to ensure the transition to government ownership is successful.

340. There was a consensus among staff as well as national and sub-national stakeholders interviewed for the evaluation that WFP currently plays a large role in managing the coordination and financing mechanisms of the HGSFP. The WFP currently serving key roles essential for the long-term success of the programme, including providing high-level leadership, and managing coordination between stakeholders.

341. The majority of the sub-national stakeholders (including those at schools, PoEYS and DoEYS) lacked confidence in their ability to oversee monitoring as there is no specific budget yet allocated for this despite the plans to do so. Sub-national stakeholders, including school staff and POEYS and DOEYS representatives, requested refresher training and additional information be provided before schools are transferred, reflecting the approach outlined in the Sub-decree on the Home-Grown School Feeding Programme Implementation. Sub-national stakeholders also requested additional training on fundraising and community resource mobilization to help gather funds and resources.

342. Currently there is confidence among government stakeholders that the transition to national ownership within the time period outlined by the Joint Transition Strategy. However, significant work needs to be done to facilitate this within the remaining HGSFP period and staff and stakeholders are eager to see how early stages of the transition in 2023 will go and whether the timeframe for the remaining transition will be feasible. WFP staff report that MoEYS and other partner Ministries are not expected to have full capacity to manage and implement the programme at the end of the current KOICA-funded HGSFP period. A Phase Two period (2026 to 2030) is expected. And additional capacity strengthening activities from WFP and MoEYS are expected and described in the transition strategy.

3.2 LESSONS LEARNED

343. The evaluation identified a few key lessons learned about the HGSFP and about the adaptations made to the programme in response to the COVID-19 pandemic:

- Take-home rations were an effective and relevant adaptation to the school feeding programme in response to an acute crisis, like the COVID-19 pandemic and a relevant support for targeted households when school closures occur.
- IDpoor offers an efficient mechanism for identifying economically vulnerable households in Cambodia but may not identify all households in need, particularly when faced with acute crises that impact income and employment opportunities (like the COVID-19 pandemic or natural disasters).
- Motivation for participation in school feeding programmes is not purely economic. Stakeholders including suppliers, farmers, school staff and commune members also see this work as part of a broader civic responsibility to their communities.
- WFP plays an important role in high level coordination and capacity strengthening support for MoEYS and other stakeholders and is likely to benefit from on-going technical assistance during Phase 2 (2026-2030). Areas where on-going technical assistance would be beneficial including monitoring and evaluation and coordination.

3.3. RECOMMENDATIONS

344. The mid-term evaluation identified a number of recommendations, both for (1) improving the implementation of the KOICA-funded HGSFP and (2) strengthening the capacity of government stakeholders to manage the hand-over of schools and the transition to the NHGSFP.

345. **Group 1 recommendations** address changes to the design and implementation of the KOICA-funded HGSFP. Group 1 recommendations cover changes that were identified in the mid-term evaluation that can support improving nutrition, stakeholder capacity and programme implementation.

346. **Recommendation 1.1 Consider adopting methods to greater support improved nutrition among targeted students and households**, including increasing the use of fortified rice in school meals where feasible, assessing the feasibility of expanding school meals to afternoon shifts of targeted schools, and developing standard operating procedures and contingency plans for the provision of take-home rations during school closures.

347. **Recommendation 1.2 Consider providing additional capacity strengthening activities to improve stakeholder capacity for implementation of the KOICA-funded HGSFP**, including additional training on fundraising and community resource mobilisation. It is recommended to provide capacity training to commune council members, school directors and school committee members on fundraising and community

resource mobilisation to provide additional ingredients for school meals (such as spices and ingredients for flavouring) and well as training to improve confidence, understanding and ownership of the HGSFP M&E activities. Stakeholders at all levels were least confident about their ability to implement the monitoring activities and expressed doubt about their ability to use Kobo for reporting.

348. **Recommendation 1.3 Consider implementing other changes to programme implementation**, including adopting a systematic approach to address changes in commodity prices, and reviewing HGSFP indicator targets that have been affected by the COVID-19 pandemic.

349. **Group 2 recommendations** address changes that can be made to facilitate the hand-over of schools to the NHGSFP and the transition to the NHGSFP. This category includes recommendations focused on improving the capacity of government stakeholders to implement the hand-over of schools and manage the NHGSFP.

350. **Recommendation 2.1 Consider ways to strengthen the capacity of sub-national and national government stakeholders to manage the hand-over of schools from the KOICA-funded HGSFP to the NHGSFP under MoEYS management**, including additional measures (such as training) to ensure stakeholders including commune councils and school staff are aware of the specific details of the transition strategy and how it will affect their roles, responsibilities, and reporting duties.

351. **Recommendation 2.2 Continue to implement the capacity strengthening activities outlined in the Joint Transition Strategy to support MoEYS and other stakeholders to manage and implement the NHGSFP**, including implementing further capacity-strengthening activities to improve confidence around monitoring and evaluation, understanding and ownership of the HGSFP M&E framework among all stakeholders, adopting a strategy to monitor the early phases of transition before the final evaluation for the KOICA-funded HGSFP period in 2024, and considering extending technical support to MoEYS and the HGSFP beyond the planned programme period. The Joint Transition Strategy provides a detailed Action Plan to achieve this.

352. A mapping of the recommendations, conclusions and findings can be found in [Annex 7](#).

Table 42 Mid-term evaluation recommendations

#	Recommendation	Recommendation grouping	Responsibility	Other contributing entities	Priority	By when	Type
Group 1: Recommendations for the design and implementation of the KOICA-funded HGSFP							
1.1	Recommendation 1.1 Consider adopting methods to greater support improved nutrition among targeted students and households	Short term	WFP	MoEYS	Medium	As soon as possible	Operational
1.2	Recommendation 1.2 Consider providing additional capacity strengthening activities to improve stakeholder capacity for implementation of the KOICA-funded HGSFP	Short term	WFP	MoEYS	Medium	Before school handovers	Operational

#	Recommendation	Recommendation grouping	Responsibility	Other contributing entities	Priority	By when	Type
1.3	Recommendation 1.3 Consider implementing other changes to programme implementation	Short term	WFP	MoEYS	Medium	As soon as possible	Strategic
Group 2: Recommendations to facilitate the hand-over of schools to the NHGSFP and the transition to the NHGSFP							
2.1	Recommendation 2.1 Consider ways to strengthen the capacity of sub-national and national government stakeholders to manage the hand-over of schools from the KOICA-funded HGSFP to the NHGSFP under MoEYS management	Medium term	WFP	MoEYS	High	Before the end of 2024	Strategic
2.2	Recommendation 2.2 Consider changes to improve the capacity of national and sub-national stakeholders to manage and implement the NHGSFP	Long term	WFP	MoEYS	High	Before the end of 2024	Strategic

Annexes

ANNEX 1. SUMMARY TERMS OF REFERENCE

BACKGROUND

These terms of references (ToR) are for the midterm and final activity evaluations of the Home Grown School Feeding Programme (HGSFP) in Cambodia supported by the Korea International Cooperation Agency (KOICA) and the Royal Government of Cambodia Ministry of Education, Youth and Sport (MoEYS) from 2020 to 2024²⁴⁹. The TOR was prepared by WFP Cambodia based upon a review of the project proposal, baseline report, project reports and consultation with stakeholders. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

The KOICA-funded HGSFP is conducted in three target provinces, Kampong Thom, Kampong Chhnang and Pursat between 1st January 2020 to 31st December 2024. The project aims to link school feeding to improved nutrition, wellbeing, and rural development by stimulating agricultural growth and increased food security through the purchase and use of locally produced food in the preparation of daily school meals, thereby benefiting both school children and local suppliers. The project is managed by WFP and implemented in partnership with MoEYS and cooperation from non-government organizations, including World Vision where appropriate.

The TOR describes the evaluation context, rationale, purpose, and scope, including key evaluation questions, methodology, the selection of the evaluation team, key audience, timeline, and dissemination plan. The TOR covers two deliverables: a mid-term and a final activity evaluation. All deliverables will preferably be undertaken in a single assignment/contract. The specific deliverables (timeframes mentioned are subject to change) are outlined in Table 1.

Table 1: Evaluation exercises for the KOICA project

Evaluation exercise	Date	Status
Baseline assessment	Dec 2020	Completed
Mid-term evaluation	Aug-Dec 2022	Guided by this ToR
Endline evaluation	Aug-Dec 2024	Guided by this ToR

CONTEXT

The Royal Government of Cambodia has established impressive economic growth over the past 20 years, bringing the country to lower middle-income status in 2016 with a Gross Domestic Product (GDP) per capita of USD 1,730 in 2021.²⁵⁰ The GDP per capita for 2022 is expected to be USD 1,842.²⁵¹ The high economic growth rate has been sustained above seven percent for over a decade,²⁵² most recently at 7.5 percent in 2018 and 7.1 percent in 2019,²⁵³ making Cambodia one of the fastest growing economies in the world. However, this growth rate has recently been seriously impacted by the global COVID-19 pandemic, and the Ministry of Economy and Finance (MEF) projects that the economic growth rate will decline to 2.4 percent in 2022.²⁵⁴

Poverty: Fast economic growth in Cambodia has been accompanied by a significant reduction in poverty.²⁵⁵ The country has an estimated population of over 17.2 million (2022²⁵⁶) that is predominantly young with a

²⁴⁹ WFP is implementing a five-year USD18.6 million HGSF in three provinces, Kampong Thom, Kampong Chhnang, and Pursat funded by KOICA, MoEYS and complementary resources mobilise by WFP.

²⁵⁰ <https://mef.gov.kh/documents-category/publication/budget-in-brief/>

²⁵¹ Ibid.

²⁵² <https://www.adb.org/countries/cambodia/economy>.

²⁵³ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁵⁴ <https://mef.gov.kh/documents-category/publication/budget-in-brief/>

²⁵⁵ The World Bank. (2019). World Bank Open Data. Retrieved from <http://data.worldbank.org/>;

https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁵⁶ <https://www.macrotrends.net/countries/KHM/cambodia/population>

median age of 25 years. The poverty indicators declined steadily with 1.6 percentage points per year between 2009 and 2019/20.²⁵⁷ The national poverty line in Cambodia was adjusted in the most recent Cambodia Socio-Economic Survey for 2019/20, based on the cost of basic needs and a common basket approach. It is now Cambodian Riel 10,951 or approximately USD 2.7 per person per day.²⁵⁸ Based on this definition, about 18 percent of the population is identified as poor. Poverty rates vary from 4.2 percent in Phnom Penh to 22.8 percent in rural areas.²⁵⁹

Three-quarters of the population resides in rural areas where approximately 90 percent of the country's poor live.²⁶⁰ These households mostly live on a small margin of poverty and are vulnerable to natural hazards, environmental or individual shocks. Estimates suggest that a loss in daily income of USD 0.30 per capita would double the poverty rate.²⁶¹ There remains a limited social safety net system in the country. However, the National Social Protection Policy Framework (NSPPF) 2016-2025 places a strong emphasis on human capital development, and the collaboration with WFP on school feeding through the MoEYS and planned nationwide rollout is an integral part of the Government's efforts.²⁶²

Food security and nutrition remain important public health concerns in Cambodia.²⁶³ The national objectives set for the Cambodia-specific Millennium Development Goals were not met²⁶⁴ and malnutrition rates remain higher than most countries in the region.²⁶⁵ The new SDG indicators covering undernourishment and dietary diversity (Goal 2) suggest that 14 percent of households continue to consume less than the minimum dietary energy requirement, while 11.6 percent have inadequate dietary diversity.²⁶⁶ The Government has had several policies and programmes developed to end hunger and improve nutrition, including: i) the National Fast Track Roadmap for Improving Nutrition (2014- 2020);²⁶⁷ ii) The Second National Strategy for Food Security and Nutrition (NSFSN, 2019-2023); iii) the National Action Plan for Zero Hunger Challenge in Cambodia (2016-2025)²⁶⁸ and iv) Cambodia's Roadmap for Food Systems for Sustainable Development 2030 v) the 2019 National School Health Policy". Undernutrition is most prevalent in rural areas. Preliminary results from the 2021-22 Cambodia Demographic Health Survey (CDHS) reported that 22 percent of children under the age of five years were stunted, ten percent were wasted, and 16 percent were underweight.²⁶⁹ Furthermore, the 2014 CDHS indicated that among women aged 15-49, 14 percent were underweight, while the rate of overweight and obesity in this population tripled between 2000 and 2014, contributing to the growing triple burden of malnutrition in Cambodia.²⁷⁰ COVID-19 had a detrimental impact on food security for the most vulnerable groups, which deteriorated along key dimensions in 2021, largely due to affordability issues resulting from households' income loss. However, even prior to COVID-19, one in five Cambodian households could not afford the most basic nutritious diet.²⁷¹

Gender inequality persists in Cambodia, which ranked 116 out of the 160 countries in the Gender Inequality Index (GII) at 0.475²⁷² and ranked 89 out of 153 countries in the Global Gender Gap Index 2020.²⁷³ Cambodia's relative position in the index has been declining in recent years, indicating its progress towards gender equality falls behind that of other countries.

²⁵⁷ <https://www.worldbank.org/en/country/cambodia/overview>

²⁵⁸ Exchange rate of Riel 4,000 = USD 1.00

²⁵⁹ <https://www.worldbank.org/en/country/cambodia/overview#1> Last Updated: Mar 29, 2022

²⁶⁰ <https://www.worldbank.org/en/country/cambodia/overview>

²⁶¹ World Bank Policy Note on Poverty Monitoring and Analysis, October 2013.

²⁶² <http://inndec.com/library/docs/SPPF%20English%20-%20Final%20Ver.pdf>

²⁶³ https://docs.wfp.org/api/documents/WFP-0000112436/download/?_ga=2.113129794.71101732.1589421801-1848541966.1586381573

²⁶⁴ Cambodia had an objective of reducing the prevalence of undernourished people to <10%.

²⁶⁵ <https://opendevelopmentcambodia.net/topics/sdg-2-zero-hunger/>

²⁶⁶ Cambodia Socioeconomic Survey, 2014, National Institute of Statistics, Ministry of Planning; Available at: <https://www.nis.gov.kh/nis/CSES/Final%20Report%20CSES%202014.pdf>

²⁶⁷ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁶⁸ http://ocm.gov.kh/ocmwinwin20/wp-content/uploads/2018/12/6-National_Action_Plan_for_the_Zero.pdf

²⁶⁹ <https://dhsprogram.com/pubs/pdf/FR312/FR312.pdf>

²⁷⁰ https://nis.gov.kh/nis/CDHS/2021-22/2021-22%20CDHS%20%20Key%20Indicator%20Report_EN.pdf

²⁷¹ WFP. 2017. Fill the Nutrient Gap Cambodia. Summary Report. <https://docs.wfp.org/api/documents/WFP-0000070325/download/>

²⁷² <http://hdr.undp.org/en/composite/GII>; Ratio of women to men HDI values. Gender Development Index scores range from 0 to 1 with a score of 1 indicating equality between men and women

²⁷³ World Economic Forum. Global Gender Gap Report 2020. https://www3.weforum.org/docs/WEF_GGGR_2020.pdf

The SDG targets on gender equality in education and literacy (Goal 5) have been achieved at the primary school level.²⁷⁴ However, gender disparity is higher for secondary education as only 40 percent of girls complete secondary schooling. Girls in rural areas are at higher risk than boys of dropout due to poverty, to care for younger siblings, helping their parents or move to urban areas to work.²⁷⁵

In education, Cambodia has made positive strides in improving primary education and in reducing gender disparity in schools, particularly in rural areas. The Education Strategic Plan (ESP) (2019-2023) and other national strategies indicate a strong commitment to improving educational standards. Over the last two decades, the net primary school enrolment has risen from 81 percent (2001) to 98 percent (2019). The school completion rate is the bigger challenge for primary education today, and more so in rural areas.²⁷⁶ While repetition and dropout rates have steadily declined over the last five years,²⁷⁷ school dropout remains problematic. Students are more likely to leave school than repeat a year if they do not qualify to pass at the end of the primary school cycle. In 2018, the national secondary education net enrolment rate was 55.21 percent.²⁷⁸ The COVID-19 pandemic caused a decrease in enrolment rates: in 2022, net enrolment rates for primary, lower secondary, and upper secondary sub-sectors were 81.8 percent, 43.6 percent, and 26.3 percent respectively.²⁷⁹

School Meals. The school meals programme (SMP) started in Cambodia in 1999, with WFP as the implementer, using an imported food model, with internationally sourced, rice, oil, yellow split peas and iodised salt being used for the school meal. In 2014, the MoEYS in collaboration with WFP, piloted the Home Grown School Feeding' (HGSF) model sourcing food from within Cambodia, supporting the local economy and agriculture and improving children's diets by providing greater diversity of food items, including vegetables, meat, fish and egg.

In May 2015, the government entered into an agreement with WFP to establish at the National Home- Grown School Feeding Programme (NHGSFP), with the expectation that WFP starts reducing its operational coverage and schools are handed over to the NHGSFP. The transition to a NHGSFP is coherent with the 2019-2023 Education Strategic Plan and the 2016-2025 National Social Protection Policy Framework.

From school year (SY) 2019-2020, MoEYS allocated official budget for the NHGSFP, and as of March 2022, the MoEYS and WFP elaborated a Joint School Feeding Transition Strategy that outlines the hand-over plan with specific roles and responsibilities between all relevant ministries and stakeholders. Handover is projected to be completed by 2028.

National Impacts from COVID-19. The COVID-19 pandemic led to the closure of schools in Cambodia and therefore the temporary discontinuation of the school meal programme between March 2020 and November 2021.²⁸⁰ According to a July 2021 report, the COVID-19 pandemic had widespread impacts on socio-economic indicators, especially among poor households.²⁸¹ After a decade of steadily declining poverty rates, the COVID-19 pandemic led to increased poverty and inequality. The Government's scale-up of social assistance to poor and vulnerable households (including take-home rations (THR) under the SMP), launched in June 2020, has moderated income losses due to the pandemic. Due to this intervention, the increase in the poverty rate in 2020 was limited to 2.8 percentage points.²⁸² The school closures during the pandemic have led to learning loss for school children, with potential long-term socio-economic consequences.

²⁷⁴ https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf

²⁷⁵ UNESCO/UNICEF (2012) Asia Pacific: End of Decade Notes on Education for All – EFA Goal #5 Gender Equity. Bangkok: UNESCO & UNICEF

²⁷⁶ 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

²⁷⁷ Education Strategic Plan 2019-2023, MoEYS, May 2019

²⁷⁸ <https://tradingeconomics.com/cambodia/net-enrolment-rate-lower-secondary-both-sexes-percent-wb-data.html>

²⁷⁹ EMIS 2021-2022 data.

²⁸⁰ The MoEYS mandated reopening of the schools from 1 November using a hybrid method of instruction (online and face-to-face with limited numbers of students on site). Schools reopened at full capacity nationwide starting the beginning of the 2021-2022 school year on 10 January 2022.

²⁸¹ WFP-UNFPA-UN Women-UNAIDS-UNICEF. COVID-19 Socio-economic impact assessment. July 2021

²⁸² <https://www.worldbank.org/en/country/cambodia/overview#1> Last Updated: Mar 29, 2022

RATIONALE

WFP Cambodia is commissioning the midterm and final evaluations to provide an evidence-based, independent assessment of project performance to evaluate its progress towards achieving results, ensure accountability, and generate lessons learned.

The mid-term evaluation will be conducted at mid-point of project implementation to assess the progress towards project objectives and targets and inform course correction for the remainder of the project, as necessary. Furthermore, as no primary quantitative data was collected during the project's baseline evaluation due to COVID-19 restrictions, the mid-term evaluation will establish an accurate status of project's performance that can be measured against the end-of-project results. The final evaluation will be commissioned to assess whether or not the project has succeeded in achieving KOICA's project goal and investigate the project's overall impact and likelihood to sustain.

As a utilization-focused evaluation, the evaluation results will inform and benefit all relevant government ministries that implement and contribute towards the NHGSFP. In particular, the MoEYS and National Social Protection Council (NSPC), as the managing body of the NHGSFP, will utilize the evaluation results for the following: (1) to inform the state of the transition during annual Systems Approach for Better Education Results (SABER) workshops/reviews and make informed decision on future priorities and investment; (2) to adapt NHGSFP's implementation plan during annual learning workshops and inter-ministerial coordination meetings based on the evaluation's findings and lessons learned; (3) inform the redesign of the NHGSFP Theory of Change during regular transition workshops

(4) commission technical assistance for NHGSFP based on the gaps identified during evaluations.

Internally within WFP, the evaluation results will be used by the Cambodia Country Office, Regional Bureau, and key headquarters Divisions (School Feeding Division, the Performance Management and Monitoring Division, and the Office of Evaluation among others) for evidence synthesis and learning. Specifically, WFP Cambodia will utilise the evaluation results for the following: (1) adapt the project design and implementation plan based on the lessons learned to reach project targets; (2) utilise the generated evidence to advocate for further government initiative or cooperation for the NHGSFP as needed.

The full communication and knowledge management plan can be found in Annex 5.

OBJECTIVES

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. This activity evaluation is provided to KOICA for accountability purposes, while to WFP and key government partners as learning opportunities to NHGSFP implementation, in addition to accountability.

Accountability – The evaluation processes will assess and report on the performance and results of the KOICA-funded activities during the funding period. For accountability, the evaluations assess whether targeted beneficiaries have received services as expected, if the programs are on track to meeting their stated goals and objectives aligned with the results frameworks and assumptions. The evaluation will generate evidence on the long-term outcomes and changes made by the HGSFP, both intended and unintended. The intended change will be measured against the set project targets

Learning – The evaluation processes will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems.

In line with the evaluation rationale, the evaluations will have a stronger emphasis on the Accountability criteria as the primary purpose of the evaluation is to utilise the evidence collected to show-case the HGSFP's impact and advocate for further funding both from donors and the national governments. The evaluation is also accountable to the rights-holders, who are the direct and indirect beneficiaries influenced by the programme's interventions.

The learning objectives will inform in/external stakeholders for the purposes outlined in paragraph 18 and 19. Human rights and gender considerations will be effectively mainstreamed in the evaluation design to fulfil the learning objectives.

STAKEHOLDER ANALYSIS

The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. Table 1 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 commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity, and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys, and girls from different groups (including persons with disabilities, the elderly, and persons with other diversities such as ethnic and linguistic).

Table 1. Stakeholder Analysis

Stakeholders	Right-holders or duty-bearers	Interest and Involvement in the Evaluation
Internal WFP Stakeholders		
WFP Country Office (CO) and Area Office (AO) in Cambodia	Duty-bearers	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation, designing/informing technical assistance packages to the national programme, and making informed decision on the next programme/partnerships.
Regional Bureau Bangkok (RBB)	Duty-bearers	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau is expected to use the review findings to provide strategic guidance, programme support, oversight, and to extract lessons for sharing across the region. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralise evaluations.
WFP HQ divisions	Duty-bearers	Key informant and primary stakeholder - WFP headquarters divisions 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 have an interest in the lessons that emerge from reviews, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
WFP Office of Evaluation (OEV)	Duty-bearers	Primary stakeholder – The Office of Evaluation has a stake in ensuring that decentralise evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralise evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralise evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Duty-bearers	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.

Stakeholders	Right-holders or duty-bearers	Interest and Involvement in the Evaluation
External Stakeholders		
Beneficiaries [School children, parents, teachers, school administrators]	Rights-holders	Key informants and primary stakeholders - The ultimate recipients of direct and indirect food assistance, school children and their parents, 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 perspectives will be sought.
Beneficiaries [Suppliers, Farmers]	Rights-holders	Key informants and primary stakeholders - Farmers are not only producing local food commodities and supplying to schools through local procurement, but also parents/guardians of school children. Hence, garnering their perspective by the evaluation team and sharing findings from the evaluation would help improve timely supply of quality food to schools in their coverage areas.
Government [MoEYS, MEF, MAFF, MoH, CARD and others]	Duty-bearers	Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners, and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Ministry of Education, Youth and Sport (MoEYS) and the National Social Protection Council (NSPC) might use evaluation findings for decision making related to program implementation and/or design, country strategy and partnerships, as well as to inform the planning of transition from externally supported to nationally owned school feeding program. The Ministry of Economy and Finance (MEF), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Council for Agriculture and Rural Development (CARD), Ministry of Woman Affairs (MoWA) and Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSAVY) might also use these findings for their learning and implementation of programs in the future.
United Nations country team (UNCT)	Duty-bearers	Secondary stakeholder - The harmonised action of the UNCT 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 United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Donor [KOICA]	Duty-bearers	Primary stakeholders - KOICA has an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.

SUBJECT OF THE EVALUATION

School feeding is a major component of the ongoing WFP Cambodia Country Strategic Plan 2019- 2023 (CSP) and is currently implemented in five out of Cambodia's 25 provinces. In the three provinces of Kampong Thom, Kampong Chhnang and Pursat, WFP is implementing the HGSF model funded by KOICA (USD 10 million), the MoEYS, Royal Government of Cambodia (USD 1.5 million) and complementary resources mobilised by WFP (USD 7.1 million) from School Years 2020 to 2024.

Project Goal and Outcomes The project aims to attain the goal of improved equitable access to primary education through the HGSF programme by achieving two main expected outcomes: (1) Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food; (2) Increased national and sub-national capacities for a sustainable HGSF programme operation that contributes to enhancing stable income sources of smallholder farmers of the target communities.

Project beneficiaries: The number of project's direct beneficiaries are as in the table below. Indirect beneficiaries include the parents of targeted children, other community members around the schools, and central and local government staff of the relevant ministries within the project areas.

The original number of pre/primary schools targeted by the project (271) will change as some schools will be handed over to the NHGSFP as per the Joint Transition Strategy. Simultaneously, the project will start providing interventions to new schools in the final two years of the project to fulfil the overall coverage promised to the donor (see figure 1).

The midterm and final evaluations will cover all 426 schools that were targeted by the project during the five years of project implementation. A detailed sampling strategy is covered in Section 4.2 Evaluation Approach and Methodology.

Project activities The daily school breakfast aims to encourage student enrolment, attendance and completion of their primary education, and reduce short-term hunger to improve concentration in the classroom and ultimately learning outcomes. Additionally, the funding is supporting other complementary and enabling activities: (1) soft and hard infrastructures for the school feeding programme, and (2) local food purchase for the school feeding programme. The actual transfers made as of December 2021 against the planned targets by outputs can be found in Annex 9.

Changes in planned implementation Due to the COVID-19 pandemic and the subsequent school closures between 2020 and 2021, the planned HGSF activities were only implemented intermittently, and on-site school meals were repurposed to Take-home Rations, which were provided to 13,750 students and 524 school cooks from the poorest (IDPoor) and most vulnerable families.

Gender equity and women empowerment (GEWE) considerations HGSFP's gender entry-points are threefold: 1) By mainstreaming gender-sensitive approaches to tackle stereo-typical, negative gender norms in target area, especially around cooking and domestic work 2) By ensuring equal opportunities to men and women in the participation of the local HGSFP value-chain (Outcome 2) 3) By encouraging equal gender representation in leadership positions of relevant groups, such as school committees, procurement committees and agriculture cooperatives.

Analytical Work that informed the mid-term and final evaluation design includes the previous evaluations of WFP's SFP²⁸³ and the baseline assessment for the KOICA-funded HGSFP, which used secondary quantitative data and limited primary qualitative data.

SCOPE OF THE EVALUATION

The mid-term and final evaluation will cover all geographic areas of intervention, Pursat (3 districts), Kampong Thom (2 districts), and Kampong Chhnang (3 districts), and consider all the activities outlined within the project proposal/agreement. Each evaluation will assess the project progress from the time of project inception to the time of evaluation.

All schools that received or will receive project intervention within the project duration, including the schools that have transitioned into the NHGSFP as well as schools newly targeted schools, will be included in the evaluation sampling frame.

Both evaluations will examine the OECD-DAC international evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact as the framework for findings. Table 2 outlines the key questions under each of these criteria that the mid-line assessment will answer.

EVALUATION QUESTIONS AND CRITERIA

The evaluations will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Specifically, the evaluation questions will be adapted based on desk review of existing evidence during the inception phase to avoid duplication. Collectively, the questions aim to highlight the key lessons and performance of the HGSFP, with a view to inform future strategic and operational decisions.

The evaluations should analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE.

²⁸³ <https://docs.wfp.org/api/documents/WFP-0000117006/download/> , <https://docs.wfp.org/api/documents/WFP-0000140684/download/>

Table 2: Preliminary Key Evaluation Questions

Criteria	Key Questions – Mid-term evaluation	Key Questions – Final Evaluation
Impact	N/A	<p>What impact has the project made in target communities, both positive/negative and intended/unintended? What change has the project made in the lives of direct beneficiaries (school children, suppliers/farmers, government partners, school faculty) and indirect beneficiaries (parents, school cooks, communities)?</p> <p>Were the results equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation?</p> <p>What were the features of the program and context that made the difference?</p>
Relevance	<p>How relevant were the implemented activities in addressing the needs of education, food security and nutrition needs of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups)?</p> <p>How relevant were the project's home grown activities in addressing the needs of local suppliers/farmers in target communities, including men and women farmers, farmers from different socio-demographic and intersectional groups?</p> <p>How relevant were WFP's capacity strengthening activities in enhancing national capacities on the NHGSFP?</p> <p>How relevant were HGSFP activities in addressing the GEWE needs within the targeted context? To what extent is the HGSFP relevant to the gender priorities, policies of the relevant ministries of the</p>	<p>How relevant was the design of WFP Cambodia's HGSFP ToC, which the project was based on, relevant in achieving the project long-term outcomes and ultimately the project goal?</p> <p>How relevant were the project activities in meeting government's priorities/targets on education, health, nutrition of primary school children as well as social inclusion, local economic development</p> <p>How relevant were the implemented activities in addressing the needs of food security, nutrition and education needs of primary school children and their families?</p> <p>How relevant were the project's home grown activities in supporting the livelihoods of local suppliers/farmers in target communities, especially the most disadvantaged (based on gender, disability and other factors of marginalisation)?</p> <p>How relevant was the project activities in improving availability, affordability, and consumption of healthy diets for school children and their families?</p>
	<p>Royal Government of Cambodia (MoWA, MAFF, MoEYS – Committee of Gender, MoEYS-SHD)³⁶</p> <p>5. To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilise to improve project relevance throughout the project?</p>	<p>How relevant/adequate were the school handovers vis-à-vis the government's readiness and capacities to manage the HGSF under the national programme? How relevant was the school readiness criteria in facilitating an effective hand-over of schools?</p> <p>To what extent has data from project monitoring and Complaint Feedback Mechanism (CFM) been utilise to improve project relevance throughout the project?</p>
Effectiveness	<p>To what extent did the schools from all three groups (schools with on-going WFP support, schools that will be handed over to NHGSFP, schools that will be newly added to the project), achieve project targets?</p> <p>To what extent has the provision of healthy/nutritious meals enhanced pre/primary school children's access to education? Why?</p> <p>To what extent have the HGSFP activities contributed towards awareness and consumption of healthy diets for school children and their families. What were the primary factors, or programme components, that contributed to these outcomes?</p> <p>To what extent were the capacity strengthening activities effective in increasing national/sub-national capacities on implementing the NHGSFP?</p>	<p>To what extent did the schools from all three groups (schools with on-going WFP support, schools handed over to NHGSFP, schools newly added to the project), achieve project targets?</p> <p>How did the results differ between the three groups and why?</p> <p>What were the variables (socio-demographic, different intersectional groups, location etc.) that influenced the results either positively or negatively?</p> <p>What were the differences in results for various beneficiary groups (by gender where applicable) and by type of activity?</p> <p>Were the results (positive or negative) equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation?</p> <p>To what extent did the project contribute to the capacities of the relevant ministries (at national and sub-national level) to run the NHGSFP effectively and sustainably? What factors influenced the results positively or negatively?</p> <p>3. To what extent was the HGSFP effective in promoting GEWE in the HGFSP local value chains? How has the HGSFP activities contributed towards promoting</p>

Criteria	Key Questions – Mid-term evaluation	Key Questions – Final Evaluation
	<p>Were the results (positive or negative) equitably distributed across the actors, considering gender, disability, other factors of exclusion/marginalisation?</p> <p>What factors positively or negatively influenced the achievement?</p> <p>What are the mid-course corrections the project needs to take to meet the intended target by endline?</p>	<p>equitable gender norms or perpetuated harmful gender norms to project direct beneficiaries (school children, farmers/suppliers, government/school authorities).</p> <p>4. What factors positively or negatively influenced the achievement?</p>
Sustainability	<p>To what extent does the HGSF model, by design, ensure the sustainability of School Feeding activities?</p> <p>How effective were the project activities in ensuring the government’s readiness to manage the schools that will be handed-over in year three and four of the project?</p> <p>Which project activities or components contributed positively towards the sustainability of HGSFP? What can be improved?</p> <p>What roles did the different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational level) play in the sustainability of HGSFP? What role did they play in the institutionalization of NHGSF?</p> <p>To what extent has the project contributed to the transition of HGSFP to the NHGSFP as outlined in the Joint Transition Strategy?</p> <p>For the HGSFP to run sustainably under the HGSFP, is there a need for WFP’s technical assistance to the government? In which areas is the support needed?</p>	<p>Based on available evidence, to what extent is the HGSF model likely to continue in target districts beyond the scope of the project timeline?</p> <p>How sustainable are the GEWE changes made through the HGSFP?</p> <p>How likely is it that the behaviour changes of students and families achieved through the HGSFP will be sustained?”</p> <p>What were the key factors that contributed to or hindered a successful ownership in schools, communities, and relevant government departments involved in the implementation of the NHGSFP (MoEYS, NSPC, MoH, MAFF, etc.)?</p> <p>What roles did the different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational level) play in the sustainability of HGSFP? What role did they play in the institutionalization of NHGSF?</p> <p>To what extent has the project contributed to the transition of HGSFP to the NHGSFP as outlined in the Joint Transition Strategy?</p> <p>For the NHGSFP to run sustainably, is there a continued need for WFP’s technical assistance to the government beyond the project timeline? What is the potential technical assistance, WFP can provide to fill in existing gaps?</p> <p>How sustainable are the GEWE changes made through the HGSFP?</p>
Efficiency	<p>To what degree were the activities undertaken as part home grown procurement of food commodities cost-efficient?</p> <p>What factors impacted the cost efficiency of the HGSFP implementation? What measures can improve the efficiency for the remaining implementation period?</p>	<p>To what degree were the activities undertaken as part of home grown procurement of food commodities cost-efficient?</p> <p>What factors impacted the cost efficiency of the HGSFP implementation? What lessons can be learnt from the project to improve the efficiency of the NHGSFP?</p>
Coherence	<p>How coherent is the HGSFP implemented under this project to the NHGSFP?</p> <p>How coherent were the interventions carried out by the different ministries under the HGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages?</p>	<p>How coherent is the HGSFP implemented under this project to the NHGSFP?</p> <p>How coherent were the interventions carried out by the different ministries under the HGSFP? What are the factors that influenced positively and negatively the synergies and interlinkages?</p>

EVALUATION APPROACH AND METHODOLOGY

The evaluations will use a theory-based, participatory, and gender-responsive evaluation approach. A theory-based evaluation is appropriate since the programme is based on WFP Cambodia’s HGSFP theory of change to explain how the interventions are expected to produce its results. A theory-based approach will therefore enable the evaluation analysis to determine whether the theory of change holds true.

The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report. The detailed methodology designed at the inception stage should build on top of and complement any existing evidence on the subject, including other recent evaluations commissioned by the CO on its School Feeding Programme.

The evaluation will follow a mixed-methods approach, which will maximize the strengths of the quantitative and qualitative method to gain a holistic, in-depth understanding on the evaluation questions posed in section 4.1.

Quantitative data of all project indicators listed in Annex 8 will be collected. The primary quantitative data collected during mid-term evaluation will serve as the baseline, which will be measured against the final evaluation.

For quantitative data collection, stratified random sampling will be utilised based on school groups; (Group One) schools that continued receiving project intervention during the entire project life cycle; (Group Two) schools that were handed over to the national programme during the project life cycle; (Group Three) schools that were newly added during the project life cycle.

Out of the total 426 schools that received project intervention during the five years of project implementation, a representative sample of schools from each stratum will be randomly selected at mid-term evaluation and the same schools will be revisited during final evaluation to be able to measure progress longitudinally.

The longitudinal approach will allow the comparison of results between the groups and investigate factors that positively and negatively influenced the outcome results based on when the schools entered and exited the project. Numerous variables, such as socio-demographic factors, quality of implementation and other external factors, will be comprehensively and systematically reviewed using multiple data sources to explain the variation in results between cohorts.

A wealth of qualitative data will be collected using Focus Group Discussions and Key Informant Interviews from a multitude of stakeholders: students, teachers, parents, cooks, storekeepers, village leaders and a range of government stakeholders at the district, provincial and national level. Qualitative data will be crucial to answer numerous important evaluation questions that seek to explore the reasons behind the numbers, such as the factors that affected the performance of the results. Quantitative data will also be triangulated with qualitative data to validate and contextualize findings.

Key risk of the longitudinal approach is the potential school drop-out and high migration rate of sampled households, which should be mitigated by ensuring sufficient sample size at mid-term evaluation. Another risk includes interview fatigue of key informants, especially external stakeholders, who undergo numerous interviews from various organisations each year. Mitigation measures include coordination of evaluations within the Country Office, ensuring complementary evaluation designs and utilising existing evidence during desk reviews.

The evaluation design will be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalise groups) will be sought and taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. The evaluation team could consider using the Gender Results Effectiveness Scale²⁸⁴ to; 1) analyse the approach taken by the project 2. analyse the results (relevant to gender) of the project.

EVALUABILITY ASSESSMENT

During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality, and gaps. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

ETHICAL CONSIDERATIONS

The evaluation must conform to UNEG ethical guidelines for evaluation. Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and marginalised groups) and ensuring that the evaluation results do no harm to respondents or their communities.

²⁸⁴ http://web.undp.org/evaluation/documents/guidance/gender/GRES_English.pdf

The evaluation firm will be 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.

The evaluation team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP HGSFP nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the 2020 UNEG Ethical Guidelines, including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract.

QUALITY ASSURANCE

The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of Quality Assurance Checklists. The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. 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.

The WFP Decentralise Evaluation Quality Assurance System (DEQAS) 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. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

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.

To enhance the quality and credibility of decentralise evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the UNEG norms and standards²⁸⁵ a rationale should be provided for comments that the team does not take into account when finalizing the report.

The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis 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 the WFP Directive CP2010/001 on information disclosure.

When the Evaluation Team is contracted, WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.

All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

²⁸⁵ UNEG Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

PHASES AND DELIVERABLES

Table 3 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

The timeline for the final evaluation presented in the ToR may change based on donor's specification and will be re-negotiated with the Evaluation Team a month before indicated timeline.

Table 3. Summary timeline – key evaluation milestones

Main phases	Tasks and deliverables	Responsible	Indicative timeline [Midterm]	Indicative timeline [Final]
1. Preparation	Preparation of ToR Selection of the evaluation team & contracting Document review	Evaluation manager (EM)	July - Aug 2022	N/A
2. Inception	Inception report Comments/ revision process	EM Evaluation Team (ET) Evaluation Reference Group (ERG)/ Evaluation Committee (EC)	Aug - Sept 2022	Aug-Sept 2024
3. Data collection	Fieldwork Exit debriefing	ET	Oct 2022	Sept-Oct 2024
5. Dissemination and follow-up	Management response Dissemination of the evaluation report	EM, ERG	Jan - Feb 2023	Jan 2025

EVALUATION TEAM COMPOSITION

The evaluation team is expected to include three to four members, including the Evaluation Team Leader. The evaluation teams should include both national and international members (excluding field enumerators). To the extent possible, the evaluation will be conducted by a gender-balanced and 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 experience in conducting evaluation exercises for WFP-implemented programs.

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

- Home Grown School Feeding Programme
- Food security and nutrition
- Gender-responsive Value Chain Development
- Systems Approach for Better Education Results (SABER)
- Good knowledge of gender, equity and wider inclusion issues

All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Cambodia

The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis, and presentation skills. Her/his primary responsibilities will be: i) point-person for communication with WFP EM; ii) defining the evaluation approach and methodology.

iii) guiding and managing the team; iv) leading the evaluation mission and representing the evaluation team; and v) 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.

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

The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP EM. The team will be hired following agreement with WFP on its composition.

ROLES AND RESPONSIBILITIES

The evaluation manager manages the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the introduction of the ET to local stakeholders in support of field work preparation; arrange meetings with WFP internal stakeholders; organise security briefings for the evaluation team and supporting with additional logistics as necessary; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader and WFP counterparts to ensure a smooth implementation process.

An internal evaluation committee is formed to help ensure the independence and impartiality of the evaluation. The role and responsibility of committee members will be detailed in Annex 3. An internal evaluation committee chaired by the Head of Programme will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by program implementers.

An evaluation reference group (ERG) 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 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 preparation of a 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 regional bureau-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

The Office of Evaluation (OEV). OEV is responsible for overseeing WFP decentralise evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentraliseevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

SECURITY CONSIDERATIONS

Security clearance Security is not necessarily a significant concern in Cambodia, beyond some incidence of theft and other opportunistic crimes. Security clearance where required is to be obtained from the Cambodia CO, through UNDSS. As an independent supplier of evaluation services to WFP, the

evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

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

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 the communication channels, timeline, and frequency of communication with and between key stakeholders

Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.

Based on the stakeholder analysis, the communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.

As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, a dissemination workshop will be arranged with the donor, government stakeholders and other members of the ERG with the purpose of learning. Response to the evaluation recommendation will be co-developed during the dissemination workshop.

BUDGET

The evaluation will be financed from the M&E budget of the KOICA-funded HGSF project.

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 decentralise

ANNEX 2. TIMELINE

Phases, deliverables and timeline		Timeline agreed	
Phase 1 - Preparation (Up to 9 weeks)		Mid-term	
EM	Draft ToR and select evaluation firm		
Phase 2 - Inception (Up to 7 weeks)		Mid-term	No. Days
EM/TL	Brief core team	16 September 2022	1 day
ET	Desk review of key documents	16- 20 September 2022	3 days
ET	Draft inception report	20-30 September 2022	9 days
EM	Share draft IR with DEQS, REO, ERG, KOICA	3-12 October 2022	8 days
ET	Revise IR based on feedback from DEQS, EM, REO, ERG	13- 19 October 2022	5 days
EM	Review IR revised	20-25 October 2022	4 days
ET	Revise IR based on feedback from EM	26 October 2022	1 day
EM	Approve final IR	1 November 2022	
ET	Coordinate and finalize schedule for data collection	3 -26 October 2022	18 days
Phase 3 - Data collection (Up to 3 weeks)			
EM	Brief the evaluation team at CO	28 October 2022	1 day
ET	Data collection	1 Nov- 12 December 2022	25 days
ET	In-country debriefing (s)	13 December 2022	1 day
Phase 4 - Reporting (Up to 11 weeks)			
ET	Draft evaluation report and share with CO	14 Dec 2022 - 12 Jan 2023	22 days
EM	Review of draft ER by DEQs and ERG	13 Jan– 8 Feb 2023	18 days
ET	Review draft ER based on feedback received and submit second	9 Feb – 10 March 2023	20 days
EM	Review by Evaluation Committee and approval by EC Chair	13 - 24 March 2023	10 days
ET	Revise ER based comments and submit third draft of ER	27 -31 March 2023	5 days
EM	Review of the third draft from KOICA	3 - 21 April 2023	15 days
ET	Revise ER based on KOICA comments and submit final	24 – 28 April 2023	5 days
EC Chair	Approve final evaluation report and share with key	29 April 2023	
Phase 5 - Dissemination and follow-up (Up to 4 weeks)			
EC Chair	Prepare management response	May 2023	
EM	Share final evaluation report and management response with	May 2023	

Please note that Timeline reflects the actual timeline for phase one to three. The timeline for Phase 4 was discussed and agreed upon with WFP CO Evaluation Manager.

ANNEX 3. METHODOLOGY

Evaluability assessment

Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible manner. Evaluability was supported through the existence of available data and the presence of a logical framework (LFM) with implied theory of change (TOC).

The HGSF documentation shared with the evaluation Team for the MTE includes the programme document (including the HGSF, LRP and the McGovern-Dole baseline reports), and the 2020, 2021 and 2022 mid-year activity reports. The annual reports indicate achievements of outputs for activities that have been operational, thus making the programme achievements evaluable against the stated target. However, as no primary quantitative data was collected during the project's baseline evaluation due to COVID-19 restrictions, this MTE will establish an accurate status of the project's performance, and this was used to measure against the end-of-project results.

The MTE accounted for necessary adjustments to the current LFM considering the adapted activities to trace their potential contribution to the intended results. Specifically, the MTE assessed the adjustments made to overcome limitations to the closing of the schools, and their relevance to the overall objectives. Moreover, regarding the delays in capacity development resulting from COVID-19 restrictions, inputs from qualitative interviews (KIs) were designed to enable the evaluation team to re-position/re-assess progress, particularly in view of the current timeline regarding the transition process and handover of the programme. Finally, also based on a qualitative review of information as well as a desk review, the MTE provided the opportunity to assess the effect of COVID-19 on the likelihood and timely delivery of the planned services.

Methodological approach

This MTE utilised a mixed-methods evaluation approach, including both quantitative and qualitative primary data collection strategies. It focused on establishing progress towards project objectives and targets, for which we anticipate focusing more on output indicators.

The evaluation covered five (5) of the six (6) OECD criteria, namely coherence, relevance, efficiency, effectiveness, and sustainability. The impact criteria will be introduced in the endline evaluation, expected in/around the end of 2024.

While all five criteria were addressed, based on the briefing sessions with the WFP CO and upon their request, the MTE focused on two (2) out of the five (5) criteria: effectiveness and sustainability. As the WFP CO's role for the HGSFP evolved from a direct implementer into one that provides technical assistance to the government, the CO needs evidence on what did and did not work, and the reasons behind it to leverage the CO's experience in providing technical assistance to the NHGSFP. That was also the rationale behind the choice of stratification sampling of three school groups to generate evidence on this particular aspect (outlined in detail later in this Methodology section). Therefore, the assessment of effectiveness was intended to measure the HGSF programme's performance to date. It also provided evidence-based feedback to WFP to refocus and or adjust their programme for the remainder of the implementation time and provided WFP with critical pointers on how best to support the RGC's eventual refinements in the design of their NHGSFP.

Table 1. Evaluation questions

COHERENCE: How well does the HGSFP fit into the RGC national priorities and development goals, builds on and reinforces necessary intergovernmental coordination mechanisms and synergies as well aligned with the overall norms and standards?

1.1 Internal coherence: how does the HGSFP align with MoEYS' wider policy framework and with other interventions affecting the same operating context in Cambodia?

How well does the HGSFP align with other national policy and priorities particularly those related to agriculture sector development (including but not limited to the monitoring of use of harmful substances) and overall trade regulatory system?

Are current HGSFP coordination mechanisms, management and financing arrangements clearly defined and understood at both national and sub national levels, and how do they support institutional strengthening and local ownership?

What, if any, were the factors inherent to the HGSFP that influenced positively and negatively the institutional synergies and interlinkages?

Does the HGSFP align with the RGC national priorities and related policies in terms of social inclusion? Specifically, as designed, to which extent does the HGSFP align with and support the government in reducing exclusion, reaching marginalise and vulnerable groups, and transforming gender inequalities?

How well have other considerations such as good governance and donor coordination been mainstreamed in the design of the programme?

1.2 External coherence: how does the HGSFP as designed align with external policy commitments and other interventions implemented by other actors in Cambodia?

Is the HGSFP fully aligned and supportive of KOICA's development and cooperation strategies and priorities?

Is the HGSFP fully aligned with international policy commitments, specifically in relation to the SDGs and global priorities in the areas of food security, health and nutrition, inclusive access to education, strengthening resilience and improving livelihoods?

Have the perspectives of ALL key stakeholders (including direct beneficiaries) been taken into consideration in the HGSFP design process?

RELEVANCE: As designed, how well does the HGSFP respond to the needs and priorities of targeted groups and how was it sensitive and adaptive to its context?

2.1 How relevant were the implemented activities in addressing the needs of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups)?

Were the programme adjustments in its modalities of transfers:

relevant and appropriate to meet the needs of the beneficiaries during COVID 19 mandated restrictions?

*relevant to the programme overall objectives, which was to **"improve equitable access to primary education through HGSFP that contribute to sustainable development of the target communities"**?*

Has the HGSFP remained relevant in meeting the current needs and priorities of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups especially the most marginalise ones (IDpoor, PWD, Girls,))?

2.2 Does the involvement of local traders and farmers/smallholders in the school feeding programme helped improve their livelihoods, and were these benefits the same across women and men and other marginalise groups?

2.3 Were the capacities' needs, gaps, and priorities at national and sub national levels to manage the HGSFP been clearly identified and addressed by the current CS activities?

EFFECTIVENESS: As currently implemented was the HGSFP expected to achieve its results and objectives including any differential results amongst target groups?

3.1 What was the level of achievement of the HGSFP's planned targets?

Has the provision of healthy/nutritious meals enhanced pre/primary school children's equal access to education across the three school groups and considering various gender, disability, exclusion/marginalization factors?

To what extent did the programme assist farmers and/or local suppliers to improve their livelihoods and what factors influenced this?

Are the HGSFP activities contributing to increased awareness and consumption of healthy diets for school children and their families equally amongst various socio-economic groups?

Is the government currently successful in managing its respective areas of responsibility in the implementation of the HGSFP as a result of WFP CS activities (national and subnational level)?

Are the CS activities perceived as effective by the beneficiaries in increasing their respective capacities to implement the HGSFP (national sub national local levels)?

Do the various programme key stakeholders feel confident and ready to manage the HGSFP independently as a result of CS activities?

Are the achieved results thus far equitably distributed across the target groups, considering gender, disability, exclusion/marginalization factors?

3.2 What, if any, key factors (operational) positively or negatively influenced the achievement of results thus far?

3.3 What, if any, were the mid-course corrections the project needs to take to meet the intended target by the endline?

EFFICIENCY: Did the HGSFP deliver or likely to deliver results cost-efficiently and in a timely way?

4.1 Do the inter-institutional structures [e.g. interagency coordination, sectors coordination, SFP committees, monitoring systems etc..], allow efficient and timely implementation? Were all programme resources managed in a transparent and accountable manner?

Are inputs monitored regularly (including those from the Complaint Feedback Mechanism) to encourage cost-effective implementation of activities? By whom were they monitored?

How does the HGSFP coordinate with other similar interventions to encourage synergy and avoid overlaps?

4.2 To what degree were the current HGSFP operational modalities-cost efficient?

Is the use of competitive bidding process conducive to a cost-effective implementation of activities?

Does the competitive bid process allow for a more transparent and equal opportunity for participation of traders and farmers particularly regarding the most marginalise groups (women farmers and farmers with disabilities)?

Is the preparation of meals at school perceived as being a cost-efficient way to provide nutritious meals to students? Why?

Has the overall cost efficiency (cost per child per meal) been updated since the beginning of the programme?

4.3 Have all partners involved (including local communities) in the implementation of activities of the HGSFP been able, so far, to provide their financial and/or HR/or technical contributions? If not, why?

At school and community levels, how well is/has the HGSFP encouraging/encouraged equal participation and contribution of men and women and socio economically disadvantaged groups to the HGSFP priorities, decision making and activities?

4.4 What are, if any, the main factors that impacted the cost-efficiency of the HGSFP implementation?

SUSTAINABILITY: Are the conditions likely to be met for the benefits to continue beyond the lifetime of this HGSFP?

5.1 How effective were the project activities in ensuring the government's readiness to manage the schools that will be handed over in year three and four of the project? Specifically, how has the HGSFP addressed the questions of readiness to:

conduct appropriate assessments and surveys;

appropriately monitor and track the progress of their activities;

ensure that the food coming into the schools from local suppliers was of appropriate quality and meet food safety standards;

engage with local farmers about ensuring they provide commodities that are free of harmful pesticides or fertilizers;

ensure that the nutrient content of school meals were appropriate

fully financially support the HGSFP schools in the process of being handed over to the NHGSFP by programme end?

5.2 What was the level of ownership of different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational levels) and is it likely to continue after the end of external support?

5.3 What roles do the different stakeholders play in the sustainability of the HGSFP? Were they likely to maintain their commitment/level of engagement beyond the lifetime of the programme?

5.4 What, if any, were the identified key barriers at this point in the programme to achieving sustainability?

Through the quantitative data collection, the evaluation team ensured that basic demographic data was captured to allow for a disaggregation of the findings according to gender, age, disability, background and other socio-economic vulnerability factors as well as, when appropriate, geographical location and school groups.

The evaluation team used qualitative data for the OECD/DAC criteria that were harder to quantify in a survey and/or that were in the domain of technical experts. Examples were (programme) efficiency; sustainability; and coherence. As such the combination of a quantitative and a qualitative component was needed to 1) accommodate the data collection from the different types of stakeholders (e.g., programme beneficiaries, partners, and government counterparts); 2) triangulate the findings; and 3) optimise both the accountability and learning objectives.

The core of the evaluation was five (5) comprehensive quantitative surveys covering five (5) groups of beneficiaries. This included the assessment of the level of infrastructure development/rehabilitation to support the school feeding programme (SFP) in general. This data was supported by qualitative data collection from multiple stakeholders in the form of focus group discussions (FGD) and key informant interviews (KIIs). In addition to the school observation/assessment survey that assessed specific school data and supported infrastructure, the quantitative surveys included four beneficiary groups:

- 1) Pre-primary/primary school children/Parents or caretakers of the sampled children
- 2) Suppliers
- 3) Smallholder farmers
- 4) School staff (teachers, Principals, cooks)
- 5) School Observation/Assessment (provision of infrastructure - hard- for the SFP)

These surveys were expected to provide insights from the beneficiary/participants' perspective, mostly on programme relevance and effectiveness and in more limited ways, the element of sustainability. The coherence and the complementary information on sustainability was covered by the qualitative analysis based on the desk review, KIIs and FDGs' data analysis.

To avoid returning to schools that participated very recently in the USDA-funded SFP mid-term review this MTE focused on those schools that did not participate in the USDA-funded SFP mid-term review in Kampong Thom and Kampong Chhnang provinces. As such, and because the USDA-Funded SFP mid-term review only covered ten schools, this MTE sample the Evaluation team substituted the school with another one (similar features/profile).

Data collection methods

Quantitative data collection

Survey 1: Pre-primary/primary school children & /HH survey: This was the largest and most important survey as it concerns the main core beneficiary group around whom the rest of the project intervention was designed. The methodology of this survey was more complicated than the other four surveys. One of the main reasons for this complexity was the large number of surveys that would result from using a stratified sampling procedure while applying the standard survey parameters of a 95 percent confidence level (Z) and five percent margin of error (d)²⁸⁶. A two-stage stratified sampling was used with the first stage unit being the target schools and the second stage unit being households (with girls and boys) in each school group. There were three strata, which were divided by the population of interest, as follows:

Group One: Students going to schools with continued project support during the project life cycle

Group Two: Students going to schools that were handed-over to the national programme during the project life cycle (handed-over)

Group Three: Students going to schools that were newly added to the KOICA-funded HGSFP during the project life cycle, but are currently implementing school meals through other donors.

School sample size. At the first stage, a representative sample of schools was selected using the following parameters: confidence interval (Z) 95 percent and margin of error (d) ten percent. While the evaluation team would generally use Z=95 percent and d=5 percent to determine the required sample size, in this case, the evaluation team considered this acceptable since it was not expected that survey responses vary sharply due to the population being relatively homogeneous. The sample was distributed across the strata using probability proportional to size method (PPS).

Household sample size. At the second stage, the sample size was calculated for each stratum based on the population of girls and boys going to the target schools using the parameters Z=95 percent and d=5 percent, which was outlined in the table below. This amounts to a total of **14 children per school** with 50 percent being girls, and 33 percent being IDpoor (one IDpoor per school was possible), though 15 percent being students with disabilities as planned was not possible to achieve. The selection includes at least two students per grade (grade one to six). The students were interviewed in their home accompanied by their parents or caretakers. The survey focused on a variety of areas, including demographics, HH composition (including questions about school-aged siblings), HH economic situation, school attendance, school meals received, and diet diversity scores. Specific cross-cutting issues included were gender and disability mainstreaming, protection issues as well the accountability to affected populations (AAP). The HH survey was followed by a short questionnaire administered to the child to examine their appreciation of the school meals. The sample of schools and students (HH) surveyed for the MTE versus the actual sample size conducted is summarise in Table 2.

²⁸⁶ Using Z=95% and d=5% the total SS would be 190 schools. This ss was very high considering the number of surveys required for this MTE.

Table 2. School sample size and students sample size planned versus actual

Strata	# Schools	Sample Size (Schools per Strata)	# of Girls and Boys	Planned	Actual
				Sample Size (Students per Strata)	
Group One (Remaining)	114 30 percent	24	34,772 (Girls: 16,640)	368 students (184 girls, 184 boys)	336 students (170 girls, 166 boys)
Group Two (Handed over)	157 42 percent	33	37,833 (Girls: 18,511)	366 students (183 girls, 183 boys)	464 students (347 girls, 224 boys)
Group Three (New)	108 28 percent	21	23,453 (Girls: 11,555)	358 students (179 girls, 179 boys)	294 students (149 girls, 145 boys)
Total	379	78	96,058 (Girls: 46,706)	1,092	1,094 (559 girls)

Survey 2: Suppliers. The evaluation team used the current available list of suppliers²⁸⁷ including 108 suppliers linked with the KOICA HGSFP schools. 98 suppliers (61 percent women) were interviewed using the list of suppliers provided by WFP. For the remaining 12 suppliers, few were not available and the others were duplications of the name/and contact in the list. The suppliers located outside the sampling target area were interviewed by phone in the last week of November 22. The quantitative survey recorded the quality and quantity of business generated by the HGSF as well as specific information on the training received. The quantitative survey covered topics, such as traders’ business general specificity, including annual trading volumes, his/her experience participating in the competitive tender for the HGSF, the volume and other related information regarding his/her business dealings with the HGSF and his/her experience and feedback on WFP’s capacity strengthening efforts. The evaluation team collected complementary data from specific groups, for example, women or PWD participants, using qualitative tools, such as KIIs/FDGs. Finally, the Evaluation team collected the necessary referrals from traders to constitute a snowball sampling for farmers/smallholder’s survey.

Survey 3: Smallholders/farmers. In the absence of a list of farmers involved in the HGSFP, random sampling cannot apply. The Evaluation team used an exponential discriminative snowball sampling²⁸⁸. As such, the MTE selected one (1) farmer/smallholder amongst those referred to the Evaluation team by the Traders as much as was possible, otherwise if the traders did not provide any contact information, the school staff or commune councils provided the contact of the farmer. There was a total of 100= farmers’ participants: 73 percent women ,11 percent of IDpoor and eight percent have a member in the families with disabilities. As per the supplier survey, as some of the farmers were located outside the sampling target area, they were interviewed by phone in the last week of November 2022. T. The Evaluation team ensured the selected sample should adequately reflect the overall population in terms or various characteristics, such as crop types, gender, PWD status, and geographical location. Like the suppliers/traders, the quantitative data collection recorded the quality and quantity of business generated by their involvement in the HGSF. The evaluation team collected complementary data from specific groups, for instance, women or PWD participants, using qualitative tools, such as KIIs. The survey focused on a variety of topics such as the selection process, the type of crops produced (before and “after” the project), the farmers’ experiences, the perceived implementation quality, and especially the impact that the additional sales have had on their HH income/food security as well as the overall market prices in the area.

Survey 4: School staff. Given the large number of school staff, qualitative data was used to complement the quantitative findings. WFP does not keep a comprehensive list of school staff therefore random sampling cannot apply. The evaluation team chose to interview five staff from sampled schools G1 and G2, and G3 (not planned in the IR), which consisted of the school directors, two teachers per school (one man, one woman),

²⁸⁷ The list was not gender disaggregated.

²⁸⁸ This type of snowball sampling allows for each subject interviewed (here the suppliers) to provide multiple referrals. However, in this case, only one subject was recruited from each referral. The Evaluation team determined which referral to recruit based on specific criteria such as gender PWD status and type of crops.

the cook and the storekeeper. Therefore, the number of schools surveyed in total is 390 (5 per 78 schools). The questions covered topics, such as the perception of the school feeding programme as well as specific information pertaining to food preparation and storage. The evaluation team collected complementary data from specific groups, for example, women or PWD staff, using qualitative tools, such as KIIs/FGDs. The survey focused on a variety of topics, such as the overall implementation, the quantity and quality of the food, perceived impact on attendance or school performance, the additional activities conducted in support of the school feeding (e.g., stoves; water; rehabilitations) as well as the training received.

Table 3 below provides a summary of surveys per respondent conducted, which is actually 89 people surveyed more than planned (1593).

Table 3. Number of quantitative surveys conducted per type of respondent disaggregated per gender and IP poor

	# Schools at MTE 22/23	Sample per group MTE SY22/23	# HH surveys (sampled students) Survey #1	# of Traders Suppliers survey #2	# of farmers Survey #3	School staff Survey #4				Total
						# School directors	# Teachers	# Cooks	# Store keepers	
Sampled			1094	98	100	78	156	78	78	1682
Percent gender	379	78	51 percent	61 percent	73 percent	18 percent	50 percent	85 percent	33 percent	52 percent
Percent IDpoor			33 percent	0 percent	11 percent	0 percent	1 percent	28 percent	0 percent	18 percent

Survey 5: School Observation/Assessment. In addition to surveys administered to the HGSP's beneficiaries, a school assessment survey was used in all sampled schools in the three groups plus nine selected schools samples of the qualitative data collection. School observations were conducted in 87 total schools. The survey was accompanied by the school director and covered topics that include school attendance and enrolment, teachers' presence, and school staff composition by gender and disability. The survey also focuses on the rehabilitation and construction activities funded by the donor, for instance, water reservoirs, school gardens, kitchen and canteen construction, and energy efficient stoves. It provided an overview of other health and hygiene facilities in the surveyed schools, for example, the existence of separate toilets for children, adults, and gender with easy access for people of all ages or disabilities, presence and use of water and soap in the toilets, etc.

Qualitative data collection: The qualitative component was used to collect data from a range of internal and external stakeholders. As per above, a qualitative component was required because the OECD/DAC criteria (efficiency, coherence, and sustainability) were difficult to capture with quantitative tools. Particularly in the context of the transition of the school feeding program to the RGC, qualitative data collection in the form of FGDs and KIIs were very useful. Qualitative data was also useful for data triangulation, which the evaluation team used to enhance the reliability and validity of all the findings. The following types of triangulations were used:

Source triangulation: Data from different sources, for instance WFP's baseline-endline surveys, WFP's M&E system, beneficiaries, partners, and local authorities were compared as part of the data analysis.

Method of triangulation: Data by different methods, for example, desk review, beneficiary survey and KIIs were compared as part of the data analysis. As per WFP feedback received on the initial proposal, the evaluation team adopted the following strategies for broader coverage of the qualitative data collection. This

enabled a more comprehensive assessment of geographical, urban-rural and groups of schools (in terms of handover status). For the selection of **participants in the qualitative data collection**, the evaluation team selected **three (3) schools per group (continued WFP support; handed over; and newly added)**. A total of nine (9) schools were selected for KIIs and FSGs. This allowed for a comparison of each group at midterm and endline with KIIs conducted with the school administration and FGDs with the teachers to collect detailed feedback and opinions about the status change (handover, for instance) of the school and staff.

Key informant Interviews (KIIs). The KIIs aim to gather opinions and feedback from knowledgeable internal and external project stakeholders. The key informants are experts in their respective fields, and their opinions were expected to provide valuable inputs for the evaluation. The qualitative data emphasised the collection of general feedback from a total of six potential groups of KIIs selected to provide their respective views and perceptions on the coherence and relevance of the HGSP as well as complementary information on its efficiency, effectiveness, and sustainability. Feedback was collected on WFP’s efforts in capacity strengthening of the various stakeholders and its perceived effectiveness. These groups include WFP CO and WFP RBB, donors, three key line ministries (MoEYS, MAFF and MoH), the UN and stakeholders at the subnational level: PoEYS , POE, commune councils and school directors/administrations, teachers, as well as farmers and suppliers and children (G3 to six only) for learning and programme steering purposes. These KII participants were purposely selected. The evaluation team conducted 74 KIIs instead of estimated 167 KIIs, the reason for this difference is explained in the paragraph below.

Focus Group Discussions (FGDs) aim to collect the opinions and feedback from groups of individuals and to gain an in-depth understanding of social issues, especially on situations where there was an expected benefit from the group dynamics and/or where the participants might feel more comfortable expressing themselves “anonymously” in a group of peers. The evaluation team conducted 20 FGDs for the MTE as planned in the IR. There was an emphasis on collecting general feedback from teachers (focusing on dropouts), and from the members of the school feeding programme committees for learning and programme steering purposes. The FGDs were conducted in different contexts (e.g., geographical, rural-urban) and include beneficiaries from different educational, economic, or ethnic/linguistic backgrounds (if appropriate).²⁸⁹

For detailed information on the stakeholder interviewed, please see Annex 8 – List of people interviewed.

Table 4. Planned and actual qualitative data collection distribution

Stakeholders	Planned		Actual		Reason for Difference
	KII	FGDs	KII	FGDs	
Group One - WFP CO/ WFB RBB					
WFP CO members	5		6		
WFP RBB members	2		1		One person relevant for this MTE
Group Two - Donor					
KOICA Representative	1		1		
Group Three - Key line ministries					
Ministries (MoEYS, MAFF, MoH MoWA)	4		4		
Group Four - UN Agencies					
UN Agencies: FAO	1		1		

²⁸⁹ Further details on the collection of success stories and the assessment of impact were presented in the methodology for the endline evaluation.

Stakeholders	Planned		Actual		Reason for Difference
	KII	FGDs	KII	FGDs	
Group Five - Subnational level stakeholders					
POEYS (1 per Province)	3		3		
DOEs	12		9		Four DoEYS not available
Commune Councils members	58		5	3	Please see below
Group Six - Direct and Indirect Beneficiaries					
School Directors (1 x 3 schools x 3 Province)	9		9		
Teachers (1 man and 1 woman teacher x 3 schools x 3 Province)	18		2		Please see below
School staff – cooks, Storekeepers (2 x schools x 3 Province)	18		1		Please see below
Children Grade 3-6 (1 man and 1 woman x 3 schools x 3 Province)	18		16		Not available
Farmers (1 x 3 school x 3 Province)	9		7		Not available
Suppliers (1 x 3 school x 3 Province)	9		9		
Teachers (3 schools x 3 Province)		9		9	
Group One and Group Two School Feeding Programme Committee (SFPC) (2 schools x 3 Province)		6		6	
G3 - School Committees (1 schools x 3 Province)		3		2	
	167	18	74	20	

Cause of disparities between plan and actual:

- The final plan (IR) planned to interview Commune Council members of the whole sampling target commune G1 and G3 (58). The first week of data collection in Kampong Chhan, we found many commune council members were recently elected, so therefore we decided to organise FGDs to gather more information. On the 4th November, WFP suggested to conduct KIIs solely within the target commune council members of the qualitative data (as per first IR version workplan). Therefore, from the initial plan of 58 CCs, we conducted in total five KIIs with commune councils' members in two provinces and three FGDs with 15 commune council members in Kampong Chhan. A total of 19 commune councils' members (6 women) were interviewed.
- The number of school staff such as teachers, storekeepers and cooks were limited per school, therefore KIIs with teachers and school staff (cooks and storekeepers) were cancelled and only the FGDs were kept as per plan. This change has been communicated to WFP CO.

Data analysis

Once data collection started, the evaluation team began the process of data review prior to conducting any quantitative and qualitative analysis. Before the data analysis, data cleaning was done by DAU on a daily basis. During the data collection process, as data was uploaded on a safe/secure server, team members from the i-APS Data Analysis Unit and the Team Leader conducted data testing to ensure that appropriate data was being collected.

For qualitative data, detailed field notes and other observations were recorded during and after each interview. Due to the semi-structured nature of the data collection instruments, a codebook was developed to reflect key themes and sub-themes from the transcripts. These codes were applied to each interview and focus group transcript and the outputs were grouped by individual, group and code. Data analysis software Atlas-Ti was used in this process of qualitative data management and analysis.

The collected data was analysed using thematic analysis, a qualitative analysis method 'for identifying, analysing, and reporting themes within the data' (Braun & Clarke, 2006:79; Howitt & Cramer, 2016:163). The data analysis procedures for thematic analysis were similar to grounded theory (Corbin & Strauss, 2014) although thematic analysis was not bound theoretically (Braun & Clarke, 2006:81), but was particularly appropriate for identifying themes in the data set (Braun & Clarke, 2006).

Quantitative data was analysed in the form of statistics. Statistics helped the evaluation team to turn quantitative data into useful information to help with the learning objective. The team used statistics to summarise the collected data, describing patterns, relationships, and connections. The evaluation team will distinguish between the two types of variables that were used in the surveys: Categorical variables and Numerical variables.²⁹⁰

The evaluation team applied a mixed methods triangulation with this integration of quantitative and qualitative research giving a broader understanding of the evaluation findings. Quantitative research described the magnitude and distribution of change, for instance, whereas qualitative research provided an in-depth understanding of the social, economic, and cultural context. Mixed methods research allowed for the triangulation of findings, which can strengthen the validity and increase the utility of the evaluation study findings.

A data collection dashboard was created to monitor the evaluation's progress and shared with WFP.

Ethical considerations

Evaluations must conform to the [2020 United Nations Evaluation Group \(UNEG\) Ethical Guidelines](#). Accordingly, i-APS was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. This includes, but was 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 did no harm to participants or their communities.

i-APS does not foresee any specific ethical issues as it has conducted due diligence on all proposed team members for this Cambodian evaluation and conducted vetting consistent with UN security lists and excluded persons lists using our internal compliance staff and Visual Compliance online database.

i-APS confirms there were no conflicts of interests for any members of this i-APS evaluation team and that no members of the team were or have been affiliated with the project being evaluated.

For this DE, i-APS ensured **ethical standards** through the following means:

The pledge of ethical conduct and confidentiality agreement signed by all team members.

Adherence to i-APS standard codes of conduct and joint operating principles.

Use of the UNEG checklist as a support tool to ensure that the team was working to ethical expectations.

Signature of and adherence to WFP confidentiality requirements and ethics related to evaluations.

Consent: All participants in data collection activities were engaged in the informed consent process acceptable to WFP best practices. Verbal consent was obtained so there were no field records of the names of persons participating, though the granting of permission was attested by the interviewers. It was made clear that continuing participation in the WFP programme was *not* conditional on participating in any survey activities. Participants were informed on how data was kept confidential, and how participation in data collection activities was voluntary and on how the information was used. Where any data collection concerns children, the rights of children and protections was integrated into consent scripts, training of data collectors

²⁹⁰ Disaggregate/triangulated data by sex and age and to ensure voices of both men and women were heard and considered

and supervision, ensuring the child and parent/caregiver consent was obtained and adhering to best practices supported by UN entities.

Confidentiality and Protection of Human Subjects in data collection protocols and protection of beneficiary data.

Procedures and processes to protect beneficiary data

Personal identifying information of respondents was not recorded in the survey electronic database (Kobo). Any specific household identification obtained from project data in the selecting households survey was destroyed after the household data was recorded.

Training in the ethical collection of data and its confidentiality was provided to data collectors.

A [confidentiality protocol](#) was developed to protect the data collected. Even though unique personal identifiers were not included in the data, the security of other indicators that could potentially cause personal or financial issues for households was carefully protected. Measures will include the security of laptops and ensure that data passwords are protected. Any breaches of data security or confidentiality procedures were reported to WFP.

Data Protection, Safety and Security

Fundamental principles of data protection followed by the evaluation team:

The principle of the fairness and lawfulness of processing: i-APS enumerators ask for the [consent](#) of the respondents before collecting the data, especially when they ask about personal data. The consent agreement form was read by the enumerator in the Khmer language to ensure the respondent understands the objective of the data collection and what was done with the data. In the consent agreement form, i-APS' team clarifies that the participation in the data collection was anonymous and voluntary, and it does not impact their eligibility to receive support. If the respondent does not agree with these conditions, the survey was closed, and no personal data was recorded.

Limitation principle: During the data collection, the i-APS field team will explain in detail the goal of collecting data. Particular care should be taken to explain how the information was stored, processed, and used.

Data minimization: i-APS designed the tool with the intention of minimising the amount of Personal Data. Personal Data was deleted when it was no longer necessary for the purposes of the initial collection or incompatible for further processing.

Data review: The Team Leader was the only individual in the field (country level) that has permission to view data in a combined format from all data collectors but cannot change data inputs prior to secure transmission. Any changes in data that occur were tracked through log-in permissions, creating an evidence trail for historical purposes.

Data storage:

i-APS stored the electronic data in a secured Google Drive with permissions limited to the Team Leader, i-APS Data Analysis Unit and any other team members involved in the analysis or reporting of the data. Spreadsheets were password-locked to ensure data cannot be manipulated.

Data storage (hard copy): With regard to the hard copies of the collected data, i-APS enumerators were trained to respect the following procedure:

- If the enumerators collect data through the Kobo toolbox (on a mobile device), they must sync the data on a daily basis to the server and delete all stored data from their electronic devices.
- If they collect data for KIIs/FGDs on paper, they must transfer the information to the digital format, scan the original documents and upload the scan in the protected i-APS storage cloud, and finally destroy the paper documents.

Risks and assumptions

As part of its risk mitigation role, i-APS established daily Red Flag reporting to WFP. We established a weekly task review process with the WFP Evaluation team leader to help review, discuss, detect, and act upon any deviation and formal reporting. Red flags were supposed to be used for issues concerning PSEA, protection, corruption, and any other anomalies observed in the field. These reports shall be submitted within a

maximum of 48 hours after the incident was detected. No red flag reports were submitted as no issues occurred during the MTE.

i-APS maintains internal firewalls for following up on serious allegations of malpractice. While the protocol was finalised with WFP prior to the data collection phase.

Risks identified at Inception Phase are described in Table 5.

Table 5. Risk matrix for Home Grown School Feeding Programme in Cambodia in Kampong Thom, Kampong Chhnang and Pursat provinces 2020 - 2024

Risk Description	Likelihood	Impact	Potential Impact	Risk Mitigation	Risk Owner
Natural Hazard (Flooding which obstruct access to the target area)	Medium/High-4	High - 5	Personnel Delays in data collection	<ul style="list-style-type: none"> Integrate multiple data collection methodologies to support data triangulation in case of movement restrictions. Monitoring regularly real-time flood monitoring tools and similar website Readiness capacity to adapt tools to remote (phone-based interviews) based on i-APS existing workflow processes that have been used during COVID pandemic. 	Team Leader (TL) - Evaluation coordinator (EC) HQ-Support (Executive Director)
Monitoring team experiences road traffic accident during site visits.	Medium - 1	High - 5	Personnel Delay to data collection.	<ul style="list-style-type: none"> Transport & Movement Protocols in place and staff trained. i-APS trained on Incident Reporting and Communication System Travel Policy and Health Insurance provisions reviewed quarterly 	TL- EC HQ-Support (Executive Director- ED)
COVID - 19	Medium/High - 4	Medium - 3	Personnel Delay in data collection due to illness and/or movement restriction	<ul style="list-style-type: none"> Integrate multiple data collection methodologies to support data triangulation in case of movement restrictions. All teams trained on COVID-19 protocols and guidelines. Readiness capacity to adapt tools to remote (phone-based interviews) based on i-APS existing work flow processes that have been used during COVID pandemic. 	TL- EC HQ-Support ED
Lack of field permission for data collection	Low - 2	High - 5	Gaps in data collected and /or delays	<ul style="list-style-type: none"> Field plan shared at the at planning phase Close coordination with WFP 	TL- EC WFP EM
Safety and security of women	Low - 2	Medium - 3	Personnel	<ul style="list-style-type: none"> Senior technical experts (men) supported colleagues who were women, Cambodia-natives who understands local context. Gender awareness was integrated from methodology design through data collection and field activities, including in all movement protocols. Teams travel in pairs (at least two people) when travelling to data collection sites. 	TL- EC Field coordinators (Field Co.) HQ-Support (Executive Director)

Risk Description	Likelihood	Impact	Potential Impact	Risk Mitigation	Risk Owner
Safety (Political instability, violence and civil unrest)	Low - 1	Medium - 3	Personnel Delays in data collection	<ul style="list-style-type: none"> Transport and movement protocols in place and staff trained. Team Leader conducts continuous real-time monitoring of security situation as based in Cambodia/knowledge of country context. Seek/maintain adequate security information/permission with Cambodian authorities through data collection via Cambodian based Team. 	TL- EC HQ-Support (Executive Director)
Refusal of beneficiaries to cooperate with data collection and/or inability to contact/reach beneficiary	Low - 2	Medium - 2	Gaps in data collected and /or delays	<ul style="list-style-type: none"> Include non-response rate into survey sample size to accommodate for refusals. Train staff on informed consent protocols and draft tools to be context and gender sensitive. Gender-balanced teams in which only women interview women beneficiaries; data collection by Cambodian nationals who understand local culture and context. Conduct repeated calls to the beneficiary (if needed). 	TL- EC WFP EM (for support/approval on any methodology changes)
Unavailability of stakeholder (Government to cooperate with data collection - refusal or change in the personal)	Medium - 2	Medium - 3	Gaps in data collected and /or delays	<ul style="list-style-type: none"> Evaluation team was led by Team Leader, senior professional with 15 years of experience in Cambodia and Cambodian field coordinators with experience in dealing with governmental authorities. Early communication with stakeholder Support from WFP in the communication and arrangement interview Provide several date/time options Identifications of alternative key ministry staff 	TL- EC WFP EM
Delays during field work due to Water Festival (National Holiday)	Medium - 3	Medium - 3	Delays in data collection	<ul style="list-style-type: none"> Early communication with stakeholder and schools Early arrangement for field visits 	TL- EC Field Co. WFP EM
Delay in data collection proximity to the school closure in December 2	Medium - 3	High - 5	Gaps in data collected and /or delays	<ul style="list-style-type: none"> Division of field work plan into phase (first phase surveys in the schools and second phase qualitative data collection) 	TL- EC Field Co.

Quality assurance

WFP has developed a Decentralise Evaluation Quality Assurance System (DEQAS) based on the UNEG norms and standards and good practices of the international evaluation community (the Active Learning Network for Accountability and Performance (ALNAP) and the Development Assistance Commission (DAC)). It sets out process maps with in-built steps for quality assurance and templates for evaluation products. It also includes checklists for feedback on the quality of each of the evaluation products. DEQAS was systematically applied during this evaluation and the relevant documents have been provided to the evaluation team.

i-APS provides quality assurance to WFP for this DE through staffing, supervision, and senior management through established processes and trained personnel managing data security and quality and the adherence to WFP DEQAS checklists and standards.

The i-APS President, Amina Ferati, JD, serves as the Long-Term Agreement (LTA) designated Point of Contact (POC) via home-office evaluation support. Ms. Ferati brings ten years of experience in public policy and managing complex projects, including conducting quality assurance on WFP evaluations in Egypt and Turkey. The i-APS LTA POC was responsible for organizing and overseeing central management as well as the JHU (sub-contractor) roles and the ultimate supervision of all staff involved in this evaluation. She was responsible for reviewing all the evaluation team members' work against the contractual deliverables. She was responsible for quality assurance of all deliverables in addition to the quality control checks completed by the Team Leader.

The i-APS LTA POC reviews the project timeline and work plan (using the i-APS Project Management cloud-based system) maintained by the Evaluation Coordinator with the Team Leader that uses real-time online, permission restricted dashboards immediately upon contract signature.

i-APS' quality assurance plan integrates methods and tools to mitigate risks and prevent and resolve issues for the delivery of quality services. The team includes Dr. Anbrasi Edwards of John Hopkins University, who provided additional internal quality assurance, including conducting data quality and analysis of the collected data.

Independence: i-APS acts as an external consultant firm and was responsible for the present DE without any conflict of interest with WFP and the main stakeholders.

Credibility and impartiality: i-APS implemented quality control measures for data collection based on vetted procedures established in several countries for similarly funded programs as well as the well-established data protection plans. This helps to ensure high-quality data collection and interviewer performance while guaranteeing the protection of the data ensuring credibility and impartiality.

Quality control measures: i-APS' Data Analysis Unit and Team leader was responsible for implementing all quality control procedures, including assessing the data for completeness, consistency, and uniqueness. Data were assessed via a data quality control [checklist encompassing](#) the core data quality dimensions outlined below:

Completeness: Was all the requisite information available? Do any data values have missing elements? Or were they in an unusable state?

Accuracy: The degree to which data correctly describes the "real world" object or event being described, especially for Red Flags.

Uniqueness: Nothing was recorded more than once based upon how that record was identified. It was the inverse of a survey / KII's level of duplication.

Timeliness (often referred to as Currency): The degree to which data represent the reality from the required point in time.

Validity: By adding a validation rule for the data collection form in Kobo, such as types of data (string, integer, floating point etc.), the format (length, number of digits etc.), and the range (minimum, maximum or contained within a set of allowable values).

Consistency: Data across all data collection reflects the same information (triangulation from primary data collection survey & KII).

Table 6. Quality assurance

Data collection process	Quality control measure	Quality control tool
Technical design: sampling, methodology	Technical backstopping on sampling methodology, and data collection plan	Project methodology – including tool specification, methodology, training plan, site locations and sampling approach and report deadline
Tool development	Pilot testing, back-translation	Back translation checklist Pre-testing of all tools prior to the inception of fieldwork, to avoid common pitfalls and to ensure the relevance and appropriateness of all questions
Data entry	<p><i>Prior to data collection</i> Set up data entry program for open-close questions (KOBO) for open questions (Excel with validation) Standard training for enumerator to understand fully what type of data needs to be collected</p>	<p>KOBO and excel validation provide quality check features The design of questionnaires in KOBO shall be tested and validated Translation of the tools (to enter in KOBO) shall be verified by the translation expert Training manual</p>
	<p><i>During data collection</i> Collected data were submitted by the enumerators on a daily basis. Provided feedback to the enumerators weekly on the data received. Translation, when and how required, was properly done</p>	<p><u>Quality checklist:</u> Certain rules were applied to maintain the integrity and accuracy of data collected, for example, determining whether the same respondent was used twice and the extent of any missing data Translation expert to check the quality of translated data.</p>
	<p><i>During data collection</i> Random checks were performed by the Data Analysis Unit on the metadata collected</p>	<p>Quality checklist includes: The location where the interview took place and whether the location reported corresponds to the actual GPS coordinates recorded. The sampling plan was properly followed during the selection of the respondent, in compliance with the pre-established geographic and demographic targets. The approximate interview duration was in line with the average time, conducting screening for excessively long or short interviews. The data collection tool (questionnaire or monitoring visits) was adequately administered, collecting complete and meaningful data. The enumerator adhered to professional principles.</p>

ANNEX 4. EVALUATION MATRIX

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>1. COHERENCE: How well does the HGSFP fit into the RGC national priorities and development goals, builds on and reinforces necessary intergovernmental co-ordination mechanisms and synergies as well aligned with the overall norms and standards?</p>					
<p>1.1 Internal coherence: how does the HGSFP aligns with MoEYS wider policy framework and with other interventions affecting the same operating context in Cambodia</p> <p>a) How well does the HGSFP aligns with other national policy and priorities particularly those related to agriculture sector development (<i>including but not limited to the monitoring of use of harmful substances</i>) and overall trade regulatory system?</p> <p>b) Are current HGSFP coordination mechanisms, management and financing arrangements clearly defined and understood at both at national and sub national levels, and how do they support institutional strengthening and local ownership?</p> <p>c) What, if any, are the factors inherent to the HGSFP that influenced positively and negatively the institutional synergies and interlinkages?</p> <p>d) Does the HGSFP aligns with the RGC national priorities and related policies in terms of social</p>	<p>COHERENCE does not directly address specific log frame indicator. It assesses the quality of design upon which the programme performance may depend</p> <p>The HGSFP is fully aligned with and supports the wider sector policies that juxtapose with the HGSFP operating context, specifically</p> <ul style="list-style-type: none"> • agriculture/rural sector economic development • enhancing the livelihood and resilience to economic or climatic shocks • Social protection and inclusion of vulnerable and disadvantaged groups • equal access to primary education, • health and nutrition <p>The number of dedicated SFP intersectoral / coordination instruments in place and functioning?</p>	<p>MOEYS, MAFF, MOH, WFP SBP staff UN agencies (FAO) Current government sectors' development policies on gender WFP GEWE policy</p>	<p>Desk review of both HGSF and NHGSFP programme documents Desk review of relevant related sector policies and documents</p> <p>Qualitative surveys: KII with MoEYS MAFF, MoH WFP SBP staff and other UN staff (FAO)</p>	<p>Qualitative analysis primary source of key informant interviews Secondary analysis of related sector policies and documents</p>	<p>Primary data quality control check done by the ET Stakeholders available for interviews Activity level indicator are recorded by WFP</p>

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>inclusion? Specifically, as designed, to which extent the HGSFP aligns with and supports the government in reducing exclusion, reaching marginalise and vulnerable groups, and transforming gender inequalities?</p> <p>e) How well have other considerations such as good governance and donor coordination been mainstreamed in the design of the programme?</p>					
<p>1.2 External coherence: As designed, how well does the HGSFP aligns with external policy commitments and other interventions implemented by other actors in Cambodia?</p> <p>a) Is the HGSFP fully aligned and supportive of KOICA's development and cooperation strategies and priorities?</p> <p>b) Is the HGSFP fully aligned with international policy commitments, specifically in relation to the SDGs and global priorities in the areas of food security, health and nutrition, inclusive access to education, strengthening resilience and improving livelihoods?</p> <p>c) Have the perspectives of ALL key stakeholders (including direct beneficiaries) been taken into consideration in the HGSFP design process?</p>	<p>The HGSFP is/remains adequately aligned with KOICA's development and cooperation strategies and priorities.</p> <p>The HGSFP aligns and support international policy commitments pertaining to the cross sectoral areas of concern (i.e. Access to education, health and nutrition and agriculture/rural sector economic development, enhancing the livelihood and resilience of vulnerable and disadvantage groups etc.</p>	<p>WFP SBP staff, KOICA and relevant stakeholders (MoEYS, MAFF, MOH)</p>	<p>Desk review</p> <p>Qualitative surveys:</p> <p>KII with MoEYS, MAFF, MOH, WFP SBP staff, KOICA and other relevant government stakeholders</p>	<p>Qualitative analysis of KII interviews</p> <p>Secondary analysis of relevant documents</p>	<p>Stakeholders available for interviews</p> <p>The line ministries are advancing in the building of necessary framework agreements</p>

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
2. RELEVANCE: As designed, how well does the HGSFP responds to the needs and priorities of targeted groups and how is it sensitive and adaptive to its context?					
<p>2.1 How relevant are the implemented activities in addressing the needs of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups)?</p> <p>a) Were the programme adjustments in its modalities of transfers:</p> <p>i. <i>relevant and appropriate to meet the needs of the beneficiaries during COVID 19 mandated restrictions?</i></p> <p>ii. <i>relevant to the programme overall objectives that is to “improve equitable access to primary education through HGSFP that contribute to sustainable development of the target communities”?</i></p> <p>Has the HGSFP remained relevant in meeting the current needs and priorities of education, food security and nutrition of primary school children (boys and girls) and their families (from different socio-demographic, intersectional groups especially the most marginalise ones (IDpoor, PWD, Girl,)?</p>	<p>Negative coping mechanisms avoided among THR beneficiaries during covid 19 - FSN maintained particularly among the most vulnerable groups (IDPOOR).</p>	<p>HH, Teachers, School directors, MoEYS/PoEYS /DoEYS /Commune, WFP SBP staff, KOICA</p>	<p>Desk review</p> <p>Quantitative Surveys:</p> <p>Students/HH survey School staff survey</p> <p>Qualitative surveys:</p> <p>KII with WFP, KOICA, MoEYS/PoEYS / DoEYS /Commune and other relevant government stakeholder’s partners, School staff, FGDs with SFPC/SMC and teachers</p>	<p>Quantitative analysis Primary source beneficiary survey</p> <p>Qualitative analysis primary source of key informant interviews</p> <p>Secondary analysis of WFP activity reports</p>	<p>Primary data quality control check done by the ET</p> <p>Stakeholders available for interviews</p> <p>Activity level indicator are recorded by WFP</p>

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>2.2 Does the involvement of local traders and farmers/smallholders in the school feeding programme helped improve their livelihoods, and are these benefits the same across women and men and other marginalise groups?</p>	<p>Output indicators ²⁹¹ 2.1.1; 2.1.2; 2.1.3; The traders and farmers are willing to continue participating in the programme. The traders and farmers have reported a steady / regular income resulted from their participation in the programme. The traders and farmers perceive their participation in the programme beneficial to their own and their HH livelihoods and financial stability.</p>	<p>Farmers and suppliers School staff</p>	<p>Desk review Quantitative Surveys: School staff survey (school director) Traders and farmers' surveys Qualitative surveys: Traders and farmers</p>	<p>Quantitative analysis primary source beneficiary survey Qualitative analysis primary source of key informant interviews</p>	<p>Primary data quality control check done by the ET Stakeholders available for interviews</p>
<p>2.3 Are the capacities' needs, gaps and priorities at national and sub national levels to manage the HGSP been clearly identified and addressed by the current CS activities?</p>	<p>This question will address the relevance specific to CS. Does it address the need and gaps as identified by Stakeholders The HGSP addresses a specific cross sectoral/inter institutional needs and gaps assessment that is revisited/updated regularly The HGSP support a cross sectoral capacity development strategy and CS related costed plan which is revisited/updated regularly. WFP CCS matrix (country capacity strengthening on three domain and five</p>	<p>Beneficiaries /stakeholders WFP SBP staff HGSP project document WFP review of CCS matrix data report</p>	<p>Desk review Qualitative surveys: KII with MoEYS/ PoEYS / DoEYS /Commune and other relevant government-government stakeholders, School staff, traders and farmers, FGDs with SFPC/SMC</p>	<p>Secondary analysis of documents from WFP and the government Primary quantitative data collection Secondary data analysis of various Policies on gender from the Government and WFP Government stakeholders, PoE, school staff</p>	<p>Primary data quality control check done by the ET Stakeholders available for interviews Activity level indicator are recorded by WFP</p>

²⁹¹ See Table 43 for indicator sources

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
	pathways) is regularly updated according to progress on milestones achieved.				
3. EFFECTIVENESS As currently implemented is the HGSFP expected to achieve its results and objectives including any differential results amongst target groups					
3.1 What is the level of achievement of the HGSFP's planned targets?					
<p>a) Has the provision of healthy/nutritious meals enhanced pre/primary school children's equal access to education across the three school groups and considering various gender, disability, exclusion/marginalization factors?</p> <p>b) What extent to which the programme assisted farmers and/or local suppliers to improve their livelihoods and what factors influenced this? s</p> <p>c) Are the HGSFP activities contributing to increased awareness and consumption of healthy diets for school children and their families equally amongst various socio-economic groups lenses?</p> <p>d) Is the government currently successful in managing its respective areas of responsibility in the implementation of the HGSFP as a result of WFP CS</p>	<p>All HGSFP indicators will be assessed from surveys (compare to control group G3)</p> <p>Outcome indicators 1.1NER, 1.2 NAR, 1.3 NRR, 1.4 School days missed 1.5 HDDS</p> <p>Other food security indicators (collected by HH survey): FCS, FES, etc.</p> <p>2.1. Output indicators ²⁹² 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7 1.2.1; 1.2.2; 1.2.3; 1.2.4; 1.2.5; 1.2.6 2.1.1; 2.1.2; 2.1.3. 2.2.1; .2.2.; 2.2.3</p>	<p>Stakeholders/beneficiaries Programme performance reports from WFP and Beneficiaries WFP reports</p>	<p>Desk review</p> <p>Quantitative Surveys: Student/HH School staff (cookers storekeepers) School Observation Farmers and traders</p> <p>Qualitative surveys: KII with MoEYS and other relevant government stakeholders, WFP SBP staff, School staff FGDs with SFPC/SMC, teachers</p>	<p>Quantitative analysis of primary data collected</p> <p>Qualitative analysis from primary data collected from programme key stakeholders</p> <p>Secondary data analysis based on activity reports</p> <p>Triangulation with</p>	<p>Activity reports include adequate disaggregation of data. Specific gender and social inclusion review and analysis is performed periodically</p> <p>Programme's activities are planned and reported using the adequate quality and quantity of disaggregated data by criteria of gender disability socio economic vulnerabilities.</p> <p>Report of activity are up to date and available from all partners.</p> <p>Informants are available for interview</p>

²⁹² See Table 43 for indicator sources

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>activities (national and subnational level)?</p> <p>e) Are the CS activities <i>de facto</i> perceived as effective by the beneficiaries in increasing their respective capacities to implement the HGSP (national sub national local levels)?</p> <p>f) Do the various programme key stakeholders feel confident and ready to manage the HGSP independently as a result of CS activities?</p> <p>g) Are the achieved results thus far results equitably distributed across the target groups, considering gender, disability, exclusion/marginalization factors?</p>					
<p>3.2 What, if any, key factors (operational) positively or negatively influenced the achievement of results thus far?</p>	<p>This question will provide perspective and help analyse the 3.1 above</p> <p># of unplanned identified by the ET or stated by stakeholders that have /is affected/ing positively or negatively the programme 's overall performance (including factors identified that may have positive or negative [if not corrected] effects in the remaining time of the programme).</p>	<p>Key stakeholders/beneficiaries WFP SBP staff, partners</p>	<p>Desk Review</p> <p>Quantitative Surveys:</p> <p>School staff (school director)</p> <p>Traders and farmers'</p> <p>Qualitative surveys:</p> <p>KII with MoEYS MoEYS, PoEYS , WFP SBP staff</p>	<p>Qualitative primary analysis KII data</p> <p>Primary quantitative surveys analysis data</p>	<p>Stakeholders available for interviews and have a clear and in-depth understanding o and knowledge the programme intended results and objectives</p>

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>3.3 What, if any, are the mid-course corrections the project needs to take to meet the intended target by the endline?</p>	<p>This question aims at providing WFP with feedback, if any, from different stakeholders to consider looking forward particularly with regard to the TA to NHGSFP (possible strategic improvements)</p> <p># of relevant suggestions received from stakeholders and recommendations that are issued to maintain current [or improve on] programme overall performance and likelihood meet the intended target by the endline</p> <p>Suggestions and comments on the programme will be collected from most KII and FGDS and also some of the quantitative (manly regarding training satisfaction)</p>	<p>Key stakeholders/beneficiaries WFP SBP staff, partners</p>	<p>Desk Review</p> <p>In depth interview with MoEYS, PoEYS, WFP SBP staff</p>	<p>Qualitative primary data analysis KII</p>	<p>Stakeholders available for interviews and have a clear and in-depth understanding of and knowledge the programme intended results and objectives</p>
<p>4. EFFICIENCY How well the HGSPF delivers or is likely to deliver results cost-efficiently and in a timely way?</p>					
<p>4.1 Do the inter-institutional structures [e.g. interagency coordination, sectors coordination, SFP committees, monitoring systems etc.], allow efficient and timely implementation? Are all programme resources managed in a transparent and accountable manner?</p> <p>a) Are inputs monitored regularly (including those from the Complaint Feedback Mechanism) to encourage cost-</p>	<p>This question assesses the actual institutional efficiency surrounding the HGSPF that is a guarantee for transparent/efficient use of programme resources (transparency, good governance, synergy among different duty bearers)</p> <p># of interagency coordination meetings</p>	<p>Quantitative secondary data analysis of activities and financial data on implementation</p> <p>Programme partners / key stakeholders, WFP SBP staff, donor, school staff</p>	<p>Financial documentation is available and accessible by the ET</p> <p>Reports are up to date with latest activity data and expenditure by WFP</p> <p>Qualitative surveys:</p> <p>KII with MoEYS MAFF, MoH, PoE/DoE, DONOR, WFP SBP staff, School staff</p>	<p>Qualitative primary data analysis of KII and secondary data on implementation, monitoring reports</p> <p>Qualitative primary data of interviews</p>	<p>Financial documentation is available and accessible by the ET</p> <p>Reports are up to date with latest activity data and expenditure</p>

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>effective implementation of activities? By whom are they monitored?</p> <p>c) How does the HGSFP <i>de facto</i> coordinate with other similar interventions to encourage synergy and avoid overlaps?</p>	Updated detailed costing of the HGSFP				
<p>4.2 To what degree are the current HGSFP operational modalities-cost efficient?</p> <p>a) Is the use of competitive bidding process conducive to a cost-effective implementation of activities?</p> <p>b) Does the competitive bid process allow a more transparent and equal opportunity for participation of traders and farmers particularly regarding the most marginalise group (women farmers and farmers with disabilities)?</p> <p>c) Is the preparation of meals at school is perceived as being a cost-efficient way to provide nutritious meals to students? Why?</p> <p>d) Is the overall cost efficiency (cost per child per meal) been updated since the beginning of the programme?</p>	<p>The HGSFP reports mainly on qty volume and “gross” value. This efficiency questions aims at collecting/reviewing softer feedback/information to provide a clearer understanding /appreciation of cost efficiency from different stakeholders’ perspectives</p> <p># of respondents that find procedures and processes regarding the competitive bidding clear and transparent and fair</p> <p># of respondents find the contractual (verbal or nonverbal) agreements between HGSFP supported schools and traders and between traders and farmers are perceived the most cost-efficient way for traders and farmers to retail their respective products?</p> <p># of respondent find the current HGSFP contractual agreements between all parties to be the most cost-</p>	<p>WFP activity and financial reports</p> <p>HGSF expenditure report per activity</p> <p>Programme partners / key stakeholders, WFP SBP staff, Farmers & traders and school staff</p>	<p>Desk Review activities reports</p> <p>Quantitative Surveys:</p> <p>School staff (School director, cooks, storekeepers)</p> <p>Farmers and traders</p> <p>Qualitative surveys:</p> <p>KII with MoEYS and other relevant government stakeholders, WFP SBP staff</p>	<p>Quantitative secondary data analysis of activities and financial data on implementation</p> <p>Qualitative primary data analysis of interviews</p>	<p>Financial documentation is available and accessible by the ET</p> <p>Reports are up to date with latest activity data and expenditures</p> <p>Periodic comparative cost efficiency analyses (cost of meal per child per day) are made and available</p>

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
	efficient way to move from farmers to schools?				
<p>4.3 Have all partners involved (including local communities) in the implementation of activities of the HGSP been able, so far, to provide their financial and/or HR/or technical contributions? If not, why?</p> <p>At school and community levels, how well the HGSP is/has encouraging/encouraged equal participation and contribution of men and women and socio economically disadvantaged groups to the HGSP priorities, decision making and activities?</p>	<p>Outcome indicators ²⁹³ 2.2; 2.3; 2.4</p> <p># of partners/stakeholders that have contributed to the HGSP activities and type of contributions?</p> <p>The extent to which the HGSP performed in addressing existing unequal structures and gendered powered dynamics? # of women and PWD involved in decision making activities of the programme</p>	<p>Programme partners / key stakeholders / beneficiaries, WFP SBP staff, Farmers & traders</p>	<p>Desk Review activities reports</p> <p>Quantitative Surveys: School staff (School director, cooks, storekeepers) Farmers and traders School observation</p> <p>Qualitative surveys: KII with MoEYS and other relevant government/non-government stakeholders, WFP SBP staff, School staff, FGDs with SFPC/SMC, teachers</p>	<p>Quantitative secondary data analysis of activities and financial data on implementation</p> <p>Qualitative primary data analysis of interviews</p>	<p>Stakeholders available for interviews</p> <p>Financial and activity report up to date and available</p>
<p>4.4 What are, if any, the main factors impacted the cost-efficiency of the HGSP implementation?</p>	<p>This question aims at assessing the flexibility of the current model and ability to adjust to changing economic contexts. In this case Level of impact of the current economic context on the cost efficiency of the HGSP</p> <p>Mitigating strategies in place to address the eventual reduction of overall cost efficiency</p>	<p>WFP activity and financial reports</p> <p>Programme partners / key stakeholders, WFP SBP staff, Farmers & traders</p>	<p>Desk review of activity reports</p> <p>Qualitative surveys: KII with MoEYS, PoE/DoE, WFP SBP staff, traders, farmers</p> <p>Quantitative surveys School director, traders, farmers</p>	<p>Qualitative primary data analysis of interviews</p> <p>Quantitative primary data analysis from surveys</p> <p>Secondary documents reviews triangulated with KIIs</p>	<p>Financial documentation is available and accessible by the ET</p> <p>Reports are up-to-date with latest activity data and expenditure by WFP</p>

²⁹³ See Table 43 for indicator sources

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
5. SUSTAINABILITY Are the conditions likely to be met for the benefits to continue beyond the lifetime of this HGSFP?					
<p>5.1 How effective are the project activities in ensuring the government's readiness to manage the schools that will be handed over in year three and four of the project? Specifically, how the HGSFP has addressed the questions of readiness to</p> <p>a) conduct appropriate assessments and surveys</p> <p>b) appropriately monitor and track the progress of their activities</p> <p>c) ensure that the food coming into the schools from local suppliers is the appropriate quality and meet the food safety standards</p> <p>d) engage with local farmers about ensuring they provide commodities that are free from harmful pesticides or fertilizers</p> <p>e) ensure that the nutrient content of the school meals is appropriate</p> <p>g) fully support financially the HGSFP schools in the process of being handed over to the by programme end?</p>	<p>Were the specific needs and gaps as identified by the government during the 2020 baseline survey were sufficiently incorporated in the in current CS efforts</p>	<p>Government staff WFP, School staff, traders, and farmers capacity gaps and needs assessment</p>	<p>Desk review of programme documents (WFP and national)</p> <p>Qualitative surveys: KII with MAFF MOE MoEYS, PoEYS /DoEYS , DONOR, other relevant government/non-government stakeholders (MAFF MOE) FAO/UNICEF, WFP SBP staff, traders, farmers, School staff, FGD SFPC/SMC</p>	<p>Quantitative primary data analysis from survey</p> <p>Qualitative data from analyses interviews</p> <p>Secondary data for documents reviews triangulated with KII</p>	<p>The NHGSFP and HGSP document are available and approved by partners</p> <p>The relevant stakeholders are available for interviews</p>
<p>5.2 What is the level of ownership of different stakeholders (students, teachers, school staff, communities, relevant ministries at national and subnational levels) and is it likely to</p>	<p>Qualitative appreciation of output indicators 2.2.1; 2.2.2; 2.2.3²⁹⁴</p>	<p>HGSFP key stakeholder at national and sub national / local level, WFP SBP staff</p>	<p>Qualitative surveys: KII with MAFF MOE MoEYS, PoE/DoE, DONOR, other relevant government stakeholders, UN</p>	<p>Qualitative primary data of interviews</p>	<p>The relevant stakeholders are available for interviews</p>

²⁹⁴ See Table 43 for indicator sources

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
continue after the end of external support?	The extent to which each CB activity has led stakeholders feeling empowered and confident in fulfilling their roles and responsibilities after receiving training and/or mentoring for HGSF partners. The extent to which activities usually performed exclusively by WFP are now performed satisfactorily by partners.		(FAO) traders, farmers, School staff, FGD SFPC/SMC	KII	
5.3 What roles do the different stakeholders play in the sustainability of the HGSFP? Are they likely to maintain their commitment/level of engagement beyond the lifetime of the programme?	Qualitative appreciation of output indicators 2.2.1; 2.2.2; 2.2.3 ²⁹⁵ The extent to which all stakeholders understand their respective roles and responsibilities. The extent to which stakeholders are included/participate in decision-making on the HGSF at every level: School/ SMC / parents, District/ Province and national. The extent to which evidence generated by the HGSF is escalated to various high-level stakeholders and contributes to knowledge-to-policy processes.	HGSFP key stakeholder at national and sub national / local level, WFP SBP staff	Qualitative surveys: KII with MAFF MOE MoEYS, PoEYS /DoEYS , DONOR, other relevant government/non-government stakeholders (MAFF MOE) FAO/UNICEF, WFP SBP staff, traders, farmers, School staff, FGD SFPC/SMC	Qualitative primary analysis interviews KII data of	The relevant stakeholders are available for interviews

²⁹⁵ See Table 43 for indicator sources

Sub questions	Measure indicator	Main source of information	Data collection methods	Data analysis method	Evidence quality
<p>What, if any, are the identified key barriers at this point in the programme to achieving sustainability?</p>	<p>This question aims at providing WFP with a current perception of need still to be addressed from the perspectives of different stakeholders</p> <p>Number of areas that have been identified “in need” for further technical assistance and capacity development as a result of extended consultation with the HGSF national sub national and local key stakeholders and partners</p>	<p>HGSFP key stakeholder at national and sub national / local level, WFP SBP staff</p>	<p>Qualitative surveys:</p> <p>KII with MAFF MOE MoEYS, PoEYS /DoEYS , DONOR, other relevant government stakeholders, FAO, WFP SBP staff, traders, farmers, School staff, FGD SFPC/SMC</p>	<p>Qualitative primary analysis of data from interviews</p>	<p>The relevant stakeholders are available for interviews</p>
<p>6. IMPACT (n/a)</p>					

Table 43 Indicator data sources

Indicator	Data source					
	Student Household Survey	Supplier Survey	Farmer Survey	School Staff Survey	School Observation	Other
Outcome 1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food						
1.1. Net enrolment rate						Public Education Statistics and Indicators 2020-2021
1.2. Attendance rate - Total						Public Education Statistics and Indicators 2020-2021
1.2. Attendance rate - Boys						Public Education Statistics and Indicators 2020-2021
1.2. Attendance rate - Girls						Public Education Statistics and Indicators 2020-2021
1.3. Retention rate						Public Education Statistics and Indicators 2020-2021
1.3. Retention rate - Girls						Public Education Statistics and Indicators 2020-2021
1.4. Average number of school days missed by students due to illness - Total						
1.4. Average number of school days missed by students due to illness - Boys						
1.4. Average number of school days missed by students due to illness - Girls						
1.5.1 Dietary diversity score (Total)						
1.5.2 Dietary diversity score (Girls)						
1.5.3 Dietary diversity score (Boys)						
Food Consumption Score (FCS) - Percent acceptable						
Food Consumption Score (FCS) - Percent borderline						
Food Consumption Score (FCS) - Percent poor						
Food Expenditure Share (FES)						
Output 1.1: Pre-primary and primary school children that receive the nutritious meals						
1.1.1. Number of girls and boys who received school meals - Total						
1.1.2. Quantity of food (by commodity) provided through school meals - Total (MT)						
1.1.2. Quantity of food (by commodity) provided through school meals - rice (MT)						
1.1.2. Quantity of food (by commodity) provided through school meals - veg oil (MT)						
1.1.2. Quantity of food (by commodity) provided through school meals - meat/egg/fish (MT)						

Indicator	Data source					
	Student Household Survey	Supplier Survey	Farmer Survey	School Staff Survey	School Observation	Other
1.1.2. Quantity of food (by commodity) provided through school meals - fresh vegetable (MT)						
1.1.2. Quantity of food (by commodity) provided through school meals – salt (MT)						
1.1.3. Number of school meals that were provided - Total						
1.1.3. Number of school meals that were provided - Boys						
1.1.3. Number of school meals that were provided - Girls						
1.1.4. Number of school staff trained on good health and nutrition practices						
1.1.5. Number of school staff, and cooks, who received food safety and hygiene practice training						
1.1.6. Number of cooks who participated in cooking/ good kitchen competition						
1.1.7 Quantity of take-home rations provided as a result of KOICA assistance – rice (MT)						
1.1.7 Quantity of take-home rations provided – oil (MT)						
1.1.7 Quantity of take-home rations provided - canned fish (MT)						
1.1.8. Number of school children and cooks that received take-home rations as a result of KOICA assistance						
Output 1.2: Schools with soft and hard infrastructures for the school feeding programme						
1.2.1. Number of water reservoirs built or rehabilitated						
1.2.2. Number of the school kitchen and/or eating shelters built or rehabilitated.						
1.2.3. Number of hand washing stations connecting to a kitchen built or rehabilitated						
1.2.4. Number of energy-saving stove built or rehabilitated						
1.2.5. Number of school gardens rehabilitated or constructed						
1.2.6. Percentage of schools that store food off the ground						
Outcome 2: Increased national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities						

Indicator	Data source					
	Student Household Survey	Supplier Survey	Farmer Survey	School Staff Survey	School Observation	Other
2.1. Percentage increase between 2021 figure vs 2022 figure in type, volume, and value of food sales from smallholder farmers or local processors						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales volume (MT) per person per month - Total						
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Rice						
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Oil						
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Vegetables						
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Protein						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales volume (MT) per person per month - Canned fish						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Total						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Rice						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Oil						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Vegetables						
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Protein						

Indicator	Data source					
	Student Household Survey	Supplier Survey	Farmer Survey	School Staff Survey	School Observation	Other
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Canned fish						
2.2. Percent of meal equivalent cost transfer planned under HGSF that has been received by the school in time						
2.3. Percent of domestic financing as compared to the total programme budget						Programme documentation
2.4. Percent of programme schools receiving support from civil society and the private sector						
Output 2.1. Quantity of purchased commodities provided for HGSF						
2.1.1. Value of food type procured from local service providers - the total budget (USD) of food purchased from local food suppliers to schools as a result of KOICA assistance (USD)						
2.1.2. Quantity of food purchased from local service providers - This output indicator measures the total amount (MT) of food purchased from local food suppliers (sum of indicator #1.1.2 plus Take-home ration -THR) to schools as a result of KOICA assistance						
2.1.3. Number of smallholder farmers/ suppliers supported and trained						
Output 2.2: Developed capacities of national and sub-national stakeholders for the effective operation of the HGSP						
2.2.1. Number of extension events conducted by PDAFF supported by WFP partners						
2.2.2. Number of national and sub-national government staff that received training on the programme implementation, monitoring and reporting, attended exchange visits						
2.2.3. Number of schools in the HGSP programme that use the digitalised monitoring and learning systems						Programme documentation

ANNEX 5. DATA COLLECTION TOOLS

[Link to Quantitative Tools](#)

ANNEX 6. FIELDWORK AGENDA

No. Day	Day, Month	Province	District	Commune	School name	School EMIS	Data	Strata	Activities
1	29.Oct.22	Phnom Penh							Data Collection Training for field enumerators
2	30.Oct.22	Phnom Penh							Data Collection Training for field enumerators
3	31.Oct.22	Phnom Penh- Kampong Chhnang							Travel
		Kampong Chhnang	Tuek Phos	Cheap	Boeung Steng	4080204033			Tools testing
4	01.Nov.22	Kampong Chhnang	Tuek Phos	NA	NA	NA	Qualitative	NA	PoEYS , DoEYS office, Tuek Phos district (KII)
				Kbal Teuk	Prey Chreuv	4080408036	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Thnal Keng	4080409027	Qualitative	Handed-over	Children, Supplier, school staff, SFPC (KII and FGD)
				Cheap	Boeung Steng	4080204033	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Chhak Kandoal	4080207005	Survey	Handed-over	HHS, Supplier, Farmer, School staff
5	02.Nov.22	Kampong Chhnang	Tuek Phos	NA	NA	NA	Qualitative	NA	5 Commune Councils FGDs
				Choang Moang	Tuol Vihear	4080302023	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Sampan	4080301006	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Tang Krasang	Sre Uk	4080706019	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Veal Sbov	4080709041	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Akphewat	Teuk Chum	4080105003	Survey	Handed-over	HHS, Supplier, Farmer, School staff
6	03.Nov.22	Kampong Chhnang	Rolea B'ier	NA	NA	NA	Qualitative	NA	DoEYS office, Rolea B'ier district KII

No. Day	Day, Month	Province	District	Commune	School name	School EMIS	Data	Strata	Activities	
				Prasnoeb	Prasnep	4060806023	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
					Prey Sampeuv	4060801020	Qualitative	Continued support	WFP	Children, Farmers, Suppliers, school staff, SFPC
				Krang Leav	Kraing Leav	4060601015	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Svay Chrum	Outumpor	4061204034	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
7	04.Nov.22	Kampong Chhnang	Rolea B'ier		NA	NA	Qualitative	Continued support	WFP	8 Commune councils (FGDs)
				Svay Chrum	Thnal Ta Seng	4061218040	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Sre Thmei	Sophoan Kiri	4061110030	Qualitative	Continued support	WFP	Commune Council, Children, Farmer, Supplier, school staff, SFPC (KII and FGD)
				Prey Moul	Khleng Por	4060907058	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Cheung Kreav	Hun Sen Damnak Kei	4060309006	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Andaung Snay	Tbeng Pahy	4060106057	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
8	05.Nov.22	Kampong Chhnang	Rolea B'ier	Teuk Huot	Prek Raing	4061305044	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
			Kampong Tralach	Kampong Tralach	Neakta Hang	4050403020	Survey	Handed-over	HHS, Supplier, Farmer, School staff	
					Samrith Chey	4050404021	Survey	Handed-over	HHS, Supplier, Farmer, School staff	
					Kompong Kda	4050406023	Survey	Handed-over	HHS, Supplier, Farmer, School staff	
			Thma Edth	Ang Serei	4051002038	Survey	Handed-over	HHS, Supplier, Farmer, School staff		
9	06.Nov.22	Kampong Chhnang	Kampong Tralach	NA	NA	NA	Qualitative	Handed-over	2 Commune councils (FGDs)	
				Thma Edth	Trapaing Kda	4051005045	Survey	Handed-over	HHS, Supplier, Farmer, School staff	
				Ampil Tuek	Bak Phnom	4050108007	Survey	Handed-over	HHS, Supplier, Farmer, School staff	

No. Day	Day, Month	Province	District	Commune	School name	School EMIS	Data	Strata	Activities	
		Kampong Chhnang-Phnom Penh	NA	NA	NA	NA	NA	NA	Travel	
	7-9 Nov.22	Water festival Break							Break for water festival	
10	10.Nov.22	Phnom Penh-Pursat	NA	NA	NA	NA	NA	NA	Travel	
		Pursat	Krakor	Chheu Tom	Kbal Teahean	15030409016	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				NA	NA	NA	Qualitative	NA		DoEYS Krakor District KII
				Kbal Trach	Kralanh	15030711041	Qualitative	Continued support	WFP	Commune Council, Children, school staff, SFPC (KII and FGD)
				Kbal Trach	Kbal Trach	15030701020	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
Svay Sar	Koh Kandal	15031005029	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff				
11	11.Nov.22	Pursat	Bakan	NA	NA	NA	Qualitative	NA	PoEYS , DoEYS Bakan District	
			Krakor	Anlung Tnot	Tuol Khpuos	15030111038	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Sna Ansa	Samdech Yuos	15030903027	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Boeung Kantuot	Boeung Kantuot	15030308010	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
			Tnot Chum	Koh Chum	15031103035	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff	
12	12.Nov.22	Pursat	Kandieng	Kanhchor	Suy Sem Kanhchor	15020401007	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Sya	Samdech Hun Sen Kbal Chhe	15020807029	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Kandieng	Hun Sen Phoum Stung	15020313014	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
				Svay Luong	Hun Sen Kangan	15020713027	Survey	Continued support	WFP	HHS, Supplier, Farmer, School staff
13	13.Nov.22	Pursat	Phnum Kravanh	Prongel	O Bak Tra	15040405019	Survey	Newly targeted		HHS, School staff
				Santreae	Kset Borei	15040603023	Survey	Newly targeted		HHS, School staff
				Samrong	Ta Des	15040704026	Survey	Newly targeted		HHS, School staff
				Phtas Rung	Bot Rumduol	15040307013	Survey	Newly targeted		HHS, School staff

No. Day	Day, Month	Province	District	Commune	School name	School EMIS	Data	Strata	Activities
14	14.Nov.22	Pursat	Kandieng	NA	NA	NA	Qualitative	NA	DoEYS office, Kandieng district KII
			Phnum Kravanh	Prongel	Samrong Year	15040406020	Qualitative	Newly targeted	Commune Council, Children, supplier, school staff, SFPC
				Phtas Rung	Chungrouk	15040312033	Survey	Newly targeted	HHS, School staff
				Phtas Rung	Kraghnam	15040303009	Survey	Newly targeted	HHS, School staff
			Bakan	Ta Lo	Boeung Tnot	15010919083	Survey	Continued WFP support	HHS, Supplier, Farmer, School staff
				Snam Preah	Khmar	15010713039	Survey	Continued WFP support	HHS, Supplier, Farmer, School staff
Me Teuk	Koh Khsach	15010407019		Survey	Continued WFP support	HHS, Supplier, Farmer, School staff			
15	15.Nov.22	Pursat	Bakan	O Ta Pong	Anlung Kray	15010506023	Survey	Continued WFP support	HHS, Supplier, Farmer, School staff
				O Ta Pong	O Ta Pong	15010505022	Survey	Continued WFP support	HHS, Supplier, Farmer, School staff
		Pursat-Kampong Thom	NA	NA	NA	NA	NA	Travel	
16	16.Nov.22	Kampong Thom	Stoung	Popok	Krasaing	6080804042	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Anlung Kranh	6080802040	Qualitative	Handed-over	Children, Farmers, Suppliers, school staff, SFPC (KII and FGD)
				Pralay	Kunthean	6080908049	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Kampreal	6080907050	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Kampong Vaing	6080902048	Survey	Handed-over	HHS, Supplier, Farmer, School staff
17	17.Nov.22	Kampong Thom	Stoung	Msa Krang	Chi Meas	6080610032	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Trea	Tum Pich	6081316080	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Preah Damrei	Prasat (Lekchaes)	6081007058	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Rung Roeang	Phoum Po	6081108064	Survey	Handed-over	HHS, Supplier, Farmer, School staff

No. Day	Day, Month	Province	District	Commune	School name	School EMIS	Data	Strata	Activities
				Rung Roeang	Bos Ta Som	6081101060	Survey	Handed-over	HHS, Supplier, Farmer, School staff
18	18.Nov.22	Kampong Thom	Stoung	Banteay Stoung	Po Raung	6080105004	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Baveng	6080111082	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Chamna Leu	Ka-in	6080309016	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Trapaing Choa	6080303021	Survey	Handed-over	HHS, Supplier, Farmer, School staff
			Chamna Kraom	Sandann	6080206013	Survey	Handed-over	HHS, Supplier, Farmer, School staff	
			Kampong Svay	Damrei Slab	Kob Thlok	6020202006	Qualitative	Handed-over	Commune Council, Children, Farmers, Suppliers, school staff, SFPC (KII and FGD)
19	19.Nov.22	Kampong Thom	Kampong Svay	Damrei Slab	Vor Yeav	6020204057	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				San Kor	Ampil (San Kor)	6020710063	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Tbaeng	Sranger	6020812056	Survey	Handed-over	HHS, Supplier, Farmer, School staff
					Phlorng	6020814068	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				Kampong Svay	In Komar	6020404014	Survey	Handed-over	HHS, Supplier, Farmer, School staff
				20	20.Nov.22	Kampong Thom	Sandan	Sandan	Danghet
Sochet	Pren	6060805049	Survey					Newly targeted	HHS, School staff
Mean Chey	Phtorl Rumpos	6060510022	Survey					Newly targeted	HHS, School staff
Prasat Sambour	Koul	O Ta Seav	6050202015				Survey	Newly targeted	HHS, School staff
	Sraeung	Andaung Bay	6050407049				Survey	Newly targeted	HHS, School staff
21	21.Nov.22	Kampong Thom	Prasat Sambour/Sandan	NA	NA	NA	Qualitative	NA	DoEYS office, Prasat sambour district, DoEYS office, Sandan district KII
			Prasat Sambour	Koul	Chheu Teal Chrum	6050209048	Qualitative	Newly targeted	Commune Council, Children, school staff, SFPC (KII and FGDs)
				Chhuk	Krabao	6050109005	Survey	Newly targeted	HHS, School staff

No. Day	Day, Month	Province	District	Commune	School name	School EMIS	Data	Strata	Activities
					Trapaing Sala	6050102008	Survey	Newly targeted	HHs, School staff
				Tang	Teuk Andaung	6050507040	Survey	Newly targeted	HHs, School staff
				Krasau	Kauk Srok	6050509034	Survey	Newly targeted	HHs, School staff
				Sambour	Kaun Ka-ek	6050305043	Survey	Newly targeted	HHs, School staff
					At Sou	6050315044	Survey	Newly targeted	HHs, School staff
22	22.Nov.22	Kampong Thom	Santuk	Tang	Chambak	6070806032	Survey	Newly targeted	HHs, School staff
				Krasang	Khang Cheung				
				NA	NA	NA	Qualitative	NA	DoEYS office, Santuk district KII
				Kampong Thma	Snor Khley	6070307008	Qualitative	Newly targeted	Commune Council, Children, school staff, SFPC (KII,FGDs)
				Kraya	Dang Kdar	6070504019	Survey	Newly targeted	HHs, School staff
				Kraya	Thmar Samleang	6070507045	Survey	Newly targeted	HHs, School staff
				Ti Pou	Phlong	6070908039	Survey	Newly targeted	HHs, School staff
		Kampong Thom-Phon Penh	NA	NA	NA			Travel Field team (survey)	
23	23.Nov.22	Kampong Thom	Kampong Svay/Stong	NA	NA	NA	Qualitative	NA	PoEYS , DoEYS office, Kampong Svay, DoEYS office, Stong district KII
		Kampong Thom-Phon Penh	NA	NA	NA	NA			Travel Field team (Qualitative)
24	28.Nov.22	Online					Survey/Qualitative		Farmers, Suppliers and WFP CO
25	29.Nov.22	Online					Survey/Qualitative		Farmers, Suppliers and WFP CO
26	30.Nov.22	Online					Survey/Qualitative		Farmers, Suppliers and WFP CO
27	01.Dec.22	Online					Qualitative		WFP RRB
28	02.Dec.22	Online					Qualitative		WFP CO
29	05.Dec.22	Online					Qualitative		KOICA
30	06.Dec.22	Online					Qualitative		MAFF
31	07.Dec.22	Online					Qualitative		School Health Department/MoEYS
2	08.Dec.22	Online					Qualitative		FAO
33	09.Dec.22	Online					Qualitative		MoWA
34	12.Dec.22	Online					Qualitative		WFP CO, MoEYS

ANNEX 7. FINDINGS CONCLUSIONS AND RECOMMENDATIONS MAPPING

Recommendation	Conclusions	Findings
<p>Recommendation 1.1 Consider adopting methods to greater support improved nutrition among targeted students and households</p>	<p>The HGSFP intentionally targeted areas with high rates of poverty and food insecurity to reach a large number of vulnerable children. Children in these areas face a number of barriers to education and adequate nutrition, including environmental conditions and poverty-related pressures to leave school. The HGSFP was seen to increase households' motivation to enrol, send children to school, and offset some of the economic pressures that motivate households to have children drop out to earn income or care for household members. Nearly all surveyed households reported that a hot meal provided at school was an important or very important factor in deciding a child's schooling (99.6 percent).</p> <p>National and sub-national stakeholders interviewed for the evaluation reported that the HGSFP also increased the consumption of healthy food among students in targeted schools by incorporating a diverse range of healthy foods into school meals. Awareness-raising activities were also reported through lessons and assemblies held on topics related to nutrition and hygiene, as well as posters and materials displayed at schools.</p>	<p>WFP and FAO are currently working on the Food Safety Guidelines for the NHGSFP. Currently, schools operate using previously developed WFP guidelines which stipulate what food groups should be included in the school menus, limiting the nutritional content data that can be extracted from meals that schools can make to, for example, the number of food groups that are included in a meal. WFP SBP staff (1) further note that currently, outside of WFP's imported fortified rice and oil, there is very limited stock of fortified rice or oil in Cambodia. WFP has been working on fortification in Cambodia for many years but it's not yet at a stage to supply the NHGSFP.²⁹⁶ Furthermore the School Health Department of MoEYS is collaborating with the Ministry of Health (MoH) to support food safety and health within the Home Grown School Feeding (HGSF) programme under the National School Health Policy.</p> <p>Including fortified foods (for example, rice) in the NHGSFP. WFP SBP staff noted that including fortified rice across all schools in the HGSFP would support "providing sufficient micronutrients to meet children's needs without substantially increasing the per student funding allocation" for the HGSFP.²⁹⁷ It was further noted that "WFP believes there should be strengthened nutrition standards and guidelines for school meals, and that SFIS could support verifying the compliance with the guidelines... [and] suggest including "mandatory" fortified rice in the NHGSFP."²⁹⁸</p>
<p>Recommendation 1.2 Consider providing additional capacity strengthening activities to improve stakeholder capacity for implementation of the KOICA-funded HGSFP</p>	<p>The HGSFP was found to have adapted well to the COVID-19 pandemic. The shift from school meals to take-home rations was viewed to be highly appropriate during the pandemic because it addressed the ongoing and escalating risks of food insecurity among targeted households. The HGSFP is viewed to remain relevant to targeted beneficiaries now, as increasing food and fuel prices in Cambodia as a result</p>	<p>Many national and sub-national stakeholders interviewed for the evaluation expressed concern about their continued capacity to implement the KOICA-funded HGSFP as well as after the planned transition to the NHGSFP. Both national and sub-national stakeholders (including representatives of MoEYS, School Health Department/MoEYS, PoEYS, DoEYS and school staff) requested refresher</p>

²⁹⁶ WFP Feedback - Feedback Matrix_KOICA HGSFP ERG feedback

²⁹⁷ Ibid.

²⁹⁸ Ibid.

Recommendation	Conclusions	Findings
	<p>of the pandemic, flooding and conflict in Ukraine continue to put financial pressure on vulnerable households. Nevertheless, the focus upon take-home rations for only IDPoor households limited the amount of support made available to non-IDPoor households.</p>	<p>training be provided to clarify roles, responsibilities, and changes to the programme under the Joint Transition Strategy to be provided before the hand-over of schools to the NHGSFP. Other stakeholders, notably school staff, school directors and commune council members, requested additional training on how to monitor KOICA-funded HGSFP activities and use Kobo for data collection for the KOICA-funded programme.</p> <p>The HGSFP operates through the cooperation and coordination of a large number of national and sub-national stakeholders each with roles in managing/implementing the HGSFP and specific capacity needs and priorities. As a result, the HGSFP has engaged in a wide range of capacity strengthening activities to address the capacity needs and priorities of national and sub-national stakeholders. Programme documentation notes that among the capacity strengthening activities, the HGSFP provided training on HGSFP operations, food safety and hygiene, sanitation, the monitoring checklist, and the use of Kobo to a range of stakeholders. Programme documentation demonstrates that such training had a wide reach through a cascade training approach – training was provided to 3,740 commune leaders, school support committees, school directors, cooks, and suppliers (1,411 women) in all schools providing school meals.</p>
<p>Recommendation 1.3 Consider implementing other changes to programme implementation</p>	<p>The HGSFP was found to have adapted well to the COVID-19 pandemic. The shift from school meals to take-home rations was viewed to be highly appropriate during the pandemic because it addressed the ongoing and escalating risks of food insecurity among targeted households. The HGSFP is viewed to remain relevant to targeted beneficiaries now, as increasing food and fuel prices in Cambodia as a result of the pandemic, flooding and conflict in Ukraine continue to put financial pressure on vulnerable households. Nevertheless, the focus upon take-home rations for only IDPoor households</p>	<p>WFP programme documents note that food, fuel, and fertilizer prices have increased throughout 2022, particularly due to the international context of the Russia-Ukraine conflict. WFP price monitoring and analysis found that as recently as October 2022, the cost of a balanced food basket in Cambodia rose five percent year-on-year, disproportionately affecting rural areas where most poor households reside.²⁹⁹ This finding was supported by secondary sources of information. Fuel prices have been rising consistently in Cambodia in 2022.³⁰⁰ The International Food Policy Research Institute reports</p>

²⁹⁹ WFP (2022) Market and Seasonal Monitoring Update October 2022. <https://docs.wfp.org/api/documents/WFP-0000145026/download/>

³⁰⁰ Phanet H (2022) Retail fuel rates raised for fifth time. The Phnom Penh Post. <https://www.phnompenhpost.com/business/retail-fuel-rates-raised-fifth-time>

Recommendation	Conclusions	Findings
	<p>limited the amount of support made available to non-IDPoor households.</p>	<p>that food, fuel, and fertilizer prices have risen rapidly in recent months, driven in large part by the fallout from the ongoing war in Ukraine and noted that palm oil and wheat prices increased by 56 percent and 100 percent in real terms, respectively, between June 2021 and April 2022.³⁰¹</p> <p>Additionally, suppliers, school staff, and commune council members reported that price fluctuations due to seasonal variations in commodity prices following the bidding process led to renegotiations on the prices of certain commodities between school staff/commune council members and suppliers. As a result of the price fluctuations, some sub-national stakeholders recommended the HGSFP provide support to schools to set standardised prices for commodities and update prices regularly to reflect market changes reflected in Market and Seasonal Monitoring Updates.³⁰²</p>
<p>Recommendation 2.1 Consider ways to strengthen the capacity of sub-national and national government stakeholders to manage the hand-over of schools from the KOICA-funded HGSFP to the NHGSFP under MoEYS management</p>	<p>Currently there is confidence among government stakeholders that the transition to national ownership within the time period outlined by the Joint Transition Strategy. However, significant work needs to be done to facilitate this within the remaining HGSFP period and staff and stakeholders are eager to see how early stages of the transition in 2023 will go and whether the timeframe for the remaining transition will be feasible. WFP staff report that MoEYS and other partner Ministries are not expected to have full capacity to manage and implement the programme at the end of the current KOICA-funded HGSFP period. A Phase Two period (2026 to 2030) is expected. And additional capacity strengthening activities from WFP and MoEYS are expected and described in the transition strategy.</p> <p>Staff and national and sub-national stakeholders interviewed for the evaluation reported that WFP currently</p>	<p>To facilitate the transition from the KOICA-funded HGSFP to the NHGSFP, the transition strategy suggests the use of SABER-SF (Systems Approach for Better Education Results) assessments during the remainder of the programme period to ensure the NHGSFP is designed and implemented appropriately.³⁰³ SABER is an initiative developed by the World Bank and the World Food Programme to collect and share data on educational policies and institutions in order to help countries strengthen their education. The SABER initiative deploys an evidence-based approach to analyse the school feeding policies against five internationally agreed upon policy goals (policy frameworks, financial capacity, institutional capacity and coordination, design and implementation and community roles).³⁰⁴ This tool helps identify strengths and gaps, fosters policy dialogue among stakeholders and therefore assists in planning capacity</p>

³⁰¹ Diao X et al (2022) Cambodia: Impacts of the Ukraine and Global Crises on Poverty and Food Security. <https://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/135964/filename/136176.pdf>

³⁰² WFP (2022) Market and Seasonal Monitoring Update October 2022. <https://docs.wfp.org/api/documents/WFP-0000145026/download/>

³⁰³ Ibid.

³⁰⁴ World Bank Group et al. (2014) SABER School Feeding – Towards Nationally Owned School Feeding Programmes. https://documents.wfp.org/stellent/groups/public/documents/research/wfp273495.pdf?_ga=2.111714948.1487540470.1676209287-873127343.1667501540&_gac=1.225149416.1675642394.CjwKCAiAxP2eBhBiEiwA5puhNR0mhAalGRXmFw-7mb2ORjEACiwiNFxIP8WWoPD7FCQm8jUzW8sXGxoCSL0QAvD_BwE

Recommendation	Conclusions	Findings
	<p>plays a large role in managing the coordination and financing mechanisms of the HGSFP. The WFP currently serving key roles essential for the long-term success of the programme, including providing high-level leadership, and managing coordination between stakeholders.</p> <p>The programme is now in a critical period of transition from external to national ownership. There was a consensus among national and sub-national stakeholders interviewed for the mid-term evaluation that the sustainability of the HGSFP will depend largely on the success of the transition to national ownership under the NHGSFP.</p> <p>The evaluation found that the foundations for the transition have been established through the Joint Transition Strategy, inter-agency coordination efforts, and capacity strengthening among all stakeholders. The Joint Transition Strategy provides a plan and key steps guiding the transition with a large responsibility placed on MoEYS. To address the capacity needs of programme stakeholders, the HGSFP engaged in a number of training and capacity-strengthening initiatives. The majority of national and sub-national stakeholders interviewed for the evaluation reported that they received training related to the HGSFP and their roles and responsibilities and expressed confidence in their understanding and ability to implement their roles under the current design. Stakeholders at all levels reported that the government is currently successful in managing its areas of responsibility for the implementation of the HGSFP.</p> <p>While the mid-term evaluation found that the programme established a clear plan for the transition (the Joint Transition Strategy) and stakeholders expressed confidence in managing their roles, staff and stakeholders remain uncertain about how successful the transition will be.</p>	<p>development activities and road maps with governments. The policy goal indicator questions available in the SABER-SF initiative provide guidance on how to improve the sustainability of school feeding programmes through alignment with government policies.³⁰⁵</p> <p>The SABER-SF approach is noted for being an inclusive exercise that engages multiple stakeholders (including different ministries, relevant non-governmental organizations (NGOs), donors, and other partners) to enable decision-makers to assess school feeding programmes and make informed decisions on ways to improve activities. Due to the participatory nature of this assessment approach, it promotes collaboration between stakeholders and develops a sense of ownership over the process.³⁰⁶</p>
<p>Recommendation 2.2 Consider changes to</p>	<p>The programme is now in a critical period of transition from external to</p>	<p>Despite some reservations, it is clear that the decentralised approach is</p>

³⁰⁵ World Bank Group et al (2016) Manual for SABER-SF Exercise.
<https://openknowledge.worldbank.org/bitstream/handle/10986/26517/114317-WP-PUBLIC-SABER-SchoolFeeding-Manual.pdf?sequence=1&isAllowed=y>

³⁰⁶ Ibid.

Recommendation	Conclusions	Findings
<p>improve the capacity of national and sub-national stakeholders to manage and implement the NHGSFP</p>	<p>national ownership. There was a consensus among national and sub-national stakeholders interviewed for the mid-term evaluation that the sustainability of the HGSFP will depend largely on the success of the transition to national ownership under the NHGSFP.</p> <p>The evaluation found that the foundations for the transition have been established through the Joint Transition Strategy, inter-agency coordination efforts, and capacity strengthening among all stakeholders. The Joint Transition Strategy provides a plan and key steps guiding the transition with a large responsibility placed on MoEYS. To address the capacity needs of programme stakeholders, the HGSFP engaged in a number of training and capacity-strengthening initiatives. The majority of national and sub-national stakeholders interviewed for the evaluation reported that they received training related to the HGSFP and their roles and responsibilities and expressed confidence in their understanding and ability to implement their roles under the current design. Stakeholders at all levels reported that the government is currently successful in managing its areas of responsibility for the implementation of the HGSFP.</p>	<p>expected to remain in place. Under the Joint Transition Strategy, the MAFF has a role in collaborating in organizing and mobilizing safe and quality agriculture food production activities and collaborating in organizing and mobilizing for safe and quality agriculture food production activities. However, the Joint Transition Strategy also reinstates the key role that school directors and school staff play in selecting commodities for the NHGSFP. It is therefore important that they receive adequate training and guidance to ensure food safety and enable the selection of high-quality foods that contribute to a nutritious meal for children. WFP SBP staff (1) note that they are, at the time of the evaluation reporting, reviewing guidelines and standards.³⁰⁷</p> <p>Stakeholders further expressed optimism that the Joint Transition Strategy will help clarify M&E objectives, roles, and responsibilities, and improve the government's readiness. A plan for the development of monitoring and evaluation is included in the transition strategy as part of the capacity-building activities for Quality Program Design. In addition to the roles played by MoEYS and WFP, a number of national and sub-national stakeholders have a potential role in M&E under the transition strategy. However, some national stakeholders and staff expressed concern that the Sub-decree on the Home Grown School Feeding Programme Implementation and planning for the transition lacks a clear, delineated budget for monitoring and evaluation activities including assessments and surveys. WFP SBP staff (1) report that work in on-going to strengthen the NHGSFP monitoring through the development of the Theory of Change and the on-going M&E framework development and is the pre-requisite for a monitoring checklist for the NHGSFP.³⁰⁸</p>

³⁰⁷ Discussion with WFP SBP staff on 22 February 2023.

³⁰⁸ WFP Feedback - Feedback Matrix_KOICA HGSFP ERG feedback

ANNEX 8. LIST OF PEOPLE INTERVIEWED

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group One - WFP CO/ WFB RBB	KII	WFP CO - Head of School Feeding Programme Operations	1	0	1
Group One - WFP CO/ WFB RBB	KII	WFP CO - Nutrition team	1	1	0
Group One - WFP CO/ WFB RBB	KII	WFP CO - Programme Policy Officer (M&E)	1	0	1
Group One - WFP CO/ WFB RBB	KII	WFP CO - RAM Unit head	1	0	1
Group One - WFP CO/ WFB RBB	KII	WFB RBB - Regional School Feeding Programme Policy Consultant	1	1	0
Group One - WFP CO/ WFB RBB	KII	WFP CO - Country director	1	1	0
Group One - WFP CO/ WFB RBB	KII	Head of SFP	1	1	0
Group Two - Donor	KII	KOICA- Deputy Director of KOICA Cambodia Office	1	0	1
Group Three - Key line ministries	KII	MAFF - General Directorate of Agriculture, Deputy Director	2	0	2
Group Three - Key line ministries	KII	MoWA -General director of General directorate Social Development, Ministry of Women's Affairs	1	1	0
Group Three - Key line ministries	KII	MOEYS Director General of Education	1	0	1
Group Three - Key line ministries	KII	MOEYS Director and deputy School Health Department	2	2	0
Group Four - UN Agencies	KII	FAO Senior Policy Officer	1	0	1
Group Five - Subnational level stakeholders	KII	PoEYS Director and deputy - Kampong Chhnang province	2	0	2
Group Five - Subnational level stakeholders	KII	PoEYS Deputy director and officer - Pursat province	2	0	2
Group Five - Subnational level stakeholders	KII	PoEYS Director and deputy - Kampong Thom province	2	0	2
Group Five - Subnational level stakeholders	KII	DoEYS representative, Tuek Phos district, Kampong Chhnang province	1	0	1

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group Five - Subnational level stakeholders	KII	DoEYS representatives, Rolea B'ier district, Kampong Chhnang province	1	0	1
Group Five - Subnational level stakeholders	KII	DoEYS representative, Krakor District, Pursat province	4	0	4
Group Five - Subnational level stakeholders	KII	DoEYS representative, Bakan District, Pursat province	2	0	2
Group Five - Subnational level stakeholders	KII	DoEYS representative, Kandieng District, Pursat province	2	0	2
Group Five - Subnational level stakeholders	KII	DoEYS deputy and officer, Stoung District, Kampong Thom province	2	0	2
Group Five - Subnational level stakeholders	KII	DoEYS representatives, Prasat sambour District, Kampong Thom province	3	0	3
Group Five - Subnational level stakeholders	KII	DoEYS representatives, Kampong Svay district, Kampong Thom province	5	3	2
Group Five - Subnational level stakeholders	KII	DoEYS representatives, Sandan District, Kampong Thom province	2	0	2
Group Five - Subnational level stakeholders	FGD	Commune council member - Tuek Phos District 5 communes, Kampong Chhnang province	5	2	3
Group Five - Subnational level stakeholders	FGD	Commune council member - Kampong Tralach District, two communes, Kampong Chhnang province	2	0	2
Group Five - Subnational level stakeholders	FGD	Commune council member - Rolea B'ier District, 8 communes, Kampong Chhnang province	8	3	5
Group Five - Subnational level stakeholders	KII	Commune council member - Kbal Trach, Chheuteal Khpos, Krakor District, Pursat province	1	1	0
Group Five - Subnational level stakeholders	KII	Commune council member - Prongil, Phnom Kravanh District, Pursat province	1	1	0
Group Five - Subnational level stakeholders	KII	Commune council member - Koul, Chheu Teal Chrum, Prasad Sambo District, Kampong Thom province	1	0	1

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group Five - Subnational level stakeholders	KII	Commune council member - Kampong Thmor, Khley, Santuk District, Kampong Thom province	1	0	1
Group Five - Subnational level stakeholders	KII	Commune council member - Porpok, Stoung District, Kampong Thom province	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Chhnang, Tuek Phos, Kbal Tuek, Thnal Keang	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Chhnang, Rolea B'ier, Prasnoeb, Prey Sampeuv	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Chhnang, Rolea B'ier, Sre Thmey, Andoung Russey	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Pursat, Kro Kor, Kbal Trach, Kralanh	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Pursat, Phnum Kravanh, Prongel, Samrong Year	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Thom, Santuk, Kampong Thma, Khley	1	1	0
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Thom, Kampong Svay, Domrei Slab, Kop Thlok	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Thom, Prasat Sambou, Koul, Chheu Teal Chhrum	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	School Director - Kampong Thom, Stoung, Popok, Anlong Kranh	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	Cook, Pursat, Phnom Kravanh, Prongel, Samrong Year	1	1	0
Group Six - Direct and Indirect Beneficiaries	KII	Teacher, Tuek Phos, Kbal Tuek, Thnal Keng	1	1	0
Group Six - Direct and Indirect Beneficiaries	KII	Teacher, Kampong Chhnang, Teuk Phos, Kbal Teuk, Thnal	1	0	1
Group Six - Direct and Indirect Beneficiaries	FGD	School Staff, Kampong Chhnang, Tuek Phos, Kbal Tuek, Thnal Kong	4	1	3

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff, Kampong Chhnang, Rolea B'ier, Prasnoeb, Prey Sampeuv	6	2	4
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff. Kampong Chhnang, Rolea B'ier, Sre Thmei, Andoung Russey	7	4	3
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff , Pursat, Phnum Kravanh, Prongel, Samroang Yea	3	2	1
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff, Pursat, Krakor, Kbal Trach, Kralanh	8	7	1
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff, Kampong Thom, Santuk, Kampong Thma, Khley	6	5	1
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff, Kampong Thom, Kampong Svay, Damrei Slab, Kop Thlok	7	6	1
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff, Kampong Thom, Prasat Sambour, Koul, Chheu Teal Chrum	4	3	1
Group Six – Direct and Indirect Beneficiaries	FGD	School Staff, Kampong Thom, Stoung, Popok, Anlong Kranh	5	3	2
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Chhnang, Teuk Phos, Kbal Teuk, Thnal Keng	3	1	2
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Chhnang, Rolea B'ier, Prasnoeb, Prey Sampeuv	4	3	1
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Chhnang, Rolea B'ier, Sre Themi, Andoung Russey	3	0	3
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Pursat, Kroker, Kbal Trach, Kralanh	3	1	2
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Thom, Santuk, Kampong Tmnor, Snor and Khlei	6	2	4
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Thom, Kampong Svay, Damrei Slab, Kob Thlock	2	0	2
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Thom, Prasat Sambar, Koul, Chheu Teal Chrum	4	2	2

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group Six – Direct and Indirect Beneficiaries	FGD	School Committees, Kampong Thom, Stoung, Popok, Anlung Kranh	5	2	3
Group Six – Direct and Indirect Beneficiaries	KII	Student, 11Y, G3, Kampong Chhnang, Tuek Phos,Kbal Tuek, Thnal Keang	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student. 12Y, G5, Kampong Chhnang, Tuek Phos,Kbal Tuek, Thnal Keang	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 12Y, G5, Kampong Chhnang, Rolea B'ier, Sre Thmey, Andoung Russey	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 12Y, G5, Kampong Chhnang, Rolea B'ier, Sre Thmey, Andoung Russey	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Student, 11Y, G4, Kampong Chhnang, Rolea B'ier, Prasnoeb,Prey Sampeuv	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 8Y, G2, Kampong Chhnang, Rolea B'ier, Prasnoeb,Prey Sampeuv	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Student, 10Y. G4 Pursat, Phnum Kravanh, Prongel, Samrong Year	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 11Y, G5, Pursat, Phnum Kravanh, Prongel, Samrong Year	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Student, 14Y, G6, Pursat, Kro Kor, Kbal Trach, Kralanh	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 9Y, G3, Pursat, Kro Kor, Kbal Trach, Kralanh	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 13Y, G5, Kampong Thom, Prasat Sambou, Koul, Chheu Teal Chhrum	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Student, 7Y, G2, Kampong Thom, Prasat Sambou, Koul, Chheu Teal Chhrum	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Student, 12Y, G5,Kampong Thom, Santuk, Kampong Thma, Khley	1	0	1

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group Six – Direct and Indirect Beneficiaries	KII	Student, 11Y, G4 Kampong Thom, Kampong Svay, Domrei Slab, Kop Thlok	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Student, 9Y, G3, Kampong Thom, Stoung, Popok, Anlong Kranh	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Student, 10Y, G3, Kampong Thom, Stoung, Popok, Anlong Kranh	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Kampong Chhnang, Rolear B'er, Sre Thmei, Trok Kert	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Kampong Chhnang, Rolear B'ier, Prasnoeb	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Kampong Chhnang, Tuek Phos, Chaong Maong, Svay Chek	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Pursat, Krakor, Anlong Thnoat, Por Pet	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Kampong Thom, Stoung, Popok, Anglong Kranh	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Kampong Thom, Stoung, Chamnar Leu, La Hong	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Farmer, Kampong Thom, Kampong Svay, Damrey Slab, Sangkum	2	2	0
Group Six – Direct and Indirect Beneficiaries	KII	Supplier, Kampong Chhnang, Tuek Phos, Kbal Tuek, Thnal Keng	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Supplier, Kampong Chhnang, Rolear B'ier, Bantay Preal, Top Srov	1	0	1
Group Six – Direct and Indirect Beneficiaries	KII	Supplier, Kampong Chhnang, Rolear B'ier, Sre Thmei, Andoung Russey	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Supplier, Kampong Chhnang, Tuek Phos, Akiphivoad, teuk chum	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Supplier, Kampong Thom, Kg Svay, Domrei Slab, Kob Thlok	1	1	0
Group Six – Direct and Indirect Beneficiaries	KII	Supplier, Pursat, Krakor, Along Thnoat, Por Pet	1	0	1

Stakeholder Group	Type	Position and Location	Total participants	Woman	Man
Group Six - Direct and Indirect Beneficiaries	KII	Supplier, Pursat, Phnom Kravanh, Prognel, Kpmpaeng	1	0	1
Group Six - Direct and Indirect Beneficiaries	KII	Supplier, Kampong Thom, Stoung, Popok, Anglung Kranh	1	1	0
Group Six - Direct and Indirect Beneficiaries	KII	Supplier, Kampong Thom, Stoung, Chamnar Leu, La Hong	1	1	0

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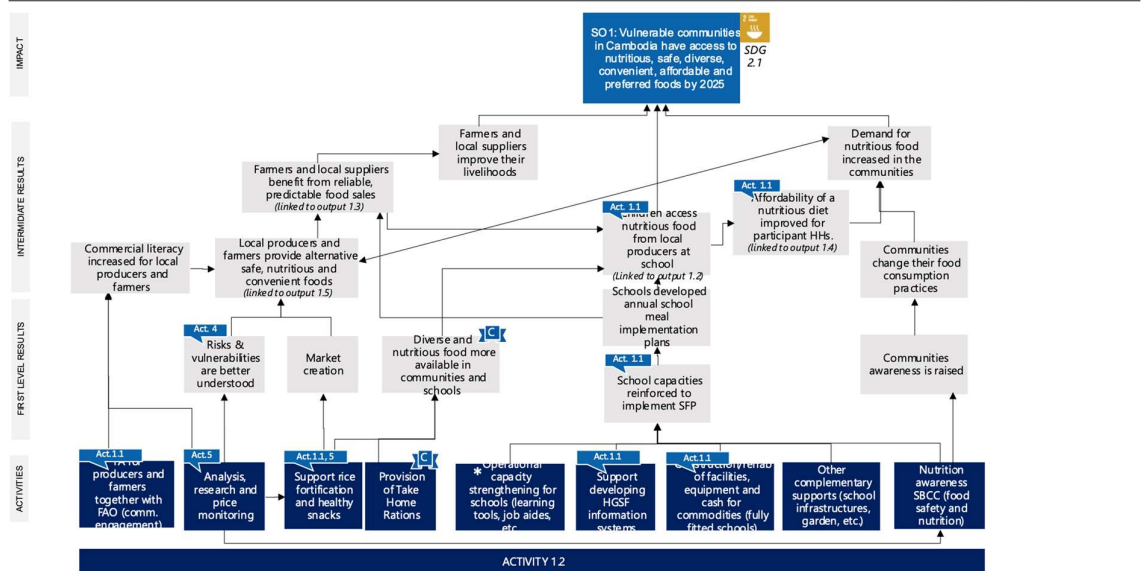
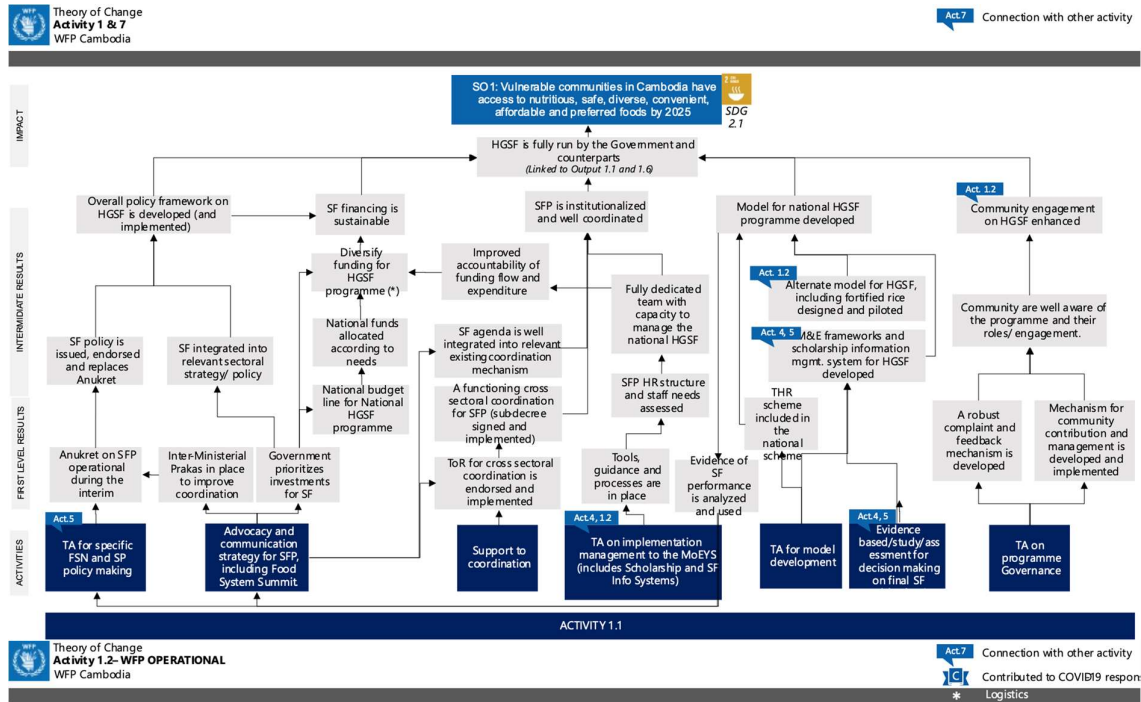
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ANNEX 10. THEORY OF CHANGE



ANNEX 11. RESULTS FRAMEWORK

Programme Objectives and Outcomes/Outputs

The HGSF programme aims to link school feeding to improved nutrition, wellbeing, and rural development by stimulating agricultural growth and increased food security through the purchase and use of locally produced food in the preparation of daily school meals, thereby benefiting both school children and local food suppliers/smallholder farmers.

The project objectives are therefore to:

1. Improve equitable access to education, promote right age enrolment, ensure regular attendance, decrease drop out, and improve retention for pre-and primary school children.
2. Increase the dietary diversity and promote good nutrition practices of school children and their families within the community.
3. Contribute to increase local food suppliers' and smallholder farmers' reliable income generating opportunities and community participation.
4. Increase national and sub-national ownership and develop capacities for sustainable, cost efficient and high-impact school feeding models.

To achieve the above objectives, the programme has two expected outcomes, each with their required outputs, as shown in Table 1.

Table 1: Expected outcomes and outputs of the project

Expected outcome	Output
1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food.	Output 1.1. Pre-primary and primary school children that receive nutritious meals
	Output 1.2. Schools with soft and hard infrastructure for the school feeding programme
2. Increased national and sub-national capacities for sustainable HGSF programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities.	Output 2.1. Quantity of purchased commodities provided for HGSF
	Output 2.2. Developed capacities of national and sub-national stakeholders for the effective operation of the HGSF programme

Target Beneficiaries

The annual number of direct beneficiaries is expected to be as per Table 2. The project will also implement capacity strengthening activities to stakeholders including 540 school staff, 90 Commune Councils, 50 government officials from MoEYS/POEYS /DOEYS. Indirect beneficiaries include the parents of targeted children, other community members around the schools, and central and local government staff of the relevant ministries within the project areas.

Table 2: Planned direct beneficiaries

Beneficiary groups	Number
Participating schools	272 (74 percent of which include pre-primary education)
Pre-primary and primary school children	68,990 (including 34,360 (49.8 percent) girls)
Contracted Suppliers' households	140
Smallholder farmers/producers	700

Budget

The project has a total budget of USD 18.6 million, with USD 10 million provided by KOICA. USD 1.5 million from the MoEYS and the remaining from other donors.

Description of HGSF Activities³⁰⁹**1.1.1 Food preparation and serving to pre-primary and primary school children**

School meals follow the recipes proposed by the school and children reflecting local diets and preferences while ensuring menu variety and ingredient diversity. MoEYS partners with WFP to oversee and ensure minimum nutritional standards are met. Equipment and utensils (e.g. wash basins and butchering knives) are available for preparation of a wide selection of ingredients.

1.2.1 HGSF training (or refresher)

MoEYS with its partner, WFP, and in conjunction with local government and NGOs strengthens relevant actors' respective functions through training events that establish a cadre of master trainers at the central, provincial and district Education Sector levels, and potentially through face-to-face learning for implementers, such as commune councils, school directors, cooks, storekeepers, suppliers/ small holder famers. Participating schools are trained in how to deliver the school feeding programme, such as food storage and hygiene practices. The MoEYS/WFP guidance package informs the Ministry of Education's Department of School Health and Ministry of Commerce's CamControl, and information education and communication materials promote food safety and hygiene practices to local actors directly involved in the HGSF programme. An HGSF introduction to new schools is implemented and reinforced via mentoring a coaching and broadly supplemented by the feedback and complaint mechanism.

1.2.2 HGSF exchange visit and peer learning for implementers

HGSF exchange visits and peer learning promotes experience sharing and building on the best practices in Cambodia through the twinning of new schools and districts with more experienced schools and the school cluster providing consultations and troubleshooting. Learning visits and peer gatherings are facilitated by POEYS for all programme implementers.

1.2.3 Training and provision of materials on good health and nutrition practices

The MoEYS' School Health Department, in collaboration with WFP provide materials and training on good health and nutritional practices to members of all school support committees, facilitate student, parent and community discussions supported by the use of advocacy materials for schools and cooking demonstrations for cooks as well as training on food preparation and storage, among other topics. This allows for oversight by subnational stakeholders with potentials for spill overs to the wider community, especially in the form of the annual cooking/good kitchen competition.

1.2.4 Construction of school infrastructure

HGSF infrastructure is built in schools where there is evidence of the need and a willingness to maintain the facilities. Communities contribute in-kind to construct kitchens and/or eating shelters, energy-saving stoves are built by local builders, hand washing stations are constructed to support the food services through improved hygiene practices, and rainwater harvesting tanks are built to supplement existing water sources.

1.2.5 Establishment of school gardens

³⁰⁹ As listed in the WFP KOICA Annual Progress Report 31 Dec 2020

As micronutrient deficiencies are a major challenge in Cambodia, school vegetable gardens are established to encourage life skill practices, supplement the school curriculum, and complement the school meals. This is supported by WFP providing 4mt of vegetable seeds to 1200 schools every year. For the 260 KOICA-supported schools, MoEYS provides 2.6mt of vegetable seeds for school gardens and technical support is provided by the MAFF, FAO and specialist NGOs.

2.1.1 Local food purchase through contracted local food suppliers

Cost effectiveness and timeliness is improved by buying food commodities locally and KOICA's five-year support with WFP allows MoEYS to scale up the HGSF model and build government ownership during the transition phase. To ensure ownership and accountability, the HGSF procurement process uses the Government's financial framework with bank transfers made directly to MoEYS/POEYS before funds are transferred to the Program Budget accounts at each school three times per year (October, January, May) as per the number of students and anticipated meal days. The food suppliers' contracts are also made with both schools and commune councils committing all parties to the terms and conditions of the contract (food required, pricing, payments, and commodity specification).

2.1.2 Training for suppliers and smallholder farmers on agriculture and markets.

Suppliers and small holders receive training from MAFF/PDAFF and specialists on topics including application of seasonal crop calendars and food quality. This contributes to agricultural productivity increases and access to markets as well as improving the capacity of government partners through extension service delivery. Further learning opportunities for suppliers and subnational authorities are offered via MAFF's technical assistance and extension programs.

2.2.1 Elaborating the HGSF programme model

Exploring the introduction of rice fortification in support of the HGSF model: MoEYS and WFP collaborate with the Ministry of Planning (MoP) in the piloting of fortified rice to address the micronutrient challenges in Cambodia. Such fortified rice was imported from the US and been an ingredient in school meals since early 2016. This offers nutritional benefits and raises social awareness and demand for rice fortification within communities. Initial pilots with rice donated from the Royal Government of Cambodia were conducted in 2019.

Exploring options for diversifying the HGSF programme model: Other HGSF models will be explored by MoEYS and WFP, including off-site cooking (different location than the school), engagement of commercial or community catering groups among others as well as the use of targeted vouchers to vulnerable children.

2.2.2 Annual HGSF workshop

MoEYS and WFP jointly organise an annual lessons learned workshop involving all key stakeholders to ensure efficient cycle planning, including a field visit to build on the national operational guideline and network the actors for further exchange. Issues of interest have included safe food production and hygiene, extreme weather coping strategies and their impacts on the market, and better engagement of small holder farmers in the bidding process as well as many other topics.

2.2.3 Inter-ministerial workshop

The inter-ministerial workshop defines a sustainable HGSF programme strategy with the goal being national ownership supported via strengthened inter-ministerial cooperation guided by a joint workplan. MoEYS and WFP jointly organise this workshop annually in a province where the HGSF programme is implemented. It includes various relevant ministries. The agenda includes current and emerging issues, operational needs and interests, and the current strategic outlook.

2.2.4 Korea exchange visits for WFP SBP staff and MoEYS officials at policy and strategy levels

To understand the impact the HGSF model has on education, health, food security and nutrition in different contexts, MoEYS and WFP organise in-country and regional learning visits. These also develop programme implementers' capacity in managing a robust procurement, government financing of HGSF programmes, and effective management and implementation. Visitors will meet senior ministerial officials responsible for the HGSF programme implementation, visit schools and smallholder farmers and suppliers, and explore the procurement model, financial management procedure and inter-ministerial coordination. Cambodian delegates report on the visit in relation to their own HGSF programme experience.

Results Framework Indicators

Goal/ Outcome/ Output	Indicator	Baseline	Target (A)
		2020 (Start Year)	2024 (End Year)
(Goal)			
(Outcomes)			
1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food	1.1. Net enrolment rate	92,70 percent	95 percent
	1.2. Attendance rate	90,00 percent	90 percent
	1.3. Retention rate	88,80 percent	90 percent
	1.4. Average number of school days missed by students due to illness	<1	<=3
	1.5.1. Dietary diversity score(T)	4,48	5,5
	1.5.2. Dietary diversity score(G)	4,5	5,5
	1.5.3. Dietary diversity score(B)	4,46	5,5
2. Increased national and sub-national capacities for sustainable HGSP programme operation that contributes to enhancing stable income source of small holder farmers of the target communities	2.1. Increased type, volume and value of food sales from smallholder farmers or local processors	N/A	20 percent
	2.2. Percent of meal equivalent cost transfer planned under HGSP has been received by school in time	N/A	80 percent
	2.3. Percent of domestic financing as compared to the total programme budget	8,00 percent	50 percent
	2.4. Percent of programme schools receive support by civil society and private sectors	N/A	20 percent
(Outputs)			
1.1. Pre-primary and primary school children that receive the nutritious meals	1.1.1. Number of girls and boys who received school meals	N/A	68.992
	1.1.2. Quantity of food (by commodity) provided through school meals - rice (in MT)	N/A	1,613,14
	1.1.2. Quantity of food (by commodity) provided through school meals - veg oil (in MT)	N/A	70,15
	1.1.2. Quantity of food (by commodity) provided through school meals - meat/egg/fish (in Mt)	N/A	759,33
	1.1.2. Quantity of food (by commodity) provided through school meals - Fresh Vegetable (in MT)	N/A	1.957,43
	1.1.2. Quantity of food (by commodity) provided through school meals - salt (in MT)	N/A	33,75
	1.1.3. Number of school meals that were provided (total quantity and percentage of planned)	N/A	31,520,000
	1.1.4. Number of school staff get trained on good health and nutrition practices	N/A	1,570
	1.1.5. Number of school staff, cooks, received food safety and hygiene practice training	N/A	2,552
	1.1.6. Number of cooks participating in cooking/good kitchen competition	N/A	544
	1.1.7 Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance (rice)	N/A	714
	1.1.7 Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance (oil)	N/A	26
	1.1.7 Quantity of take-home rations provided (in metric tons) as a result of KOICA assistance (canned fish)	N/A	N/A
		N/A	14,274

Goal/ Outcome/ Output	Indicator	Baseline	Target (A)
		2020 (Start Year)	2024 (End Year)
	1.1.8. Number of school children and cooks receiving take-home rations as a result of KOICA assistance		
1.2. Schools with soft and hard infrastructures for the school feeding programme	1.2.1. Number of water reservoirs built or rehabilitated	N/A	25
	1.2.2. Number of school kitchens and/or eating shelters built or rehabilitated.	N/A	6
	1.2.3. Number of hand washing stations connecting to kitchen built or rehabilitated	N/A	450
	1.2.4. Number of energy-saving stoves built or rehabilitated	N/A	250
	1.2.5. Number of school gardens rehabilitated or constructed	N/A	272
	1.2.6. Percentage of school storing food off the ground	90 percent	95 percent
2.1. Quantity of purchased commodities provided for HGSF	2.1.1. Value of food type procured from local service providers (in USD)	N/A	4,286,351
	2.1.2. Quantity of food purchased from local service providers (in Metric Tons)	N/A	4,433,80
	2.1.3. Number of smallholder farmers/suppliers supported and trained	N/A	375
2.2. Developed capacities of national and sub-national stakeholders for the effective operation of the HGSF programme	2.2.1. Number of extension events conducted by PDAFF supported by WFP's partners	N/A	5
	2.2.2. Number of national and sub-national government staff receive training on the programme implementation, monitoring and reporting, attended exchange visits	N/A	993
	2.2.3. Number of schools in the HGSF programme use the digitalised monitoring and learning systems	N/A	272

ANNEX 12. DETAILED STAKEHOLDER ANALYSIS

Who are the stakeholders?	What is their role in the intervention? What is their interest in the evaluation?	Who should they be involved in the evaluation?	At which stage of the Mid Term Evaluation should they be involved?	Level of involvement importance	Stakeholder Position involved in the implementation	Tools
Internal Stakeholders						
Country Office (CO) Cambodia	<p>Responsible for the planning, management implementation, data gathering and reporting at country level.</p> <p>Direct stake in the evaluation and an interest in learning from experience to inform decision-making, notably related to programme implementation and/or design and/or capacity strengthening, and for Country Strategy and partnerships.</p> <p>It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of the programme.</p>	<p>Senior management Members of the Evaluation Reference Group (ERG)</p> <p>WFP SBP staff, nutrition unit, gender focal point.</p>	Inception implementation reporting	High	<p>Head of RAM/ Programme Manager</p> <ul style="list-style-type: none"> - Programme Policy Officer (M&E, FLA and Reporting) - Senior Programme Associate (M&E) - Programme Policy Officer (Nutrition) 	KII (4)
CO Office of Evaluation (OEV)	<p>Responsible for M&E programme and to supervise decentralised evaluation.</p> <p>Stake in ensuring that this decentralised evaluation is of quality, credible and useful.</p> <p>It is also to respect provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.</p>	Evaluation Manager	Inception implementation reporting	High	Evaluation Manager	KII (1)
Regional Bureau (RB) Bangkok	Responsible for both oversight of COs and	Regional Programme Consultant and	Reporting	Medium	- Regional School Feeding	KII (2)

Who are the stakeholders?	What is their role in the intervention? What is their interest in the evaluation?	Who should they be involved in the evaluation?	At which stage of the Mid Term Evaluation should they be involved?	Level of involvement importance	Stakeholder Position involved in the implementation	Tools
	<p>technical guidance and support.</p> <p>RBB management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other COs. Learning will also contribute to the design and periodic review of the Regional School Feeding Implementation Plan.</p> <p>The MTE will also provide information and lessons learnt on the operationalization of the new WFP School Feeding Strategy 2020-2030 within the Asia-Pacific Region and contribute to the regional evidence portfolio on the benefits of the SF programmes in the region</p>	Evaluation Officer			Programme Policy Consultant - Regional Evaluation Officer	
WFP Executive Board (EB)	<p>The Executive Board provides final oversight of WFP programmes and guidance to programmes.</p> <p>The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.</p>	Executive board members	Reporting	Medium	N/A	
WFP Headquarters (HQ)	WFP Headquarters in Rome programming and specifically the Office of School Based	Technical Units of relevance to LRP	Reporting	Medium	- N/A	

Who are the stakeholders?	What is their role in the intervention? What is their interest in the evaluation?	Who should they be involved in the evaluation?	At which stage of the Mid Term Evaluation should they be involved?	Level of involvement importance	Stakeholder Position involved in the implementation	Tools
	<p>Programmes (SBP) is responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities, and modalities, as well as of overarching corporate policies and strategies. Interest in the lessons that emerge from reviews, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modalities with wider relevance to WFP programming.</p>					
External Stakeholders						
<p>Government (MoEYS, and other Ministries)</p>	<p>Ministry of Education Youth and Sports (MoEYS) takes the lead on the planning, management, implementation and oversight of the programme. Other Ministries are also participating in the implementation. The Royal Government of Cambodia has a direct interest in knowing whether WFP activities in the country are aligned with its priorities and harmonised with actions of other partners and meeting expected results. Issues related to capacity development, handover and sustainability would be of particular interest. The Ministry of Education, Youth and Sport (MoEYS) might use evaluation findings for decision making on</p>	<p>MoEYS including multiple departments within it. MoH; MAFF; CARD; MEF; MoWA and MoSAVY Local authorities as appropriate (provincial officials)</p>	<p>Implementation reporting</p>	<p>- High</p>	<ul style="list-style-type: none"> - MoEYS Director General/Director or Deputy - MAFF Director General/Director or Deputy - MoH Director General/Director or Deputy - MoWA Director General/Director or Deputy - POEYS Director/Deputy Pursat - Kampong Thom - Kampong Chhan - DOEYS from three 	<p>KII (4) National level KII (9) National and Provincial Level KII (12) at district level</p>

Who are the stakeholders?	What is their role in the intervention? What is their interest in the evaluation?	Who should they be involved in the evaluation?	At which stage of the Mid Term Evaluation should they be involved?	Level of involvement importance	Stakeholder Position involved in the implementation	Tools
	<p>program implementation and/or design, country strategy and partnerships, or to inform the planning of the transition from externally supported to nationally owned school feeding program. The Ministry of Economy and Finance (MEF), Ministry of Health (MoH), Ministry of Agriculture, Forestry and Fisheries (MAFF), Council for Agriculture and Rural Development (CARD), Ministry of Woman Affairs (MoWA) and Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSAVY) might also use these findings for their learning and future program implementation.</p>				target provinces	
United Nations Country Team (UNCT)	<p>The UNCT's harmonised action should contribute to the realisation of the Government's food security programs. Therefore, other UN agencies have an interest in ensuring that WFP programmes are effective in contributing to the United Nations' concerted efforts. As FAO and WFP partner on some food security activities, including LRP, FAO's experience could be drawn on. FAO is a partner on the LRP and would have a direct interest in the evaluation. Various</p>	<p>Agency representatives FAO WHO UNICEF UNESCO UNDP World Bank</p>	Implementation Reporting	Medium	<ul style="list-style-type: none"> - FAO Representative - UNICEF Representative - WHO Representative 	KII (3)

Who are the stakeholders?	What is their role in the intervention? What is their interest in the evaluation?	Who should they be involved in the evaluation?	At which stage of the Mid Term Evaluation should they be involved?	Level of involvement importance	Stakeholder Position involved in the implementation	Tools
	agencies are also direct partners of WFP at policy and activity level, e.g. UNICEF and UNDP on education and capacity strengthening initiatives.					
Donor: KOICA	KOICA has 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. KOICA will use the evaluation findings to inform project strategy, results frameworks, and critical assumptions.	Representatives of the main donor, KOICA, will be invited to discuss remotely.	Implementation Reporting	High	- KOICA Project Manager - KOICA Programme Office	KII (2)
NGO	The NGO () are providing technical support, mentoring and coaching of various programme beneficiaries at schools and community levels, assisting small holder farmers on agriculture technical and market issues, contributing to infrastructures required at schools, supporting administration for smooth implementation, and tracking/updating progress status. Direct stake in the evaluation and an interest in learning from experience.	NGOs partners representatives (Reporting	Medium		
Beneficiaries School children, parents, teachers, school	The ultimate recipients of direct and indirect food assistance, school children and their parents.	School children, parents, teachers, school staff/administrators	Implementation Reporting	High	- School children, parents - Teachers - School Directors	Survey - Students (1092) - Teachers (114)

Who are the stakeholders?	What is their role in the intervention? What is their interest in the evaluation?	Who should they be involved in the evaluation?	At which stage of the Mid Term Evaluation should they be involved?	Level of involvement importance	Stakeholder Position involved in the implementation	Tools
administrators	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.				<ul style="list-style-type: none"> - Schools staff (Cooker, Storekeeper) - Children (Grade 3-6) - School Feeding Programme Committee (SFPC) - School Committee - Commune council members 	<ul style="list-style-type: none"> - School director (57) - Cookers (57) - Storekeeper (57) <p>KII</p> <ul style="list-style-type: none"> - Teachers (18) - School Directors (9) - Schools staff (Cooker, Storekeeper) (18) - Children (18) - Commune council member (58) <p>FGDs (18)</p> <ul style="list-style-type: none"> - School Feeding Programme Committee (SFPC) (6) - School Committee (3) - Teachers (9)
Beneficiaries Suppliers, Farmers	Farmers are not only producing local food commodities and supplying them to schools through local procurement, but also parents/guardians of school children. Hence, garnering their perspectives by the evaluation team and sharing findings from the evaluation would help improve timely supply of quality food to schools in their coverage areas.	Suppliers, Farmers	Implementation Reporting	High	- Suppliers, Farmers	<p>Survey (216)</p> <ul style="list-style-type: none"> - Suppliers (108) - Farmers (108) <p>KII (18)</p> <ul style="list-style-type: none"> - Suppliers (9) - Farmers (9)

ANNEX 13. ADDITIONAL DATA TABLES

Table 44 Key national government stakeholders and their potential roles in the NHGSFP as outlined in the Joint Transition Strategy

Ministry	Roles and Responsibilities
National Social Protection Council	Follow-up, monitoring, evaluation and problem-solving for HGSP programme implementation.
Ministry of Education, Youth and Sports (MoEYS)	Follow-up, monitoring, evaluation, and problem-solving for HGSP programme implementation.
Council for Agriculture and Rural Development (CARD)	Participate in following up, monitoring, and evaluation and provide recommendations on the progress of the programme by focusing on food security and nutrition.
Ministry of Economy and Finance (MEF)	Follow up, monitoring, evaluation, and addressing challenges relevant to financial matters.
Ministry of Interior (MoI)	Participate in following up, monitoring, evaluation and problem-solving related to HGSP programme implementation.
Ministry of Health (MoH)	Participate in following up, monitoring, evaluation and problem-solving related to HGSP programme implementation
Ministry of Women Affairs	Be Involved in follow-up, monitoring, evaluation and problem-solving for HGSP programme implementation.
Ministry of Planning	Participate in following up, monitoring, evaluation and problem-solving for HGSP programme implementation as requested.
Ministry of Agriculture, Forestry and Fisheries	<p>Collaborate in organizing and mobilizing for safe and quality agriculture food production activities.</p> <p>Collaborate with institutions and development partners in community management on cultivation techniques and food production for supplying to each target schools.</p> <p>Collaborate in promoting food quality, food safety and nutrition in schools.</p> <p>Collaborate with MoEYS to provide training on knowledge of safe agriculture production.</p>

The Joint Transition Strategy further notes that “the National HGSP Committee will also link to similar committees at sub-national levels. At sub-national levels (Province and District) there are already School Feeding Committees in place in the provinces/districts that WFP has been supporting but more work is needed to build sub-national capacity.”

Table 45 HGSFP Outcome and output indicator results

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
Outcome 1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food											
1.1. Net enrolment rate (Source: Public Education Statistics and Indicators 2020-2021)	92.7 percent	96.8 percent	94 percent	Achieved	96.8 percent ³¹⁰	N/A	N/A	N/A	86.1 percent	90.1 percent	99.2 percent
1.2. Attendance rate - Total	90.0 percent	94.0 percent	91.0 percent	Achieved	79 percent	84 percent	71 percent	85 percent	76 percent	88 percent	71 percent
1.2. Attendance rate - Boys	N/A	N/A	N/A	No target set	76 percent	83 percent	65 percent	83 percent	73 percent	86 percent	68 percent
1.2. Attendance rate - Girls	N/A	N/A	N/A	No target set	82 percent	86 percent	75 percent	88 percent	78 percent	91 percent	73 percent
1.3. Retention rate	88.9 percent	85.5 percent	91.0 percent	Not achieved	94 percent	N/A ³¹¹	N/A	N/A	93 percent	94 percent	92 percent
1.3. Retention rate - Girls	N/A	N/A	N/A	No target set	96 percent	N/A ³¹²	N/A	N/A	95 percent	96 percent	95 percent
1.4. Average number of school days missed by students due to illness - Total	< 1	0.66 days	< 1	Achieved	2.8 days	2.7 days	2.9 days	2.8 days	2.5 days	2.8 days	3.1 days
1.4. Average number of school days missed by students due to illness - Boys	N/A	N/A	N/A	No target set	3.1 days	2.6 days	3.0 days	2.7 days	2.9 days	3.0 days	2.7 days
1.4. Average number of school days missed by students due to illness - Girls	N/A	N/A	N/A	No target set	2.5 days	2.6 days	3.1 days	2.8 days	2.2 days	2.6 days	3.5 days

³¹⁰ School type information not captured in Public Education Statistics

³¹¹ School type information not captured in Public Education Statistics

³¹² School type information not captured in Public Education Statistics

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
1.5.1 Dietary diversity score (Total)	4.5	4.85	4.90	Not achieved	3.40	3.30	3.40	3.50	3.30	3.50	3.40
1.5.2 Dietary diversity score (Girls)	4.5	4.90	4.90	Achieved	3.40	3.30	3.40	3.50	3.30	3.50	3.40
1.5.3 Dietary diversity score (Boys)	4.5	4.80	4.80	Achieved	3.40	3.40	3.40	3.50	3.40	3.60	3.40
Food Consumption Score (FCS) - Percent acceptable	N/A	N/A	N/A	No target set	95 percent	98 percent	96 percent	92 percent	90 percent	98 percent	96 percent
Food Consumption Score (FCS) - Percent borderline	N/A	N/A	N/A	No target set	4 percent	2 percent	3 percent	6 percent	9 percent	2 percent	4 percent
Food Consumption Score (FCS) - Percent poor	N/A	N/A	N/A	No target set	1 percent	0 percent	0 percent	2 percent	2 percent	1 percent	0 percent
Food Expenditure Share (FES)	N/A	N/A	N/A	No target set	72.2 percent	73.4 percent	71.9 percent	71.6 percent	68.9 percent	73.8 percent	73.0 percent
Output 1.1: Pre-primary and primary school children that receive the nutritious meals											
1.1.1. Number of girls and boys who received school meals - Total	N/A	71,361 (103 percent)	68,992	Achieved	13,922 ³¹³	4,068	5,313	4,541	4,290	5,019	4,613
1.1.2. Quantity of food (by commodity) provided through school meals - Total (MT)	N/A	1084.69	1017.32	Achieved	881.6 (81 percent) ³¹⁴	N/A ³¹⁵	525.9	355.7	354.4	180	374.2
1.1.2. Quantity of food (by commodity) provided through school meals - rice (MT)	N/A	245.3 (86 percent)	285.09	Not achieved	219.4 (77 percent) ³¹⁶	N/A ³¹⁷	175.1	44.3	85.3	0	134.1

³¹³ Results from the mid-term evaluation only cover 87 schools

³¹⁴ Results from the mid-term evaluation only cover sampled suppliers and are subject to recall limitations

³¹⁵ New schools did not receive food from HGSFP

³¹⁶ Results from the mid-term evaluation only cover sampled suppliers and are subject to recall limitations

³¹⁷ New schools did not receive food from HGSFP

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
1.1.2. Quantity of food (by commodity) provided through school meals - veg oil (MT)	N/A	8.32 (67 percent)	12.4	Not achieved	16.3 (131 percent) ³¹⁸	N/A ³¹⁹	15.7	0.6	6	0	10.3
1.1.2. Quantity of food (by commodity) provided through school meals - meat/egg/fish (MT)	N/A	218.19 (100 percent)	217	Achieved	167.6 (77 percent) ³²⁰	N/A ³²¹	86	81.6	64.3	36.6	66.7
1.1.2. Quantity of food (by commodity) provided through school meals - fresh vegetable (MT)	N/A	536.65 (96 percent)	560	Not achieved	467.1 (83 percent) ³²²	N/A ³²³	241.6	225.5	195.1	140	132
1.1.2. Quantity of food (by commodity) provided through school meals - salt (MT)	N/A	8.85 (92 percent)	9.7	Achieved	11.2 (115 percent) ³²⁴	N/A ³²⁵	7.5	3.7	3.7	3.4	4.1
1.1.3. Number of school meals that were provided - Total	N/A	9,305,523 (96 percent)	9,658,667	Not achieved	2,832,072 ³²⁶	803,305	1,009,300	1,019,467	934,099	966,640	931,333

³¹⁸ Results from the mid-term evaluation only cover sampled suppliers and are subject to recall limitations

³¹⁹ New schools did not receive food from HGSFP

³²⁰ Results from the mid-term evaluation only cover sampled suppliers and are subject to recall limitations

³²¹ New schools did not receive food from HGSFP

³²² Results from the mid-term evaluation only cover sampled suppliers and are subject to recall limitations

³²³ New schools did not receive food from HGSFP

³²⁴ Results from the mid-term evaluation only cover sampled suppliers and are subject to recall limitations

³²⁵ New schools did not receive food from HGSFP

³²⁶ Results from the mid-term evaluation only cover 87 schools

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
1.1.3. Number of school meals that were provided - Boys	N/A	N/A ³²⁷	N/A ³²⁸	No target set	1,431,311 ³²⁹	401,442	513,070	519,621	468,974	477,812	467,347
1.1.3. Number of school meals that were provided - Girls	N/A	N/A ³³⁰	N/A ³³¹	No target set	1,377,939 ³³²	401,863	496,230	499,846	465,125	488,828	463,986
1.1.4. Number of school staff trained on good health and nutrition practices	N/A	534	544	Not achieved	81.3 percent ³³³	80.8 percent	75.8 percent	85.6 percent	85.5 percent	84.1 percent	72.7 percent
1.1.5. Number of school staff, and cooks, who received food safety and hygiene practice training	N/A	655 (84 percent)	780	Not achieved	76.4 percent ³³⁴	75 percent	70.0 percent	82 percent	81 percent	80 percent	66 percent
1.1.6. Number of cooks who participated in cooking/ good kitchen competition	N/A	281 (100 percent)	282	Achieved	21 percent ³³⁵	78 percent	75 percent	85 percent	77 percent	71 percent	91 percent
1.1.7 Quantity of take-home rations provided as a result of KOICA assistance – rice (MT)	0	256 (35 percent)	740 (Cumulative)	Not achieved	1.144 ³³⁶	0.45	0.424	0.275	0.184	0.96	0

³²⁷ Disaggregated results not published

³²⁸ Disaggregated results not published

³²⁹ Results from the mid-term evaluation only cover 87 schools

³³⁰ Disaggregated results not published

³³¹ Disaggregated results not published

³³² Results from the mid-term evaluation only cover 87 schools

³³³ Mid-term results cover only sampled school staff and may be subject to recall limitations

³³⁴ Mid-term results cover only sampled school staff and may be subject to recall limitations

³³⁵ Mid-term results cover only sampled school staff and may be subject to recall limitations

³³⁶ Mid-term results cover only sampled students and households and may be subject to recall limitations

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
1.1.7 Quantity of take-home rations provided – oil (MT)	0	13	26 (Cumulative)	Not achieved	0.085 ³³⁷	0.029	0.023	0.033	0.016	0.069	0
1.1.7 Quantity of take-home rations provided - canned fish (MT)	0	23	N/A	No target set	0.87 ³³⁸	0.24	0.23	0.4	0.24	0.63	0
1.1.8. Number of school children and cooks that received take-home rations as a result of KOICA assistance	0	7,225	14,274	Not achieved	36 ³³⁹	17	11	8	5	31	0
Output 1.2: Schools with soft and hard infrastructures for the school feeding programme											
1.2.1. Number of water reservoirs built or rehabilitated	N/A	19 (76 percent) (Cumulative)	25 (Cumulative)	Not achieved	33 (132 percent)	6	11	16	13	13	7
1.2.2. Number of the school kitchen and/or eating shelters built or rehabilitated.	N/A	6 (75 percent) (Cumulative)	8	Not achieved	49 (613 percent)	12	18	19	17	22	10
1.2.3. Number of hand washing stations connecting to a kitchen built or rehabilitated	N/A	824 (183 percent) (Cumulative)	450 (Cumulative)	Achieved	41 (9 percent) ³⁴⁰	7	19	15	15	14	12
1.2.4. Number of energy-saving stove built or rehabilitated	N/A	170 (68 percent)	250	Not achieved	51 (20 percent) ³⁴¹	9	20	22	18	19	14

³³⁷ Mid-term results cover only sampled students and households and may be subject to recall limitations

³³⁸ Mid-term results cover only sampled students and households and may be subject to recall limitations

³³⁹ Mid-term results cover only sampled students and staff and may be subject to recall limitations

³⁴⁰ Mid-term results cover only sampled schools, not the complete number of schools in the HGSFP

³⁴¹ Mid-term results cover only sampled schools, not the complete number of schools in the HGSFP

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
1.2.5. Number of school gardens rehabilitated or constructed	N/A	268 (98.5 percent)	272	Not achieved	14 (5 percent) ³⁴²	2	3	8	7	6	0
1.2.6. Percentage of schools that store food off the ground	90.0 percent	98 percent	92 percent	Achieved	98.4 percent	94.1 percent	100 percent	100 percent	100 percent	100 percent	93.3 percent
Outcome 2: Increased national and sub-national capacities for sustainable HGSP programme operation that contributes to enhancing stable income source of smallholder farmers of the target communities											
2.1. Percentage increase between 2021 figure vs 2022 figure in type, volume, and value of food sales from smallholder farmers or local processors	0 percent	421 percent	10 percent	Achieved	454 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	581 percent	118 percent	740 percent
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales volume (MT) per person per month - Total	0 percent	N/A ³⁴³	N/A	No target set	467 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	538 percent	97 percent	744 percent
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Rice	0 percent	N/A ³⁴⁴	N/A	No target set	378 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	370 percent	-100 percent	290 percent
2.1 Percentage increase between 2021 figure vs 2022	0 percent	N/A ³⁴⁵	N/A	No target set	500 percent	N/A - 2021 data by	N/A - 2021 data by	N/A - 2021 data by	158 percent	0 percent	785 percent

³⁴² Mid-term results cover only sampled schools, not the complete number of schools in the HGSPFP

³⁴³ Sub-indicators not published

³⁴⁴ Sub-indicators not published

³⁴⁵ Sub-indicators not published

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
figure -Average annual sales volume (MT) per person per month - Oil						strata not available (LRP/KOIC A only)	strata not available (LRP/KOIC A only)	strata not available (LRP/KOIC A only)			
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Vegetables	0 percent	N/A ³⁴⁶	N/A	No target set	614 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	816 percent	357 percent	1150 percent
2.1 Percentage increase between 2021 figure vs 2022 figure -Average annual sales volume (MT) per person per month - Protein	0 percent	N/A ³⁴⁷	N/A	No target set	566 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	840 percent	140 percent	971 percent
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales volume (MT) per person per month - Canned fish	0 percent	N/A ³⁴⁸	N/A	No target set	274 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	506 percent	88 percent	521 percent
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Total	0 percent	N/A ³⁴⁹	N/A	N/A	442 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	624 percent	414 percent	736 percent

³⁴⁶ Sub-indicators not published

³⁴⁷ Sub-indicators not published

³⁴⁸ Sub-indicators not published

³⁴⁹ Sub-indicators not published

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Rice	0 percent	N/A ³⁵⁰	N/A	No target set	29 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	396 percent	100 percent	320 percent
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Oil	0 percent	N/A ³⁵¹	N/A	No target set	880 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	722 percent	0 percent	1018 percent
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Vegetables	0 percent	N/A ³⁵²	N/A	No target set	531 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	684 percent	364 percent	890 percent
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Protein	0 percent	N/A ³⁵³	N/A	No target set	543 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	896 percent	69 percent	1008 percent

³⁵⁰ Sub-indicators not published

³⁵¹ Sub-indicators not published

³⁵² Sub-indicators not published

³⁵³ Sub-indicators not published

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
2.1 Percentage increase between 2021 figure vs 2022 figure - Average annual sales value (USD) per person per month - Canned fish	0 percent	N/A ³⁵⁴	N/A	No target set	227 percent	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	N/A - 2021 data by strata not available (LRP/KOIC A only)	418 percent	80 percent	440 percent
2.2. Percent of meal equivalent cost transfer planned under HGSP that has been received by the school in time	0 percent	73 percent	75 percent	Not achieved	73.9 percent	85.7 percent	72.7 percent	69.7 percent	83.3 percent	71.4 percent	64.7 percent
2.3. Percent of domestic financing as compared to the total programme budget	8 percent	33 percent	30 percent	Achieved	N/A ³⁵⁵	N/A	N/A	N/A	N/A	N/A	N/A
2.4. Percent of programme schools receiving support from civil society and the private sector	0 percent	10 percent	5 percent	Achieved	11 percent	8 percent	12 percent	13 percent	13 percent	10 percent	11 percent
Output 2.1. Quantity of purchased commodities provided for HGSP											
2.1.1. Value of food type procured from local service providers - the total budget (USD) of food purchased from local food suppliers to schools as a result of KOICA assistance (USD)	N/A	836,829	2,175,004	Not achieved	289,930 ³⁵⁶	N/A ³⁵⁷	197,152	92,777	99,712	42,706	147,513

³⁵⁴ Sub-indicators not published

³⁵⁵ Not covered by mid-term evaluation and not reported in programme documentation

³⁵⁶ Mid-term results cover only sampled suppliers

³⁵⁷ HGSP food not provided to newly added schools

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Term Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
2.1.2. Quantity of food purchased from local service providers - This output indicator measures the total amount (MT) of food purchased from local food suppliers (sum of indicator #1.1.2 plus Take-home ration - THR) to schools as a result of KOICA assistance	N/A	816	2169.38	Not achieved	883 ³⁵⁸	N/A ³⁵⁹	526	356	355	181	347
2.1.3. Number of smallholder farmers/ suppliers supported and trained	N/A	138	163	Not achieved	119 ³⁶⁰	N/A ³⁶¹	81	38	44	27	48
Output 2.2: Developed capacities of national and sub-national stakeholders for the effective operation of the HGSPF											
2.2.1. Number of extension events conducted by PDAFF supported by WFP partners	N/A	4	1	Achieved	0 ³⁶²	0	0	0	0	0	0
2.2.2. Number of national and sub-national government staff that received training on the programme implementation, monitoring and reporting, attended exchange visits	N/A	456	283	Achieved	77.0 percent ³⁶³	76.2 percent	68.1 percent	83.1 percent	83.0 percent	81.1 percent	62.5 percent

³⁵⁸ Mid-term results cover only sampled suppliers

³⁵⁹ HGSPF food not provided to newly added schools

³⁶⁰ Mid-term results cover only sampled suppliers

³⁶¹ HGSPF food not provided to newly added schools

³⁶² No events conducted at time of mid-term evaluation

³⁶³ Mid-term results cover only surveyed staff

Indicator	Baseline (2020)	Annual Report 2022	Year Target	Status	Mid-Tern Results						
					Total	New Schools	Remaining Schools	Hand-over Schools	Kampong Chhnang	Kampong Thom	Pursat
2.2.3. Number of schools in the HGSF programme that use the digitalised monitoring and learning systems	N/A	271	272	Achieved	271 ³⁶⁴	N/A ³⁶⁵	N/A	N/A	N/A	N/A	N/A

³⁶⁴ Provincial results not published

³⁶⁵ Disaggregated results for SFIS not published

Table 46 Indicator 2.1 sub-indicators

Average Sales Volume (MT)			
Commodities	Year		Percent Change
	2021	2022	
Rice	16.870	63.769	378 percent
Oil	0.660	3.300	500 percent
Vegetables	16.190	99.407	614 percent
Protein	13.928	78.832	566 percent
Canned fish	5.252	14.390	274 percent
Average Sales Amount (USD)			
Commodities	Year		Percent Change
	2021	2022	
Rice	2020	2606	129 percent
Oil	6145	54076	880 percent
Vegetables	18283	97083	531 percent
Protein	32493	176437	543 percent
Canned fish	10403	23615	227 percent

ANNEX 14. INDICATOR DEFINITIONS

Component	Indicator	Indicator Definition	Unit
1. Improved access to education for children in pre-primary and primary schools through the provision of nutritious and diversified food	1.1. Net enrolment rate	<p>The net primary school enrolment rate (NER) as per government's most recent EMIS data. (Data on the targeted districts needs to be separated from the provincial figures)</p> <p>**there is no pre-primary NER data in the EMIS.</p> <p>Calculation: (using EMIS data - per province and district)</p> <p>$\% = (\text{Total enrollment in primary education} / \text{population aged 6-11}) * 100$</p>	Percent
	1.2. Attendance rate	<p>This is an outcome indicator measuring the average attendance rate of school children attending KOICA supported schools. The indicator does not track individual student's attendance, but rather reflects an attendance rate calculated by how many children are in attendance at a given time compared to how many could be (based on enrolment).</p> <p>Calculation:</p> <p>From each school visited, three classrooms from different grades (between G1-6) will be randomly selected and the classroom teacher will be asked what the attendance rate of that day is. The attendance rate will be averaged from each school, and the overall average figure from all schools will be reported for this indicator</p>	Percent
	1.3. Retention rate	<p>The retention rate (EMIs term: Promotion rate) is defined as the share of students (total as well as disaggregated by sex) enrolled at the beginning of the school year who completed the school year (by either passing to the next grade, repeating the present grade, or graduating from school). This indicator uses government's most recent EMIS data for 'promotion rate' for primary students per province and district.</p> <p>Calculation:</p> <p>$\% = (\text{Number of student passing for the next grade in Y1} + \text{Number of repeated students in Y1}) / \text{Total number of enrolled students in Y0}$</p> <p>drop-out rate (primary) and completion rate (primary) to be included in evaluation as well as these both contribute to understanding retention.</p>	Percent
	1.4. Average number of school days missed by students due to illness	<p>This is an outcome indicator measuring the average number of school days missed by school children due to illness. This indicator was calculated by taking the average number of days missed by students due to illness within the last month (from the household survey conducted for the evaluation:</p> <p>F1. How many days in the last month did your child attend school?</p> <p>F1a. Why did your child did not go to school the whole time?</p> <p>a) Illness</p>	Number: School day

Component	Indicator	Indicator Definition	Unit
Outcomes			
	1.5.1 dietary diversity score (T)	This is an outcome indicator measuring the average of food groups which consumed by school children as a result of KOICA assistance. 12 food groups to calculate the HDDS indicator - MDD for children <2. Minimum diet diversity is defined as consumption of 5 or more food groups out of 12 in the last 24 hours.	Number: Average food groups
	1.5.2 dietary diversity score (G)		
	1.5.3 dietary diversity score (B)		
2. Increased national and sub-national capacities for sustainable HGSP programme operation that contributes to enhancing stable income source of small holder farmers of the target communities	2.1. Increased type, volume and value of food sales from smallholder farmers or local processors	Annual (calendar year) sales in volume (in metric tonnes) and value (in USD) of 1) suppliers contracted by schools 2) farmers that procure to the suppliers (identified using snowball sample)	Percent
	2.2. % of meal equivalent cost transfer planned under HGSP has been received by school in time	Calculation: # of target schools that have received the quarterly school feeding programme budget (in USD) on time / total # of target schools	Percent
	2.3. % of domestic financing as compared to the total programme budget	Calculation: annual budget allocated for NHGSP (in USD) / Total WFP School Feeding Programme (food/cash transfer + transfer cost + implementation cost from all provinces) +NHGSP budget (in USD)	Percent
	2.4. % of programme schools receive support by civil society and private sectors	Calculation: total annual (1 full calendar year prior to evaluation) community contribution amount from project target schools / WFP's food+cash transfer cost from project target schools community contribution includes, fund mobilized by the community to buy cooking ingredient, cook incentive, infrastructure, firewood. (data source: PoE quarterly report (QPR) + SFIS contribution on cook incentive by school)	Percent
Outputs)			
1.1. Pre-primary and primary school children that receive the nutritious meal	1.1.1. Number of girls and boys who received school meals	This output indicator counts the number of school-age children receiving daily school meals (breakfast) in KOICA supported schools - recorded by schools and updated on SFIS	Number: Individual
	1.1.2. Quantity of food (by commodity) provided through schoolmeals - rice	This output indicator measures the total quantity (in metric tonnes) of " Rice " provided to schools as a result of KOICA assistance - updated on SFIS	Number: MT
	1.1.2. Quantity of food (by commodity) provided through schoolmeals - veg oil	This output indicator measures the total amount (MT) of " Vegetable oil " provided to schools as a result of KOICA assistance	Number: MT
	1.1.2. Quantity of food (by commodity) provided through schoolmeals - meat/egg/fish	This output indicator measures the total amount (MT) of " Protein " provided to schools as a result of KOICA assistance	Number: MT
	1.1.2. Quantity of food (by commodity) provided through schoolmeals - fresh vegetable	This output indicator measures the total amount (MT) of " Fresh vegetables " provided to schools as a result of KOICA assistance	Number: MT

Component	Indicator	Indicator Definition	Unit
Outcomes			
	1.1.2. Quantity of food (by commodity) provided through schoolmeals - salt	This output indicator measures the total amount (MT) of "Salt" provided to schools as a result of KOICA assistance	Number: MT
	1.1.3. Number of school meals that were provided (total quantity and percent of planned)	This output indicator measures the number of school meals provided to school children as a result of KOICA assistance	Number: School meals
	1.1.4. Number of school staff get trained on good health and nutrition practices	The indicator measures the number of individuals (teachers and M/P/DoE) trained in "health and nutrition education curriculum" - disaggregate by male/female NOTE: MoE, PoE & SD not double counted for both trainings	Number: Individual
	1.1.5. Number of school staff, cooks, received food safety and hygiene practice training	This is an output indicator measuring the number of individuals trained in "safe food preparation and storage" directly as a result of KOICA funding in whole or in part. (Estimate 4 people per school) the number of individuals trained in "hygiene and the minimum guidelines for water and sanitation in schools" directly as a result of USDA funding in whole or in part. NOTE: Y3 is repeat participants, so not counted in LoP total	Number: Individual
	1.1.6. number of cooks participate in cooking/good kitchen competition	This output indicator measures the number of cooks participating in cooking competition day as a result of KOICA assistance	Number: Individual
1.2. Schools with soft and hard infrastructures for the school feeding programme	1.2.1. Number of water reservoirs built or rehabilitated	This output indicator measures the number of water reservoirs rehabilitated/built in school as a result of KOICA assistance	Number: water reservoirs
	1.2.2. Number of school kitchen and/or eating shelter built or rehabilitated.	This output indicator measures the number of kitchen and/eating hall rehabilitated/built in school as a result of KOICA assistance	Number: Kitchen/eating hall
	1.2.3. Number of hand washing station connecting to kitchen built or rehabilitated	This output indicator measures the number of hand washing station rehabilitated/built as result of KOICA assistance	Number: Hand washing station
	1.2.4. Number of energy-saving stove built or rehabilitated	This output indicator measures the number of energy-saving stove rehabilitated/built as a result of KOICA assistance	Number: Energy-saving stove
	1.2.5. Number of school garden rehabilitated or constructed	This output indicator measures the number of school gardens rehabilitated/built for complementing to school breakfast as a result of KOICA assistance	Number: school garden
	1.2.6. Percentage of school store food off the ground	This output indicator measure/observes the school that store food off the ground to ensure food quality	Number: schools
2.1. Quantity of purchased commodities provided for HGSF	2.1.1. Value of food type procured from local service providers	This output indicator measures the total budget (USD) of food purchased from local food suppliers to schools as a result of KOICA assistance	Number: US dollar
	2.1.2. Quantity of food purchased from local service providers	This output indicator measures the total amount (MT) of food purchased from local food suppliers (sum of indicator #1.1.2 plus Take-home ration -THR) to schools as a result of KOICA assistance	Number: MT
	2.1.3. Number of smallholder farmers/suppliers supported and trained	This output indicator measures the number of farmers and/or local food supplier who get support and/or trained as a result of KOICA assistance	Number: Individual

Component	Indicator	Indicator Definition	Unit
Outcomes			
2.2. Developed capacities of national and sub-national stakeholders for the effective operation of the HGSP programme	2.2.1. Number of extension event conducted by PDAFF supported by WFP's partners	This output indicator measures the number of agriculture extension events conducted PDAFF as a result of KOICA assistance	Number: Extension event
	2.2.2. Number of national and sub-national government staff receive training on the programme implementation, monitoring and reporting, attended exchange visits	This output indicator measures the number of individuals get trained on programme implementation, monitoring and reporting. The indicator also counts people who attend exchange visit as a result of KOICA assistance. This includes: - Programme training - M&E training - PDAFF/DDAFF training	Number: Individual
	2.2.3. Number of schools in HGSP programme use the digitalized monitoring and learning systems	This output indicator measures the number of schools use the digitalized monitoring and learning systems (School Feeding Information System) for programme operation as a result of KOICA assistance.	Number: schools

Acronyms

AO	Area Office
BFB	Basic Food Basket
CO	Country Office
CARD	Council for Agriculture and Rural Development
CDHS	Cambodia Demographic Health Survey
CSP	Country Strategic Plan
DAC	Development Assistance Committee
DAU	Data Analysis Unit (i-APS)
DE	Decentralised Evaluation
DEQAS	Decentralised Evaluation Quality Assurance Service
DOEYS	District Office of Education, Youth and Sport
EB	Executive Board
EC	Evaluation Committee
EM	Evaluation Manager
EMIS	Education Management Information System
EQAS	Evaluation Quality Assurance Service
ERG	Evaluation Reference Group
ESP	Education Strategic Plan
ET	Evaluation Team
FAO	(United Nations) Food and Agricultural
FCS	Food Consumption Score
FES	Food Expenditure Share
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GII	Gender Inequality Index
GEWE	Gender Equality and Women's Empowerment
HDI	Human Development Index
HQ	Head Quarters
HGSFP	Home Grown School Feeding Programme
i-APS	International, Advisory, Products and Systems Ltd.
IR	Inception Report
JHSPH	Johns Hopkins University Bloomberg School of Public Health
KOICA	Korea International Cooperation Agency
KII	Key Informant Interview
LTA	Long-Term Agreement
MAFF	Ministry of Agriculture, Forestry and Fisheries
M&E	Monitoring and Evaluation
MoEF	Ministry of Economics and Finance
MoEYS	Ministry of Education, Youth and Sport
MoH	Ministry of Health

Mol	Ministry of Interior
MoWA	Ministry of Woman Affairs
MTE	Mid Term Evaluation
NA	Not Applicable
NGOs	Non-Governmental Organizations
NHGSFP	National Home-Grown School Feeding Programme
NSFSN	National Strategy for Food Security and Nutrition
NSPC	National Social Protection Council
NSPPF	National Social Protection Policy Framework
OECD	Organisation for Economic Co-operation and Development
OEV	Office of Evaluation
PB	Program Budget
PDAFF	Provincial Department of Agriculture, Forestry and Fisheries
POC	Protection of Civilians
POEYS	Provincial Office of Education, Youth and Sport
PWD	Persons With Disabilities
RB	Regional Bureau
RGC	Royal Government of Cambodia
SABER	Systems Approach for Better Education Results
SBP	School-based Programmes
SDG	Sustainable Development Goals
SFIS	School Feeding Information System
SFPC	School Feeding Programme Committee
SMC	School Management Committee
SOPs	Standard Operating Procedures
THR	Take-home Ratio
TL	Team Leader
ToC	Theory of Change
ToR	Terms Of Reference
UN	United Nations
UNCT	United Nations Country Team
UNDSS	UN Department of Safety & Security
UNGE	United Nations General Assembly
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Education, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNOCHA	United Nations Office for The Coordination of Humanitarian Affairs
USAID	U.S. Agency for International Development
USD	United States Dollar (currency)
WEF	World Economic Forum
WFP	World Food Programme
WHO	World Health Organization

WFP Cambodia
<https://www.wfp.org/countries/cambodia>

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