

USDA: SCHOOL FEEDING PROGRAM AND OTHER COMPLEMENTARY ACTIVITIES



BY THE NUMBERS

BUDGET: \$2,294,467
(Phase I & II)

PARTICIPANTS: 110,640
students (54,606 girls) in 316
primary schools



DONOR: U.S. Department of Agriculture (USDA)
LOCATION: Kampong Thom and Kampong Chhnang Provinces, Cambodia
PROJECT TIME FRAME: August 2017 – September 2023
PARTNERS: Provincial Department of Education, Youth and Sport (PDoEYS)

Overview

World Vision, in partnership with World Food Programme and with funding from USDA, implemented the School Feeding Project. As part of this work, World Vision provided hot school meals daily in primary schools; organized food take-home rations; established school gardens; developed and upgraded essential water, sanitation, and hygiene (WASH) infrastructure in schools; promoted key WASH behaviors; built capacity/skills for subnational school feeding committees; undertook food safety interventions; conducted nutrition awareness campaigns; and promoted gender equity. This work targeted 110,640 students (54,606 girls) in 316 primary schools in Kampong Thom and Kampong Chhnang provinces.

Goals

In line with the government of Cambodia's policy to "ensure equitable quality education and lifelong learning for all" by 2030, the strategic priorities of the Education Strategic Plan (ESP 2019-2023) and the Social Assistant Policy Framework (SAPF 2016-25), World Vision supported PDoEYS through:

- Providing school meals (daily breakfast) to pre-primary and primary school children.
- Improving access to education: ensuring regular attendance, decreasing school dropout, improving retention in primary education, improving graduation rates from primary education, and reducing short-term hunger.
- Promoting early childhood development and right-age enrollment.
- Increasing national ownership of school feeding activities and developing capacity for a sustainable, cost-efficient, and high-impact school feeding model.

Objectives

1. Improved access to food, increased school attendance, raised attentiveness, and reduced short-term hunger through the provision of a daily school breakfast.
2. Strengthened government capacity to transition towards national ownership of the school meals program through training of trainers, capacity building, and mentoring.
3. Improved quality of reading instruction, ensured improved learning, and built Ministry of Education, Youth and Sport (MoEYS) capacity to support the transition and quality of the national MoEYS Early Grade Reading rollout plan.

USDA: SCHOOL FEEDING PROGRAM AND OTHER COMPLEMENTARY ACTIVITIES

4. Improved knowledge of health and hygiene practices and improved access to clean water, sanitation services, and preventative health interventions by enhancing infrastructure, raising awareness for a healthy school environment, and using safe food preparation and storage techniques.
5. Improved diet and dietary practices through school gardens, nutrition awareness raising, and behavior-change activities.

Key interventions and results

Provision of daily school meals to children

Objective: Provide a daily breakfast meal to pre-primary and primary school children.

- » 110,640 students (54,606 girls) received hot daily school meals, supporting quality learning and nutrition



Take-home ration for scholarship students

Objective: Provide take-home rations twice during the school year to poor children in grades 4 to 6 who attend 80% of teaching days in-term.

- » 20,760 poor children received food
- » 646 school cooks received food
- » 1882.4 metric tons (MT) of rice, 124.9 MTs of vegetable oil, 58.58 MTs of canned fish, and 20.65 MTs of soya beans distributed



Monitoring and coaching schools

Objective: Monitor and coach schools on how to manage food properly five times per school year using the questionnaires on KoBo system (digital app for collecting and managing data).

- » Monitored and coached 316 target schools in both provinces

Institutional capacity building and technical skills

Objective: Provide technical capacity building and skills for the school feeding committees at sub-national and local levels.

- » 2 Training of Trainers on food preparation and storage practices, including health and nutrition practices, provided for the school feeding committees at the provincial level



- » 2 Training of Trainers on WASH in schools conducted for school feeding committees at provincial level
- » 37 cascade trainings on food preparation and storage practices conducted for school feeding committees at district and cluster levels
- » 37 cascade trainings on WASH in schools conducted for school feeding committees at school cluster levels
- » 70 trainings on nutrition and hygiene practices conducted for school management committees at district and school cluster levels
- » 49 trainings conducted on establishing school gardens

Awareness-raising/campaigns

Objective: Provide key messages on the value of education, nutrition, food safety, health, and WASH to students, their parents, cooks, and communities



USDA: SCHOOL FEEDING PROGRAM AND OTHER COMPLEMENTARY ACTIVITIES

» Conducted 554 awareness campaigns on social behavior change in hygiene; 151 awareness campaigns for school support committees, teachers, and students council on health awareness and hygiene; 74 cooking demonstrations; 163 sessions on the importance of education, nutrition, and hygiene/sanitation; 236 nutrition awareness campaigns, and printed 6,060 WASH and nutrition posters.

School infrastructure and material supply

Objective: Complement the project activity on improved nutrition, WASH, and quality of students' learning.

The project supported schools to build and rehabilitate WASH infrastructures and provided non-food items:

- » 394 group handwashing stations installed in schools
- » 25 rainwater tanks built and rehabilitated
- » 92 boreholes drilled and rehabilitated
- » 146 fuel-efficient stoves built and 11 rehabilitated
- » 133 new eating shelters constructed
- » 262 warehouses/storerooms rehabilitated
- » 56 new latrines built and 105 repaired
- » 9,549 kitchen utensils provided to 294 schools



Gifts-in-kind distribution

Objective: In order to complement and support the needs of poor students to motivate learning, World Vision provided gifts-in-kind (GIK) to schools.

GIK donated by World Vision U.S. donors, included bicycles, school supply kits (backpacks, notebooks, pens, pencils, erasers, and crayons), hygiene/sanitation kits (gel, soap, mask, handkerchief, toothpaste, and brush), soccer balls, solar lanterns, and bar soap.

- » 533 solar lanterns distributed to schools
- » 6,566 school supply kits distributed to students
- » 12,330 hygiene kits distributed to schools
- » 7,288 bars of soap distributed to 220 schools
- » 4,155 soccer balls distributed to 316 schools
- » 2,329 bicycles distributed to vulnerable students in 316 schools



USDA: SCHOOL FEEDING PROGRAM AND OTHER COMPLEMENTARY ACTIVITIES

Our models

Daily school meals

The project provided a daily breakfast meal to pre-primary and primary school children using USDA-donated fortified rice and vegetable oil, complementing with pulses, animal protein, and condiments sourced with other donor funding. All school staff members and cooks were provided with training, coaching, and mentoring on minimum food handling and preparation standards as per the MoEYS's guidelines. The project, WFP, and government partner monitored the distribution of daily meals.

Take-home rations

To complement the needs of poor children, the project provided food take-home rations that included rice, canned fish, vegetable oil, and soya bean) twice during the school year to children in grades 4, 5, and 6 who attend 80% of teaching days. The project, WFP, and government partner managed and monitored distributions by the local school feeding committees along with district and provincial authorities.

Monitoring and coaching schools

To ensure that all schools were well-managed based on the instructed guidance, the project conducted monitoring and coaching to schools five times per school per year (two times with checklists and three non-checklists) by using questionnaires to interview six people (three teachers and three students), and then upload into Kobo system.

Institutional capacity building

The project worked closely with the school health department of the MoEYS to provide technical capacity trainings and skills to the school feeding committees on food management (data entry, data analysis, report on system), WASH, school garden, nutrition, and food safety to help build sustainability of project activities.

Awareness campaigns

Key messages, including the importance of education, nutrition, hygiene/sanitation, and social behavioral changes were delivered to larger audiences (students, parents, and communities) to promote the roles and responsibilities of parents in encouraging children to study at home after school hours, parental participation and contribution to their children's education, as well as hygiene and nutrition.

School infrastructure and material supply

The project supported schools in building and rehabilitating WASH infrastructures, including eating shelters, fuel efficient stoves, handwashing stations, rain water harvesting tanks, boreholes, kitchens, storerooms, and latrines, and equipping kitchens with adequate non-food items such as equipment and tools for food preparation and eating utensils.

Gifts-in-kind

Based on extra support needs of poor students and schools, GIK played an important role in complementing project activities through items donated from World Vision U.S. donors, including bicycles, school supply kits (backpack, notebook, pens, pencils, rubbers, and crayons), hygiene/sanitation kits (gel, soap, mask, handkerchief, toothpaste, and brush), soccer balls, solar lanterns, and bar soaps.

