

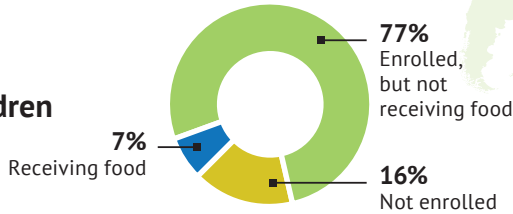


KINGDOM OF Cambodia

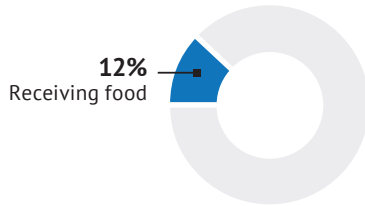


School Meal Coverage (2022-2023)

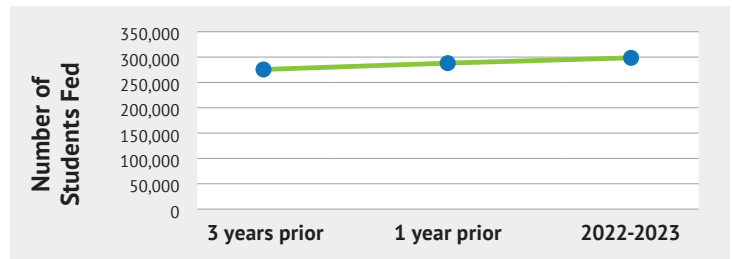
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	980,259	258,265	32,900
Primary School	1,968,676	2,164,738	266,466
Secondary School	1,862,314	1,062,356	0
TOTAL	4,811,249	3,485,359	299,366



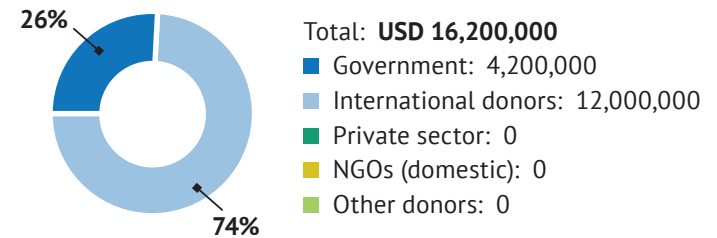
National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

The country had ...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding

Budget



- Line item in the national budget for school feeding

School Foods and Beverages

- | | | |
|---|---|--|
| <input type="checkbox"/> Whole grains | <input checked="" type="checkbox"/> Fish and shellfish | <input checked="" type="checkbox"/> Liquid oils |
| <input checked="" type="checkbox"/> Refined/milled grains | <input checked="" type="checkbox"/> Deep orange vegetables and tubers | <input type="checkbox"/> Semi-solid and solid fats |
| <input type="checkbox"/> Blended grain-based products | <input checked="" type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Legumes | <input type="checkbox"/> Fruits | <input type="checkbox"/> Dairy milk |
| <input checked="" type="checkbox"/> Nuts and seeds | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input type="checkbox"/> Yogurt drink |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Cruciferous vegetables | <input type="checkbox"/> 100% fruit juice |
| <input type="checkbox"/> Dairy | <input checked="" type="checkbox"/> Other vegetables | <input type="checkbox"/> Other fruit drink |
| <input checked="" type="checkbox"/> Poultry and game meat | <input type="checkbox"/> Deep-fried foods | <input type="checkbox"/> Tea |
| <input checked="" type="checkbox"/> Red meat | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat | | |

Prohibited food items
Food items which are not included in the program's operational manual because of concerns regarding food safety and quality.

- Food Sources**
- Purchased (domestic)
 - Purchased (foreign)
 - In-kind (domestic)
 - In-kind (foreign)

Special Notes: Population and enrollment numbers from the UNESCO Institute for Statistics (UIS) were used to complete this report.

Nutrition

School feeding program(s) include/involve the following

- Fortified foods**
- Bio-fortified foods
- Micronutrient supplements**
- Nutritionists involved
- Special training for cooks/caterers in nutrition**
- Objective to meet nutritional goals**
- Objective to reduce obesity

Limitations on food and beverage marketing...

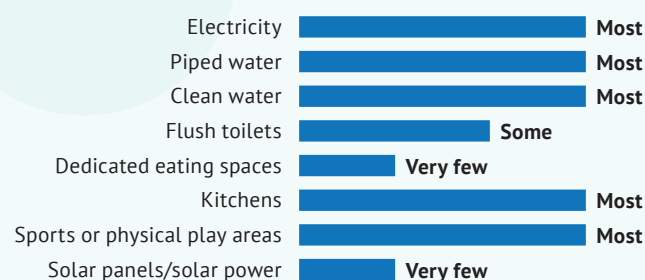
- On school grounds**
- To school age children**

Additional Information

Iodized salt was served in all participating schools, and schools supported by the World Food Programme (WFP) received fortified rice and vegetable oil that had been fortified with vitamin A. Produce from school gardens was partly consumed by students. Efforts to prevent or mitigate overweight/obesity included food and/or beverage restrictions on or near school grounds, limitations on food and/or beverage marketing to children, food and nutrition education, health education, and physical education.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **3,150**

- At least 100% paid
- 75-99% women

There was a focus on creating job opportunities for...

- Women**
- Youth**
- Other Groups

Complementary Activities

- Handwashing with soap**
- Height measurement**
- Weight measurement**
- Testing for anemia
- Deworming treatment**
- Eye testing/eyeglasses
- Hearing testing/treatment
- Dental cleaning/testing**
- Menstrual hygiene**
- Drinking water**
- Water purification**
- School gardens**

Complementary Education Programs

- Food and nutrition**
- Agriculture**
- Environment/climate/sustainability**
- Hygiene**
- Health**
- Reproductive health**
- HIV prevention**
- Physical education**
- Mental health**

Additional Information

Most cooks in the Home-Grown School Feeding Program were women who received monthly incentives, which presented them with an opportunity to earn income. In the process of selecting suppliers, the program also promoted women to become school suppliers in order to advance gender equality. Students' families contributed to the program by purchasing cooking condiments and assisting with infrastructure (kitchen) building/rehabilitation.

Environmental Sustainability

Targeted climate-friendly foods

- Yes No

Steps taken to limit food waste

- Sealed food storage
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away

Steps taken to limit package waste

- Re-use of bags/containers
- Recycling
- Use of compostable materials
- Use of “bulk serve” containers
- Prohibiting specific types of packaging

Additional Information

Charcoal or wood stoves were used for cooking. However, efforts to reduce the use of firewood/charcoal as fuel included the use of fuel efficient (energy efficient) stoves and the selection of menus that require less cooking. Food waste was minimized by making daily food purchases based on the number of students who will be eating. The Home-Grown School Feeding Program made an effort to be “climate friendly” by using seasonal, locally available foods.

Emergencies

Experienced disruptions to school feeding due to emergencies

- Yes No

Strategies to address the impact of emergencies

- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

Additional Information

Flooding in Cambodia during the 2022-2023 school year caused school feeding activities in some schools to cease for approximately one week. In general, if food prices increase, schools discuss the situation with their suppliers, cooks, and students to select the most cost-effective seasonal foods. They then create a weekly food menu based on the approved food rations.

Successes and Challenges

Successes

1. There was a successful transition from traditional school feeding, which relied on in-kind donated commodities, to home-grown school feeding, which utilizes locally sourced products.
2. There was an expansion of funding support from the national government with cooking incentives offered to all national home-grown school feeding schools.
3. The home-grown school feeding program has received political and technical support from all levels of government, as well as donors.

Challenges

1. The Covid-19 pandemic presented a significant setback to school feeding in Cambodia by necessitating school closures as a preventive measure.
2. There remain some concerns related to corruption/ mismanagement in school feeding programs. The government and the World Food Programme are now collaborating to establish a hotline through which instances of corruption/ mismanagement can be reported.

Home-Grown School Feeding Program

Management

- Lead implementer(s): Ministry of Education, Youth, and Sport (MoEYS) and the United Nations World Food Programme (WFP)
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	32,900	47%	53%
Primary School	266,466	50%	50%
Secondary School	0	—	—
TOTAL	299,366	49%	51%

Foods and Beverages

- ✓ Refined/milled grains
- ✓ Nuts and seeds
- ✓ Eggs
- ✓ Poultry and game meat
- ✓ Red meat
- ✓ Fish and shellfish
- ✓ Deep orange vegetables and tubers
- ✓ White roots and tubers
- ✓ Dark green leafy vegetables
- ✓ Cruciferous vegetables
- ✓ Other vegetables
- ✓ Liquid oils
- ✓ Salt

Elements of Home-Grown School Feeding

- ✓ Objective for small-scale farmers to benefit from access to a stable market
- ✓ Local food sourcing
- ✓ Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- ✓ Additional support provided to small-scale farmers
- ✓ Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- ✓ Effort is made to reduce food miles

Objectives

- To meet educational goals
- To provide a social safety net
- To address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

Modalities of Providing Students With Food

- In-school meals

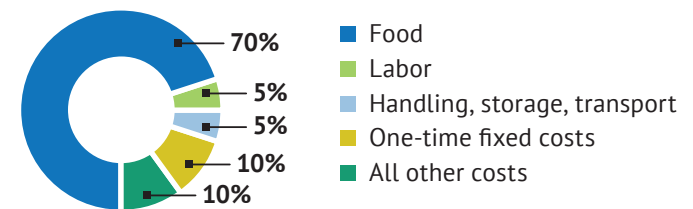
Frequency and Duration

- 6 times per week
- During the school year

Targeting

- Geographic; grade levels (targeting pre-primary and primary school students up to grade 6); and school type (targeting schools with a vulnerable community, high rate of malnutrition, and/or poor educational performance)

Expenses



Food Sources

- 50% Purchased (domestic)
- 10% Purchased (foreign)
- 20% In-kind (domestic)
- 20% In-kind (foreign)

Additional Information

Large-scale school feeding was first introduced in Cambodia in 1999. This took the form of a traditional in-kind model until 2014, when the home-grown model began operating. According to the joint transition strategic plan between WFP and MoEYS, 205 schools were handed over to the Government of Cambodia for school feeding implementation in 2019, with the government slated to fully manage the school feeding program by 2028. An inter-sectoral coordination body for school feeding is led by the Ministry of Education, Youth and Sport and includes the Secretariat General of the National Social Protection Council, Secretariat General of the Council for Agriculture and Rural Development, Ministry of Economic and Finance, Ministry of Interior, Ministry of Health, Ministry of Planning, Ministry of Agriculture, Forestry and Fisheries, Ministry of Women Affairs, Ministry of Social Affairs, and Ministry of Veterans and Youth Rehabilitation. Among the program's objectives, it aims to invigorate the local economy. Starting in the 2023-2024 school year, plans have been introduced to increase the number of cooking days to around 230 days each year.

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Cambodia. <https://gcnf.org/country-reports/>