

Kingdom of Cambodia
Nation Religion King

Policy Action Plan On School Feeding



October 2025

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Preface

The Royal Government of Cambodia (RGC) of the 7th Legislature of the National Assembly has launched the Phase I of the Pentagonal Strategy to promote growth, employment, equity, efficiency, and sustainability, with five key priorities: people, roads, water, electricity, and technology. Human capital development is an indispensable condition for driving diversification and achieving inclusive and resilient economic growth. In this regard, the RGC continues to promote human capital development and the well-being of its citizens by further strengthening the social protection system, including through the implementation of the Policy on School Feeding 2024–2035.

To successfully implement the Policy on School Feeding in accordance with the defined plan and realistic timeframe, the National School Feeding Steering Committee has developed this Policy Action Plan in response to the strategies and sub-strategies of the Policy on School Feeding, serving as a guiding framework for effective and sustainable implementation of concrete actions.

This requires the full participation and support of all relevant stakeholders and communities to achieve seven priority goals among the 18 Cambodian Sustainable Development Goals (CSDGs) 2030, namely: Goal 1 – No Poverty; Goal 2 – Zero Hunger; Goal 3 – Good Health and Well-being; Goal 4 – Quality Education; Goal 5 – Gender Equality; Goal 8 – Decent Work and Economic Growth; and Goal 17 – Partnerships for the Goals.

The National School Feeding Steering Committee hopes that Ministries, Institutions, Development Partners, the Private Sector, and all relevant stakeholders will demonstrate strong commitment and work together to implement this Policy Action Plan with a sense of responsibility, close cooperation, active support, and meaningful participation throughout all stages of its implementation to ensure its successful achievement.



Phnom Penh, 24th October 2025

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Deputy Prime Minister

Minister of Education Youth and Sport, and

Chair of National School Feeding Steering Committee



1. Background

School Feeding has been globally recognized as an effective tool to enhance access to education, improve children's health and nutrition, reduce food insecurity, empower women as heads of households, and promote local economic development through the purchase of agricultural products from farmers and suppliers within communities.

In Cambodia, the School Feeding Programme (SFP) contributes directly to the national goal of Universal Health Coverage (UHC) by improving child nutrition, promoting healthy growth, and reducing the burden of malnutrition-related diseases. By providing nutritious, balanced meals in schools, the programme serves as an entry point for preventive health and nutrition interventions among school-age children, complementing broader social protection and health sector efforts. This programme has shown remarkable development over the past two decades, evolving from an emergency response to food insecurity into a national programme aimed at improving children's education and nutrition.

The SFP was first introduced in 1999 by the World Food Programme (WFP) in collaboration with the Ministry of Education, Youth and Sport (MoEYS), focusing on providing food to children in provinces facing severe food insecurity and high vulnerability, to encourage student attendance and reduce short-term hunger. Following the success of the initial implementation, the programme was gradually expanded, bringing benefits to thousands of schools and hundreds of thousands of children across the country.

With Cambodia's improving economic situation, efforts have been made to transition from reliance on in-kind donor support to a more sustainable strategy. In 2014, MoEYS, in collaboration with WFP, piloted a Home-Grown School Feeding Programme (HGSFP) linking school meals with community-based food supply systems. As stated in WFP evaluation reports, the programme significantly increased student enrollment rates, reaching as high as 99.6 percent compared to 95.2 percent in schools without the programme. The dropout rate in schools implementing the programme declined from 12 percent in the 2013–2014 academic year to 6 percent in 2015–2016, and further dropped to 2.4 percent in 2023–2024, while the national dropout rate stood at 7.5 percent. Moreover, schools implementing the programme achieved a higher completion rate of 81.3 percent, compared to approximately 80.1 percent in non-programme schools prior to the COVID-19 pandemic.

The HGSFP has generated significant social protection benefits by reducing household food expenditures, particularly for children from low-income families. Receiving one meal at school helps lower household spending by about 5 percent

of food expenses and around 2 percent of total household consumption, while for low-income households, the value of this meal can represent up to 10 percent of their total food costs. The programme also creates employment opportunities for school cooks every year, who receive incentive payments for preparing school meals. These incentives account for about 24 percent of annual household consumption on average and can reach up to 56 percent among low-income households. In addition, the programme contributes to local economic development by increasing the income of food suppliers, including farmers, by approximately 8 percent. Overall, the HGSFP is not only a strategy to improve the nutrition of school-aged children but also an effective means of enhancing community livelihoods through reduced household food expenditures, the promotion of home gardening and small-scale livestock raising, and the participation of smallholder farmers and agricultural cooperatives in school meal supply activities.

Building on this success, the RGC recognized and adopted the HGSFP for implementation in 2019 and began allocating national budget resources for the programme starting from the 2019–2020 academic year to the present. This marked an important step towards national ownership of the programme. The SFP has since been implemented on a large scale, mainly in the form of breakfast meals, while a small number of schools provide lunch meals. The implementation is carried out under the leadership of MoEYS and managed by the School Feeding Steering Committees at both national and sub-national levels.

In 2021, the RGC became a member of the School Meals Coalition (SMC), a global partnership with the mission to ensure that by 2030 every child receives nutritious meals that support healthy growth and learning. In 2022, the RGC reaffirmed its commitment as a member of the Coalition to strengthening nutrition, health, and education for children, marking an important milestone that demonstrates Cambodia's strong dedication to expanding and sustaining the SFP. In 2023, the RGC participated in the SMC Global Summit held in Paris, France, which brought together heads of state, government leaders, and Development Partners who shared a common vision and mission to enhance the quality, sustainability, and reach of SFP while complementing other development interventions. In 2025, Cambodia took part in the Second SMC Global Summit in Brazil, where the RGC reaffirmed its commitment to improving the quality and nutritional value of the HGSFP through the use of locally produced food and the inclusion of fortified rice, as reflected in its Nutrition for Growth (N4G) 2025 Commitment to enhance nutrition for children's growth and development.

Based on the Joint Transition Strategy toward a National Home-Grown School Feeding Programme, Phase I (2022–2025), which was endorsed in 2022, the RGC

aims to take over more than 100 target schools each year from the WFP until 2028, while gradually expanding coverage and increasing national budget allocations for programme implementation.

In the 2024–2025 academic year, a total of 1,114 primary schools (with 307,559 students, of whom 48.7 percent are girls) are implementing the HGSP. Among them, 686 schools (with 189,593 students, 48.6 percent girls) are implementing the programme using government funds. Meanwhile, the remaining 428 target schools (with 117,966 students, 48.9 percent girls) are implementing the programme with support from the WFP and are expected to be fully transitioned to the national programme by 2028.

In 2024, the Policy on School Feeding (2024–2035) was officially put into implementation, serving as a legal framework that guides Ministries and Institutions to explore the potential for programme expansion while defining strategies for financial sustainability and operational efficiency. Moreover, the programme is implemented in alignment with the National Strategic Development Plan (NSDP) 2024–2028, the National Social Protection Policy Framework 2024–2035, the Third National Strategy for Food Security and Nutrition 2024–2028, and the Education Strategic Plan (ESP) 2024–2028, which prioritize equitable, quality, and inclusive education. The policy also recognizes school feeding as an essential social safety net contributing to poverty reduction, food security, and human capital development.

Despite the significant achievements attained, challenges remain in ensuring the financial sustainability of the programme, improving food quality and safety standards, enhancing supply chain efficiency, and increasing the participation of local food producers and farmers. Additional challenges include the need for adequate infrastructure, institutional capacity strengthening, and effective coordination among key stakeholders. These challenges highlight the necessity of developing a comprehensive **Policy Action Plan on School Feeding 2024–2035** to ensure the effective, sustainable, and inclusive implementation of the Policy on School Feeding.

The **Policy Action Plan on School Feeding Phase I (2024–2030)** has been developed in alignment with the priorities of the Sustainable Development Goals, the National Social Protection Policy Framework, and the National Strategic Development Plan, particularly those related to education, nutrition, and poverty reduction, while also complementing other national development priorities.

This Policy Action Plan provides clear guidance to Ministries, Institutions, Development Partners, and relevant sectors to work together effectively to ensure

that school-aged children particularly those who are vulnerable and food insecure regularly receive nutritious and safe meals at school. Moreover, this Action Plan serves not only as a framework for realizing the vision of the Policy on School Feeding but also as a testament to the RGC's strong commitment to investing in school meals as a means to break the cycle of poverty, strengthen human capital, and build resilient and prosperous communities.

1.1. Policy on School Feeding (2024-2035)

1.1.1. Vision



To contribute to the development of human capital by equipping learners with comprehensive knowledge, skills, values, and physical well-being, with the aim of building a prosperous and sustainably developed Cambodian society.

1.1.2. Objective



To provide safe and nutritious food to students, supporting healthy growth and cognitive development, and promoting labor productivity, gender equity, and inclusiveness, gradually expanding from preschool to public secondary education.

1.2. Situation

Cambodia has experienced rapid economic growth over the past two decades, with an average annual growth rate of over 7 percent prior to the COVID-19 pandemic. The country transformed from a low-income to a lower-middle-income country in 2015 and is preparing to graduate from the group of least developed countries, with the goal of becoming an upper-middle-income country by 2030 and a high-income country by 2050¹.

However, the COVID-19 pandemic caused Cambodia's economic growth to decline by 3.1 percent in 2020, before rebounding to 5.8 percent in 2024. Following the pandemic, inflation rose to 7.8 percent in 2022 the highest rate in 13 years largely driven by increased food and fuel prices resulting from the Russia-Ukraine conflict. This situation slowed poverty reduction efforts as household incomes decreased. Economic fluctuations have also directly impacted the costs of procuring

¹ Strategy on Public Debt Management 2024-2028



food for the HGSFP, particularly nutritious meals for students, as food prices have increased significantly.

Poverty remains a persistent challenge in Cambodia, with many households struggling to provide adequate nutrition for their children. In 2020, approximately 17.8 percent of the population lived below the poverty line, including 22.8 percent in rural areas compared to 12.6 percent in urban areas².

Moreover, the Cambodian population remains highly vulnerable to climate-related factors, which can threaten the livelihoods of rural households and those not engaged in agricultural production by disrupting crop yields, water availability, and transportation. Therefore, investing in the HGSFP is particularly important, as it provides employment opportunities for poor households in agricultural production and contributes to poverty reduction between vulnerable rural and urban areas. School feeding can meet up to 40 percent of children's daily nutritional requirements³, ensuring that students are healthy and able to focus on their education. It has become a critical intervention for food security and the prevention of malnutrition.

Education remains a major challenge over the past decade. Although Cambodia has increased its primary net enrollment rate from 91.0 percent in the 2019–2020⁴ academic year to 93.1 percent in 2024–2025⁵ approaching the level of high-income countries the lower secondary net enrollment rate has risen only slightly, from 45.7 percent in 2019–2020⁶ to 54.7 percent in 2024–2025⁷, which remains lower than that of other ASEAN countries. Learning outcomes also remain low. Cambodia's Human Capital Index (HCI), as measured by the World Bank, is lower than that of countries with similar development levels. Cambodia's HCI score of 0.49⁸ reflects persistent gaps in child nutrition and weaknesses in the education system, characterized by high rates of stunting, delayed school enrollment, grade repetition, and school dropout.

Gender disparities in education and persistent nutritional deficiencies remain evident, despite improvements in access to education. Rural girls are particularly at risk of dropping out due to economic factors, early marriage, and household responsibilities. While the net enrollment rate for girls in primary education is 94.3

² Cambodia Socio-Economic Survey 2020

³ World Food Programme Report 2023

⁴ Statistics and Public Education Indicators for the 2019–2020 Academic Year

⁵ Statistics and Public Education Indicators for the 2024–2025 Academic Year

⁶ Statistics and Public Education Indicators for the 2019–2020 Academic Year

⁷ Statistics and Public Education Indicators for the 2024–2025 Academic Year

⁸ Cambodia Poverty Assessment 2022



percent, this figure declines sharply at the secondary level, with only 60 percent of girls completing lower secondary education in rural areas.

Malnutrition remains a major public health concern in Cambodia, particularly among children and adolescents living in disadvantaged areas and vulnerable communities. According to the latest data, undernutrition has declined; however, overnutrition and non-communicable diseases are increasing. These issues continue to seriously affect students in lower and upper secondary schools across the country. The Cambodia Demographic and Health Survey (CDHS) 2021–2022 reported that about 22 percent of rural children under five years old suffer from stunting caused by chronic malnutrition, representing a decrease compared to the 32 percent⁹ recorded in 2014. Around 10 percent of children under five are wasted, and 4 percent are overweight, while among women aged 15–19 years, 14 percent are short in stature, 29 percent are thin, and 6 percent are overweight. Although the survey mainly focused on young children, the consequences of early childhood stunting continue to affect adolescents currently enrolled in lower and upper secondary education. According to the 2022 World Health Organization (WHO) report, approximately 17 percent of Cambodian children aged 5–9 years are overweight¹⁰ and 7 percent are thin¹¹. These findings are alarming, as the prevalence of thinness among primary school children showed no change between 2010 and 2022, while the prevalence of overweight or obesity almost doubled from 10 percent in 2010 to 17 percent in 2022. The frequent consumption of snacks and beverages high in fat, salt, and sugar poses an increasing threat to children’s health. In 2023, according to the baseline report on Nutritional Standards of the HGSFP, revealed that about 87 percent of schoolchildren had consumed unhealthy foods or drinks the previous day¹², and 36 percent of their daily caloric intake came from such unhealthy items¹³.

The dietary habits in Cambodia are deeply rooted in tradition and culture, with rice serving as the main staple food. However, the consumption of protein, fruits, and vegetables remains low, leading to widespread micronutrient deficiencies¹⁴. It has also been observed that school-age children in rural and remote areas often consume monotonous diets, mainly consisting of large amounts of rice with limited protein and micronutrient intake. Nearly 30 percent of the population did not consume any vegetables or fruits in the past 6 to 23 months¹⁵.

⁹ The Third National Strategy for Food Security and Nutrition 2024–2028

¹⁰ Cambodia Demographic and Health Survey 2021–2022

¹¹ World Health Organization 2025 Report on Global Health Survey

¹² Report on Children’s Dietary Intake by MoEYS, Helen Keller International, WFP, and FAO 2023

¹³ Baseline report 2023 on Nutritional Standards of the School Feeding Program

¹⁴ Food Security and Nutrition Report of the FAO, 2023

¹⁵ The Third National Strategy for Food Security and Nutrition 2024–2028



Lack of dietary diversity can negatively affect students' learning outcomes. The 2017 Programme for International Student Assessment (PISA) results for 15-year-old students in Cambodia showed that there was about a half-year learning gap¹⁶ between students in rural and urban areas, indicating that students in rural areas performed lower than those in cities. The results also revealed a learning gap of approximately 1.5 years between students in public and private schools. Although there is not yet sufficient evidence, these findings suggest a correlation between living standards and access to adequate nutrition.

School feeding, particularly meals containing essential nutrients, can help improve children's health, increase school attendance, and support long-term educational outcomes. The HGSFP plays a significant role in addressing multiple nutritional deficiencies by providing meals composed of rice enriched with micronutrients, legumes, vegetables, fish, meat, eggs, and iodized salt, ensuring that students receive the necessary nutrients for cognitive, mental, and physical development¹⁷. The programme also encourages communities to contribute additional foods, such as fruits, spices, fish sauce, and soy sauce.

Concerns about food safety remain, especially in rural areas where market control is still limited. The Royal Government's focus on HGSFP aims to incorporate locally sourced and diverse foods into school meals, aligning with support for smallholder farmers, agricultural communities, and improvements in food quality standards¹⁸. Community participation is crucial for the successful implementation of the HGSFP; however, parental awareness and engagement remain limited in some areas. Promoting community involvement as a foundational principal of school feeding can enhance programme sustainability and strengthen local food systems¹⁹.

Agriculture is the foundational sector of Cambodia's economy and contributed approximately 22 percent to the country's Gross Domestic Product (GDP) in 2022. Nevertheless, the agricultural sector faces numerous challenges that further complicate the food system²⁰. Cambodian farmers encounter obstacles such as limited market access and the risk of crop price drops during harvest seasons, a lack of agricultural technical knowledge at the community level leading to low yields,

¹⁶ Education in Cambodia: Findings from Cambodia's experience in PISA for development, 2018

¹⁷ Report of the Food and Agriculture Organization of the United Nations, 2023

¹⁸ World Food Programme Cambodia Strategic Plan, 2023

¹⁹ Report of the National Social Protection Council, 2023

²⁰ Report of the National Social Protection Council, 2023



insufficient capital and working funds for processing agricultural products, climate-related risks, and high input costs, among others.

The RGC has recognized these challenges and introduced Priority Policy Programmes 5 and 6, which focus on enhancing agricultural production, securing markets, and stabilizing crop prices through financing programmes, the deployment of commune agricultural officers, and the development of modern agricultural cooperatives²¹. Furthermore, the RGC has implemented and continues to promote innovative approaches to strengthen the food system through the HGSFP, which utilizes community-produced agricultural products. The programme aims to provide nutritious meals to students while supporting local farmers, not only to address immediate nutritional needs but also to promote improvements in local agricultural production.

The RGC has designated the SFP as a priority initiative within the framework of national development by integrating the programme into the Education Strategic Plan 2024–2028, the National Social Protection Policy Framework 2024–2035, and the National Strategic Development Plan 2024–2028. It recognizes that the SFP is a critical intervention to improve student learning outcomes, child well-being, food security, nutrition, and micronutrient intake²². The RGC has committed to gradually adopting the HGSFP, which utilizes community-produced agricultural products, with the MoEYS and the MEF playing key roles in organizing, allocating, and disbursing the programme budget under the coordination of the NSPC. In 2025, the RGC has allocated USD 7.4 million for the implementation of the HGSFP, targeting 686 schools. The programme's implementation has been prioritized in areas with food insecurity, limited access to education, and high vulnerability.

Even though the Joint Transition Strategy towards a Nationally Owned Home-Grown School Feeding Programme has been implemented according to the established plan, numerous challenges still arise in increasing the budget for the SFP in Cambodia.

This financial constraint poses a challenge because the government's budget allocation increases annually to expand school targets, raise the budget for student meals, and provide incentives for cooks. However, funding for capacity strengthening, monitoring, and programme evaluation still requires support from Development Partners such as the WFP, the Korea International Cooperation

²¹ Priority Policy Programs for the Agricultural Sector, Ministry of Agriculture, Forestry, and Fisheries, 2023

²² Ministry of Education, Youth, and Sports Report 2024 and National Social Protection Council Report 2023



Agency (KOICA), the United States Department of Agriculture (USDA), United Nations agencies, national and international organizations, as well as the private sector. The SFP currently covers only approximately 15 percent of all primary schools, leaving a significant gap in access to social protection benefits from the programme. Supply chain challenges for food further complicate programme expansion due to limited infrastructure and market reach, which constrain the ability of agricultural communities and smallholder farmers to participate in supplying fresh, quality food to schools²³. Capacity-building needs remain an additional challenge because personnel at primary schools and local authorities still have limited capacity, particularly regarding supplier selection process, programme implementation, food safety, School Feeding Information Systems (SFIS), and effective programme monitoring and evaluation²⁴.

1.3. Priority

The success of the SFP relies on a comprehensive strategy, which includes legal frameworks, operational mechanisms, food security, community awareness, health, nutrition, development, agriculture, economics, good governance, and partnerships.

The 2024–2030 Policy Action Plan on School Feeding will provide an important roadmap for addressing the challenges mentioned above. However, due to limited resources, it is necessary to prioritize key solutions, as follows:



Develop legal frameworks and mechanisms

The key priority is to finalize and approve the operational manual of HGSFP, including the roles of all stakeholders outlined in the Policy on School Feeding, implementation procedures, supplier selection process, food delivery, and monitoring. Approval of these guidelines will enhance coordination, ensure sustainability, and promote accountability, aligning the programme with educational and health objectives.

²³ WFP Food and Nutrition Security Report 2023

²⁴ 2023 Training Report on the National-Level School Feeding Program, Ministry of Education, Youth and Sports





Promote food security for students and their families

Provide meals to students with a focus on improving health and nutrition through diverse, clearly sourced, and/or micronutrient-fortified foods that attract regular school attendance, improve learning outcomes, support physical growth, cognitive development, and social-emotional well-being, reduce household expenditures, and strengthen community food security.



Raise community awareness

Increase community understanding of the importance of the SFP and nutrition, strengthen the role and participation of local authorities in programme implementation, and enhance community ownership to create a contextually appropriate and effective Policy Action Plan on School Feeding, while generating lessons learned for programme expansion.



Promote health and nutrition

Provide safe, diverse, and nutritionally adequate meals by developing country-context-appropriate nutrition standards, implementing food safety standards, menu planning, and linking with education, health, and nutrition. Ensure infrastructure and essential equipment are built, maintained, and repaired to implement the programme safely and effectively.



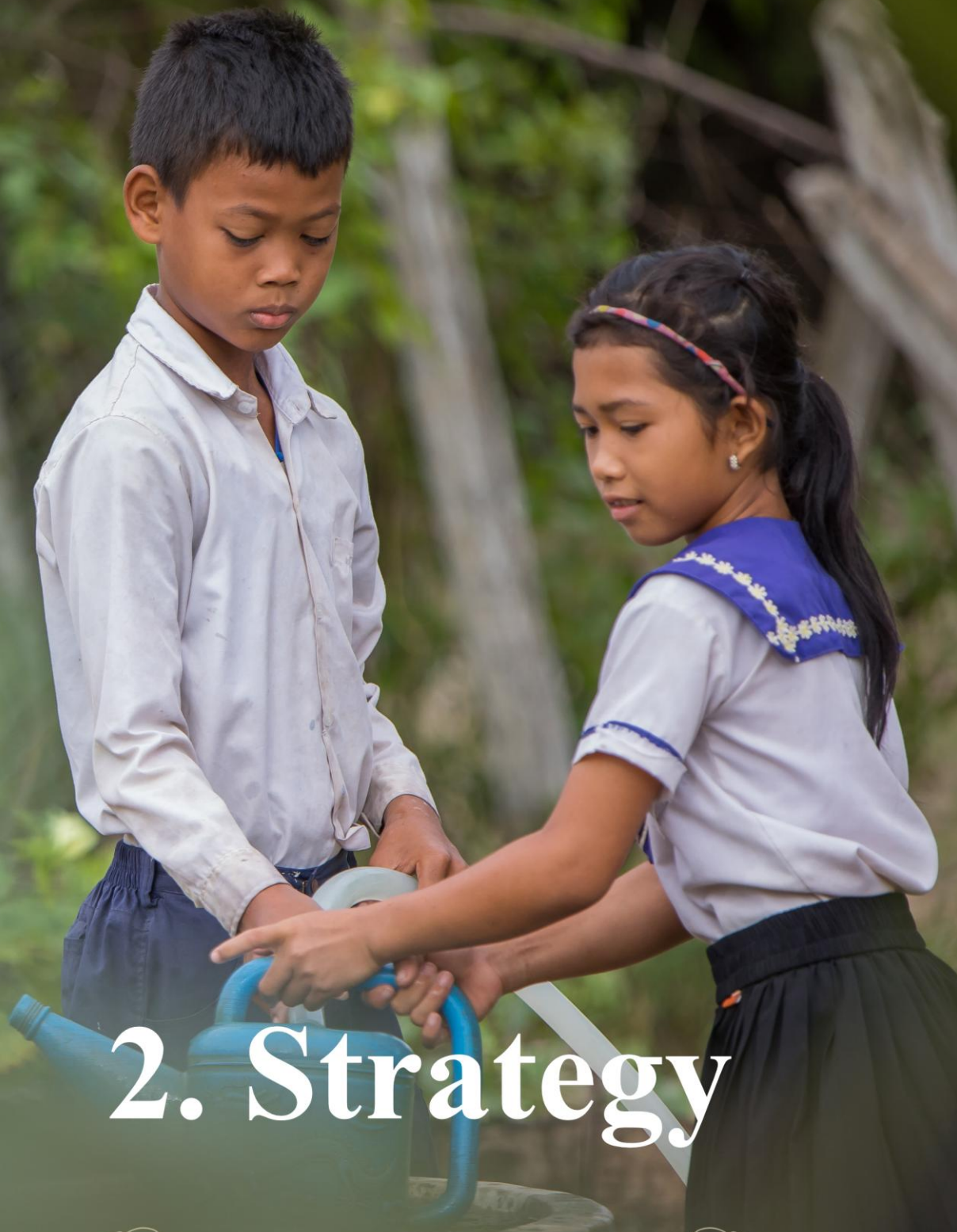
Promote agricultural and economic development in the community

Promote local agricultural value chains by using locally produced, clearly sourced, and safe products, contributing to enhanced local economic growth.



Strengthen governance, partnerships, and cross-sectoral coordination

Improve programme management efficiency, strengthen cross-sectoral coordination, and enhance programme implementation effectiveness. Develop partnerships with national and international organizations and the private sector to gain technical support and additional resources for implementing the Policy Action Plan on School Feeding.



2. Strategy



The Policy Action Plan on School Feeding has been developed in accordance with the six strategies of the Policy on school feeding, as follows:

- ① Develop legal frameworks and mechanisms
- ② Promote food security for students and their families
- ③ Raise community awareness
- ④ Promote health and nutrition
- ⑤ Promote agricultural and economic development in the community
- ⑥ Strengthen Governance, Partnership, and Cross-Sectoral Coordination

Within the six strategies above, there are 24 sub-strategies that provide guidance for defining specific actions under each strategy, as follows:



Strategy 1: Develop legal framework and mechanisms



Develop legal documents and mechanisms to ensure the effective policy implementation that is inclusive and equitable, clearly defining the roles and responsibilities of stakeholders.



Promote, disseminate, and encourage the implementation of national policies, legal frameworks, and existing mechanisms, as well as those yet to be established.



Create a national action plan for school feeding that defines specific activities, timelines, resources, and responsibilities of the relevant Ministries and Institutions.



Strategy 2: Promote food security for students and their families



Strengthen the mechanisms for targeting schools involved in the programme.



Ensure a timely food supply for students every school day.



Ensure reduction of family expenses for children in difficult situations.



Strategy 3: Raise community awareness



Increase awareness of the significance of the SFP within the community.



Showcase the positive impact of the SFP on students and families.



Encourage community and local authorities to support and sponsor school feeding initiatives.



Extend the SFP based on feasibility and the specific needs of the community.



Enhance equitable and inclusive access to food for all students.



Strategy 4: Promote health and nutrition



Develop and implement nutrition standards tailored to specific contexts and needs.



Encourage adherence to food safety standards to ensure the provision of safe meals.



Promote food diversification within the programme and ensure the integration of health and nutrition education in the SFP.



Develop and maintain the necessary physical infrastructure and equipment required for effective programme implementation.



Strategy 5: Promote agricultural and economic development in the community



Raise awareness among local suppliers and farmers about the importance of supplying food for the SFP.



Form a community group to supply agricultural products to the SFP.



Develop and strengthen procedures for selecting community suppliers to ensure quality and reliability.



Foster a sense of appreciation among students and the community for locally sourced food.



Strategy 6: Strengthen governance, partnerships, and intersectoral coordination



Connect relevant sectoral policies with the SFP.



Ensure appropriate budget allocation to support the SFP.



Enhance human resources in information technology to improve management and implementation of the SFP.



Strengthen national and sub-national coordination mechanisms for the management and implementation of the SFP.



Promote the regular and active participation of the private sector, Development Partners, and communities in providing technical, material, or financial support for the SFP.

3. Action Plan Matrix

This Policy Action Plan on School Feeding has two phases: Phase I (2024–2030), and Phase II (2031 to 2035).

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
Strategy 1: Develop legal framework and mechanisms											
Sub-Strategy 1.1: Develop legal documents and mechanisms to ensure the effective policy implementation that is inclusive and equitable, clearly defining the roles and responsibilities of stakeholders. Sub-Strategy 1.1: Develop legal documents and mechanisms to ensure the effective policy implementation that is inclusive and equitable, clearly defining the roles and responsibilities of stakeholders.											
1.1.1	Prepare an instruction letter on the establishment of a steering committee to manage the implementation of HGSFP	The instruction letter on the establishment of a steering committee to manage the implementation of HGSFP has been prepared and approved.	X							MoEYS	–
1.1.2	Prepare an appointment letter on the school feeding steering committee.	The appointment letter on the SF steering committee has been prepared and disseminated.	x							MoEYS	–
1.1.3	Prepare an interministerial prakas on student cash ration, cook incentive, methods for determining the number of students to receive meals and the number of cooks and school kitchens.	An interministerial prakas on student cash ration, cook incentive, methods for determining the number of students to receive meals and the number of cooks and school kitchens has been prepared and signed.	x							MEF NSPC MoEYS	–

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
1.1. 4	Launch the operational manual of HGSFP	The operational manual of HGSFP has been prepared and approved.		x						MoEYS	–
1.1.5	Develop monitoring and evaluation framework for HGSFP	A monitoring framework has been developed and implemented.		x						MoEYS DPs SNAs	40
1.1.6	Review monitoring and evaluation framework for HGSFP	The monitoring framework has been reviewed and updated.						x		MoEYS NSPC DPs SNAs	40
1.1. 7	Update HGSFP operation manual based on implementtation lessons, nutrition, environmental, social, and economic considerations	HGSFP operation manual has been updated.						x		MoEYS	120
Sub-Strategy 1.2: Promote, disseminate and enhance the implementation of policies, legal frameworks, relevant mechanisms and mechanisms to be created.											
1.2.1	Collaborate with relevant Institutions to disseminate the results of implementing the policy on school feeding.	Report on the dissemination of policies, action plans and legal frameworks			x		x			MoEYS Relevant Ministries, Institutions and DPs	200/time

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
1.2. 2	Promote the implementation of Policy on School Feeding and Policy Action Plan.	Legal documents, instructions and awareness meeting reports on school feeding policies and action plans	x	x	x	x	x	x	X	MoEYS Relevant Ministries, Institutions and DPs	–
1.2. 3	Prepare the annual operational plans of relevant ministries and institutions to align with the Policy Action Plan on School Feeding.	The Ministry/Institutions has approved the annual implementation plan in response to Policy Action Plan on School Feeding			x	x	x	x	x	MoEYS Relevant Ministries and Institutions	–
1.2. 4	Incorporate the SFP into the strategic development plan and annual operational plan.	Percentage of schools that have included SFP in their school development strategic plans and annual operational plans			x	x	x	x	x	Relevant Ministries SNAs	–
1.2.5	Promote the development of plans and three-year rolling investment programmes for provincial, municipal, district, commune, and sangkat administrations to respond to the Policy on School Feeding.	Percentage of provincial, municipal, district, commune, and sangkat administrations that have included SFP in their three-year rolling investment plans			x	x	x	x	x	MoI SNAs	–

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
1.2. 6	Promote the integration of SFP into national policies and strategies to strengthen their contribution to national development goals.	Benefits of implementation SFP are highlighted in national priority programmes and strategies.	x					x	x	Relevant Ministries and Institutions	–
Sub-Strategy 1.3: Develop an action plan on school feeding by identifying specific activities, time, resources, and responsibilities of relevant ministries and institutions.											
1. 3. 1	Prepare an action plan on school feeding that clearly outlines specific activities, required resources, timelines, and the responsibilities of relevant ministries.	Policy Action Plan on School Feeding is approved and disseminated.		x				x	x	MoEYS Relevant Ministries and Institutions DPs	120/time
1.3. 2	Review the implementation of the Policy Action Plan on School Feeding annually.	The implementation of the Policy Action Plan on School Feeding is reviewed annually.		x	x	x	x	x	x	MoEYS Relevant Ministries SNAs DPs	100/year
1.3. 3	Mid-term evaluation of Policy Action Plan on School Feeding	A mid-term evaluation of the Policy Action Plan on School Feeding has been conducted.						x		MoEYS	400

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
Strategy 2: Promote food security for students and their families											
Sub-Strategy 2.1: Strengthen the mechanism for identifying target schools for programme implementation											
2.1.1	Develop a data framework and standardized criteria for the selection of target schools.	The data framework and selection criteria for target schools have been defined.			x					NSPC MoEYS DPs	60
2.1.2	Prepare Standard Operating Procedures (SOPs) for selecting target schools.	Standard Operating Procedures (SOPs) for selecting target schools have been prepared.			x					NSPC MoEYS DPs	80
2.1.3	Prepare an instruction letter for the selection of new target schools.	The mechanism for selecting new target schools has been prepared, approved, and put in place.				x				MoEYS NSPC Relevant Ministries and Institutions	–
Sub-Strategy 2.2: Ensure timely provision of meals to students every school day											
2.2.1	Enhance the leadership and management capacity of the adhoc School Feeding Steering Committee for effective implementation of SFP.	Adhoc School Feeding Steering Committees are functioning effectively.		x	x	x	x	x	x	MoEYS adhoc SNAs	–

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
2.2.2	Develop a Prakas on the financing procedure of national HGSFP.	The Prakas on the financing procedure of national HGSFP has been prepared and approved.			x					NSPC	5
2.2.3	Develop training materials and packages on implementing programmes for self-learning or online, and peer-to-peer learning	Training materials and packages for programme implementation have been developed and disseminated for self-learning, online, and peer-to-peer learning.			x			x	x	MoEYS DPs	200/time
2.2.4	Strengthen the capacity of the School Feeding Steering Committee and other stakeholders to implement the SFP through various means, based on available resources and needs.	Number of teachers, cooks, and other stakeholders involved in capacity strengthening activities	x	x	x	x	x	x	x	DPs SNAs	80/year
2.2.5	Select suppliers and cooks transparently and in a timely manner before the start of the new school year.	Percentage of target schools with suppliers and cooks before the start of the new school year	x	x	x	x	x	x	x	MoEYS MoAFF SNAs	—

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
2.2. 6	Explore the possibility of providing equity health fund cards to cooks.	Report on the feasibility study on providing equity health fund cards to cooks.		x						NSPC MoEYS MoSAVY	—
2.2. 7	Provide nutritious, diversified, and safe food daily to students at targeted schools.	A nutritious and safe meal is provided to students every school day.	x	x	x	x	x	x	x	MoEYS	40,000/year
2.2.8	Share best practices for implementing SFP.	Number of forums and meetings organized, and outcomes shared	x	x	x	x	x	x	x	MoEYS DPs SNA	60/year
2.2. 9	Study and implement different models of food provision that adapt to geographical conditions, economic factors, local production scale, and community participation levels.	Various models of school food provision have been studied and considered for implementation.			x	x	x	x	x	MoEYS NSPC DPs SNA	—
2.2. 10	Monitor the consistency of school meal preparation for students using technology.	Students receive school meals regularly	x	x	x	x	x	x	x	MoEYS Relevant Ministries	—
Sub-Strategy 2.3: Ensure cost reduction for families of children in difficult circumstances											
2.3.1	Collaborate with schools located in or near pagodas, religious sites, or	Percentage of schools receiving support from pagodas, religious sites, or	x	x	x	x	x	x	x	MoC&R Pagoda DPs	—

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
	communities to support the provision of food to students, based on available resources and specific contexts.	communities for the provision of school meals.								Private sector	
2.3. 2	Promote and facilitate household engagement in crop cultivation, animal husbandry, and the marketing of agricultural products within communities and to broader markets.	Number of households engaged in crop cultivation, animal husbandry, and the marketing of agricultural products within communities and to broader markets.	x	x	x	x	x	x	x	MoAFF DPS SNAs	40/year
Strategy 3: Raise community awareness											
Sub-Strategy 3.1: Raise awareness about the importance of school feeding Programmes											
3.1.1.	Enhance public awareness of the importance of SFP.	Number of reports on public awareness of the importance of SFP.	x	x	x	x	x	x	x	MoEYS MoI SNAs Schools	40/year
3.1.2	Develop educational materials and disseminate key messages on school feeding to communities and stakeholders.	Types of educational materials developed and disseminated for use.	x	x	x	x	x	x	x	MoEYS	40/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
3.1.3	Gather community feedback on satisfaction with the SFP via school monitoring activities.	Community satisfaction with the implementation of the SFP has been accessed.			x			x	x	MoEYS NSPC DPs	80/time
3.1.4	Document and disseminate the best practices in implementing the SFP.	Best practices of SFP are compiled by stakeholders and disseminated.		x	x	x	x	x	x	Relevant Ministries and Institutions DPs	30/year
Sub-Strategy 3.2: Demonstrate the impact of school feeding Programmes for a range of HGSF stakeholders											
3.2. 1	Assess the impact of the participation of producers, suppliers, traders, students, and communities in SFP.	An evaluation report on the impact of the participation of producers, suppliers, traders, students, and communities in the SFP has been completed.				x				NSPC MoEYS Relevant Ministries DPs and NGOs	150
3.2.2	Integrate Cambodia's SFP into the ASEAN Secretariat's action plan.	A report analyzing the status of implementation of the SFP in ASEAN was prepared and disseminated.		x						NSPC MoEYS DPs	400
3.2. 3	Conduct research on the return on investment in SFP to provide evidence for budget allocation.	Research reports are compiled and published.		x						NSPC MoEYS DPs	80

	Activity	Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
3. 2. 4	Evaluate the nutritional impact of SFP and assess different programme models to improve food quality.	Number of studies conducted on the nutritional impact of SFP and on various school feeding models.							x	NSPC MoEYS DPs	200
3.2. 5	Disseminate research findings on school feeding-related topics.	Published research reports		x				x	x	MoEYS NSPC DPs	40/time
3.2. 6	Conduct an impact assessment of the HGSFP to generate evidence on its significance and implementation challenges.	Number of assessment report developed.				x				NSPC MoEYS DPs	200
Sub-Strategy 3.3: Encourage community members and local authorities to support and sponsor school feeding initiatives											
3.3. 1	Organize public forums at the sub-national level on the implementation of SFP.	Report on the preparation of the sub-national public forum on school feeding.	x	x	x	x	x	x	x	MoI MoEYS DPs SNAs	40/year
3. 3. 2	Study on the Cost and Financing Analysis of the SFP.	Report on Cost and Financing Analysis of the SFP.			x					NSPC MoEYS DPs	80
3. 3. 3	Promote the mobilization and participation of the community, including	Community resources support the SFP.	x	x	x	x	x	x	x	MoEYS MoI MoC&R	200/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
	contributions of materials, funds, and labor, to support SFP.										
3. 3. 4	Promote community to monitor the SFP implementation.	Monitoring reports at the national, provincial, and district levels have verified the active participation of communities in the implementation of the programme.	x	x	x	x	x	x	x	MoEYS Relevant Ministries and Institutions Provincial, city, and district expertise	–
Sub-Strategy 3.4: Extend the school feeding Programme based on feasibility and the specific needs of the community.											
3.4.1.	Expand the coverage of the HGSFP in alignment with the Joint Transition Strategy	Number of schools expanded in accordance with the Joint Transition Strategy	x	x	x	x	x			NSPC MoEYS DPs	4,000 /year
3.4.2	Assess the feasibility of expanding target schools based on evaluative criteria and the availability of national budget, or the potential to strengthen the quality of programme implementation.	List of new target schools approved for expansion.					x			NSPC MoEYS DPs	40

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
3. 4. 3	Encourage municipal and district administrations to support school feeding in their respective areas (as a mandate or an optional responsibility)	The number of new schools implementing SFP has expanded.					x	x	x	MoI	- -
3. 4. 4	Provide training on the operation of the SFP for newly expanded schools and sub-national implementers.	Training reports			x	x	x	x	x	MoEYS DPs	120/year
3. 4. 5	Mobilize community participation, including in-kind and financial contributions, for infrastructure, ingredients, firewood, and kitchen equipment to support the implementation of handed over and newly expanded schools.	Number of schools receiving community support	x	x	x	x	x	x	x	MoEYS DPs	-
Sub-Strategy 3.5: Enhance equitable and inclusive access to food for all students.											
3.5.1	Conduct a survey on students' dietary habits and food preferences.	Survey report on students' dietary habits and food preferences.			x			x	x	MoEYS DPs	40/time

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
3.5.2	Prepare a standard meal menu that is inclusive and nutritionally appropriate for all children.	Standard meal menu prepared inclusively for all children.				x				MoEYS MoH MoC&R DPs	200
3.5.3	Foster a friendly school meals environment	Number of schools with food services provided in a friendly environment.			x	x	x	x	x	MoEYS NSPC MoC&R	—
Strategy 4: Promote health and nutrition											
Sub-Strategy 4.1: Develop and implement nutrition standards tailored to specific contexts and needs.											
4.1.1	Prepare nutritional standards and guidelines for target students	Reports on nutritional standards and guidelines for target students				x				MoEYS MoH MoAFF DPs	200
4.1.2	Develop an instruction on the implementation of nutrition standards in SFP.	The instruction for the implementation of nutrition standards in SFP has been developed.				x				MoEYS MoH MoAFF	10
4.1.3	Promote and support the implementation of nutrition standards and the provision of meals in schools.	School report on implementing nutrition standards					x	x	x	MoEYS MoH MoAFF	-

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
4.1. 4	Pilot the integration of fortified rice into the HGSFP.	Number of pilot schools implementing the integration of fortified rice			x					MoEYS MoP CARD MoH MoAFF DPs	400
4.1. 5	Conduct a feasibility study on the integration of fortified rice into the HGSFP within the national budget.	Report on the feasibility of fortified rice in HGSF within the national budget.				x				MoEYS MoP CARD MoAFF MoH DPs	-
4.1. 6	Upgrade the School Feeding Information System (SFIS) to improve school feeding management.	Percentage of schools effectively and consistently utilizing the SFIS system.			x		x			MoEYS Relevant Ministries DPs	100/year
4.1. 7	Update HGSF operational manuals and training materials in line with nutritional standards and guidelines.	Number of manual and training materials updated					x			MoEYS Relevant Ministries DPs	200
4.1. 8	Provide training on body mass index (BMI)	Number of target schools trained and supported		x						MoEYS DPs	120

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
	measurement and supply supporting materials to HGSF target schools										
4.1. 9	Collect body mass index data by target school	Body mass index data has been collected and analyzed.		x	x	x	x	x	x	MoEYS DPs	–
4.1. 10	Provide group or individual support & interventions for malnourished children, including guidance on food allergies and abnormal eating habits.	Percentage of schools providing counseling to children with health problems			x	x	x	x	x	MoEYS MoH SNAs	40/year
4.1. 11	Organize events and activities to promote improved nutrition and positive dietary behavior changes.	Percentage of schools organizing events and activities to promote improved nutrition and positive dietary behavior changes.		x	x	x	x	x	x	MoEYS CARD MoH SNAs DPS	60/year
4.1. 12	Develop and distribute digital content (e.g. games and cartoons) to promote dietary behavior change among students	Number of digital content pieces created and rolled out							x	MoEYS NSPC MoH DPS	1,000

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
4.1. 13	Develop the National Strategy on Fortified Foods (2025-2030)	The National Strategy on Fortified Foods 2025-2030 has been officially approved and implemented.				x				NSCFF MoP Relevant Ministries	120
4.1. 14	Promote the production and consumption of fortified foods	Report from enterprises, businesses, and producers on the promotion of production and use of fortified foods.		x	x	x	x	x	x	NSCFF MoP Relevant Ministries	40/year
4.1. 15	Increase awareness on the importance of fortified foods in schools	Training/workshop report on the importance of fortified foods in schools			x	x	x	x	x	MoP MoEYS Relevant Ministries	20/year
4.1. 16	Enhance the implementation of the legal instruments on fortified foods.	Workshop/Training report on strengthening the implementation of the legal instruments on food fortification.			x	x	x	x	x	MoP MoEYS Relevant Ministries	30/year
4.1. 17	Promote gender equality, health, and nutrition to women and girls with quality, effectiveness, and inclusivity.	Number of education and awareness programmes on gender and health.	x	x	x	x	x	x	x	MoWA	200/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
Sub-Strategy 4.2: Encourage the adherence to food safety standards to ensure the provision of safe meals											
4.2.1.	Prepare food safety standards for schools	School food safety standards prepared and approved				x				MoEYS, MOH DPs Relevant Ministries	80
4.2.2	Strengthen the capacity of school cooks on safe food preparation in schools.	Number of school cooks trained, disaggregated by gender.					x	x	x	MoEYS MoH MoI DPs	200/year
4.2. 3	Conduct awareness-raising on hygiene and food safety through religious leaders and other appropriate channels.	Awareness-raising on hygiene and food safety conducted through religious leaders and other appropriate channels.	x	x	x	x	x	x	x	MoEYS MoAFF DPs SNAs	40/year
4.2. 4	Develop operational guidance and emergency response mechanisms to address food poisoning incidents in schools.	Operating principles for emergency response to food poisoning have been approved and put into use.				x		x	x	MoEYS MoH Relevant Ministries	80/time
4.2. 5	Develop guidelines on the safety and quality of production to promote food	Guidelines on ensuring production safety and quality to promote food safety throughout the supply chain			x					MoAFF MoEYS SNAs	40

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
	safety throughout the supply chain of the SFP.	have been prepared and disseminated.									
4.2. 6	Develop guidelines for implementing a food safety assurance system for school meals, including risk identification, prevention, control, and monitoring of food safety issues, and ensure their integration into sectoral plans.	Guidelines on the implementation of a food safety assurance system for schools have been approved.				x				MoEYS MoH DPs Relevant Ministries	40
Sub-Strategy 4.3: Promote food diversification within the Programme and ensure the integration of health and nutrition education in the SFP.											
4.3.1	Apply technology in the preparation of child-friendly menus.	Technological tools for preparing child-friendly menus created and used by schools				x				MoEYS DPS	200
4.3. 2	Develop a tool for calculating nutritional values to support the design of child-friendly menus.	Nutrition calculation tool developed				x				MoEYS DPs	100
4.3. 3	Strengthen the capacity of focal points at national,	Number of focal points at national, provincial, district				x	x			MoEYS	200/time

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
	provincial, district, and school levels on the use of technology to prepare food menus	and school levels received training									
4.3. 4	Promote and support health and hygiene practices for women and children in the SFP.	Progress report on efforts to support health and hygiene for women and children.	x	x	x	x	x	x	x	MoEYS MoC&R MoH MoI	20/year
Sub-Strategy 4.4: Develop and maintain the necessary physical infrastructure and equipment required for effective Programme implementation.											
4.4.1	Prepare a medium-term plan for the construction and rehabilitation of school infrastructure under the SFP.	Budget plan to support infrastructure construction approved			x					MoEYS Relevant Ministries	–
4.4.2	Facilitate the development and enhancement of school meal infrastructure in response to health and environmental considerations.	School meal facilities have been established and upgraded.			x	x	x	x	x	NSPC MoEYS DPs Relevant Ministries	900/year
4.4.3	Provide necessary kitchen equipment and supplies for SFP.	The number of schools with sufficient kitchen equipment and materials		x	x	x	x	x	x	NSPC MoEYS DPs	450/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
4.4.4	Revise the design of school meal facilities to be resilient to climate change.	Prakas on the implementation of design standards for school meal facilities that responds to climate change has been promulgated.				x				MoEYS DPs	20
4.4.5	Promote the potential of using renewable/clean energy in school cooking	Number of schools applying potential renewable/clean energy sources for school cooking.			x	x	x	x	x	MoEYS Relevant Ministries DPs	60/year
4.4.6	Encourage and support schools in implementing renewable or clean energy solutions for cooking.	Number of schools targeted for the implementation of renewable/clean energy in cooking.				x	x	x	x	MoEYS Relevant Ministry Institutions DPs	60 /year
Strategy 5: Promote agricultural and economic development in the community											
Sub-Strategy 5.1: Raise awareness among local suppliers and farmers about the importance of supplying food for the SFP.											
5.1.1	Encourage agricultural cooperatives, modern agricultural cooperatives, producer organizations, and traders to participate in supplying food to schools.	Percentage of agricultural cooperatives or modern agricultural cooperatives and producer organizations supplying foods to schools		x	x	x	x	x	x	MoEYS MoAFF	–

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
5.1.2	Promote the procedures of supplier selection to agricultural cooperatives or modern agricultural cooperation, and producers' organizations for food supplies to schools	Meeting reports on the procedures of supplier selection	x	x	x	x	x	x	x	MoEYS MoAFF SNAs DPs	–
5.1.3	Use a market price monitoring system to identify basic prices for supplier selection.	Food market price monitoring system has been established and is operational (using technology).	x	x	x	x	x	x	x	MoEYS MoAFF DPs SNAs	200/year
5.1.4	Widely share market information and food prices with stakeholders.	Reports on market information and food prices are shared with stakeholders.		x	x	x	x	x	x	MoAFF DPs SNAs	–
5.1.5	Develop and manage a real-time information system to link suppliers and programmes.	Data on SFP that is easily accessible and timely for suppliers.	x	x	x					MoEYS MoAFF Development Partners	120
5.1.6	Organize market linkage dialogues (Agriculture contract) to increase stakeholder participation in SFP.	Number of market linkage dialogues organized and implemented	x	x	x	x	x	x	x	MoAFF MoEYS SNAs	100/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
5.1. 7	Monitor the supply chain in SFP	Number of schools monitored on the supply chain.		x	x	x	x	x	x	MoAFF MoEYS DPs	40/year
5.1. 8	Promote the use of home-grown products from agricultural cooperatives, modern agricultural cooperatives, or producer groups.	Quantity of food supplies purchased from agricultural cooperatives, modern agricultural cooperatives, or producer groups in metric tons.	x	x	x	x	x	x	x	MoEYS MoAFF DPs Producer Supplier	40/year
Sub-Strategy 5.2: Form community groups to supply agricultural products to the school feeding Programme.											
5.2.1	Prepare action plans to engage ministries, key institutions, and stakeholders in mobilizing farmers and communities to supply food to schools.	The action plans to mobilize farmers and communities for supplying food to schools have been developed by ministries, key institutions, and stakeholders.	x	x	x	x	x	x	x	MoEYS MoAFF SNAs	20/year
5.2. 2	Establish and strengthen modern agricultural cooperatives, agricultural cooperatives, and producer organizations to supply food to schools.	Number of modern agricultural cooperatives, agricultural cooperatives, and producer organizations supplying food to schools.	x	x	x	x	x	x	x	MoAFF	615/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
5.2. 3	Conduct trainings for communities and producer groups on sustainable cultivation methods in line with good agricultural practices.	Communities and producer groups are trained on sustainable cultivation methods in line with good agricultural practices	x	x	x	x	x	x	x	MoAFF DPs	40/year
5.2. 4	Conduct trainings for communities and producer groups on marketing opportunities within SFP.	Communities and producer groups are trained on marketing opportunities within SFP.	x	x	x	x	x	x	x	MoAFF MoEYS	40/year
5.2. 5	Strengthen capacity of communities and producer groups in agricultural practices, food processing and preservation, as well as food safety and quality.	Communities and producer groups are trained on agricultural practices, food processing and preservation, as well as food safety and quality	x	x	x	x	x	x	x	MoAFF DPs	100/year
5.2. 6	Monitor food safety on farms through commune agricultural officers to ensure safe supply for the SFP.	Number of inspections by commune agricultural officers on food safety in farms	x	x	x	x	x	x	x	MoAFF	130/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
Sub-Strategy 5.3: Develop and strengthen procedures for selecting community suppliers to ensure quality and reliability.											
5.3.1	Conduct pilot studies of the flexible supplier selection process.	Number of pilot studies conducted for supplier selection models.			x	x	x	x	X	MoEYS MoAFF MoH SNAs DPs	40
5.3.2	Study on the models of supplier selection.	Study reports on the supplier selection model that contributes to the development of agriculture and the local economy has been prepared.			x					MoEYS DPs SNAs	400
5.3.3	Review the current procedures and processes for supplier selection.	The current supplier selection procedures have been revised to incorporate flexibility, aligning with the economic context and local product availability.					x			MoEYS DPs SNAs	80
5.3.4	Explore the possibilities of enhancing school feeding information systems to manage supplier selection functions through technology.	The data management system on supplier selection has been upgraded and is in place.					x			MoEYS DPs SNAs	80

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
5.3. 5	Promote the monitoring of the traceability of food supply sources in SFP.	Monitoring Report on Food Traceability in the SFP	x	x	x	x	x	x	x	MoEYS SNAs	40/year
Sub-Strategy 5.4: Foster a sense of appreciation among students and the community for locally sourced food.											
5.4.1	Promote the establishment of agricultural gardens in schools as part of life skills education programmes.	Percentage of schools implementing the programme that have agricultural gardens.	x	x	x	x	x	x	X	MoEYS MoAFF DPs SNAs	200/year
5.4. 2	Promote cooking demonstrations using locally sourced products to highlight the connection between food and health.	Percentage of schools conducting cooking demonstrations	x	x	x	x	x	x	x	MoEYS SNAs	80/year
5.4. 3	Promote student field visits to farms and school gardens to enhance understanding of safe agricultural practices.	Percentage of schools organizing field visits on safe agriculture practices			x	x	x	x	x	MoEYS SNAs	–
5.4. 4	Organize exhibitions of student works at the school level on promoting the value of local foods.	Percentage of schools that have organized exhibition events.			x	x	x	x	x	MoEYS SNAs	40/year

Activity		Indicator	Timeframe								Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030			
Strategy 6: Strengthen governance, partnerships, and cross sectoral coordination												
Sub-Strategy 6.1: Connect relevant sectoral policies with school feeding Programmes												
6.1.1	Integrate SFP into the Ministry’s institutional plans at long-, medium-, and short-term levels.	SFP are highlighted in the short, medium, and long-term plans of relevant ministries and institutions.	x	x	x	x	x	x	x	MoEYS MEF and related Ministries and Institutions SNAs	–	
6.1.2	Enhance the Steering Committee’s role and management of Programme implementation across all levels.	Report of the Steering and Management Committee Meeting on Programme Implementation.		x	x	x	x	x	x	Steering Committee for all Programmes	–	
Sub-Strategy 6.2: Ensure appropriate budget allocation to support school feeding Programmes												
6.2.1	Review student diets according to evidence derived from research.	Reports from various research studies have been used as the basis for determining student diets.							x	NSPC MEF MoEYS	–	
6.2.2	Strengthen public financial management, leadership, and good governance capacities among stakeholders at both national and sub-national levels.	National and sub-national participants receive financial management related training			x	x	x	x	x	MEF NSPC MoEYS	40/year	

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
6.2.3	Establish a feedback mechanism for providing information, gathering opinions, and raising concerns about the implementation of the SFP.	The feedback mechanism and procedures have been developed and implemented.				x				NSPC MoEYS MoI	40
Sub-Strategy 6.3: Enhance human resources in information technology to improve management and implementation of SFP.											
6.3.1	Migrate the SFIS from WFP to be managed by MoEYS.	SFIS has been successfully transferred and is managed by the MoEYS.		x						MoEYS	—
6.3.2	Enhance the skills of responsible officials and stakeholders in utilizing, maintaining, and managing the SFIS.	The SFIS is regularly operational.	x	x	x	x	x	x	x	MoEYS	50/year
6.3.3	Enhance capacities in data analysis and reporting for relevant Ministries and Institutions.	Number of officers in charge trained on data analysis and reporting.			x		x			MoEYS NSPC	—
Sub-Strategy 6.4: Strengthen national and sub-national coordination mechanisms for management and implementation of SFP.											
6.4.1	Carry out a Systems Approach for Better Education Results (SABER)	SABER assessment of the SFP conducted.			x				x	MoEYS NSPC	80/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
	review of the SFP to update national capacity status.										
6.4.2	Facilitate the sharing and learning of best practices in SFP implementation through organizing or participating in forums at the national, regional, or global levels.	Number of national, regional, and global school feeding forums attended.	x	x	x	x	x	x	x	MoEYS DPs Relevant Ministries	120/year
6.4.3	Conduct regular quarterly meetings of the school feeding steering Committee to oversee the implementation of programmes at national, provincial, district levels.	Report of school feeding Steering Committee Meetings		x	x	x	x	x	x	All relevant Departments	—
Sub-Strategy 6.5: Promote regular and active participation of Private Sector, Development Partners, and Communities in providing technical, material, or financial support for SFP.											
6.5.1	Develop a comprehensive guide to promote partnerships that support and sustain SFP.	Partnership guide for mobilizing private sector resources prepared and implemented.			x					MoEYS & relevant Ministries	40
6.5.2	Organize fundraising campaigns to support the sustainability of the SFP.	Fundraising campaigns for SFP are organized and ongoing.		x	x	x	x	x	x	MoEYS	20/year

Activity		Indicator	Timeframe							Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030		
6.5.3	Conduct a stakeholder mapping to analyze activities and sectors that can potentially support SFP.	The stakeholder mapping report is prepared.				x				NSPC MoEYS	120
6.5.4	Develop communication and dissemination strategies for school feeding.	The school feeding communication and dissemination strategy has been developed.					x			MoEYS NSPC Relevant Ministries SNAs	40
6.5.5	Use inclusive communication materials to attract fundraising support for the SFP.	Creative promotional materials have been produced and used to attract support.		x	x	x	x	x	x	MoEYS NSPC	—
6.5.6	Enhance transparency in the management and utilization of funds and resources for SFP.	Reports on income, expenditure, and resource utilization are displayed on the social accountability information board.	x	x	x	x	x	x	x	MoI MoEYS DPs SNAs	—
6.5.7	Provide recognition and express gratitude to Development Partners, the private sector, philanthropists, and donors.	Recognition and appreciation given to Development Partners, private sector, philanthropists, community and donors.	x	x	x	x	x	x	x	MoEYS SNAs	—

Activity		Indicator	Timeframe								Responsible by	Budget (million riel)
			2024	2025	2026	2027	2028	2029	2030			
	community and donors for their contributions to the SFP.											



4. Legal Frameworks

In the first phase of the Policy Action Plan (2024–2030), the timeline aligns with the National Strategic Development Plan (NSDP) and several key legal frameworks for the implementation of the SFP in Cambodia.

The implementation of the 2024–2030 Policy Action Plan requires multiple legal frameworks and regulatory instruments from Ministries, National and International Institutions, as well as Development Partners both the existing and to be developed ones as outlined in the table below.

No.	Legal document	Time frame						
		2024	2025	2026	2027	2028	2029	2030
Strategy 1: Develop legal framework and mechanisms								
1.1.1.	Prepare an instruction letter on the establishment of a steering committee to manage the implementation of HGSFP.	x						
1.1.2.	Prepare an appointment letter on the school feeding steering committee.	x						
1.1.3.	Prepare an interministerial Prakas on student cash ration, cook incentive, methods for determining the number of students to receive meals and the number of cooks and school kitchens.		x					
1.1.4.	Launch the operational manual of HGSFP.		x					
1.1.5.	Develop monitoring and evaluation framework for HGSFP.		x					
1.1.6.	Review monitoring and evaluation framework for HGSFP.				x	x		

No.	Legal document	Time frame						
		2024	2025	2026	2027	2028	2029	2030
1.1.7.	Update HGSFP operation manual based on implementation lessons, nutrition, environmental, social, and economic considerations.				x	x		
1.3.1.	Prepare an action plan on SF that clearly outlines specific activities, required resources, timelines, and the responsibilities of relevant ministries.				x	x		
Strategy 2: Promote food security for students and their families								
2.1.1.	Develop a data framework and standardized criteria for the selection of target schools.			x				
2.1.3.	Prepare an instruction letter for the selection of new target schools.			x				
2.2.2.	Develop a Prakas on the financing procedures for national HGSFP.			x				
Strategy 3: Raise community awareness								
3.3.2.	Promote the mobilization and participation of the community, including contributions of materials, funds, and labor, to support SFP.	x	x	x	x	x	x	x
Strategy 4: Promote health and nutrition								
4.1.1.	Prepare nutritional standards and guidelines for target students.				x			
4.1.2.	Develop an instruction on the implementation of nutrition standards in SFP.				x			

No.	Legal document	Time frame						
		2024	2025	2026	2027	2028	2029	2030
4.1.13.	Develop the National Strategy on Fortified Foods (2025-2030)				x			
4.2.1.	Prepare food safety standards for schools				x			
4.2.4.	Develop operational guidance and emergency response mechanisms to address food poisoning incidents in schools.				x			
4.2.5.	Develop guidelines on the safety and quality of production to promote food safety throughout the supply chain of the SFP.			x				
4.2.6.	Develop procedures for implementing a food safety assurance system for school meals, including risk identification, prevention, control, and monitoring of food safety issues, and ensure their integration into sectoral plans.				x			
4.4.1.	Prepare a medium-term plan for the construction and rehabilitation of school infrastructure under the SFP.			x				
4.4.4.	Revise the design of school meal facilities to be resilient to climate change.				x			
Strategy 5: Promote agricultural and economic development in the community								
5.1.5.	Develop and manage a real-time information system to link suppliers and programmes.	x	x	x				
5.2.1.	Prepare action plans to engage ministries, key institutions, and stakeholders in mobilizing farmers and communities to supply food to schools.	x	x	x	x	x	x	x
Strategy 6: Strengthen governance, partnerships, and cross-sector coordination								

No.	Legal document	Time frame						
		2024	2025	2026	2027	2028	2029	2030
6.4.1.	Carry out a Systems Approach for Better Education Results (SABER) review of the SFP to update national capacity status.			x				
6.5.1.	Develop a comprehensive guide to promote partnerships that support and sustain SFP.			x				
6.5.4.	Develop communication and dissemination strategies for school feeding.					x		

5. Budget

5.1. Budget required by strategy

To implement Policy on School Feeding, national budget resources must be mobilized through line Ministries and Institutions, with allocations planned within each Ministry's and Institution's budget package. In addition, resources from other partners including Development Partners, Private sector, Civil Society Organizations, Philanthropists, and other legal sources will be utilized.

No	Strategy	Estimated budget (in million Riel)			Sources
		2024 -2027	2028-2030	2031-2035	
1	Develop legal frameworks and mechanisms	780	1,060	TBC	National budget/partner budget
2	Promote food security for students and their families	160,600	120,700	TBC	National budget/partner budget
3	Raise awareness of Community	18,790	5,880	TBC	National budget/partner budget
4	Promote health and nutrition	6,460	4,120	TBC	National budget/partner budget
5	Promote agricultural development and community economy	7,420	5,455	TBC	National budget/partner budget
6	Strengthen governance, partnerships, and cross-sector coordination	1,060	810	TBC	National budget/partner budget
Total		195,110	138,025		
Grand Total		333,135			

5.2. Budget required by Ministry and Institutions

Ministry /Institution	2024	2025	2026	2027	2028	2029	2030	Total
MoEYS	41,330	41,619	43,150	42,740	42,710	42,810	43330	297,689
NSPC	40,000	40,930	41,715	41,980	41,510	1,470	1,670	209,275
MAFF	1,065	1,105	1,145	1,105	1,105	1,105	1,105	7,735
MoWA	200	200	200	200	200	200	200	140
MoI	40	40	40	40	40	40	40	280
MEF	0	0	40	40	40	40	40	200
MoP	0	60	90	210	90	90	90	630
DPs	80	80	80	80	80	80	80	560



6. Monitoring and evaluation

Monitoring and evaluation of the Policy Action Plan on School Feeding are essential measures to ensure that the implementation of the Policy on School Feeding achieves its stated objectives and desired expectations.

This Policy Action Plan will undergo a **Mid-Term Evaluation by 2028** and a **Final Evaluation by 2035**. These evaluations will measure the relevance of programme implementation to the policy framework, as well as its effectiveness, efficiency, impact, and sustainability, particularly in the use of internal resources. Both evaluations are critical in identifying the success and impact of the Policy on School Feeding, with participation of relevant stakeholders, and subject to approval by the School Feeding Steering Committee of the HGSFP. In addition, specific research studies should be conducted to identify key challenges in the implementation of the programme. The dissemination and sharing of evaluation results will ensure that relevant stakeholders are informed on key achievements and recommendations for further improvement.

Following the Mid-Term Evaluation, the results and recommendations will be jointly reviewed alongside ongoing implementation of the Policy Action Plan on school feeding. Necessary adjustments will be made to improve the policy's effectiveness, and the revised Policy Action Plan on School Feeding will then be formally approved. The evaluation results and updated Policy Action Plan will be disseminated publicly to stakeholders, including civil society and the private sector, through workshops and other communication channels.

Similarly, the Final Evaluation in 2035 will provide an in-depth analysis of key achievements, impacts, sustainability, and major challenges, to assess the overall success of the Policy on School Feeding and its Programme implementation. After the final evaluation, the results will be shared with stakeholders through dissemination workshops and national-level meetings to reflect on the achievements of the policy. The evaluation report will be endorsed and published online in the form of a summary report.

The **Monitoring and Evaluation Framework for the SFP** will serve as the foundation for tracking programme implementation and results, as well as monitoring performance indicators outlined in the Policy Action Plan on School Feeding. Ministries and Institutions represented in the National School Feeding Steering Committee, together with other stakeholders, will use this framework as a tool to guide, monitor, and evaluate their activities at both national and subnational levels. This tool will also support measurement of progress under the Policy Action



Plan. The monitoring and evaluation system should be integrated into existing inspection and reporting mechanisms, using standardized templates for recording monitoring activities and outcomes of each intervention.

Semi-annual and annual meetings will be organized regularly starting from 2025 to assess progress against indicators set for each strategy. These meetings will bring together Ministries, Institutions, and stakeholders, and their results will be reported to the National School Feeding Steering Committee on the School Feeding for onward reporting to the Royal Government.

The Secretariat of the National School Feeding Steering Committee, together with technical officers involved in school feeding, will require capacity strengthening to effectively coordinate monitoring, supervision, and evaluation mechanisms, as well as to consolidate progress reports from all stakeholders.

School feeding and its complementary programmes supported or implemented by Development Partners, civil society, or the private sector will need to be monitored and evaluated in coordination with the responsible Ministries and Institutions. Results from these processes must be reported to the Secretariat of the National Steering Committee on School Feeding. Records of stakeholder interventions should be compiled as reference material for ministries to guide the expansion of programmes and services, in line with available budgets and Institutional capacities.

Finally, Ministries, Institutions, and stakeholders will be required to develop detailed budget plans and programme-specific indicators for each activity, to be documented in annexes. These annexes will serve as tools for monitoring annual implementation results and for conducting analysis to inform subsequent phases of the Policy Action Plan.

No	Description of work activities	Time frame	Responsible institution
1	Mid-term evaluation	2028	MoEYS
2	Endline evaluation (end of Phase 2 of Policy Action Plan on School Feeding)	2035	MoEYS
3	Summarize the progress of work, implement the policy action plan on school feeding, and implement the policy on school feeding.	2 times per year	MoEYS and related Ministries and Institutions
4	Programme implementation progress report according to relevant ministries and institutions	2 times per year	Secretariat



7. The focus areas of the policy action plan by phase

Phase 1 (2024–2030) of the Policy Action Plan focuses on implementing the activities agreed upon in the joint transition strategy towards the NHGSFP. At the same time, it emphasizes capacity building and development at all levels from individuals and institutions to inter-ministerial coordination among ministries and agencies.

Phase 2 (2031–2035): This phase focuses on expanding the coverage of schools implementing the programme, establishing standards, ensuring flexibility in implementation, promoting modernization, and increasing the use of technology across all processes of programme delivery, as well as establishing regional centers of excellence. During this phase, generating evidence for decision-making, together with strategies to mobilize participation from parents, guardians, communities, and the private sector, will also be given high priority.

8. Conclusion

The Policy Action Plan on School Feeding, Phase 1: 2024–2030 serves as a roadmap for contributing to the development of a healthy and capable human capital base, enabling the achievement of physical, intellectual, skill-based, and behavioral competencies to support Cambodia's prosperous social development, in line with the vision of the Royal Government of Cambodia. To realize this vision, strong commitment and responsible participation are required from ministries, national institutions, and all levels of sub-national administrations. Institutional capacity development and inter-sectoral coordination play a vital role in ensuring the effective and sustainable implementation of the programme by Ministries, Institutions, and stakeholders.



Abbreviations

Abbreviation	Definition
CARD	Councils for Agriculture, Rural and Development
NSPC	National Social Protection Council
NCN	National Council for Nutrition
MoWA	Ministry of Women's Affairs
MoAFF	Ministry of Agriculture, Forestry and Fisheries
DoEYS	District of Education, Youth and Sport
MoC&R	Ministry of Cults and Religion
MoP	Ministry of Planning
MoI	Ministry of Interior
PoEYS	Provincial Department of Education, Youth and Sport
MoH	Ministry of Health
MEF	Ministry of Economy and Finance
MoSAVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
MoEYS	Ministry of Education, Youth and Sports
SNAs	Sub-National Administrations



Glossary

Term	Definition
Impact / Outcome	The results or effects achieved from the implementation of the school feeding Programme.
Physical Competence	Strong and healthy body and age-appropriate development according to age and sex after receiving sufficient nutritious food.
Supply Chain	A system of structures, management, people, technology, activities, information, and resources involved in delivering a product or service from the supplier to the customer or end-user.
Diversification	Increasing variety to reduce dependence on a single source and enhance resilience.
Behavioral Competence	The character and attitudes that students must demonstrate in specific situations to take appropriate actions or solutions in coordination with others.
Knowledge Competence	The knowledge that students acquire from educational programmes and can apply in their daily lives.
Skill Competence	The abilities that students gain from educational programmes and can apply in their daily lives.
Friendly School Meal Environment	A school environment where children can safely enjoy nutritious food in a healthy, hygienic, and supportive setting.
Inclusiveness	Promoting the participation of all individuals and groups in benefiting from social activities without discrimination based on disability, skin color, religion, ethnicity, status, or family background.
Religious Leader	Individuals acting as agents of their religion in preserving, protecting, and promoting moral and disciplinary teachings.



**Food Safety
System**

The set of laws, procedures, and practices used to ensure that food is safe to consume at every stage from cultivation, raw material handling, production, cooking, to distribution.

**Renewable
Energy**

Energy derived from natural sources such as sunlight and wind, which are inexhaustible and naturally replenished. In contrast, fossil fuels, such as coal, oil, and gas, are resources that take hundreds of millions of years to form.

Food Safety

The implementation of processes to ensure that food does not pose a hazard to consumers when prepared or consumed according to intended use.

Food Standards

Specific and general product standards, including operational guidelines, applied to all food, whether processed, semi-processed, or raw, intended for distribution to consumers.

**Food Safety
Standards**

Laws, technical regulations, or guidelines established to ensure that food is safe and free from substances harmful to health, aiming to protect and promote public health.

**Nutrition
Standards**

Guidelines or technical specifications defining the type, quantity, and quality of food and nutrients to meet the nutritional requirements of specific population groups.

Food Security

Ensuring that all individuals have consistent physical, social, and economic access to sufficient, safe, and nutritious food that meets dietary needs and food preferences for an active and healthy life.

School Garden

An area where crops, vegetables, fruits, and small or large-scale livestock are grown for household use, educational purposes, or community use.

**Good
Agricultural
Practice
Standards**

Internationally recognized agricultural standards that consider food safety, environmental sustainability, and worker welfare in agricultural production.

Best Practices

A set of exemplary experiences derived from the implementation of tasks or the fulfillment of responsibilities in the past.





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