

**Educational
Support to
Children of
Underserved
Populations
(ESCUP)**



USAID
FROM THE AMERICAN PEOPLE



School Breakfast Program



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

School Breakfast Program

(Translated from the Khmer)

I. Introduction

- In many developing countries, rural people do not pay close attention to health and hygiene. In addition, many people do not have the financial means to afford nutritious food. Morning hunger causes many difficulties for students trying to learn and results in absenteeism, repetition and in many cases eventual drop out.
- Lack of food causes physical weakness, loss of hearing, illness as well as a lack of protection against contagious diseases. In an effort to respond to these problems as well as to improve education, KAPE has cooperated with the World Food Program (WFP) to establish a School Breakfast Program

II. Objectives

- Participants can describe the objectives of the Breakfast Program.
- Participants can identify clearly those schools that will participate in the program.
- Participants can establish a Breakfast Program Management Committee in each school.
- Breakfast Program Management Committees are able to manage the program.

III. Materials

- Poster paper
- A-4 paper
- Markers
- Cellular tape
- Chalk
- Scissors
- Poster: *Characteristics of Schools who are Eligible for Participation in the School Breakfast Program*
- Poster: *Duties and Responsibilities of School and Cluster Management Committees*
- Poster: *School and Cluster Management Committee structure*

IV. Duration

- 2-3 hours

V. Procedure

1. Objectives of a School Breakfast Program

- Before showing the objectives of the program, the facilitator should divide the participants into 2 groups in order to discuss why this program has been established.
- Participants discuss in groups what they feel are the objectives of the program and write their answers on poster paper (20 minutes)
- Collect each group's work and display it on the blackboard. Try to identify similarities between each objective identified by participants and those objectives prepared in advance by the facilitator as shown in **Box 1** (20 minutes)

Box 1

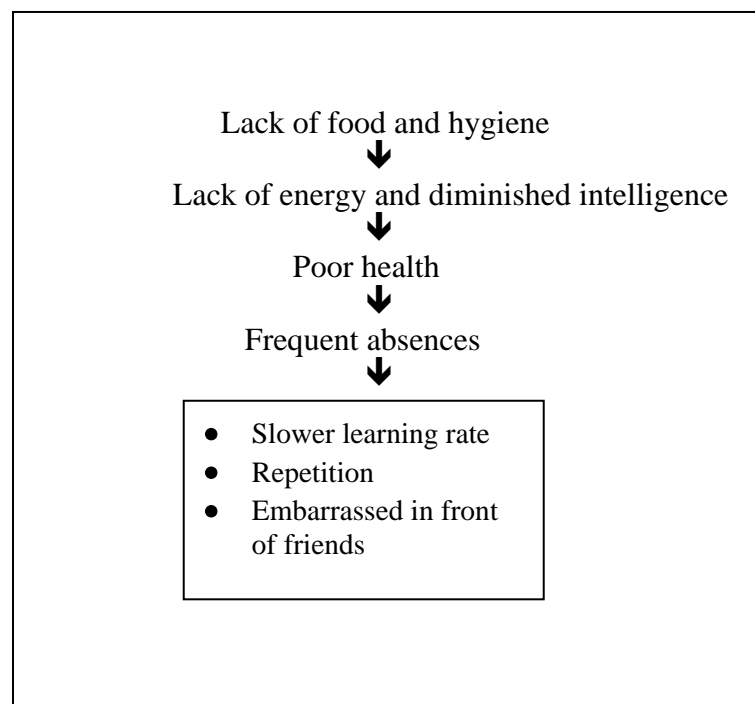
Breakfast Program Objectives

- Provide additional and sufficient food to students
- Reduce illnesses that children suffer from as a result of a lack of food
- Increase student attendance
- Reduce student dropout rate
- Children have good health and there is a reduction in health expenditure in families
- Children develop good hygiene habits

Note: In trying to identify the program objectives, it is likely that participants will identify many objectives. However, the purpose of the exercise is to create awareness of the core objectives of the program, ie. increase attendance, strengthen learning of students, and reduce repetition and drop-out. The facilitator should guide the discussion so that participants gradually come to realize the link between what a School Breakfast Program can offer and the achievement of these core objectives.

During the discussion the facilitator should compare participants' responses with the logic of **Figure A**:

Figure A





Drops out of school

- Many students lack food that causes them to fall ill that in turn causes them to be frequently absent which could result in eventual drop-out. In addition the school breakfast program tries to foster a good relationship between the school and students' parents/community.



Core objectives of the School Breakfast Program (Summary)

- The school breakfast program has been established to achieve the objectives of
 - reducing student absenteeism
 - reducing drop-out rate
 - reducing repetition rate
 - reducing parents' cost of living.

2. Characteristics of schools eligible for the School Breakfast Program

- These characteristics should be determined in advance in order to avoid creating a lack of trust within the community and accusations that the assistance is not reaching schools that have very poor students. The facilitator should not determine the characteristics on his own but allow the Breakfast Program Committee or individual participants to decide. The facilitator may use the following approach:
 - Allow participants in each group to identify together those schools that are poor and seem to have the characteristics of schools where the program should be established (15 minutes)
 - Collect the work of each group and display them on the wall. Discuss together as a large group and compare the answers to a list of characteristics that the facilitator has prepared in advance (**Box 2**). This comparison should lead to consensus among participants regarding which points should be retained, which points should be eliminated and which points should be added (15 minutes)

Box 2

Characteristics of schools eligible for the School Breakfast Program

- A school where the majority of parents are poor
- A school which is far away from the market

- A school which is far away from a town
- A school where there is high absenteeism or high drop rate among students
- A remote school

3. Identifying the materials that the community of each school participating in the School Breakfast Program must prepare

- Ask the participants to discuss what materials and items (apart from rice which will be supplied by WFP) are necessary in order to run a successful program. Distribute small coloured cards and ask the participants to write one item on each card (10 minutes) The list might include such items as:
 - Pot to boil water
 - Cups
 - Plates, cups, bucket to wash hands
 - Water
 - Hand towel
 - Nail scissors
 - Soap, etc....
- When participants have finished writing, explain to participants what are the required materials as outlined in **Box 3**

<p><u>Box 3</u></p> <p style="text-align: center;">Resources Required</p> <ul style="list-style-type: none"> - Stove, large soup ladle, container for drinking water - Store for food condiments and other materials (store in the school or in a house nearby the school) - Clean water source: well, pond, small lake - Firewood - Vegetable garden - Store watchman and a cook - Condiments such as soya sauce, MSG, Sugar, Fish sauce, onions,... - Soap for washing hands
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4. Key points in program implementation

The facilitator explains the following issues related to effective program implementation:

- The food must be cooked by 6 o' clock each morning
- Students begin eating at 6:05
- Eating takes place in students own classrooms supervised by the class teacher
- Teachers should take responsibility for monitoring activities in their own classes

- Students must bring their own plate and spoon
- Before and after eating, students must wash their hands with soap
- Rice and vegetables must be cleaned, water must be boiled for drinking, water containers should be made available and hygiene must be maintained.

- Each morning students should receive the following:
 - Rice: 0.1 kg
 - Tinned fish: 0.02 kg
 - Cooking oil: 0.01 kg
 - Salt: 0.003 kg

- Initially, cooks should prepare the food based on an estimation of student numbers. Thereafter, food should be prepared corresponding to attendance statistics. The quantity of food to be prepared should be in accordance with the number of students who were present the previous day. Teachers are responsible for accurate compilation of these statistics.

- It is not necessary to prepare food on Thursdays, Sundays, and holidays.

- Cooks receive an in-kind payment of 1.5 kg per day

- Teachers should use the Breakfast Program to promote good hygiene and health practices associated with preparing and eating food.

- The Breakfast Program is implemented in conjunction with a deworming service, as well as provision of Vitamin A and iron tablets to students as follows:
 - Vitamin A and deworming tablets are provided twice a year.
 - Iron supplements are provided once a week

5. *Establishing Breakfast Program Management Committees*

- Breakfast Program Management Committees should be established in order to ensure that the program functions well. Breakfast Program Management Committees include:
 - Cluster Breakfast Program Management Committee,
 - School Breakfast Program Management Committee

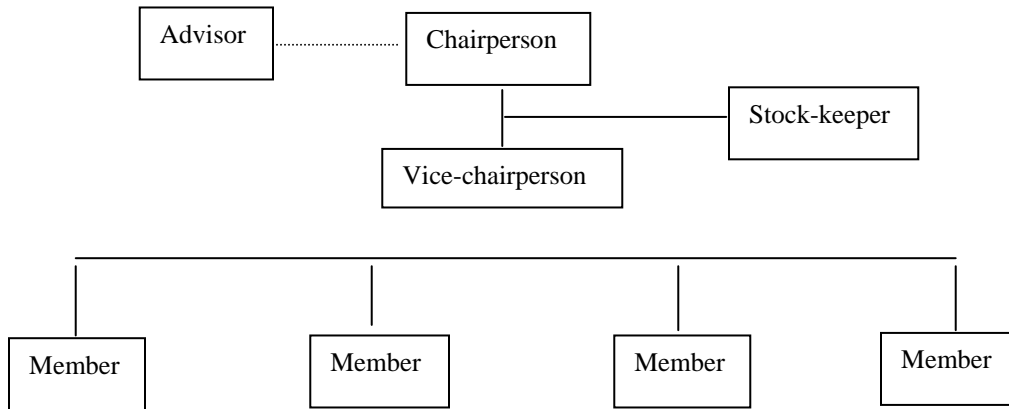
1. Cluster Breakfast Program Management Committee

- The facilitator explains that a Cluster Breakfast Program Management Committee must be established (15 minutes)
- This Breakfast Program Management Committee is appointed following an election (15 minutes). The following personnel are required to manage the program:
 - Advisor, 1 person, DOE representative
 - Chairperson, 1 person, a chairperson of a School Parents' Association
 - Vice chairperson, 1 person, a vice chairperson of a School Parents' Association

- Stock-keeper, 1 person, a school director
- Members, all the school directors in the cluster and the chairpersons of all the School Parents' Associations

Figure B

Cluster Breakfast Program Committee structure



- The facilitator should distribute small slips of white paper and ask participants to elect a chairperson, a vice chairperson, a stock-keeper and members (10 minutes)
- The cluster head writes all the names of the chairpersons of the School Support Associations on the blackboard so that participants can elect their favoured candidates. The candidate with the most votes is deemed to be the chairperson and the candidate with the second greatest number of votes is deemed to be the vice-chairperson.
- The director of the core school is automatically appointed as the stock-keeper
- The facilitator distributes large blank poster paper and asks the participants in each group to identify the roles and responsibilities of the Cluster Breakfast Program Committee.
- Collect the answers of participants and display them on the blackboard. Ask participants to read their answers. The facilitator, then, shows the list of roles and responsibilities that he has prepared in advance. Compare this list with the participants' ideas and identify points to be retained, eliminated or added. (20 minutes)

Box 4

**Roles and Responsibilities of the
Cluster School Breakfast Program Committee**

Advisor:

- Advises Breakfast Program Committees in the cluster
- Assists in facilitating and solving general problems arising in the cluster
- Acts as the Honourable Chairperson in meetings following an invitation from individual schools

Chairperson:

- Takes responsibility for the School Breakfast Program in the cluster
- Oversees stock records
- Monitors School Breakfast Program activities in each individual school in the cluster
- Organizes School Breakfast Program Committee meetings in each school when problems arise
- Makes a report about School Breakfast Program activities for KAPE and the advisor

Vice-chairperson:

- Cooperates with the chairperson
- Takes responsibility in the absence of the chairperson

Stock keeper:

- Oversees the list of materials and food items in each school within the cluster
- Prepares a report twice a month on use of food for the chairperson

Members:

- Participates in meetings organized by the chairperson of the Cluster School Breakfast Program Management Committee
- Makes suggestions to the Cluster School Breakfast Program Management Committee based on their experiences in order to improve the effectiveness of program implementation.

Note: The Cluster Committee meets once a month, at the end of each month

2. School Breakfast Program Management Committee

- The facilitator explains that a School Breakfast Program Management Committee must be established (15 minutes)
- The Committee has the following membership:
 - Advisor, 1 person, commune chief
 - Chairperson, 1 person, chairperson of the School Parents' Association
 - Vice chairperson, 1 person, vice-chairperson of the School Parents' Association
 - Stock-keeper, 1 person, the school director
 - Members, all the village chiefs in the catchment area of the school and all class teachers
- The facilitator distributes large blank poster paper and asks the participants in each group to identify the roles and responsibilities of the School Breakfast Program Committee.
- Collect the answers of participants and display them on the blackboard. Ask participants to read their answers. Afterwards, the facilitator shows the list of roles and responsibilities that he has prepared in advance (see **Box 5** below). Compare this list with the participants' ideas in order to identify points to be eliminated or added. (20 minutes)

Box 5:

**Roles and Responsibilities of
School Breakfast Program Management Committee**

Advisor:

- Advises Breakfast Program Committee
- Assists in facilitating and solving general problems arising in the school
- Acts as the Honourable Chairperson in meetings following an invitation from the Committee

Chairperson:

- Takes responsibility for the School Breakfast Program
- Liaises with school director to monitor the attendance and absenteeism of students
- Cooperates with members of the Committee (village chiefs) in each village to investigate frequent absentees or children who have dropped out
- Responsible for distributing food to students in each class
- Makes a report about School Breakfast Program activities to the Cluster Committee, commune chief and KAPE once a month
- Monitors the learning activities of students

Vice-chairperson:

- Takes responsibility in the absence of the chairperson
- Liaises with each class teacher to ensure that attendance lists are completed properly
- Monitors the learning activities of students
- Works with parents to encourage their children to come to school regularly every school year

Stock keeper:

- Responsible for food stocks in the store
- Responsible for additions and releases of food stocks and materials
- Responsible for releasing food in accordance with student attendance in each class
- Records stock (food and materials), records entries and releases and makes a daily report of food consumed by students each day, the number of students who came to school and the amount of rice used. Reports via the cluster school head should be sent to KAPE once a month

Members:

1. Village chiefs

- Participate in School Breakfast Program Management Committee activities
- Provide information to students' parents so that they encourage their children to come to school regularly.

2. Class teachers

- Complete student attendance lists properly each day
- Note the names of students who have frequently absent or whom seem at risk of dropping out
- Monitor the attendance and learning of students

Note: The School Committee meets once a month, at the end of each month

6. Solving problems arising

The facilitator should distribute the following case studies to participants. Participants should work in small groups to identify the problem arising and suggest a solution. The person responsible for coordinating the implementation of the solution should also be identified.

1. Following the establishment of the School Breakfast Program, students do not begin class until 8 o' clock.
 2. After students had finished eating, it was observed that there was a lot of rice left over.
 3. Approximately one and a half hours after eating, many students began to excuse themselves to go to the toilet.
 4. Teacher A is responsible for Grade 2. However, on one particular day he did not come to school as he suddenly fell ill. This caused chaos amongst the students in the class.
 5. The preparation of food was in general problem free. One day, however, some cooking utensils were discovered to be missing.
- The facilitator displays a *Table of Solutions* for the case studies on the blackboard.

Problem	Person responsible					Solution
	Advisor	Chair person	Vice-chair-person	Stock-keeper	Member	
Following the establishment of the School Breakfast Program, students do not begin class until 8 o' clock.		X	X			Vice chairperson and members make announcements to the community asking students to respect school hours
After students had finished eating, it was observed that there was a lot of rice left over		X		X		The chairperson and stock-keeper facilitate the correct compilation of statistics about students' attendance.
Approximately one and a half hours after eating, many students began to excuse themselves to go to the toilet.		X	X			Chairperson and vice-chairperson monitor the cooking and hygiene of the cook.
Teacher A is responsible for Grade 2. However, on one particular day he did not come to school as he suddenly fell ill. This caused chaos amongst the students in the class.		X			X	Chairperson and members look after students during the teacher's absence.
The preparation of food was in general problem free. One day, however, some cooking utensils were discovered to be missing.	X	X	X	X		Advisor, chairperson, vice-chairperson, and stock-keeper investigate the cause

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7. Additional training exercises

- Arrangements should be made to provide training to teachers on associated health and hygiene issues.
- Breakfast Program Management Committees should also receive training in completing any paper work that is required by the World Food Program. Additional training should be provided as required in the event that WFP changes or modifies the forms used.