



KINGDOM OF CAMBODIA

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NATIONAL ACTION PLAN
ON
SCHOOL HEALTH
2021 – 2030

Approved by the **Inter-Ministerial Committee on School Health**

During the Plenary Session on July 01, 2022

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PREFACE

Cambodia is in a new phase of development in all sectors, especially education, in response to the regional and global context, in line with the aspiration to improve the quality, equity, inclusiveness, and lifelong learning within a wider framework and scope. The core values of the education sector are the comprehensive development of human resources to be more knowledgeable, healthier, of higher capacity, creativity and innovation, entrepreneurial spirit, and high ethics to contribute to the development of the industrial sector, which drives sustainable economic growth through economic diversification, strengthening competitiveness and increasing productivity towards achieving the Cambodia development prospects to become an upper-middle income country by 2030 and a high-income country by 2050.

In this context, the promotion of school health plays a vital role in providing a solid and indispensable foundation for human resource development, starting with the support of integrated multidisciplinary practices in response to the National Policy on School Health, which were approved at the plenary session of the Council of Ministers on April 5, 2019.

National Action Plan on School Health 2021-2030 is developed to implement the National Policy on School Health which focuses on priority actions for the implementation of the nine strategies with quality, equity, and inclusiveness for early childhood education, primary, secondary, higher education, including technical, vocational education and lifelong learning in line with the digital age to contribute to the economic growth and harmonize individual and social lifestyles. This National Action Plan serves as a roadmap for the implementation of school health activities by linking interconnected and consistent policies, strategies, and financial resources with existing programs to ensure accountability within their respective jurisdictions in contributing to the achievement of the upcoming 2030 Sustainable Development Goals.

For the implementation of this National Action Plan to be successful, there needs to be a joint commitment between ministries, institutions, development partners, the private sector, and all stakeholders to respond to the development of human resources to become global citizens in line with the context of Cambodia development.

Day Monday 14 Reakh Month Aschad, Year of Tiger, Jaktvasaka, B.E 2566
Phnom Penh, 20th October, 2022

Minister of the Ministry of Education, Youth and Sport
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1- BACKGROUND

The promotion of school health is an important factor contributing to ensuring quality education and increasing graduation rates to achieve educational goals. Healthy learners will actively participate in learning activities, especially increase their survival rate and increase the intelligence of learners. In contrast, the health problems of the students will become a major obstacle preventing them from getting a better education during their studies.

Seeing this significance, the World Health Organization issued a 1996 statement on the development of policies, laws, and guidelines for improving school health. Meanwhile, the 2000 World Education Forum on Education for All in Dakar, Senegal, UNESCO, World Health Organization, UNICEF, World Food Program, and UNAIDS issued a statement urging developing countries to focus on mobilizing resources for effective school health.

In ongoing development, school health-related action frameworks have been incorporated into the Declaration of the World Education Forum 2015 in Incheon, South Korea on the Education 2030, Action Towards Inclusive and Equitable Quality Education, and Lifelong Learning for All. In 2015, ASEAN countries identified "education and protection of children without leaving any children behind, especially disadvantaged children" as one of the seven priority areas on the 2015-2035 agenda. On November 24, 2016, the 9th Global Conference on Health Promotion in Shanghai once again called upon all member states to increase investment with the participation of all sectors, both public and private, and civil society organizations in promoting health and well-being to achieve sustainable development goals. To date, many member states in the region have developed policies and guidelines on school health.

The Royal Government of Cambodia has set out its vision to become an upper-middle-income country by 2030 and a high-income country by 2050. To achieve the above vision, the Royal Government has launched the Rectangular Strategy Phase 4. The first strategic rectangle of Phase 4 focuses on human resource development, while the third strategic rectangle focuses on promoting public health and nutrition services in order to develop high-quality, productive, and healthy human resources. In this regard, the Royal Government has been paying close attention to promoting school health by developing strategies and interactive activities between educational institutions and health services to promote health through health education, disease prevention, provision of fundamental health services, and promotion of hygiene, environment, and clean water supply to educational personnel and learners in stages.

In 2006, the Ministry of Education, Youth and Sport set out the policy on school health aimed at providing essential health services, health education, an enhanced school environment, and participation from all stakeholders. Despite the Ministry's efforts to promote school health as mentioned above, school health service delivery has yet to be comprehensively and fully implemented, particularly lack of active participation by relevant institutions. According to this context, the Royal Government of the Kingdom of Cambodia has set out the National Policy on School Health approved at the plenary session of the Council of Ministers on April 5, 2019, which serves as a roadmap for full participation in compliance with the Constitution, the law on education, and to respond to the development and insistent needs of the people as well as to promote the implementation of human rights. This policy requires

multi-sectoral involvement consistently and practically to participate in developing human capital, which is the persistent aspiration of the Cambodian people, to develop Cambodia to be an advanced country in the future.

To put the National Policy on School Health into practice, it is necessary to have a comprehensive and feasible National Action Plan on School Health, in which the main focus is on priority activities for the implementation of the nine strategies with quality, equity, and inclusiveness for early childhood education, primary, secondary, higher education, including technical, vocational education and lifelong learning in line with the digital age to contribute to the economic growth and harmonize individual and social lifestyles. The National Action Plan for School Health 2021-2030 is developed with interconnected and consistent strategies, and financial resources with existing programs to ensure accountability within their respective jurisdictions in contributing to the achievement of the upcoming 2030 Sustainable Development Goals.

1.1- Policies

The vision of the National Policy of School Health is to develop human resources to be fully qualified and physically, mentally, and spiritually healthy to sustainably develop Cambodian society as well as to contribute to improving the quality of education and giving learners and educational personnel access to good health and welfare services to become human resources of high potential.

To achieve the vision, goal, and objectives above, the National Policy of School Health has the initial goals to:

- Promote fundamental health services for learners and educational personnel;
- Promote nutrition provision;
- Promote an inclusive learning environment;
- Build a culture of personal, family, and social care; and
- Promote participation of all stakeholders in improving school health.

To achieve the above goals, this national policy consists of 9 primary strategies and 55 secondary strategies.

1.2- Status

In the 2019 census, Cambodia has a total population of 15,552,211, of which 7,571,837 are males or 48.7 % and 7,980,374 females or 51.3 %. In the 11 years between 2008 and 2019, the population increased by 2,156,529, or 16.1 percent. The average household size has remained stable at 4.3 people since 2008. 60.6% of the population live in rural areas and approximately 39.4 % live in urban areas. Indigenous mother tongue speakers make up about 2.9 percent of the population. School-age children are estimated to be over 90% of the population 6-11 years of age and 12-14 years of age are currently attending school.

The Royal Government of Cambodia has adopted the Agenda for the Sustainable Development Goals (SDGs) 2016-2030 with United Nations member states during the annual session of the United Nations General Assembly in September 2015. In this new phase, the Royal Government of Cambodia continues its efforts to localize the SDG adapted to the Cambodian context which will be referred to as Cambodian Sustainable Development Goals (CSDGs). CSDGs consist of 18 goals, 88 targets, and a total of 148 indicators of which 96 are national indicators. Goal 4 of the 18 goals is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” in which Target 4.a clearly stated Build and upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. This target contains 3 indicators: 1. Proportion of Pre, Primary, and Secondary schools with basic drinking water facilities achieving the target result of 44.7% in 2020 and 80.0 percent by 2030; 2. The proportion of Pre, primary schools, and Secondary Schools with basic sanitation facilities achieving the target result of 71.6% in 2020 and 100% by 2030; 3. Percentage of schools with adapted infrastructure and materials for students with disabilities achieving the target result of 6.7% in 2020 and 20% by 2030. Goal 6 " Ensure availability and sustainable management of water and sanitation for all". The targets for Goal 6 by 2030 are: 1. achieve universal and equitable access to safe and affordable drinking water for all; 2. achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations; 3. improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally; 4. substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.

The literacy rate for any language among the general population aged 7 and over increased to 88.5% in 2019 as a result of many years of efforts of the Royal Government to invest in education. In the academic year 2019-2020, Cambodia has a total of 13,498 public general education institutions ranging from pre-schools to upper secondary education and technical education of which there are 4,409 pre-schools, and 7,282 primary schools, 1,247 lower secondary schools, 544 upper secondary schools, and 16 technical secondary schools. There were a total of 3,212,072 students in public schools with 49.7% females, of which there are 232,207 pre-school students with 49.8% females, 2,023,473 primary school students with 47.9% female, 618,968 lower secondary school students with 52.6% female, 334,712 upper secondary school students with 54.8% females, and 2,712 technical secondary school students with 38.4% females. In addition, there are 3,064 community pre-schools with 72,414 students of which 51.2% are female. The private sector contributed 7.1 percent, with a total of 1,426 educational institutions and a total of 245,637 students of which 49.9 percent are female. Moreover, there are 124 higher education institutions with 222,879 students of which 48% are currently studying. In total, 3,753,002 students school health services at their current educational institutions, not including 1,292 literacy classes and community learning centers with a total of 38,478 students of which 65.1 percent are females, as well as a total of 121,680 educational personnel at all levels of which 46.15% are females.

In the last 20 years, Cambodia has been considered one of the most remarkably positive progress countries in the world maintaining economic growth of around 7% every year except

in the year of the 2009 financial crisis. Since 2015, Cambodia has passed the status of the least developed country to become a lower-middle income country, and in 2020, the average income per capita increases to USD1,683 and is projected to increase to USD1,771 In 2021. The population living below the poverty line decreased to 13.5 % in 2014. This upward progress resulted in unprecedented national pride, as well as strong hopes and trust for all citizens as well as society as a whole to continue to develop Cambodia's socioeconomic to achieve a new phase of development, in other words, to achieve a high middle-income country By 2030. However, the Cambodian economy has been experiencing fluctuation due to some external influences and the spread of communicable diseases. In fact, in 2009, Cambodia's economic growth decreased to near zero percent due to the global financial crisis, and in 2020, Cambodia's economic growth was forecast to decrease to -1.9 percent due to the crisis of the Covid 19 pandemic.

According to the Health Performance Report in recent years, the number of Cambodians of all ages seeking public medical services has increased year by year to over 13 million cases per year, of which it is observed that communicable diseases remain the most important public health problem. In fact, each year, more than 4 million cases of the top 10 communicable diseases are reported, of which more than 1 million are children under 5 years of age, including acute upper respiratory tract infection, acute gastritis, diarrhea-induced dehydration, pneumonia, lower respiratory tract infection, chronic gastritis, dysentery, acute bronchitis, typhoid fever, and red eyes.

Particularly, more than 90 percent of children in kindergarten and primary school have untreated dental caries, of which 86 percent have a chronic infection of one or more existing decayed teeth (MoH 2011). The main cause of dental caries is due to the lack of oral health care in children, improper and regular brushing of teeth, and encouraging children to eat sweets. Some effective response measures are being implemented, such as the practice of brushing teeth, applying topical Fluoride and fissure sealants for children in pre-schools and primary schools, and banning the consumption of sugary soft drinks and foods. However, those measures have not yet been comprehensively developed and are largely dependent on assistance from partners and the private sector.

Specifically, soil-transmitted helminthiasis (STH) contributes to malnutrition, and anemia in children, and lose focus in their studies. Since 2004, the Ministry of Health, in collaboration with the Ministry of Education, Youth and Sport, has introduced a policy on the provision of deworming twice a year to all primary school students which significantly decreases the prevalence of soil-transmitted helminthiasis in primary school children from nearly 80 percent to 16.7 percent in 2020 (CNM-2020). From 2013 to date, the deworming program has been extended to secondary students simultaneously with the Vitamin A campaign in November and May.

Meanwhile, most of the students did not monitor their health and the annual medical examination was not regularly implemented except for illnesses that required medical examination and treatment. Therefore, the problem of being underweight, overweight, vision problems, and strength problems were found in children in the target group who underwent health examinations supported by partners. Refractive errors, mostly myopia, are the most

common cause of poor eyesight in children between the ages of 5 and 15. In a 2010 study on refractive errors among students 12 to 14 years of age conducted by the National Eye Health Program of the Ministry of Health, the prevalence of refractive errors is 13.7% for the population living in urban areas, and 2.8% for the rural population, and this rate is likely to increase today due to the improper and increasing use of digital devices, most of which is myopia. A serious complication of refractive errors in children is the development of lazy eyes (amblyopia), a type of permanent nearsightedness of the eyes, even if corrected or treated with glasses. Also, most educational personnel do not pay close attention to their annual health examination or follow-ups, which likely exacerbates some complications upon visiting a physician when they fall ill along with anxiety, depression, and trauma, especially for educational personnel who are 50 years of age and older. The most likely solution is to put in place an annual health examination for students and educational personnel to make it easier for early intervention and to avoid serious, life-threatening conditions. For example, for the Covid-19 pandemic, the early detection of Covid-19 cases and immediate treatment can greatly reduce mortality and cut off the transmission to households and communities.

In addition, according to the Global School-Based Student Health Survey 2013 (GSHS-2013), it reported that 11.9% of secondary school students reported having had sexual intercourse. This behavior mostly committed by male students accounted for 14.3 percent compared to 9.4 percent of female students. Of those who ever had sexual intercourse, only about 30 percent admitted to regularly using a condom, and 16 percent said they had sex when they were drunk. The study also found that 5.7 percent of secondary school students felt lonely almost every day. About 3 to 6 percent of students are so anxious that they are losing appetite or can not eat or sleep. Nearly half of the students with anxiety were due to bullying, threatening, or insulting. About 8.8 percent of the students had planned to attempt suicide, whereas 6.8 percent had attempted suicide at least once. This data shows the need for response actions to be put in place such as the expansion of primary mental health counseling services and youth-friendly sexual and reproductive health services to students from secondary education and above.

The provision of health facilities in general education institutions has just started in a good sign where as of 2020, there are 250 general education institutions initiated the provision of health facilities for providing first aid, health counseling, medical examination, information on treatment, and health care services for educational personnel and learners. Meanwhile, some higher education institutions are also starting to launch their own health facilities. However, those health facilities have yet to be fully equipped to meet the technical specifications and the actual needs, both equipment and the functionality of the health facilities alike, as well as the lack of specialized officials serving in those health facilities. In addition, the provision of first aid kits in educational institutions also faces challenges, with only 51.4% of public institutions having access to useable first aid kits in 2020, of which separate pre-schools have access to only 32.4%, primary schools 53.5%, lower secondary school 38.3% and upper secondary school 61.4%. There is no data available for higher education institutions across the country; However, some private higher education institutions have regularly submitted reports related to the provision of medical examinations and first aid to students to the Ministry of Education, Youth and Sport.

Along with communicable diseases, Cambodians also face non-communicable diseases. The mortality rate from non-communicable diseases is increasing every year, reaching 64% of the total mortality rate as of 2018, of which nearly 60% are due to cardiovascular disease, diabetes, and cancer. Non-communicable diseases are chronic diseases that cause disabilities, and loss of labor and is threatening poverty and causing significant costs to health care. Therefore, effective measures for the prevention and control of non-communicable diseases must be implemented as 80% of non-communicable diseases can be prevented by addressing four challenges: tobacco use, harmful use of alcohol, unhealthy diet, and lack of physical movement. In Cambodia, about 3% of students have smoked or used tobacco for at least one day within the past 30 days. Of those who smoked, about 48.3 percent of students first tried smoking before the age of 14 (GSHS-2013). Non-communicable diseases are not only a health problem but also a challenge to the development that threatens Cambodia's economic growth as well as efforts to reduce poverty among the people and society as a whole. Economic losses, both direct and indirect, due to non-communicable diseases amounted to 5.97 trillion riels or 6.6% of Gross Domestic Product (GDP) in 2018. The increased non-communicable diseases in Cambodia cannot be addressed by the Ministry of Health alone. Many of the main causes and health determinants of non-communicable diseases are outside of the health sector, such as foods and the environment in which we live.

Malnutrition remains a major problem in Cambodia, despite improvements over the first several years of the last decade. According to the Cambodia Demographic and Health Survey 2021-2022 (CDHS 2021-2022), it reported that the nutritional status of Cambodian children under the age of 5 has changed dramatically, with the prevalence of stunting decreasing from 32 percent in 2014 to 22 percent in 2021-2022. Wasting in children has decreased slightly from 11 percent in 2010 to 10 percent in 2014 and remained stable at 10 percent in 2021-2022. Particularly, overweight in children increased significantly from 2% in 2014 to 4% in 2021-2022. Meanwhile, a FIDR study in 2015 showed that school-age children between the ages of 6 and 17 in rural educational institutions were 36 percent stunted, 16 percent were wasted, and 38 percent were underweight. The prevalence of malnourished students among school-age children is estimated to remain high or severe compared to children under the age of 5.

According to the Global School-Based Student Health Survey 2013 (GSHS), it reported that secondary school students are underweight accounting for three times more than overweight students, and around ten times more than obesity. One in five students ate fresh fruits in the last 30 days, and only 12 percent ate fresh fruit every day. In contrast, one in two students drank a sweet drink at least once a day during the past 30 days.

According to the Annual Health Performance Report, diarrhea has a high prevalence among the top 10 diseases affecting about half a million children and the general population each year over the past several years. Malnutrition makes diarrhea more frequent and prolongs the condition. According to the General Population Census of the Kingdom of Cambodia 2019, 78.3% of the rural population has access to latrines and 78.6 % has access to clean water. When there is a lack of sanitation and clean water supply, Cambodians are often at risk of infection, which can lead to the emergence of diseases in the surrounding environment. Children who are

sick from drinking unclean water and poor hygiene will experience irritable bowel syndrome which makes it difficult to absorb nutrients. Stunted children do not perform well because they suffer damage to the system responsible for absorbing knowledge in the long run.

The promotion of nutrition in educational institutions is implemented step by step, especially the provision of breakfast in primary schools through the World Food Program (WFP) in food insecure communities which have been implemented since 1999, with nearly half a million children in capitals/provinces benefiting from the program over the first 10 years. But in recent years, the nutrition program has diversified according to the status of each school, in fact, in the school year of 2019-2020, the food is supplied to 1,167 schools of which there are 325,957 students of which 49% are female students. Through this supply, the provision of breakfast using community-based produces schools is conducted in 267 schools with 56,785 students of which 49% are female students, in Battambang, Kampong Chhnang, Pursat, Kampong Thom, Stung Treng, Siem Reap, Oddar Meanchey and Preah Vihear in collaboration with the World Food Program. In addition, scholarships were also provided to 110,156 students, 54% of whom were female, of which 5,000 were 1st to 3rd grade students of which 54% were female, 2% from 4,951 schools, 184 municipalities, districts, Khans, capitals, and provinces. The World Food Programs provided scholarships as consumables to 8,414 students, 56% of whom are from 443 schools.

Most educational institutions in Cambodia in urban areas have food stalls to cater to the needs of the educational personnel and students, especially those who do not have time to cook from home to eat at the institution. Food stalls or canteen in educational institutions do not guarantee the safety of the consumption, and the food is yet to have been regularly monitored and is not guaranteed by National Food Standards. A large number of public and private educational institutions, from preschool to higher education, have yet to standardize their canteen to be attractive, hygienic, safe, and suitable places for eating, and the kitchen waste management is not according to the specification. At the same time, the sale of energy drinks, sugary drinks, salty and high-fat foods, and packaged foods without identifiable labels or no expiration dates are still present in educational institutions. In recent years, food poisoning, and anxiety leading to the collapse in students have increased dramatically in educational institutions. Particularly, food poisoning in the community is also common, and some cases can lead to death, especially in the cases of alcohol poisoning.

In conjunction with the above program, food safety and well-being issues have been gradually addressed. In fact, the Ministry of Education, Youth and Sport have issued a series of guidelines, such as improving food safety and well-being and prohibiting the use of tobacco products and alcohol. At the same time, the capacity of the cooks in educational institutions that implement the provision of breakfast programs is also strengthened through field training from specialized officials on the e Five Keys to Safer Food Manual of the World Health Organization as well as through the annual Best Chef Competition. The promotion of vegetable gardens and bio-gardens in educational institutions has been continuously implemented in educational institutions, and the cultivation of vegetables and plants that are resistant to climate change is also encouraged with technical assistance from the relevant ministries and partners, although the work is still carried out in a small scale.

The improvement of the supply of clean water, sanitation, and hygiene in educational institutions has been organized step by step by the Royal Government of Cambodia according to each phase of the National Policy on Water and Sanitation adopted in 2003 with a clearly defined vision specified " Everyone in rural communities has sustained access to safe water supply and sanitation services, and lives in a hygienic environment by 2025". At the same time, the second phase of the National Action Plan on Rural Water Supply, Sanitation and Hygiene 2014-2025 to improve and sustainably provide sustained access to safe water supply and sanitation services to rural communities in order to promote health and nutrition has been introduced recognizing the multi-sectoral participation and served as stepping stones towards achieving the 2030 Sustainable Development Goals.

In the past, the Ministry of Education, Youth and Sport has subsequently integrated the improvement of the supply of clean water, sanitation, and hygiene activities into Education Strategic Plan and has furthermore set target indicators for measuring annual progress to achieve it at 100% in 2025, as noted in the National Strategic Development Plan (NSDP). In order for these efforts to be achieved step by step as planned by the end of 2016, the Ministry of Education, Youth and Sport has introduced the "Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools" for guiding sub-nation levels of educational officers and stakeholders to implement step by step in order to make the water, sanitation, and hygiene situation meet the basic demands of educational personnel and learners in order to reduce infectious disease rates, especially diarrhea and respiratory infections, as well as reducing malnutrition.

From 2016 to 2020, the Ministry of Economy and Finance has allocated budgets to educational institutions that do not yet have latrines and clean water networks to build a total of 1,252 latrines and clean water networks, with an average of 250 places every year. In addition, development partners, civil society, the community, and the private sector also provided additional water purifiers, sanitation and hygiene facilities, incinerators, soaps, and toothpaste for the implementation in some target educational institutions to promote the importance of regular sanitation and hygiene practices. From 2016 to 2020, the management of 2963 educational institutions received training on the implementation of the Minimum Requirement Guidelines on Water, Sanitation, and Hygiene in Schools through the support of the Royal Government and development partners.

Despite the multi-disciplinary efforts described above, the clean water, sanitation, and hygiene status in educational institutions have yet to meet the basic needs. As of the academic year 2019-2020, out of a total of 9,286 educational institutions nationwide, 8,332 educational institutions or 89.7% have access to clean drinking water, 9,212 or 99.2 % have access to latrines, 658 or 71.7% have access to hand washing facilities. Specifically, considering the ranking of educational institutions by rating (star) to meet the Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools for the same academic year mentioned above, it is found that institutions with a rating of 1 (1 star) and above represent that separate pre-schools accounted for only 51.7%, a decrease of 9.5 %, primary schools accounted for 74.0 %, an increase of 3.9%, lower secondary schools accounted for 68.6%, an increase of 6.2 % and upper secondary schools accounted for 77.6%, an increase of 2.2% compared to the school

year 2018-2019. In addition, we have also seen a significant increase in educational institutions that pay close attention to the management of menstrual hygiene for girls or female students from 15.7 percent in the school year 2018-2019 to 26.7 percent in the school year 2019-2020, but this figure is relatively low compared to the basic needs.

At the same time, the lack of waste, sewage, and other hazardous waste management measures in place have not yet been comprehensively taken into account in accordance with the technical specifications. If access to clean drinking water, facilities for people with disabilities, clean water for the use, soaps, and other sanitation and hygiene facilities for the prevention of the spread of communicable diseases in educational institutions are included, the needs are even greater to fulfill.

In this regard, the Ministry of Education, Youth and Sport should cooperate with the Ministry of Rural Development and other ministries/institutions to support the construction of rural water supply systems in schools, such as wells, rain harvesters, or community ponds in accordance with the technical standards and monitor the water quality control in accordance with the National Rural Drinking Water Quality Guidelines of the Ministry of Rural Development.

The improvement of a learning environment in educational institutions has been gradually carried out by the Royal Government in collaboration with all Relevant ministries/institutions and partners in making a safe, inclusive, comfortable, and friendly environment in educational institutions in line with economic and social development. In recent years, the Ministry of Education Youth and Sports has issued a number of guidelines such as Guidelines on the Prohibition of Advertisement, Sales and Use of Tobacco and Alcohol Products in Public and Private Educational institutions, Guidelines on the Encouragement and Promotion of Clean Water, Sanitation and Hygiene in schools, etc. In addition, the Ministry of Education, Youth and Sport has implemented the Annual Clean School, Clean Environment, Best School Principal, Best Teacher competitions from 2015 to the present, as stated in Prakas No. 658 MOEYS.P, dated June 24, 2016, between the Ministry of Education, Youth and Sport and the Ministry of Environment.

Climate change, in particular, poses a growing threat to the safety, health, and learning ability of the students. According to the Global Climate Risk Index 2019, Cambodia is ranked 84th out of 130 countries most vulnerable to climate change, such as global warming, hurricanes, floods, droughts, and heat waves. Scientists have found that since the Industrial Revolution, global temperatures have risen by about 1 degree Celsius, causing more severe and long-lasting effects (IPCC 2018). The World Meteorological Organization (WMO) recently announced that by 2026, global temperatures could reach 1.5 degrees Celsius above pre-industrial levels. Under the highest emissions pathway scenarios, Cambodia is projected to experience warming of 3.1 degrees Celsius by the 2090s, against the baseline conditions over 1986–2005 (Cambodia Climate Risk Profile 2021).

Due to the increased temperature in 2016, the Ministry of Education, Youth and Sport has issued guidelines to all public and private educational institutions to adjust the teaching hours, install fans, improve the supply of potable water and drinking water, open windows, and doors for ventilation, give students with enough recess to help reduce the impact on students'

health. In the long run, the Ministry of Education, Youth and Sport also plans to rehabilitate school ponds and recommend planting fast-growing trees on the school campuses as a measure that can contribute to reducing the effects of warming.

In 2018, the Ministry of Education, Youth and Sport and the Ministry of Environment co-produced climate change education materials for upper secondary schools and introduced the topic as a learning and teaching aid in general secondary schools with the purpose to increase awareness of climate change, impacts, and necessary responses.

In order to promote the response to climate change in education, three strategic measures need to be considered: 1) Training and raising awareness of climate change; 2) Gathering information related to the vulnerability of schools to climate change, and 3) Adaptation to climate change in schools and communities.

Despite these efforts, some educational institutions have not yet been able to meet the minimum requirements. Obviously, some gaps need to be filled, such as the need to further strengthen the infrastructure on and off campus, planting trees for shade, waste management, prohibition signs or warning signs, equipping firefighting equipment and lightning protection equipment, and traffic signs to prevent the risk of accidents and prevent communicable diseases among educational personnel and learners.

The promotion of security and order in educational institutions remains a challenge to be addressed, although almost all educational institutions have internal regulations, children councils, youth councils, as well as Red Cross youth, and youth scouts for educational institutions in place, the efficiency, and quality of performance have not yet responded to health promotion. Some educational institutions, especially in rural communities, have no fences and no proper security. On the contrary, some educational institutions in urban areas are disturbed by entertainment clubs or bars located adjacent to or next to the school, which attracts students to use those services both during and after school hours. To address all these problems, all stakeholders must cooperate to implement the principle of “One School, One Harmonious zone” and take strict measures to issue a license to open any entertainment club away from school areas and jointly maintain the security and safety of educational personnel and learners.

Road safety remains a high risk, with the number of road accidents increasing alarmingly in the last 5 years, with five to six deaths per day, including educational personnel and learners. The National Road Safety Committee and the United Nations Development Programme (UNDP) have released a new Report on Road Traffic Accidents in Cambodia and Economic Losses, using data from 2019, showing that 98% of road traffic accidents are caused by human error are drivers, and three-quarters of those killed were motorcyclists, followed by pedestrians, family car drivers and truck drivers. According to the report, the accidents were caused by the use of alcohol and drug, speeding, ignoring traffic rules, and the use of phones while driving. In 2019, Cambodia lost 466.8 million US dollars. Of this total cost, 88.8% is due to loss of life and associated lifetime earnings.

Violence against children is another area that should be given more attention. Violence against children occurs everywhere in families, communities, schools, workplaces, and entertainment venues, including sports clubs, youth clubs, and religious sites, regardless of

whether they are rich or poor. Although violence against children is widespread, attention, support, and solutions from stakeholders are still limited. In 2013, the Royal Government of Cambodia, with the support of UNICEF, the Ministry of Women's Affairs facilitated and led a survey on violence against children in Cambodia which is a nationwide comprehensive study that provides evidence of the extent and nature of sexual, physical, emotional violence and neglect that girls, young women, boys, and young men experience. The results of the survey show that violence against children is widespread, with many children experiencing various forms of violence, including physical, emotional, and sexual violence as they grow older. Violence is often perpetrated by those whom children love and at a place where children feel safe. The report also points out that most children never talk to anyone about their experiences and do not seek assistance, but when they do, they often face many constraints in getting the support they need. In addition, many consequences of childhood violence include a decline in lifelong social, mental, and cognitive development, as well as a higher risk of illness and mental health problems, and suicide attempts.

Alcohol is a risk factor for violence and traffic accidents. According to the Cambodia Global School-Based Student Health Survey 2013 (GSHS 2013), 10% of secondary education students are drinking alcohol (at least one glass a day or more than one day in the past 30 days). Of those, 19.5 percent had their first drink of alcohol before the age of 14, of which males students are three to four times more than female students (15 percent compared to 4.6 percent). Nearly 3% of students who drink alcohol experience family issues or problems with friends who sometimes do not go to school or even get into a fight. Daily sightings can also be a bad example for these young people, with more than half of students drinking alcohol reporting that their parents or guardians were consuming alcohol, and most of them saw the alcohol advertisement every day through media. In addition, the study found that 0.8 percent of high school students in Cambodia had used amphetamines or methamphetamine at least once in the past. Of those, 46.2 percent had tried it before the age of 14. Although the results are minor, this information can be a cause for concern as drugs are already infiltrating the school environment. The study also found that one in five students was attacked and one in ten had gotten into a fight at least once in the past 12 months. Male students are more vulnerable than female students, especially those who live in urban areas. About 20 percent of students have been injured at least once in the last 12 months, with the most common injuries being fractures and slips, of which injuries caused by traffic accidents accounted for 33.7 percent.

Therefore, in addition to the provision of health education, practical and precise mechanisms are needed to prevent dangerous behaviors of the educational personnel and learners, not only in educational institutions but also in the community.

The promotion of health education is a mandatory and long-term measure to ensure that learners receive the correct information and put them into daily practice to prevent communicable, non-communicable diseases, and accidents, physical and mental health care. According to the Curriculum Framework of General Education and Technical Education 2016-2025, which was implemented on April 12, 2016, health education has reached a new stage, turning from a subject that is integrated into the relevant subjects namely Social Studies, Biology, and Moral-Civic, into a separate health education subject lasting 1 hour per week from

1st to 12th grade. This new subject covers six components, including 1. Primary health; 2. Mental health; 3. Sexual and reproductive health; 4. Health and faith; 5. Health and environment; and 6. Health and economics.

Although textbooks for all grades have not yet been developed, as of 2020, in collaboration with ministries, institutions, development partners, and civil society organizations, a detailed curriculum for health education for grades 1 to 12 has been developed and approved on June 5, 2018, and Health Education Curriculum Standards for Grades 3, 6, 8 and 11 were developed and approved on November 08, 2019. In addition, textbooks on health education for teachers and students in grades 1, 4, 7, and 10 have been prepared and piloted on a small scale in some target schools under the support of partners. In order to promote health education in educational institutions, the Ministry of Education, Youth and Sport has issued Instruction No. 33, dated July 20, 2016, on the continuation of the implementation of curricula on health education in primary schools. Secondary education and technical educational institutions, allow the use of existing content for primary and secondary education, either the prevention of communicable, non-communicable diseases and other accidents, before the introduction of new textbooks for all classes in the future.

However, in order to launch this health education subject, in addition to the textbook, there is a need for teacher training, recruitment, and training of specialized teachers in health education. In addition, teacher training programs at teacher training institutions at all levels need to be tailored to the new context of the detailed curriculum of general and technical education, as well as the training of trainers. The teacher training institution for primary and basic education has developed two detailed curricula credits for health education but has not yet developed a textbook for the trainers and student teachers. In addition, the recruitment and retraining of health education teachers for secondary educational institutions need to be tailored, especially by having health specialized teachers from a teacher training institution or the National Institute of Education or the Pedagogical Institutes. In addition to health education, in order for health education to respond to the spread of communicable diseases, prevent non-communicable diseases, improve nutrition, climate change, illegal drug use, and other emerging public health issues that need to be addressed, more educational tools need to be developed.

In particular, in higher education, technical or vocational institutions, both public and private, have established a credit system for health education subjects for their students in an orderly and systematic manner, such as the establishment of health education courses on other topics such as illegal drugs education and prevention, sexual health, reproductive health, prevention of HIV/AIDS, prevention of violence, prevention of traffic accidents, etc. in the form of seminars or extra-curricular research sessions. However, health education curricula in higher education institutions are not yet fully integrated into a clear credit system, which is an important part of strengthening qualifications, starting with the physical fitness and mental fitness of the next generation of human resources of high potential for the society.

The improvement of health skills faces several challenges, especially the lack of physical infrastructure for physical education, hygiene, and limited awareness of educational personnel and learners regarding health and nutrition status. Although the Ministry has set 2

hours per week for physical education and sports for general education institutions, the implementation in educational institutions is still incomplete because, in addition to the lack of suitable space for activities, there are also still challenges such as lack of teachers, materials, equipment, and participation. A 2013 study (GSHS-2013) found that nearly 72 percent of secondary school students learned the benefits of exercise, but only one in ten students exercised for at least 60 minutes a day, at least five days in the last 7 days.

As of the school year 2019-2020, more than 500 preschools and primary schools have started to practice daily team hand washing and tooth brushing. Secondary school students do not have a tooth brushing program, however, the prevalence rate of secondary school students who brush their teeth less than once a day during the past 30 days is only 4 percent. These factors cause two out of ten students to have oral problems leading them unable to attend classes, and 3.5 percent of students have oral problems almost regularly. About 60 percent of those students Never see a dentist for a checkup or treatment. On the other hand, the rate of secondary school students who do not wash their hands before eating is about 2%. Approximately 2.7% of students do not wash their hands after using the toilet and do not or rarely use soap when washing their hands (GSHS-2013).

At the same time, segregation of waste is also being implemented as part of the implementation of the Minimum Requirement Guidelines on Water, Sanitation, and Hygiene in Schools. The installation of scales and A stadiometer was also organized step by step according to the resources of the educational institutions and promoted the practice to make the learners aware of their nutritional status. Implementation of measures to prevent the spread of communicable diseases has been underway in educational institutions across the country, especially in the context of Covid-19. Most educational institutions in urban areas are actively involved in the implementation of temperature measurement, wearing of masks, social distancing, hand washing with clean water and soap, or with alcohol-based hand rub or gel. This measurement needs to be further strengthened to ensure the safety of the educational personnel and learners in the context of any pandemic.

Stakeholders' engagement in school health efforts has gradually begun in some educational institutions, in collaboration with pagodas, civil society organizations, the private sector, and philanthropists, in addition to government support. However, school health workers do not yet have a consensus mechanism to respond to the emergencies of educational institutions. Lack of information on access to health care services and interventions in educational institutions, as well as national and sub-national facilitation mechanisms, is not yet streamlined and made use of to develop a comprehensive implementation plan on educational health. In the past, the Ministry of Education, Youth and Sport has issued a circular on the roles and duties of school health at the capital/provincial Department of Education, Youth and Sports, District/Khan Office of Education, Youth and Sports, and educational institutions, as well as established other technical working groups such as Inter-Departmental Committee for Combating Drugs and HIV/AIDS, Disaster Management Team, Technical Working Group on Water, Sanitation and Hygiene in Schools, etc. in order to promote the implementation of school health more effectively, especially to mobilize the participation of relevant units subordinated to the Ministry and other stakeholders.

However, most of these mechanisms are limited to the ministerial and provincial levels, with no extensive and effective participation. In response to this matter, the school health structure needs to be tailored in collaboration with the national and sub-national levels, including all stakeholders, especially to strengthen the school health structure at the capital, provincial, municipal, district, and khan levels and the educational institutions themselves. The school health activities also need to align with the development plan of ministries and institutions extending to educational institutions in order to mobilize resources to achieve the goal of promoting school health in all aspects.

1.3- Priority Issues

Healthy educational personnel and learners are the results of interactions resulting from the provision of comprehensive school health services at the educational institutions, as well as the preparedness of proactive activities to respond to the negative impacts of climate change, globalization, and global pandemics. Based on the abovementioned situation, there is a lot of work that needs to be done and strengthened to ensure that the educational institution becomes the center of a friendly, comfortable, and safe environment, especially to ensure that educational personnel and learners fully play their roles in teaching and learning in quality, inclusive, equity manners, and promote lifelong learning for all.

However, due to limited resources, we cannot address all the problems at once, therefore, some necessary priorities are initially and subsequently identified step by step as follows:

- Establish a legal framework, working mechanism, and coordination in promoting school health at the national and sub-national levels extending to educational institutions, particularly mobilization of resources for school health works;
- Strengthen and expand the provision of essential health services, such as the provision of well-equipped health facilities, such as first aid kits, health, and physical fitness examinations, screening, prevention and treatment of oral diseases, immunizations, screening, diagnosis, and referral services, strength measurement, counseling, etc.;
- Clean water supply, latrines, use and maintenance of latrines, sanitary facilities, especially hand washing facilities, disinfection agents, as well as the preparation of proactive activities to prevent the spread of infectious diseases;
- Promote nutrition, food safety, well-being, and BMI calculation in educational institutions and communities, as well as nutrition provision for children whose families are facing food insecurity, promoting vegetable gardens and fruit trees planting;
- Promote health education, including but not limited to reproductive health, sexual health, prevention of non-communicable diseases, prevention of all forms of violence related to sex and gender, abuse, discrimination, stigma, and prevention of accidents, including traffic accident prevention, illegal drug, and alcohol abuse, use of tobacco prevention, prevention of HIV/AIDS transmission, etc;

- Promote order and security, safe playground and physical education space, safety system, and friendly learning environment.

2- STRATEGY

National Action Plan on School Health 2020-2030 is developed in line with the 9 strategies of the National Policy on Health as follows:

- Develop a Legal Framework and Mechanism
- Improve Fundamental Health of Learners and Educational Personnel
- Promote nutrition provision;
- Improve Supply of Clean Water, Sanitation, and Hygiene
- Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment
- Promote Security and Order in Educational institutions
- Promote Health Education
- Promote the Implementation of Health Skills
- Promote the Participation of All Stakeholders in Improving School Health

In each of the 9 main strategies above, there are a total of 55 sub-strategies that serve as a guide to identify specific actions in each of the following strategies:

Strategy 1: Develop a Legal Framework and Mechanism

- Develop legal regulations and mechanisms to effectively support and implement national policies by defining cooperation and tasks of relevant stakeholders;
- Promote, disseminate, and accelerate the implementation of national policies, legal framework, existing relevant mechanisms, and new mechanisms; and
- Develop national action plans on school health with specific activities, time, resources, and responsibilities of relevant Ministries and Institutions.

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel

- Provide fundamental healthcare and primary healthcare services to learners and educational personnel;
- Incorporate school health regulations into internal rules in educational institutions;
- Promote the establishment of designated rooms in educational institutions where health care services are available;
- Provide medical examination for learners and educational personnel in accordance with medical techniques;
- Promote the provision of first aid boxes in educational institutions;
- Encourage educational personnel to monitor their health and have annual checkups;
- Promote and encourage the preparation of healthcare services for educational personnel and learners;

- Provide and promote the use of vaccines for educational personnel and learners;
- Promote timely interventions to prevent epidemics, food poisoning, anxiety, or other calamities; and
- Promote mental health counseling services in educational institutions.

Strategy 3: Promote nutrition provision;

- Promote nutrition provision for learners in educational institutions;
- Promote the establishment of vegetable gardens in educational institutions;
- Set minimum hygiene standards and monitor canteen and/ or food stalls in educational institutions;
- Set nutrition safety standards in educational institutions; and
- Encourage guardians to prepare safe and nutritious food for their children.

Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene

- Promote and strengthen the implementation of the “ Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools;”
- Increase supply and strengthen the maintenance of physical infrastructure and clean water, sanitation and hygiene, and toilet facilities, as well as hand-washing and toothbrushing facilities, in an inclusive manner in educational institutions; and
- Strengthen the concept of cleanliness, safety, and good hygiene practice regularly in the workplace and educational institutions.

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment

- Promote the improvement of a learning environment in all educational institutions;
- Create a supportive environment for learners and educational personnel to promote behavioral change towards good health, well-being, and comfort;
- Promote inspection and prevention of imports, displays or advertisements, and use of products that affect the health of learners and educational personnel;
- Promote technical solid waste management and separation in educational institutions;
- Encourage the competition movement on “Clean School” through, for example, planting trees and building toilets;
- Prevent the use of tobacco and alcohol products in the workplace and on campuses of educational institutions;
- Promote the installation of emergency equipment or warning signs and signs of dangers or other risks on school campuses and in community-based education services;
- Promote the installation of traffic signs as well as education on and dissemination of traffic laws to prevent traffic accidents;
- Promote education on and dissemination of information to prevent the traffic and distribution of illicit drugs in educational institutions; and

- Promote the establishment of designated rooms or multi-purpose locations in schools for regular education and counseling on the impact of drug abuse, human trafficking, and traffic accidents, for students from lower secondary to higher education levels.

Strategy 6: Promote Security and Order in Educational institutions

- Promote the implementation of the principle of “One School, One Harmonious zone;”
- Prohibit the bringing of weapons and explosives into educational institutions and take educational preventative measures;
- Promote education on traffic laws and promote measures to increase safe road use;
- Build school fences
- Promote security and safety assurance for learners and educational personnel;
- Educate students and take measures to prevent drowning (wells, ponds, lakes...)
- Encourage the appointment of 1 (one) school vice-principal to take charge of security and guards;
- Establish Children and Teachers Councils to help ensure security at night and during holidays; and
- Promote cooperation with local authorities to ensure that all types of entertainment clubs shall be located at least 2 (two) kilometers away from educational institutions.

Strategy 7: Promote Health Education

- Develop and integrate health education, health skills, and other public health programs into educational curricula;
- Develop and incorporate content on health education, including the prevention of communicable and non-communicable diseases and other public health issues into the curricula of teacher training Institutions and general education Institutions at all levels and curricula of other educational institutions;
- Train specialized trainers on health in teacher training Institutions;
- Promote pre and in-service teacher training on health in teacher training Institutions;
- Promote dissemination and implementation of preventive measures to prevent the risks of pandemic/epidemic diseases and other health-related calamities;
- Promote designation of educational personnel to be in charge of health education in educational institutions; and
- Promote designation of educational personnel to act as role models in health education for learners in educational institutions.

Strategy 8: Promote the Implementation of Health Skills

- Promote positive behavioral change among learners to improve the environment, and promote health and social well-being;
- Promote the implementation of health skills in educational institutions;

- Increase education on first-aid measures in educational institutions;
- Promote and encourage the establishment of gymnasiums in educational institutions; and
- Promote the implementation of regular hygiene measures in educational institutions.

Strategy 9: Promote the Participation of All Stakeholders in Improving School Health

- Encourage relevant Institutions, parents, guardians, communities, development partners, monks, and local authorities to support and implement the National Policy on School Health;
- Encourage parents, guardians, communities, and local authorities to participate in implementing and monitoring learners' health and growth; and
- Match the work on school health with the National Program on Sub-National Democratic Development.

3- ACTION PLAN

The National Action Plan on School Health 2021-2030 is developed for the long term in accordance with the framework of the National Policy on School Health, 2030 Sustainable Development Goals, and Cambodia's Education 2030 Roadmap. The action plan also defines the scope and detailed implementation matrix.

3.1- Brief description of the scope of the action plan

This National Action Plan covers the ministries and institutions in charge of education in Cambodia. It identifies detailed activities and specific indicators in line with each sub-strategy set out in the National Policy on School Health. In addition, it sets a clear timeframe, implementing institutions, and support budgets as shown in the implementation matrix below.

3.2- Implementation Matrix

Strategy 1: Develop a Legal Framework and Mechanism						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
1.1	Develop legal regulations and mechanisms to effectively support and implement national policies by defining cooperation and tasks of relevant stakeholders	1.1.1 Establish a working mechanism for the Inter-Ministerial Committee on School Health	Number of meetings and legal instruments of the working mechanism of ICSH prepared	2021–2030	MOEYS	140,000
		1.1.2 Establish the Capital and Provincial School Health Committees	School Health Committees in all capitals and provinces established, and their roles and responsibilities fulfilled	2021–2030	MOI MOEYS	100,000
		1.1.3 Establish School Health Committee in cities, districts, and Khans administrations	School Health Committee of cities, districts, Khans administrations established, and their roles and responsibilities fulfilled	2022–2030	MOI MOEYS	450,000
		1.1.4 Update the school health structures at the Department of Education Youth and Sports, Municipality, District, Khan	the school health structures at the Department of Education Youth and Sports, Municipality, District, Khan	2021–2030	MOEYS	100,000

Strategy 1: Develop a Legal Framework and Mechanism						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
1.2	Promote, disseminate, and accelerate the implementation of national policies, legal frameworks, existing relevant mechanisms and new mechanisms	Office of Education Youth and Sports, and educational institutions	Office of Education Youth and Sports, and educational institutions updated, and their roles and responsibilities fulfilled		Relevant ministries/ institutions	
		1.1.5 Prepare Sub-decree on school health	Sub-decree on school health prepared and implemented	2022-2024	MOEYS MOH OCM	42,000
		1.2.1 Align the annual action plan of the relevant ministries, institutions, capital, province, municipality, district, Khan administrations, and educational institutions to the National Action Plan on School Health	Number of relevant ministries, institutions, capital, province, municipality, district, and Khan administrations have their annual action plan aligned with the National Action Plan on School Health	2021–2030	Relevant ministries/ institutions	250,000
		1.2.2 Disseminate National Policy and National Action Plan on School Health, legal	Number of National Policy and National Action Plan on School Health, legal	2021–2030	MOEYS	180,000

Strategy 1: Develop a Legal Framework and Mechanism						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		framework, existing relevant mechanisms, and new mechanisms to the ministries, institutions, national and international organizations, relevant national and sub-national partners	framework, relevant existing and new mechanisms to the ministries, institutions, national and international organizations, relevant national and sub-national partners disseminated		Relevant ministries/ institutions	
1.3	Develop national action plans on school health with specific activities, time, resources, and responsibilities of relevant Ministries and Institutions	1.3.1 Develop a National Action Plan on School Health with specific activities, timeframe, resources, and responsibilities of relevant ministries and institutions 1.3.2 Prepare a mid-term review of the National Action Plan on School Health 1.3.3 Evaluate the implementation of the National Action Plan on School Health	National Action Plan on School Health is developed as a roadmap for implementation	2021 and 2030	MOEYS	50,000
			The National Action Plan on School Health is revised at mid-term (5 years)	2025 and 2030	MOEYS	100,000
			The implementation of the National Action Plan on School Health evaluated	2024 And 2029	MOEYS	80,000

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
2.1	Provide fundamental healthcare and primary healthcare services to learners and educational personnel	2.1.1 Provide health examination, and visual and strength measurement services to learners	Percentage of learners who received annual school vision screening and school hearing screening and strength measurement services	2021–2030	MOEYS MOH	10,000,000
		2.1.2 Provide annual oral health care services to students in pre-schools and primary schools	Number of students in pre-schools and primary schools received annual oral health care services	2021–2030	MOH MOEYS	900,000
2.2	Incorporate school health regulations into internal rules in educational institutions	2.2.1 Prepare guidelines on the incorporation of school health regulations into internal rules in educational institutions	Number of educational institutions incorporated the school health regulations into their internal rules	2021–2030	MOEYS Relevant ministries/ institutions	0
2.3	Promote the establishment of designated rooms in educational	2.3.1 Prepare guidelines on minimum standard of health rooms in educational institutions	Guidelines on the minimum standard of health rooms in educational institutions prepared and approved	2021-2023	MOEYS MOH	25,000

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	institutions where health care services are available	2.3.2 Design and equip health room with equipment in accordance with the minimum standard in educational institutions	Number of educational institutions with health rooms in accordance with the minimum standard	2021–2030	MOEYS Relevant ministries/ institutions	2,500,000
		2.3.3 Recruitment of health workers to work in educational institutions	Number of educational institutions employed at least one health worker to serve in their educational institutions	2023–2030	MOEYS Relevant ministries/ institutions	0
		2.3.4 Training of officials in charge of school health to manage the works in the health room in educational institutions	Number of officials in charge of school health received training to manage the work in the health room in educational institutions	2021–2030	MOEYS MOH Relevant ministries/ institutions	400,000
		2.4.1 Prepare inter-ministerial Prakas on health and physical examination for students and educational personnel	Inter-ministerial Prakas on health and physical examination for students and educational personnel prepared	2021-2023	MOEYS MOH	10,000
2.4	Provide medical examination for learners and educational					

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	personnel in accordance with medical techniques	2.4.2 Develop guidelines on health and physical examination for students and educational personnel in educational institutions	Guidelines on health and physical examination for students and educational personnel in educational institutions developed	2023-2024	MOEYS MOH	20,000
		2.4.3 Create child health and development record books	Child health and development record books created	2022-2023	MOH MOEYS	10,000
		2.4.4 Provide annual health and physical examination services to learners in educational institutions	Number of learners who received annual health and physical examination	2022–2030	MOEYS MOH	2,700,000
		2.5.1 Have first aid kits available at educational institutions	Percentage of educational institutions have first aid kits available	2021–2030	MOEYS Relevant ministries/ institutions	7,000,000
2.5	Promote the provision of first aid boxes in educational institutions	2.5.2 Develop guidelines on first aid procedures and disseminate them to educational institutions	Guidelines on first aid procedures and disseminate to	2021-2022	MOEYS MOH	40,000

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
			educational institutions developed and disseminated			
2.6	Encourage educational personnel to monitor their health and have annual checkups	2.6.1 Create a minimum health checkups package for educational personnel of different age groups	Minimum health checkups package for educational personnel of different age groups created	2022-2025	MOH	10,000
		2.6.2 Disseminate the importance of annual health monitoring and checkups to educational personnel	Number of educational dissemination materials on the importance of annual health monitoring and checkups to educational personnel developed and disseminated	2022–2030	MOEYS MOH MOCAR	9,000
2.7	Promote and encourage the preparation of healthcare services for educational personnel and learners	2.7.1 Mainstream the introduction of health care packages to educational personnel and learners through various events at public and private health services facilities, as well as at the	Number of educational personnel and learners participating in various events that mainstream the introduction of health care packages at service locations, public and private healthcare facilities, as well as at the capital, province,	2022–2030	MOI MOH MLVT Relevant ministries/ institutions	0

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		capital, province, municipality, district, Khan halls	municipality, district, Khan halls			
		2.7.2 Produce and disseminate health services packages provided by the National Social Security Fund (NSSF) to educational personnel, especially through social media such as YouTube, Facebook, Telegram, leaflets, and media	Number of educational materials on health services packages provided by the National Social Security Fund (NSSF) to educational personnel, especially through social media such as YouTube, Facebook, Telegram, leaflets, and media produced and disseminated	2022–2030	MLVT MOH MOEYS MOCAR Relevant ministries/ institutions	27,000
2.8	Provide and promote the use of vaccines for educational personnel and learners	2.8.1 Produce educational dissemination materials for students, educational personnel and parents on the update and importance of vaccinations, the provision of Vitamin A, iron/folic acid, and deworming to learners and educational personnel.	Number of educational dissemination materials of the update and importance of vaccinations, the provision of Vitamin A, iron/folic acid, and deworming to learners and educational personnel annually produced	2022–2030	MOH MOEYS MOCAR	45,000

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		2.8.2 Provide vaccines, Vitamin A, iron/ folic acid, deworming to learners and educational personnel in accordance with the National Immunization Program, the National Nutrition Program and the National Deworming Program	Percentage/number of learners and educational personnel who received annual vaccines, Vitamin A, iron/ folic acid, and deworming	2021–2030	MOH MOEYS Relevant ministries/ institutions	
2.9	Promote timely interventions to prevent epidemics, food poisoning, anxiety, or other calamities	2.9.1 Develop guide-lines related to preparedness in response to pandemics or other deadly infectious diseases, food poisoning, anxiety, or other calamities in educational institutions	Number of guidelines related to preparedness in response to pandemics or other deadly infectious diseases, food poisoning, anxiety, or other calamities in educational institutions developed and disseminated	2021–2030	MOEYS MISTI Relevant ministries/ institutions	20,000
		2.9.2 Train educational personnel on the response measures in the event of an outbreak, pandemic or other deadly infectious diseases,	Number of educational personnel who received Training on the response measures in the event of an	2021–2030	MOEYS MOH MOC	200,000

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		anxiety, and possible disasters in educational institutions	outbreak, pandemic or other deadly infectious diseases, anxiety, and possible disasters at educational institutions		MOE MISTI	
2.10	Promote mental health counseling services in educational institutions	2.10.1 Establish and disseminate the Psychological First Aid Operating Guidelines in educational institutions	The the Psychological First Aid Operating Guidelines in educational institutions established and disseminated	2021	MOEYS MOH	5,000
		2.10.2 Train educational personnel on the Psychological First Aid Operating Guidelines in educational institutions and accessing mental health service	Number of educational personnel who received training on the Psychological First Aid Operating Guidelines in educational institutions and accessing mental health service	2021–2030	MOEYS MOH Relevant ministries/ institutions	300,000
		2.10.3 Provide mental health counseling services in educational institutions	Number of educational institutions with at least one basic level mental health counselor or psychologist	2022–2030	MOEYS MOH MOCAR	

Strategy 2: Improve Fundamental Health of Learners and Educational Personnel						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
					Relevant ministries/ institutions	
		2.10.4 Dissemination workshop on communicable and non-communicable disease prevention measures and access to mental health support services for senior personnel	Number of senior personnel (55 years and over) participated in Dissemination workshop on communicable and non-communicable disease prevention measures and access to mental health support services (100 personnel/year)	2021–2030	MOEYS MOSVY	50 000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
3.1	Promote nutrition provision for learners in educational institutions	3.1.1 Develop guidelines on the determination of nutritional status in educational institutions (by calculating Body Mass Index and GMP)	Number of educational institutions implemented the guidelines on the determination of nutritional status in educational institutions (by calculating Body Mass Index and GMP)	2022–2030	MOH MOEYS MISTI	5,400
		3.1.2 Train educational personnel on dietary guidelines in educational institutions	Number of educational personnel who received the training on dietary guidelines in educational institutions	2022–2030	MOEYS MOH MISTI	207,000
		3.1.3 Develop instruction manual and materials on cooking and food safety and train volunteer cooks in educational institutions	Number of educational institutions trained their volunteer cooks on the use of instruction manual and materials on cooking and food safety in educational institutions	2021–2030	MOEYS MOH MISTI	300,000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
3.2	Promote establishment of vegetable gardens in educational institutions	3.1.4 Organize Best Cook competition in the educational institutions	Number of cooks in educational institutions participated in the annual competition	2021–2030	MOEYS MOH MISTI	200,000
		3.1.5 Train national and sub-national educational personnel on nutrition skills	Number of national and sub-national educated personnel who received the training on nutrition skills	2022–2030	MOH MISTI MOEYS MOP	207,000
		3.2.1 Prepare inter-ministerial Prakas on agricultural techniques in educational institutions	Inter-ministerial Prakas on agricultural techniques in educational institutions prepared	2023-2024	MAFF MOEYS MISTI	10,000
		3.2.2 Develop standard operating procedures on vegetable gardening and crop rotation in educational institutions	Standard operating procedures on vegetable gardening and crop rotation in educational institutions developed and disseminated	2023-2024	MOEYS MAFF MISTI	40,000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		3.2.3 Document crop rotation techniques materials in educational institutions	Number of crop rotation techniques materials in educational institutions documented and published	2022–2030	MAFF MISTI MOEYS	54,000
		3.2.4 Organize technical training for trainers on vegetable gardening in educational institutions	Number of trainers who received training on crop rotation in educational institutions	2022–2030	MOEYS MAFF MISTI	108,000
		3.2.5 Monitor and coordinate the implementation of vegetable gardening in educational institutions	Number of educational institutions implemented crop rotation	2022–2030	MOEYS MAFF MISTI	54,000
		3.2.6 Organize study visits for students to farms or plantations near their schools	Number of students attended who the study visits to farms or plantations each school year	2024–2030	MOEYS MAFF MISTI	
		3.2.7 Create vegetables or agricultural products competition	Number of educational institutions participated in annual vegetables or	2023–2030	MOEYS MAFF	200,000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		and exhibition in educational institutions	agricultural products competitions or exhibition		MISTI	
3.3	Set minimum hygiene standards and monitor canteen and/ or food stalls in educational institutions	3.3.1 Establish minimum standards for canteen and/or food stalls in educational institutions	Minimum standards for canteen and/or food stalls established and implemented in all educational institutions	2024-2025	MOEYS MOH MOC MISTI	40,000
		3.3.2 Establish a safe and healthy canteen in accordance with the minimum standards	Number of educational institutions with safe and healthy canteen in accordance with the minimum standards	2025–2030	MOEYS MOH MOC MISTI	
		3.3.3 Create national and capital/provincial inspection teams to monitor the implementation of minimum standards for a safe and healthy	national and capital/provincial inspection teams to monitor the implementation of minimum standards for safe and healthy canteen and/or food stalls in educational institutions created	2025	MOH MOC MISTI MOEYS	0

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		canteen and/or food stalls in educational institutions				
		3.3.4 Build capacity of specialized officials and members of the monitoring team for the monitoring of the implementation of minimum standards for safe and healthy canteen and/or food stalls in educational institutions from experts	Number of specialized officials and members of the monitoring team for the monitoring of the implementation of minimum standards for safe and healthy canteen and/or food stalls in educational institutions who received capacity building from experts.	2025–2030	MOEYS MOH MOC MISTI	42,000
		3.3.5 Monitor the implementation of minimum standards for safe and healthy canteen and/or food stalls in educational institutions	Number of educational institutions implemented in accordance with the minimum standards for safe and healthy canteen and/or food stalls in educational institutions	2025–2030	MOEYS MOH MOC MISTI	126,000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
3.4	Set nutrition safety standards in educational institutions	3.4.1 Develop safety, healthy, and nutritious food standards in educational institutions	Safety, healthy, and nutritious food standards in educational institutions developed	2024-2025	MOH MAFF MOC MISTI MOT MOI MOEYS MLVT	40,000
		3.4.2 Disseminate nutrition safety standards in educational institutions	Number of vendors/food vendors in educational institutions who participated in the dissemination and implementation	2025–2030	MOH MAFF MOC MISTI MOT MOI MOEYS MoI	102,000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
3.5	Encourage guardians to prepare safe and nutritious food for their children				MLVT MOCAR	
		3.4.3 Implement and monitor the implementation of nutrition safety standards for learners, including manufacturing, processing, packaging, circulation, storage, cooking and consumption	Number of educational institutions implemented nutrition safety standards for learners, including manufacturing, processing, packaging, circulation, storage, cooking and consumption	2025–2030	MOEYS Relevant ministries/ institutions	102,000
		3.5.1 Develop dissemination materials for parents or guardians on the preparation of safe and healthy food for their children	Number of dissemination materials on the preparation of safe and healthy food produced	2021–2030	MOEYS MISTI MOCAR	30,000
		3.5.2 Organize events on the promotion of food safety and well-being in educational institutions with the participation	Number of educational institutions organized events on the promotion of food safety and well-being in educational institutions with the	2022–2030	MOEYS MOH MISTI	45,000

Strategy 3: Promote Nutrition Provision						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		of parents or guardians (letter of commendation, awards)	participation of parents or guardians			
		3.5.3 Establish a parent/guardian network to promote food safety and well-being in educational institutions	Number of educational institutions established a parent/guardian network to promote food safety and well-being	2022–2030	MOEYS MOH MISTI	0

Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
4.1	Promote and strengthen the implementation of the “Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools”	4.1.1 Train and support school principals/educational institution management Committees to transform the school to become a minimum level 1 (1 star) school and above	Percentage of schools with Level 1 and above increased	2021–2030	MOEYS MRD	500,000
		4.1.2 Update guidelines for the implementation of the Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools	the Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools updated and disseminated	2022-2025	MOEYS MRD	40,000
		4.1.3 Implement menstrual hygiene management (MHM) for girls or young women in educational institutions	Percentage of educational institutions implemented menstrual hygiene management (MHM) for girls or young women in accordance with the guidelines	2021–2030	MOEYS MRD	
		4.1.4 Train the management/ school management committees on Menstrual Hygiene	Number of management/ school management committees in educational	2021–2030	MOEYS MRD	100,000

Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
4.2	Increase supply and strengthen the maintenance of physical infrastructure and clean water, sanitation, and hygiene, and toilet facilities, as well as	Management (MHM) in educational institutions	institutions received training on Menstrual Hygiene Management (MHM)			
		4.1.5 Monitor, evaluate and share experiences on the implementation of the “Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools”	Number of educational institutions received an annual star rating for compliance with the “Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools”	2022–2030	MOEYS MRD	153,000
		4.2.1 Construct latrines, urinals and hand washing facilities in accordance with the guidelines or technical standards	Number of educational institutions constructed latrines, urinals and hand washing facilities in accordance with the guidelines or technical standards	2021–2030	MOEYS MRD MEF MOE	8,000,000
		4.2.2 Improve latrines, urinals and hand washing facilities in	Number of educational institutions improved their latrines, urinals and hand washing facilities in	2021–2030	MOEYS MRD	4,000,000

Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	handwashing and toothbrushing facilities, in an inclusive manner in educational institutions	accordance with the guidelines or technical standards	accordance with the guidelines or technical standards		MEF MOE	
		4.2.3 Construct and install clean water equipment or water network for various uses in climate change-resistant educational institutions	Number of educational institutions installed clean water equipment or water network for various uses in climate change-resistant manner	2021–2030	MOEYS MRD MEF MOE MISTI	1,000,000
		4.2.4 Improve clean water equipment or water network for various uses in climate change-resistant educational institutions	Number of educational institutions improved their clean water equipment or water network for various uses in climate change-resistant manner	2021–2030	MOEYS MRD MEF MOE	300,000
		4.2.5 Develop and provide facilities for educational institutions to use resources sparingly (materials, water,	Number of educational institutions equipped with water and energy-saving equipment and facilities	2022–2030	MOE MISTI MOEYS	54,000

Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
4.3	Strengthen the concept of cleanliness, safety and good hygiene practice regularly in the workplace and educational institutions	energy) with environment-focused innovation and technology				
		4.2.6 Prepare educational materials to disseminate to learners about the efficient and responsible use of resources (materials, water, energy) with environment-focused innovation and technology	Number of educational institutions prepared educational materials to disseminate to learners about the efficient and responsible use of resources (materials, water, energy) with environment-focused innovation and technology	2022–2030	MOE MISTI MOEYS MOCAR	27,000
		4.3.1 Develop the capacity of national and sub-national educational personnel on the basic knowledge of the use and maintenance of sanitary and clean water facilities in the workplace and educational institutions	Number of national and sub-national educational personnel and learners who received capacity development of the basic knowledge on the use and maintenance of sanitary and clean water facilities in the	2021–2030	MOEYS MRD MISTI MOI Relevant ministries/ institutions	30,000

Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
			workplace and educational institutions			
		4.3.2 Develop the capacity of educational personnel on water purification methods and water quality inspection for drinking and cooking in educational institutions	Number of educational institutions implemented water purification methods and water quality inspection for drinking and cooking	2021–2030	MRD MISTI MOEYS	600,000
		4.3.3 Implement septage management in educational institutions based on guidelines and standards	Number of educational institutions implemented septage management in educational institutions based on guidelines and standards	2021–2030	MRD MOI MOE MISTI	500,000
		4.3.4 Celebrate Global Handwashing Day, Hygiene Day, World Water Day, Menstrual Hygiene Day at educational institutions	Number of educational institutions celebrated Global Handwashing Day, Hygiene Day, World Water Day, Menstrual Hygiene Day	2021–2030	MOEYS MISTI	100,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
5.1	Promote the improvement of learning environment in all educational institutions	5.1.1 Implement the Eco-School Guidelines in capitals and provinces	Number of educational institutions implemented the Eco-School Guidelines in capitals and provinces	2022–2030	MOE MOEYS	
		5.1.2 Organize experience exchange workshops on the implementation of Eco-School Guidelines	Number of educational institutions participated in the experience exchange workshops on the implementation of Eco-School Guidelines	2021–2030	MOE MOEYS	100,000
		5.1.3 Develop environmental standards for educational institutions	Environmental standards for educational institutions developed	2021	MOE MOEYS	20,000
		5.1.4 Organize orientation sessions on the implementation of Eco-School in educational institutions	Number of participants participated in orientation sessions on the implementation of Eco-School in educational institutions	2021–2030	MOE MOEYS	200,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		5.1.5 Develop guidelines or legal instruments on the design of well-ventilated buildings, equip facilities and organize the environment in educational institutions to reduce heat, such as installing fans, air conditioning, planting trees for shades, changing the study schedule, etc.	Number of guidelines and legal instruments on the design of well-ventilated buildings, equip facilities and organize the environment in educational institutions to reduce heat, such as installing fans, air conditioning, planting trees for shades, changing the study schedule, etc., produced	2022–2030	MOE MOEYS	10,800
5.2	Create a supportive environment for learners and educational personnel to promote behavioral change towards good health, well-being and comfort	5.2.1 Research the health behavior status of learners and educational personnel	Findings of the research study on the health behavior status of learners and educational personnel published and disseminated	2023-2025	MOEYS MOH Relevant ministries/ institutions	210,000
		5.2.2 Implement activities to promote positive behavioral change in daily life towards good health, well-being and comfort of	Number of educational institutions disseminated the guidelines and posted positive behavioral change materials for	2022–2030	MOEYS Relevant ministries/ institutions	

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		<p>learners and educational personnel, such as preparing guidelines, monitoring the implementation of guidelines, sharing information from best practices, and posting of health promotion materials (posters on a healthy diet, prevention of tobacco, alcohol, and illegal drugs or violence against children, etc.)</p>	<p>daily life towards good health, well-being and comfort of learners and educational personnel such as posters on a healthy diet, prevention of tobacco, alcohol, and illegal drugs or violence against children, etc.</p>			
		<p>5.2.3 Dissemination workshop on the implementation of green, clean and safe principles in daily life for senior educational personnel</p>	<p>Number of senior educational personnel (55 years of age and older) participated in the dissemination workshop on the implementation of green, clean and safe principles in daily life (100 personnel/year)</p>	2021–2030	MOEYS MOSVY	50 000
5.3	Promote inspection	<p>5.3.1 Update the guidelines on the control and prevention of imports, exhibitions, or promotion and use</p>	<p>Guidelines on the control and prevention of imports, exhibitions, or promotion and</p>	2021–2030	MOEYS MISTI	

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	and prevention of imports, displays or advertisements, and use of products that affect the health of learners and educational personnel	of products that affect the health of learners and educational personnel in educational institutions	use of products that affect the health of learners and educational personnel in educational institutions updated and disseminated		Relevant ministries/ institutions	
		5.3.2 Monitor the implementation of guidelines on the control and prevention of imports, exhibitions, or promotion and use of products that affect the health of learners and educational personnel in educational institutions (to be implemented with activity 3.3.5)	Number of institutions duly complied with the guidelines on the control and prevention of imports, exhibitions, or promotion and use of products that affect the health of learners and educational personnel in educational institutions	2022–2030	MOEYS MISTI Relevant ministries/ institutions	
	Promote technical solid waste management and separation in educational institutions	5.4.1 Develop guidelines on the management of solid and liquid wastes in educational institutions in accordance with the technical specifications	Guidelines on the management of solid and liquid wastes in educational institutions in accordance with the technical specifications developed and disseminated	2022-2024	MOE MOEYS	
5.4						

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		5.4.2 Prepare and provide facilities for educational institutions to manage solid waste in accordance with the technical specifications	Number of educational institutions implemented solid waste management in accordance with the technical specifications	2022–2030	MOE MOEYS	207,000
		5.4.3 Prepare and provide facilities for educational institutions to implement composting and bio-gardening	Number of educational institutions organized and bio-operated composting and bio-gardening	2022–2030	MOE MOEYS	207,000
		5.4.4 Provide facilities for educational institutions to build filter tanks, liquid waste treatment tanks and use treated liquid waste for watering bio-gardens	Number of educational institutions built filter tanks, liquid waste treatment tanks and used treated liquid waste for watering bio-gardens	2022–2030	MOE MOEYS	810,000
		5.4.5 Organize training sessions for officials and education officials on causes, impacts of climate change, and responses to climate change such as heat	Number of trainers and trainees who participated in the training on causes, impacts of climate change, and responses to climate change such as heat	2022–2030	MOE MOEYS	153,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		waves, storms, floods and droughts	waves, storms, floods, and droughts			
		5.4.6 Produce assessment reports and monitor the impact of hazards caused by the effects of climate change and natural disasters such as heat waves, storms, floods, and droughts in educational institutions	A framework for impact assessment and vulnerability to hazards caused by the effects of climate change and natural disasters such as heat waves, storms, floods and droughts in educational institutions established and launched through an online system (MOEYS's website)	2022–2030	MOE MOEYS	22,500
	5.5 Encourage the competition movement on “Clean School” through, for	5.5.1 Organize the National and ASEAN Clean School and Eco-School competition movement	<ul style="list-style-type: none"> – Number of educational institutions participated in the National Clean School competition movement – Number of educational institutions participated in the National and ASEAN 	2021–2030	MOEYS MOT MOE	

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	example, planting trees and building toilets		Eco-School competition movement			
		5.5.2 Organize a sharing session on best practices of Clean School with other institutions	Number of educational institutions participated in the sharing session on best practices of Clean School	2021–2030	MOEYS MOT	20,000
		5.5.3 Organize days related to environmental events (through environmental exhibitions workshops and environmental activities) at educational institutions, such as: Earth Hour celebrated in late March, International Day for Biological Diversity celebrated on May 22, National and World Environment day celebrated on June 5, Arbor day celebrated on July 9, International Day for the Preservation of the Ozone Layer	Number of educational institutions organized days related to environmental events	2021–2030	MOE MOEYS MAFF MOT	100,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		celebrated on September 16, World Cleanup Day celebrated on September, National Environmental Sanitation Day celebrated on November 23, etc.				
5.6	Prevent the use of tobacco and alcohol products in the workplace and on campuses of educational institutions	5.6.1 Disseminate laws and regulations on the control of tobacco products in the workplace and on campuses of educational institutions	Number of educational institutions disseminated the laws and regulations on the control of tobacco products in the workplace and on campuses of educational institutions	2021-2026	MOEYS MOH MOCAR	51,000
		5.6.2 Disseminate laws and regulations on the prohibition of alcohol use in the workplace and on campuses of educational institutions	Number of educational institutions disseminated the laws and regulations on the prohibition of alcohol use in the workplace and on campuses of educational institutions	2021-2030	MOEYS MOH MOCAR	50,000
		5.6.3 Monitor the implementation of law on the control of tobacco products and the Legal	Number of educational institutions implemented the law on the control of tobacco	2021-2030	MOH MOEYS	100,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		instruments on the prohibition of alcohol use in the workplace and on campuses of educational institutions	products and the Legal instruments on the prohibition of alcohol use in the workplace and on campuses of educational institutions		Relevant ministries/ institutions	
5.7	Promote the installation of emergency equipment or warning signs and signs of dangers or other risks on school campuses and in community-based education services	5.7.1 Prepare guidelines on the installation of emergency equipment or warning signs and signs of dangers or other risks on school campuses	Guidelines on the installation of emergency equipment or warning signs and signs of dangers or other risks on school campuses developed and disseminated	2022–2030	MOEYS	207,000
		5.7.2 Conduct a drill on the prevention of accidents and potential risks to educational personnel and learners	Number of educational institutions conducted a drill on the prevention of accidents and potential risks	2022–2030	MOI MOEYS	54,000
		5.7.3 Develop an early warning system for hazards caused by the effects of climate change and natural disasters such as heat waves, storms, floods and	Number of educational institutions developed an early warning system for hazards caused by the effects of climate change and natural disasters	2022–2030	MOE MOEYS MOWRAM	

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
5.8	Promote the installation of traffic signs as well as education on and dissemination of traffic laws to prevent traffic accidents	droughts in educational institutions	such as heat waves, storms, floods and droughts			
		5.7.4 Prepare training materials or disseminate information on prevention and emergency response measures for the effects of climate change in educational institutions	Number of training materials or dissemination information on prevention and emergency response measures for the effects of climate change in educational institutions produced	2022–2030	MOE MOEYS	27,000
		5.8.1 Install traffic signs in educational institutions	Number of educational institutions installed traffic signs	2021–2030	MOI MPWT MOEYS	
		5.8.2 Raise awareness of road traffic rules and signs to learners and educational personnel in educational institutions	Number of educational institutions disseminated and raised the awareness of road traffic rules and signs to learners and educational personnel	2021–2030	MOI MPWT MOEYS MOCAR	50,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
5.9	Promote education on and dissemination of information to prevent the traffic and distribution of illicit drugs in educational institutions	5.9.1 Develop a book on “Prevention of Accidents Caused by Illegal Drug Use and Teaching Methods” for educational institutions	Number of books on “Prevention of Accidents Caused by Illegal Drug Use and Teaching Methods” for educational institutions distributed to the educational personnel and learners	2021-2022	MOI MOEYS	60,000
		5.9.2 Produce educational materials on the prevention of illegal drug use in educational institutions	Number of educational materials on the prevention of illegal drug use in educational institutions produced	2021–2030	MOI MOEYS	50,000
		5.9.3 Organize dissemination session on the prevention of illegal drug use to members of Children-Youth Councils, Youth Scouts, Red Cross Youth and Youth Volunteers in educational institutions	Number of members of Children-Youth Councils, Youth Scouts, Red Cross Youth and Youth Volunteers participated in dissemination session on the prevention of illegal drug use	2021–2030	MOEYS MOI MOCAR	200,000
		5.9.4 Organize National and International Day against Drug	Number of educational institutions organized National	2021–2030	MOI	

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		Abuse and Illicit Trafficking in Educational institutions	and International Day against Drug Abuse and Illicit Trafficking		MOEYS	
5.10	Promote the establishment of designated rooms or multi-purpose locations in schools for regular education and counseling on the impact of drug abuse, human trafficking, and traffic accidents, for students from lower secondary to higher education levels	5.10.1 Establish designated rooms/library or multi-purpose areas with clear materials and programs for regular education and counseling on the impact of drug abuse, human trafficking and traffic accidents, for students from lower secondary to higher education levels	Number of educational institutions from lower secondary to higher education levels established designated rooms/library or multi-purpose areas with clear materials and programs for regular education and counseling on the impact of drug abuse, human trafficking, and traffic accidents	2021–2030	MOI MOEYS	100,000
		5.10.2 Train trainers responsible for regular education and counseling on the impact of drug abuse, human trafficking, and traffic accidents, for students from lower secondary to higher education levels	Number of trainers responsible for regular education and counseling on the impact of drug abuse, human trafficking, and traffic accidents, for students from lower secondary	2021–2030	MOI MOEYS	100,000

Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
			to higher education levels received training			

Strategy 6: Promote Security and Order in Educational institutions						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
6.1	Promote the implementation of the principle of “One School, One Harmonious zone;”	6.1.1 Develop guidelines on “One School, One Harmonious zone”	Guidelines on “One School, One Harmonious zone” developed and disseminated	2022–2030	MOI MOEYS	27,000
		6.1.2 Implement and evaluate the implementation of guidelines on “One School, One Harmonious zone”	Number of educational institutions recognized as “One School, One Harmonious zone”	2023–2030	MOI MOEYS	
6.2	Prohibit the bringing of weapons and explosives into educational institutions and take educational preventative measures	6.2.1 Incorporate the content of the prohibition of bringing of weapons and explosives into educational institutions into the internal regulations of educational institutions	Number of educational institutions updated their internal rules by incorporated the prohibition of bringing of weapons and explosives	2021–2030	MOEYS Relevant ministries/ institutions	0
		6.2.2 Establish a mechanism to implement the prohibition of bringing of weapons and explosives into educational institutions and put in place the educational measures (refer to the Law on the Management of	Number of educational institutions with a mechanism to implement the prohibition of bringing of weapons and explosives into educational institutions and put in place the educational measures (refer to	2022–2030	MOEYS Relevant ministries/ institutions	

Strategy 6: Promote Security and Order in Educational institutions						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		Weapons, Explosives and Ammunition)	the Law on the Management of Weapons, Explosives and Ammunition)			
6.3	Promote education on traffic laws and promote measures to increase safe road use;	6.3.1 Organize an education forum on traffic laws and promote measures to increase safe road use in educational institutions	Number of educational institutions organized an education forum on traffic laws and promoted measures to increase safe road use	2021–2030	MOI MPWT MOEYS	
		6.3.2 Produce educational dissemination materials on traffic laws and promote measures to increase safe road use based on age levels	Number of educational dissemination materials on traffic laws and promote measures to increase safe road use based on age levels produced and disseminated	2021–2030	MOI MPWT MOCAR Relevant ministries/ institutions	50,000
		6.3.3 Establish traffic order mechanism in educational institutions upon entry and exit of educational institutions	Number of educational institutions established traffic order mechanism in educational	2021–2030	MOI Relevant ministries/ institutions	

Strategy 6: Promote Security and Order in Educational institutions						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
6.4	Build school fences		institutions upon entry and exit of educational institutions			
		6.3.4 Engage Red Cross Youth, Youth Scout, Youth/Children Councils, Youth Volunteers in movement in educational institutions in leading and conducting disseminating activities on traffic laws and promoting measures to increase safe road	Number of Red Cross Youth, Youth Scout, Youth/Children Councils, Youth Volunteers in educational institutions participated and conducted disseminating activities on traffic laws and promoting measures to increase safe road	2021–2030	MOEYS	
		6.4.1 Develop guidelines for educational institutions to plan, build, maintain and repair school fences	Guidelines for educational institutions to plan, build, maintain and repair school fences developed and disseminated	2021–2030	MOEYS Relevant ministries/ institutions	0
		6.4.2 Build school fences in accordance with local geographic conditions and resources	Percentage of schools with proper fences in accordance	2021–2030	MOEYS	

Strategy 6: Promote Security and Order in Educational institutions						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
			with local geographic conditions and resources		Relevant ministries/ institutions	
6.5	Promote security and safety assurance for learners and educational personnel	6.5.1 Develop guidelines on response mechanisms to ensure security and safety assurance for learners and educational personnel in educational institutions	Guidelines on response mechanisms to ensure security and safety assurance for learners and educational personnel in educational institutions developed and disseminated	2021–2030	MOI	0
		6.5.2 Set up a security camera system in educational institutions	Number of educational systems with a security camera system installed	2025–2030	MOI MOEYS	210,000
		6.5.3 Organize events related to the promotion of parents, guardians, child caregivers, communities and local authorities engagement in the prevention and protection of children from all forms of violence and abuse	Number of educational institutions organized events related to the promotion of parents, guardians, child caregivers, communities and local authorities engagement in the prevention and protection of	2022–2030	MOWA	513,000

Strategy 6: Promote Security and Order in Educational institutions						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
			children from all forms of violence and abuse			
6.6	Educate students and take measures to prevent drowning (wells, ponds, lakes...)	6.6.1 Develop books and educational materials on drowning prevention and rescue measures	Books and educational materials on drowning prevention and rescue measures developed and disseminated	2022-2023	MOEYS MOH MOCAR Relevant ministries/ institutions	40,000
		6.6.2 Develop the capacity of educational personnel and learners on drowning prevention and rescue measures	Number of educational personnel and learners who received capacity development on drowning prevention and rescue measures	2023–2030	MOEYS Relevant ministries/ institutions	50,000
6.7	Encourage the appointment of 1 (one) school vice-principal to take	6.7.1 Establish a mechanism to appoint 1 (one) school vice-principal to take charge of security and guards in educational institutions	Percentage of educational institutions established a mechanism to appoint 1 (one) school vice-principal to take charge of security and guards	2021–2030	MOEYS Relevant ministries/ institutions	0

Strategy 6: Promote Security and Order in Educational institutions						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	charge of security and guards					
6.8	Establish Children and Teachers Councils to help ensure security at night and during holidays	6.8.1 Prepare an instruction on security at night and during holidays in educational institutions	Percentage of educational institutions ensured security at night and during holidays as per the instruction	2021–2030	MOEYS Relevant ministries/ institutions	0
6.9	Promote cooperation with local authorities to ensure that all types of entertainment clubs shall be located at least 2 (two) kilometers away from educational institutions	6.9.1 Inter-Ministerial Prakas on the requirements for issuing a license to entertainment clubs of all types to be located at least 2 (two) kilometers away from the educational institution	Inter-Ministerial Prakas on the requirements for issuing a license to entertainment clubs of all types to be located at least 2 (two) kilometers away from the educational institution approved and disseminated	2024-2025	MOI MOC MOT MOEYS	30,000

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
7.1	Develop and integrate health education, health skills, and other public health programs into educational curricula	7.1.1 Develop textbooks on health education for students and teachers in general education institutions from grades 1 to 12	Textbooks on health education for students and teachers in general education institutions from grades 1 to 12 developed	2021-2024	MOEYS Relevant ministries/ institutions	130,000
		7.1.2 Publish textbooks on health education for students and teachers in general education institutions from grades 1 to 12	Number of textbooks on health education for students and teachers in general education institutions from grades 1 to 12 published and distributed to educational institutions	2022–2030	MOEYS	8,001,000
		7.1.3 Develop teaching and learning materials including digital materials to support learning and teaching of health education subject from grades 1 to 12	Number of teaching and learning materials including digital materials to support learning and teaching of health education subject from grades 1 to 12 developed and brought into use	2021–2030	MOEYS Relevant ministries/ institutions	300,000
		7.1.4 Train and support teachers responsible for teaching health	Number of teachers responsible for teaching health education	2022–2030	MOEYS	2,520,000

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
7.2	Develop and incorporate content on health education, including the prevention of communicable and non-communicable diseases and other public health issues into the curricula	education subject in general education institutions from grades 1 to 12	subject in general education institutions from grades 1 to 12 received training		Relevant ministries/ institutions	
		7.1.5 Develop guidelines on the teaching of health education subjects in subjects in general education institutions	Guidelines on the teaching of health education subjects in general education institutions approved and implemented	2022-2024	MOEYS	5,100
		7.2.1 Develop a detailed curriculum on health education for teacher training institutions	A detailed curriculum on health education for teacher training institutions developed and disseminated	2021-2024	MOEYS	20,000
		7.2.2 Develop textbooks on health education for student teachers and teacher trainers in teacher training institutions	Textbooks on health education for student teachers and trainers in teacher training institutions developed	2021-2024	MOEYS	100,000
		7.2.3 Publish health education textbooks for student teachers and	Number of health education textbooks for student teachers and teacher trainers at teacher training	2021–2030	MOEYS	100,000

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
	of teacher training Institutions and general education Institutions at all levels and curricula of other educational institutions	teacher trainers at teacher training institutions	institutions published and distributed			
		7.2.4 Develop the capacity of teacher trainers in teacher training institutions on the use of health education textbooks for teacher trainers and student teachers	Number of teacher trainers in teacher training institutions received capacity development on the use of health education textbooks for teacher trainers and student teachers	2022–2030	MOEYS	513,000
		7.2.5 Organize workshops/training/conferences/dissemination meetings on health education in various educational institutions	Number of educational institutions organized training/conferences/dissemination meetings on health education	2021–2030	Relevant ministries/institutions	
7.3	Train specialized trainers on health in teacher training Institutions	7.3.1 Establish a specialized department of school health in teacher training institutions/Teacher Training Institute/National Institute of Education	A specialized department of school health in teacher training institutions/Teacher Training Institute/National Institute of Education established	2023-2025	MOEYS MOH	

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
		7.3.2 Develop a detailed curriculum for health education subjects at teacher training institutions/Teacher Training Institute/National Institute of Education	A detailed curriculum for health education subjects at teacher training institutions/Teacher Training Institute/National Institute of Education developed and approved	2021–2025	MOEYS MOH	100,000
		7.3.3 Establish a National Teacher Trainers Committee for Health Education	National Teacher Trainers Committee for Health Education established and performed its functions	2022–2030	MOEYS MOH Relevant ministries/ institutions	0
		7.3.4 Develop the capacity of teacher trainers specialized in school health in teacher training institutions/Teacher Training Institute/National Institute of Education	Number of teacher trainers specialized in school health in teacher training institutions/Teacher Training Institute/National Institute of Education received capacity development	2021–2030	MOEYS MOH Relevant ministries/ institutions	500,000

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
7.4	Promote pre and in-service teacher training on health in teacher training Institutions	7.4.1 Train student teachers on health education in teacher training institutions	Number of student teachers in teacher training institutions who received training on health education	2021–2030	MOEYS	
		7.4.2 Train student teachers specialized in school health in teacher training institutions/ Teacher Training Institute/ National Institute of Education	Number of student teachers specialized in school health in teacher training institutions/ Teacher Training Institute/ National Institute of Education who graduated	2023–2030	MOEYS	
7.5	Promote dissemination and implementation of preventive measures to prevent the risks of pandemic/epidemic diseases and other	7.5.1 Produce educational dissemination materials on the sustainable implementation of preventive measures to prevent the risks of pandemic/epidemic or disasters for educational institutions	Number of educational dissemination materials on the sustainable implementation of preventive measures to prevent the risks of pandemic/epidemic or disasters for educational institutions produced and disseminated	2021–2030	MOEYS MOH MOCAR Relevant ministries/ institutions	200,000

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
	health-related calamities	7.5.2 Organize all forms of educational campaigns on the sustainable implementation of preventive measures to prevent the risks of pandemic/epidemic or disasters for educational institutions	Number of all forms of educational campaigns on the sustainable implementation of preventive measures to prevent the risks of pandemic/epidemic or disasters for educational institutions organized	2021–2030	MOEYS MOH MOCAR Relevant ministries/ institutions	150,000
7.6	Promote designation of educational personnel to be in charge of health education in educational institutions	7.6.1 Determine the needs of educational personnel in charge of health education in educational institutions according to clear standards	Number of required educational personnel in charge of health education in educational institutions according to clear standards annually determined	2022-2025	MOEYS Relevant ministries/ institutions	0
		7.6.2 Select and assign educational personnel to be in charge of health education in educational institutions	Number of educational personnel annually selected and assigned to be in charge of health education in educational institutions	2021–2030	MOEYS Relevant ministries/ institutions	0
		7.6.3 Train educational personnel in charge of health education in educational institutions	Number of educational personnel in charge of health education in	2021–2030	MOEYS	1,000,000

Strategy 7: Promote Health Education						
No.	Sub-strategies	Activities	Indicators	Time frame	Institutions Responsible	Budget (USD)
			educational institutions received annual training		Relevant ministries/ institutions	
7.7	Promote designation of educational personnel to act as role models in health education for learners in educational institutions	7.7.1 Develop and disseminate guidelines on evaluation criteria of good school, good principals, good teachers in health education subjects	Evaluation criteria of health education performance incorporated into the evaluation criteria of good school, good principals, good teachers of the year	2022-2023	MOEYS MOCAR	35,000
		7.7.2 Implement the guidelines for the appraisal of health education personnel in educational institutions	Number of good schools, good principals, good teachers in health education subject participated in annual competition	2024-2030	MOEYS Relevant ministries/ institutions	126,000

Strategy 8: Promote the Implementation of Health Skills						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
8.1	Promote positive behavioral change among learners to improve environment, promote health and social well-being	8.1.1 Study on the behavior of learners (GSHS)	Findings of the study on the behavior of learners analyzed and disseminated	2025 and 2030	MOEYS MOH	150,000
		8.1.2 Install environmental improvement materials, promote health and social well-being in educational institutions	Number of educational institutions installed environmental improvement materials, promoted health and social well-being in educational institutions	2021–2030	MOEYS Relevant ministries/ institutions	
		8.1.3 Disseminate the environmental improvement, health and social well-being promotion to educational personnel and learners, parents, guardians, communities, local authorities	Number of educational dissemination materials on environmental improvement, health and social well-being promotion developed and disseminated to environmental improvement, health and social well-being promotion	2022–2030	MOEYS MOCAR Relevant ministries/ institutions	

Strategy 8: Promote the Implementation of Health Skills						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
8.2	Promote the implementation of health skills in educational institutions	8.2.1 Implement daily group hand washing in pre- and primary education institutions	Percentage of pre- and primary education institutions implemented daily group hand washing	2021–2030	MOEYS	
		8.2.2 Implement group tooth brushing in pre- and primary education institutions	Percentage of pre- and primary education institutions implemented group tooth brushing	2021–2030	MOEYS	
		8.2.3 Implement health skills on food safety in educational institutions	Percentage of educational institutions implemented the minimum requirements of food safety and health food	2022–2030	MOEYS Relevant ministries/ institutions	
		8.2.4 Conduct exercise according to the study schedule at the educational institution	Percentage of educational institutions conducted physical exercise according to the study schedule	2022–2030	MOEYS Relevant ministries/ institutions	0
8.3	Increase education on first-aid	8.3.1 Organize refresher courses on first aid measures for	Number of educational personnel and learners at target	2021–2030	MOEYS	100,000

Strategy 8: Promote the Implementation of Health Skills						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	measures in educational institutions;	educational personnel and learners at target educational institutions	educational institutions received annual refresher courses on first aid measures		MOH Relevant ministries/ institutions	
		8.3.2 Organize refresher courses on first aid measures for young people at target educational institutions	Number of young people at target educational institutions received annual refresher courses on first aid measures	2021–2030	MOEYS MOH Relevant ministries/ institutions	100,000
8.4	Promote and encourage the establishment of gymnasiums in educational institutions; and	8.4.1 Establish gymnasiums in educational institutions	Number of educational institutions with gymnasiums	2022–2030	MOEYS Relevant ministries/ institutions	
8.5	Promote the implementation of regular hygiene	8.5.1 Regular implement hygiene measures in educational institutions in accordance with the Minimum	Percentage of educational institutions with a cleaning	2021–2030	MOEYS	

Strategy 8: Promote the Implementation of Health Skills						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
	measures in educational institutions	Requirement Guidelines on Water, Sanitation and Hygiene in Schools	schedule for school premises, classrooms, and latrines		Relevant ministries/ institutions	

Strategy 9: Promote the Participation of All Stakeholders in Improving School Health						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
9.1	Encourage relevant Institutions, parents, guardians, communities, development partners, monks, and local authorities to support and implement the National Policy on School Health	9.1.1 Disseminate the National Policy on School Health to relevant institutions, local authorities of municipal, district, Khan, commune, Sangkat administrations, and relevant partners	Number of municipal, district, Khan, commune, Sangkat administrations, and relevant partners disseminated the National Policy on School Health	2022–2030	MOI MOWA MOEYS MOCAR Relevant ministries/ institutions	153,000
9.2	Encourage parents, guardians, communities and local authorities to participate in implementing and monitoring learners’ health and growth	9.2.1 Disseminate the importance of children’s health and growth monitoring to parents, guardians, communities and local authorities through educational institutions	Number of educational institutions annually disseminated the importance of children’s health and growth monitoring to parents, guardians, communities and local authorities through educational institutions	2022–2030	MOH MOWA MOEYS MOCAR	

Strategy 9: Promote the Participation of All Stakeholders in Improving School Health						
No.	Sub-strategies	Activities	Indicators	Timeframe	Institutions Responsible	Budget (USD)
		9.2.2 Produce educational materials on the monitoring of learners' health and growth	Number of educational materials on the monitoring of learners' health and growth produced and disseminated	2022–2030	MOH MOWA Relevant ministries/ institutions	27,000
9.3	Match the work on school health with the National Program on Sub-National Democratic Development	9.3.1 Develop guidelines on the incorporation of health education activities into the investment plan of municipalities, districts, Khans, communes and Sangkats with a clear budget	Number of municipalities, districts, Khans, communes and Sangkats incorporated health education activities into the investment plan with a clear budget	2022–2030	MOI	

3.3 Key indicators of each strategy

No.	Key indicators	Baseline data 2021	Target 2025	Target 2030
Strategy 1: Develop a Legal Framework and Mechanism				
1	Number of capital, province, municipality, district, Khan administrations have their annual action plan aligned with the National Action Plan on School Health	0	50%	70%
Strategy 2: Improve Fundamental Health of Learners and Educational Personnel				
2	Percentage of learners who received annual school vision screening and school hearing screening	0	25%	50%
3	Number of educational institutions with health rooms in accordance with the minimum standard	0	100	300
4	Percentage of educational institutions with first aid kits available	43%	60%	80%
5	Number of educational personnel who received training on Psychological First Aid Operating Guidelines and accessing mental health services	200	1 000	2 000
Strategy 3: Promote Nutrition Provision				
6	Number of national and sub-national educational personnel who received training on nutrition skills	0	2	10
7	Number of educational institutions with safe and healthy canteen in accordance with the minimum standards	0	100	500

No.	Key indicators	Baseline data 2021	Target 2025	Target 2030
Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene				
8	Percentage of schools with at least Level 1 of star ranking and above increased	82,3%	88%	95%
9	Percentage of educational institutions with access to clean water	79,9%	86%	95%
10	Percentage of educational institutions with separated latrines for male and female students	83,4%	88%	95%
11	Percentage of educational institutions with hand washing facilities	81,8%	88%	95%
Strategy 5: Improve Safe, Inclusive, Comfortable and Friendly Learning Environment				
12	Number of educational institutions implemented solid waste management in accordance with the technical specifications	1 551	2 200	3 000
Strategy 6: Promote Security and Order in Educational institutions				
13	Number of educational institutions recognized as “One School, One Harmonious zone”	0	50	100
14	Percentage of schools with proper fences in accordance with local geographic conditions and resources	56,9%	63%	70%
Strategy 7: Promote Health Education				
15	Number of textbooks on health education for students and teachers in general education institutions from grades 1 to 12 published and distributed to educational institutions	0	4,500,000	6,700,000

No.	Key indicators	Baseline data 2021	Target 2025	Target 2030
16	Number of student teachers specialized in school health in teacher training institutions/Teacher Training Institute/National Institute of Education graduated	0	0	100
Strategy 8: Promote the Implementation of Health Skills				
17	Percentage of pre- and primary education institutions implemented daily group hand washing	61%	67%	75%
18	Percentage of pre- and primary education institutions implemented group tooth brushing	23%	26%	30%
19	Percentage of primary school conducted physical exercise according the study schedule	80%	87%	95%
20	Percentage of secondary school conducted physical exercise according the study schedule	52%	62%	75%
Strategy 9: Promote the Participation of All Stakeholders in Improving School Health				
21	Number of municipalities, districts, Khans, communes and Sangkats incorporated health education activities into the investment plan with a clear budget	14	30	50

4- SCHEDULE FOR DRAFTING LAWS AND LEGAL INSTRUMENTS

No.	Legal instruments	Timeframe									
		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Strategy 1: Develop a Legal Framework and Mechanism											
1	Develop a framework for Inter-Ministerial Committee on School Health	x	x								
2	Establish capital/provincial Inter-Ministerial Committee on School Health	x	x	x							
3	Establish Inter-Ministerial Committee on School Health at Municipal, district, Khan administrations level		x	x							
4	Update school health structure of the Capital/Provincial Department of Education, Youth and Sports, Municipal, District, Khan Office of Education, Youth and Sports	x	x	x							
5	Establish Sub-decree on School Health		x	x	x						
Strategy 2: Improve Fundamental Health of Learners and Educational Personnel											
1	Develop guidelines for educational institutions to incorporate the health regulations into the internal rules of educational institutions	x	x	x	x	x	x	x	x	x	x

No.	Legal instruments	Timeframe									
		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
2	Develop guidelines on minimum standards of health rooms in educational institutions	x	x	x							
3	Prepare inter-ministerial Prakas on health and physical examination for learners and educational personnel	x	x	x							
4	Develop guidelines on health and physical examination for learners and educational personnel			x	x						
Strategy 3: Promote Nutrition Provision											
1	Prepare inter-ministerial Prakas on agricultural techniques in educational institutions			x	x						
2	Establish minimum standards for canteen and/or food stalls in educational institutions				x	x					
3	Establish nutrition safety standards in educational institutions				x	x					
Strategy 4: Improve Supply of Clean Water, Sanitation, and Hygiene											
1	Update guidelines on the implementation of Minimum Requirement Guidelines on Water, Sanitation and Hygiene in Schools		x	x	x	x					
Strategy 5: Improve Safe, Inclusive, Comfortable, and Friendly Learning Environment											

No.	Legal instruments	Timeframe									
		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
1	Establish environment standards for educational institutions	x									
2	Develop guidelines on the implementation of liquid, solid waste and smoke management in educational institutions in accordance with technical specifications		x	x	x						
3	Develop guidelines on the installation of emergency equipment or warning signs and signs of dangers or other risks on school campuses		x	x							
Strategy 6: Promote Security and Order in Educational institutions											
1	Develop guidelines on “One School, One Harmonious zone”		x	x							
2	Inter-Ministerial Prakas on the requirements for issuing a license to entertainment clubs of all types to be located at least 2 (two) kilometers away from the educational institution				x	x					
Strategy 7: Promote Health Education											
1	Develop guidelines on the implementation of health education subject teaching in general education institutions		x	x	x						
Strategy 8: Promote the Implementation of Health Skills											

No.	Legal instruments		Timeframe									
			2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Strategy 9: Promote the Participation of All Stakeholders in Improving School Health												
1	Develop guidelines on the incorporation of health education activities into the investment plan of municipalities, districts, Khans, communes and Sangkats with a clear budget			x	x	x	x	x	x	x	x	x

5- EXPENDITURE PLAN

In order to implement the National Action Plan on School Health 2021-2030, there is a need to use the national budget of the relevant ministries and institutions which must be budgeted in the budget of the relevant ministries and institutions and the budget from other partners, including development partners, private sector, civil society organizations, philanthropists and other sources.

No.	Strategies	Estimated required budget (USD)			Source of budget
		2021-2023	2024-2026	2027-2030	
1	Develop a Legal Framework and Mechanism	379 000	485 000	628 000	National budget/Partners' budget
2	Improve Fundamental Health of Learners and Educational Personnel	7 134 000	7 353 000	9 784 000	National budget/Partners' budget
3	Promote Nutrition Provision	3 601 700	690 700	860 000	National budget/Partners' budget
4	Improve Supply of Clean Water, Sanitation, and Hygiene	4 611 000	4 637 000	6 156 000	National budget/Partners' budget
5	Improve Safe , Inclusive, Comfortable and Friendly Learning Environment	888 900	1 067 600	1 202 800	National budget/Partners' budget

No.	Strategies	Estimated required budget (USD)			Source of budget
		2021-2023	2024-2026	2027-2030	
6	Promote Security and Order in Educational institutions	181 250	313 750	425 000	National budget/Partners' budget
7	Promote Health Education	3 412 900	4 511 200	5 876 000	National budget/Partners' budget
8	Promote the Implementation of Health Skills	60 000	135 000	155 000	National budget/Partners' budget
9	Promote the Participation of All Stakeholders in Improving School Health	40 000	60 000	80 000	National budget/Partners' budget
Total		17 068 750	19 253 250	25 166 800	
Grand Total		61 488 800			

6- MONITORING AND EVALUATION

The monitoring and evaluation of the National Action Plan on School Health 2021-2030 as a way to ensure that the implementation of the National Policy on School Health can achieve the set objectives and expected results.

National Action Plan on School Health will undergo a mid-term evaluation in 2025 and a final evaluation in 2030 to measure the results of overall school health works. Both of these assessments require the participation of stakeholders, particularly, there is approval from the Inter-Ministerial Committee on School Health. In addition, there should be significant research to deeply examine the priorities of the policy.

Ministries and institutions that are members of the Inter-Ministerial Committee on School Health, and other stakeholders must set up a monitoring and evaluation system or mechanism for their respective school health activities at both the national and sub-national levels to measure progress in line with this national action plan. The monitoring and evaluation system or mechanism shall be linked to the plan for monitoring, delivery, and submission of reports as well as the field monitoring of the results of each activity.

Mid-Year and annual review meetings shall be organized regularly from 2021 onwards for the purpose of reviewing the progress based on the indicators set in each strategy through the participation of ministries, institutions, and stakeholders and report it to the Inter-Ministerial Committee on School Health for a further report to the Royal Government on a regular basis.

The Secretariat of the Inter-Ministerial Committee on School Health and specialized sub-committees related to school health should receive capacity building to coordinate the monitoring and evaluation mechanism and collect progress reports on school health works from all stakeholders.

School health programs and services supported or implemented by civil society organizations, development partners, or the private sector must be monitored and evaluated by the responsible ministries/institutions. The results of monitoring and evaluation of the school health programs and services supported or implemented by civil society organizations, development partners, or the private sector shall be reported to the Secretariat of the Inter-Ministerial Committee on School Health. The best practice of the intervention of those stakeholders should be documented as a basis for the Royal Government to expand those programs and services in accordance with its capabilities and capacities.

Ministries, institutions, or stakeholders shall determine the detailed budget plan and indicators by individual programs and activities, prepare them as appendices serving as a tool to monitor the results implemented each year, as well as for analysis in the implementation of activities in the following years.

No.	Description of works	Timeframe	Responsible person
1	Mid-term review	2025	ICSH
2	End-of-term review	2030	ICSH
3	Consolidation of school health work progress	2 times/year	Secretariat of ICSH
4	Progress report of school health works by Relevant ministries/ institutions	2 times/year	Secretariat of ICSH

7- CONCLUSION

The National Action Plan on School Health 2021-2030 is a roadmap for contributing to the development of human capital of high potential, physically and mentally healthy who are capable of acquiring skills and knowledge according to their talents, strengthening their physical and behavioral fitness as citizens to contribute to the development of Cambodian with prosperity and prestige in line with the vision of the Sustainable Development Goals, which to see Cambodia becoming a high middle-income country by 2030. Achieving the above ambitions requires comprehensive cooperation and highly attentive support from all relevant ministries, institutions, and stakeholders at all levels. Moreover, it requires mechanisms and legal instruments in order to establish a support mechanism to coordinate the execution of the plan, extensive dissemination, and mobilization of assistance from all areas for the purpose of improving the effectiveness of the implementation of the National Action Plan on School Health 2021-2030.

ABBREVIATIONS

-	MOEYS	:	Ministry of Education, Youth and Sport
-	OCM	:	Office of Council of Ministers
-	MOI	:	Ministry of Interior
-	MOSVY	:	Ministry of Social Affairs, Veterans and Youth Rehabilitation
-	MOH	:	Ministry of Health
-	MOCAR	:	Ministry of Cults and Religion
-	MLVT	:	Ministry of Labour and Vocational Training
-	MOD	:	Ministry of Defence
-	MEF	:	Ministry of Economy and Finance
-	MAFF	:	Ministry of Agriculture, Forestry and Fisheries
-	MRD	:	Ministry of Rural Development
-	MOC	:	Ministry of Commerce
-	MISTI	:	Ministry of Industry, Science, Technology and Innovation
-	MOP	:	Ministry of Planning
-	MOE	:	Ministry of Environment
-	MoI	:	Ministry of Information
-	MOJ	:	Ministry of Justice
-	MONASRI:		Ministry of National Assemblies-Senate Relations and Inspection
-	MPTC	:	Ministry of Post and Telecommunications
-	MCFA	:	Ministry of Culture and Fine Arts
-	MOT	:	Ministry of Tourism
-	MOWA	:	Ministry of Women's Affairs
-	MCS	:	Ministry of Civil Service
-	MPWT	:	Ministry of Public Works and Transport
-	CDHS	:	Cambodia Demographic and Health Survey
-	FIDR	:	Foundation for International Development/Relief
-	GSHS	:	Global School-Based Student Health Survey
-	STH	:	Soil-Transmitted Helminthiasis
-	WHO	:	World Health Organization

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