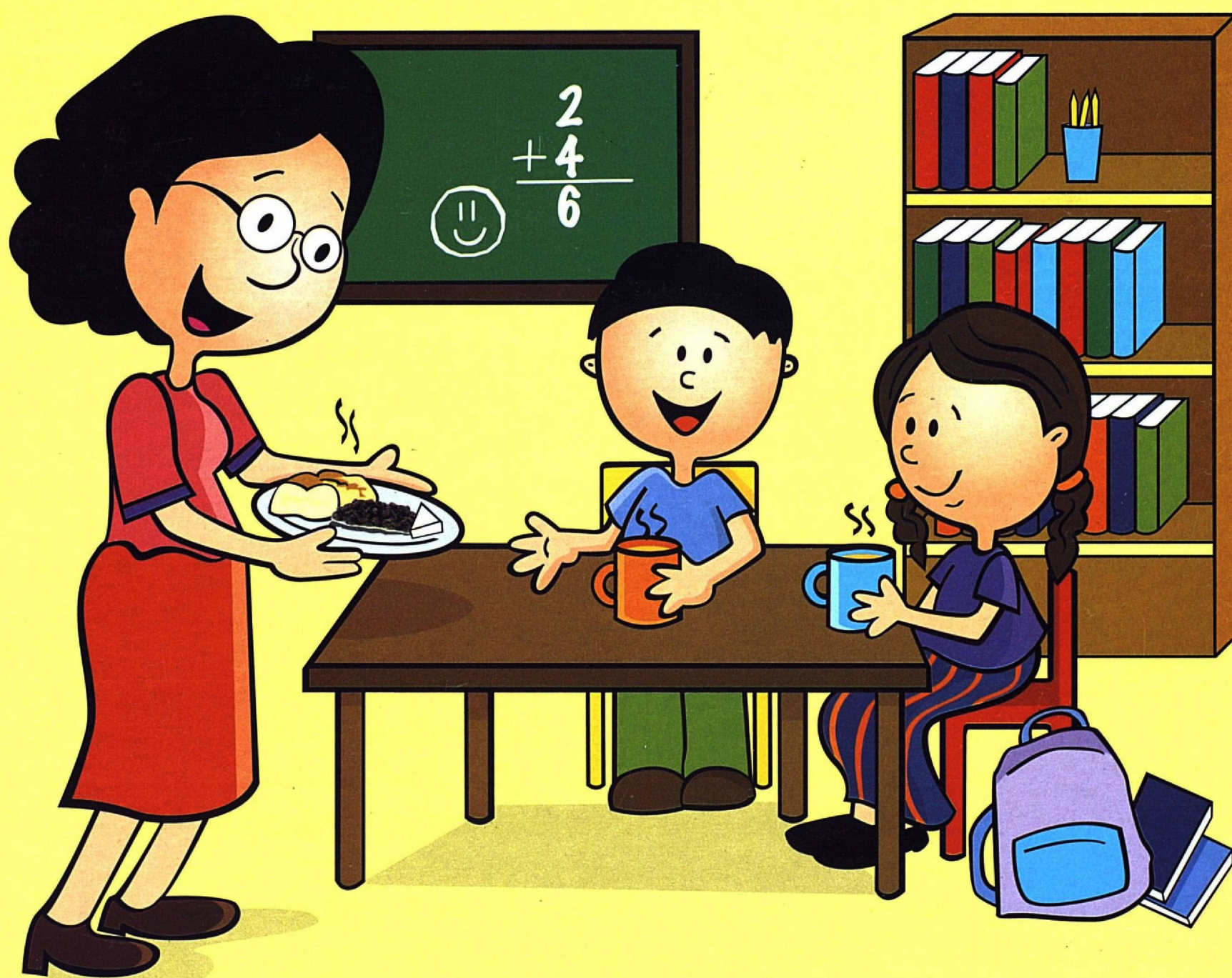


GUIDE FOR THE PARENT-TEACHER ASSOCIATION

How do we make a water and food safety plan for our School?

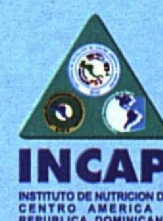
The five steps to a school with safe
food and water



World Health Organization

Pan American Health Organization

Institute of Nutrition of Central America and Dominican Republic



Publication, MDI/010

GUIDE FOR THE PARENT-TEACHER ASSOCIATION

HOW DO WE MAKE A WATER AND FOOD SAFETY PLAN FOR OUR SCHOOL?

THE FIVE STEPS TO A SCHOOL WITH SAFE FOOD AND WATER

Veterinary Public Health Unit of PAHO,
Institute of Nutrition of Central America and Dominican Republic (INCAP)

Guatemala, January 2008

MDI/010

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1. FOOD HANDLING

2. NUTRITIONAL EDUCATION

3. FOOD

4. MANUALS

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This is the English version of the document "*Manual para la junta escolar y docentes: ¿Cómo hacer un plan de alimentos y agua seguros en mi escuela? Los 5 pasos para tener una escuela con alimentos y agua segura*", Publication INCAP MDE/169, Guatemala. 2007.

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Introduction

This manual describes the five steps recommended for implementing a water and food safety plan to improve water and food handling in schools and ensure that the educational community is consuming safe water and food.

These steps, along with the worksheets enclosed, will be useful for the Parent-Teacher Association (PTA) since they provide information about the processes that should be followed in the planning of projects in the school.

This manual has been developed so that, with the participation of other actors in the community, the PTA has the tools needed to prepare their water and food safety plan. It is a tool with guidelines and examples to facilitate the implementation of projects that will guarantee a school with safer food and water.

This manual accompanies the *"Five Keys to Safer Food"* manual, which includes information about the five basic rules that should be followed to ensure safe water and food, and therefore, prevent foodborne diseases.

THE 5 KEYS TO SAFER FOOD...

... and the prevention of foodborne diseases



1 Use safe water and food for your consumption

- ✓ Purify water with methods such as boiling, chlorine or SODIS
- ✓ Use safe water to wash fruits and vegetables, and also to prepare food
- ✓ Use safe water to wash your hands and brush your teeth
- ✓ Always choose safe foods to prepare meals



2 Keep clean

- ✓ Wash your hands before eating or preparing food and after going to the bathroom
- ✓ Use soap to wash your hands
- ✓ Clean and disinfect the areas where food is prepared
- ✓ Cover food in order to protect it from pests!



3 Separate raw meat, poultry and seafood from other foods

- ✓ Always separate raw food (especially meat, poultry and seafood) from other foods
- ✓ Separate fresh food from old food
- ✓ Keep food in clean containers with lids
- ✓ Use different utensils to prepare raw and cooked food or wash them before using them



4 Cook food thoroughly

- ✓ Ensure meat, poultry, eggs and seafood are thoroughly cooked
- ✓ In the case of meat (beef and pork) and poultry, cook them until they are no longer pink in the inside
- ✓ Reheat food until it is very hot or boiling (for at least 5 minutes)



5 Keep food at safe temperatures (very cold or very hot)

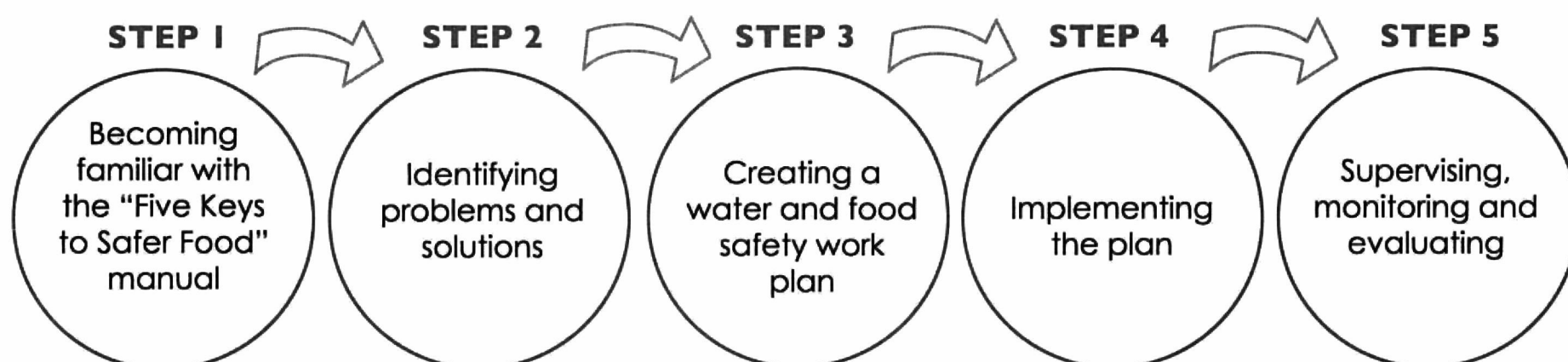
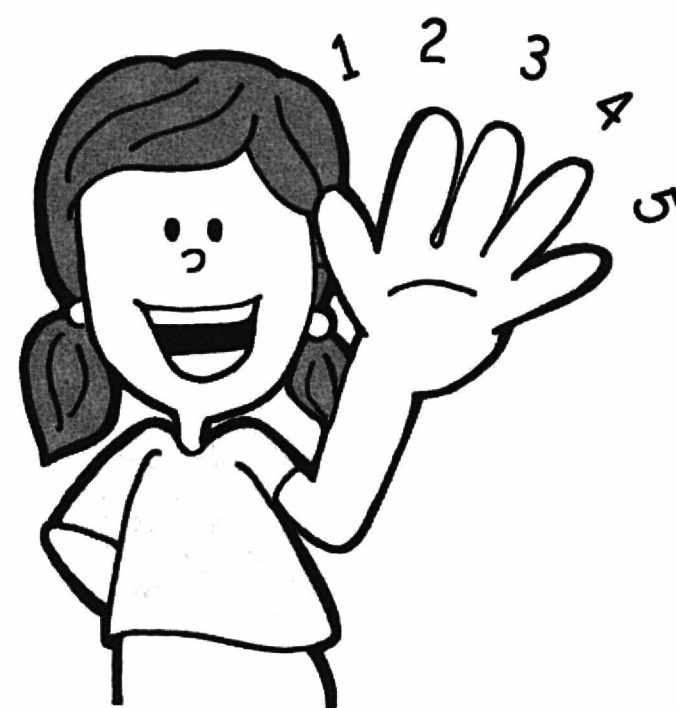
- ✓ Do not leave cooked food at room temperature for more than 2 hours
- ✓ Keep food hot (boiling) until it is served
- ✓ Keep milk, cheese and perishable foods in the refrigerator



THE FIVE STEPS TO A SCHOOL WITH SAFE FOOD AND WATER¹

How to make a work plan so our school has safer food and water?

To create and implement a water and food safety work plan at our school, follow these 5 basic steps:



To complete these steps, a series of meetings should be organized. Who should participate in these meetings?

- PTA members
- Teachers and/or the principal
- Parents
- Other organizations or people who work for the school's benefit

¹ Taken and adapted from: Molina, V y L. Gallardo. 1999. *Curso de Educación a Distancia Escuelas Saludables: Módulo 2, Cinco Pasos para el Éxito (Método de Reflexión-Acción)*. INCAP/PAHO, Guatemala.

STEP 1

BECOMING FAMILIAR WITH THE “FIVE KEYS TO SAFER FOOD” MANUAL

OBJECTIVE

The PTA and other people participating in this process are familiar with the “Five Keys to Safer Food” manual and promote the creation of a water and food safety plan for their school.

A. Organize training workshops

Before creating the work plan, it is important that the people who are going to be involved in this process become familiar with the contents of the **Five Keys to Safer Food manual**.

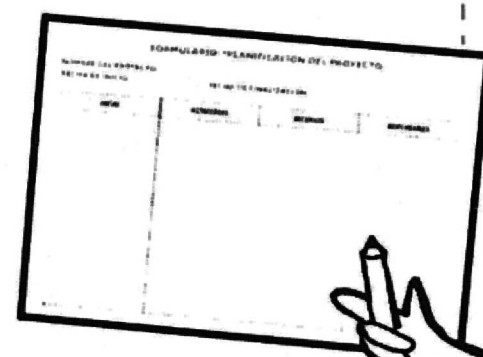
This training could be facilitated by one of the teachers who is currently teaching this material in their classroom, or different participants could be asked to learn and present one of the five keys to the rest of the group.

B. Choose a leader

After finishing the 5 Keys training workshops, the PTA and other participants involved in this initiative should choose a leader. This leader will be responsible for promoting this initiative and moderating the meetings. Some characteristics of a good leader and moderator are presented in the following box.

A good leader and moderator.....

- ✓ Is sincere, creative and optimistic
- ✓ Is enthusiastic
- ✓ Takes initiative
- ✓ Promotes the participation of everyone involved
- ✓ Listens to others and motivates those involved to give their opinion
- ✓ Understands the concept of the plan
- ✓ Supports team work
- ✓ Controls the length of the meetings
- ✓ Guides the discussion based on the agenda and objectives
- ✓ Synthesizes ideas
- ✓ Maintains social harmony



STEP 2

IDENTIFYING PROBLEMS AND SOLUTIONS

OBJECTIVE

The PTA and the rest of the participants identify the problems associated with the food and water that they have observed in their school and suggest possible solutions.

It is now time to think about the problems related to water and food safety in the school and identify possible solutions.

To identify these problems and possible solutions, a meeting should be held with PTA members and other people who have an interest in this process, in order to hear their opinions, suggestions, ideas and concerns related to water and food safety in the school.

Before the meeting(s), the leader should do the following:

- Prepare the objectives and agenda for the meeting(s).
- Prepare a guide with questions that will facilitate the group discussion and the process of identifying problems and their causes, as well as possible solutions.
- Appoint a person to be in charge of writing down the participant's comments during the meeting(s).

We suggest following these steps during the meeting(s):

A. Identify the problems

- ✓ To identify the problems associated with water and food safety, hand out a copy of the **Safer food and water at our school Checklist** to participants (see the example on the following page and the worksheet in Appendix 1) and explain to the participants that the list should be completed based on the current reality observed at the school.
- ✓ If there are lots of people in the meeting, ask participants to form groups of four people per group in order to complete the checklist and analyze the situation at the school.
- ✓ The purpose of this checklist is to help participants analyze the problems and the current situation prevailing at the school.



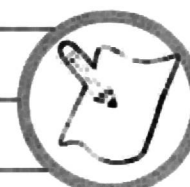
SAFER FOOD AND WATER AT OUR SCHOOL CHECKLIST

Instructions: Mark with a check (✓) the activities that are already being carried out at the school and mark with an (x) the activities that are not being carried out, but that should be.

ACTIVITIES		YES (✓)	NO (x)
1	Teachers understand and have the ability to teach the "Five Keys to Safer Food" manual to their students.	✓	
2	All students at the school are receiving classes about the Five Keys and know the importance of each of the keys.	✓	
3	All students understand the "Five Keys to Safer Food" and are helping to implement these concepts at their school.		x
4	All students wash their hands with soap and safe water before eating and after going to the bathroom.	✓	
5	All students bring <u>clean</u> cups and utensils for food that they receive at school.		x
6	Personnel who prepare the food at the school know, understand and put into practice the "Five Keys to Safer Food".	✓	
7	Personnel who prepare the food at the school wash their hands thoroughly with soap and water before preparing the food.	✓	
8	The areas where the food is prepared are clean and disinfected regularly.	✓	
9	Raw food is kept separate from cooked food.	✓	
10	Old food is kept separate from fresh food.	✓	
11	Food is cooked thoroughly.	✓	
12	Food is kept at safe temperatures (very cold or very hot), depending on the food.	✓	
13	Fruits and vegetables are washed with safe water.		x
14	Water is treated by boiling it, adding chlorine or applying the SODIS method.		x
15	Insects, pests and other animals do not have access to the areas where food is prepared.	✓	
16	There are no dangerous chemicals such as pesticides, fertilizers and/or cleaning products near the areas where food is prepared.	✓	
17	There is safe water available at the school.		x
18	Garbage cans are kept covered and are emptied regularly to avoid attracting pests.	✓	

Other problems encountered:

Latrines are very close to the area where food is prepared.



B. Make a list of all the problems identified by the work groups

Once the “**Checklist: Safer food and water at my school**” is completed by all of the groups, ask a volunteer to write down all the problems identified by the groups on the chalkboard or flipchart.

C. Prioritize problems (Which are the most important?)

There is probably not enough time or resources to solve all the problems related to water and food, and therefore it is important to decide which problems are the most important (priority) and urgent to resolve. Do this by placing an asterisk (*) or underlining the most important problems on the chalkboard or flipchart.



- ✓ Which of the problems identified affect the most people?
- ✓ Which of the problems identified produce the greatest harm to the population (in this case, to students and teachers)?
- ✓ Are there resources available to solve these problems? If the resources aren't available, could they be obtained through some kind of project?
- ✓ Which of these problems can really be solved?

D. Identifying actions to solve the problems

Once the most important problems have been identified, it is time to think about the possible solutions. The leader should ask the participants to provide ideas, through brainstorming, about specific actions to solve these problems. To do this you can use the **Actions Recommended to have Safer Food and Water at our School worksheet** (the blank worksheet can be found in Appendix 2). If the group is too large, form smaller groups and have each group work on one or two of the identified problems.

The following questions can help in this process:



Questions to think about

- ✓ What actions or activities would solve the problem?
- ✓ What resources are needed to carry out the activities? How can we obtain these resources?
- ✓ Which actors should be involved in the planning and implementing of each activity?
- ✓ Who can provide human resources, financial support and technical assistance?

An example of two problems that may be found at a school and specific actions to solve these problems are presented below (the blank worksheet can be found in Appendix 2). Some examples of safer water and food projects that could be carried out at school are provided on the following page.

Example 1: Actions Recommended to have Safer Food and Water at our School worksheet

PROBLEMS	RECOMMENDED ACTIONS FOR THEIR SOLUTION
Students do NOT wash their hands with soap and water before eating and after going to the bathroom.	<ul style="list-style-type: none"> • Educate students about the importance of washing their hands. • Collect money to buy soap.
Fruits and vegetables are NOT washed with safe water.	<ul style="list-style-type: none"> • Train personnel in charge of preparing food at school about the importance of washing fruits and vegetables with safe water. • Make posters and put them up in the areas where food is prepared to remind personnel that they should wash fruits and vegetables with safe water. • Make sure there is safe water available in the areas where food is prepared.

Some ideas of water and food safety projects that that could be carried out at the school:

Problem: The refrigerator in the area where the food is prepared is out of order and therefore the food is going bad.

Project: Raffle

The people in charge of preparing the school snack, together with the principal, will organize a raffle. Each student should sell 15 numbers at a price of Q2.00 each. The first three tickets drawn will be rewarded with a prize and funds collected will be used to buy a new refrigerator (if possible) or to repair the existing one.

Problem: Students do not wash their cups after drinking their beverage during the school snack.

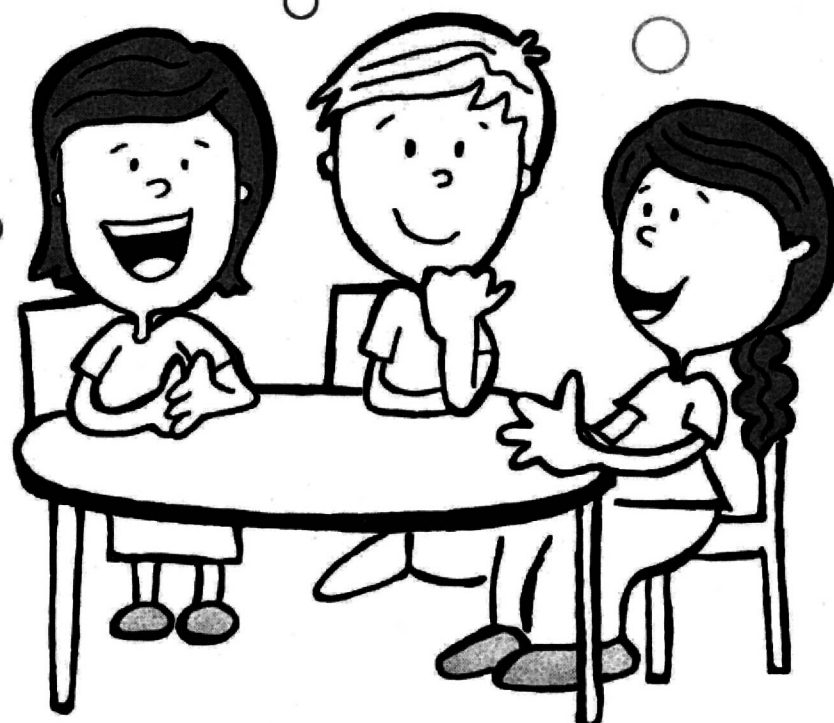
Project: "The Clean Cup Week"

The principal, teachers and people in charge of serving the school snack will supervise students' cups for one week each month. The class with the students that have the cleanest cups during the week will win a prize. To promote the activity, posters can be made and placed around the school. Teachers will have to remind students in his/her classroom about the importance of washing their cups, as described in Key # 2.

Problem: There are not enough sinks at the school; therefore, hand washing is not reinforced with students.

Project: Germ-Free Hands

Teachers and parents buy buckets with a lid and tap, as well as soap, and place one in each classroom (costs should be divided among students). Teachers should remind students and reinforce the importance of hand washing, especially before eating and after going to the bathroom.



E. Decide which projects are going to be carried out

After identifying solutions to the prioritized problems, it is time to decide which projects will be carried out. Put up the list of problems identified and their solutions in a place where all participants can see them. Think about the problems and solutions and decide as a group which of these projects should be carried out.

The following questions can help in this process:



Questions to think about

- ✓ Are the resources needed available?
- ✓ How can we get the resources we need to solve the problems?
- ✓ Will it really be possible to implement the proposed projects?
- ✓ Is there enough time to carry out the project?

In the next step participants will have a chance to elaborate in detail these projects. This will include appointing people who will be involved in each project, deciding on the start and end dates for each project, the goals and other details.



STEP 3

CREATING A WATER AND FOOD SAFETY WORK PLAN

OBJECTIVE

Create a work plan that includes a description of each project that will be implemented at the school.

In the previous steps, the PTA and other participants had a chance to think about the food and water situation at their school and identify solutions to the most important problems. It is now time to create the action plan and identify the details about what needs to be done to implement successful projects.

A. Decide who is going to be involved in each project

The group leader, in agreement with the PTA, should appoint people who will participate voluntarily in each of the projects planned. It is possible that some people will participate in more than one project.

B. Elaborating the projects in detail

Once the groups for each project are formed, each group should meet to define the project they will develop. To do this, they should complete the **Project Planning worksheet** (found in Appendix 3), which will help them define the start and end dates of the project, goals, people responsible (for example, teachers, parents, students, donors, Non-Governmental Organizations (NGOs), etc.) and the resources needed.

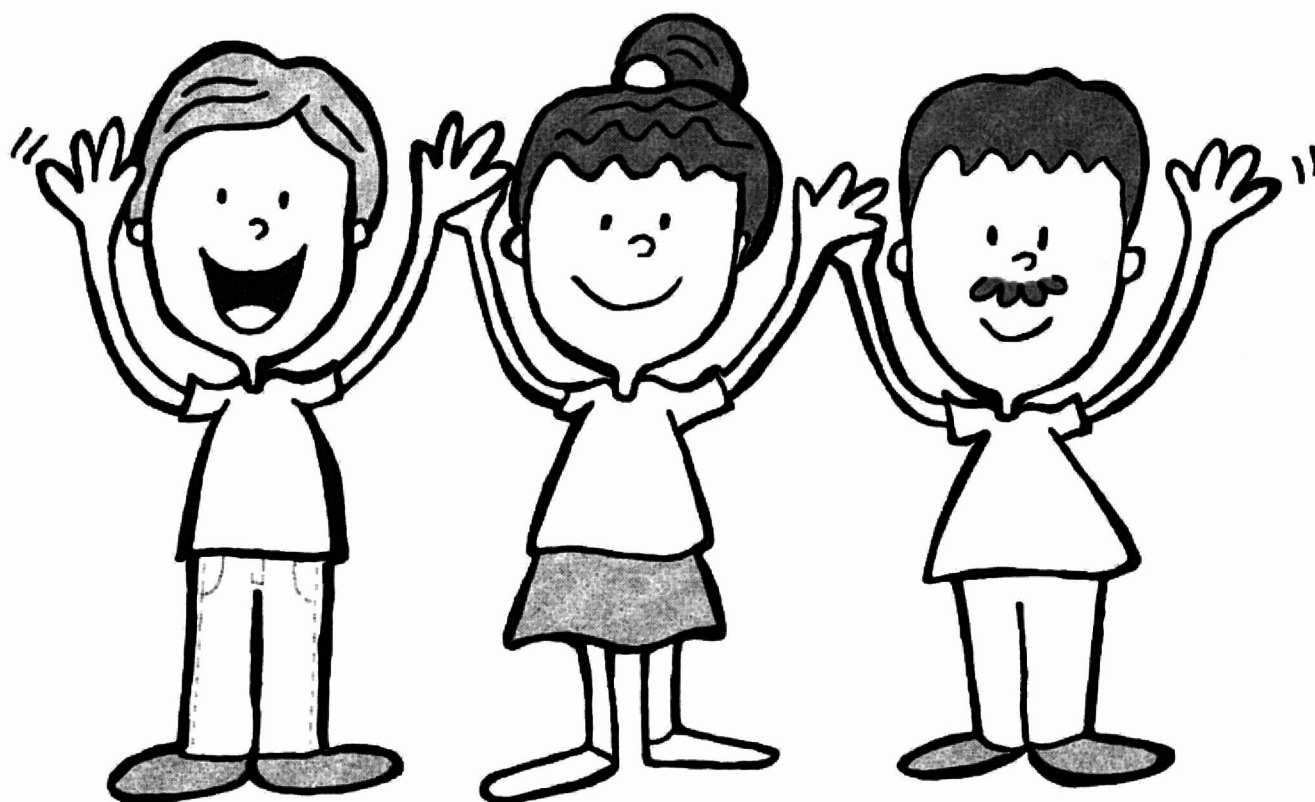
The characteristics of a well defined goal and an effective work team can be found on the following page. On page 14 is an example of how to complete the worksheet with information from one of the projects previously analyzed.

An ideal goal is... SMART:

- ★ **Specific**
- ★ **Measurable**
- ★ **Attainable**
- ★ **Realistic**
- ★ **Timely**

An effective work group has....

- ✓ A clear and common objective
- ✓ The participation of all group members
- ✓ Clearly assigned roles and tasks
- ✓ Members who listen to each other
- ✓ Trust among team members
- ✓ The availability to comply with the tasks assigned
- ✓ Harmony



Example 2 Project Planning Worksheet

NAME OF THE PROJECT: *Wash fruits and vegetables with safe water*

START DATE: *August 1, 2008*

END DATE: *September 20, 2008*

GOALS	ACTIVITIES WHAT WILL BE DONE?	RESOURCES	PERSON RESPONSIBLE
1. 100% of the personnel in charge of preparing food at school are trained about the importance of washing fruits and vegetables with safe water.	<ul style="list-style-type: none"> • Hold out a training workshop for personnel who prepare the food at the school (August 7th) • Make posters about the importance of washing fruits and vegetables and place them in the areas where food is prepared. (August 10th) 	<ul style="list-style-type: none"> • Paper and crayons to make the posters • Tape (to hang the posters) • Safe water • Containers to carry water to the areas where food is prepared. 	<p>Project leader: <i>Carmen</i></p> <p>Other members of the PTA: <i>Peter and Joseph</i></p> <p>Teachers: <i>Fifth grade teacher</i></p> <p><i>Fifth grade students</i></p>
2. Safe water is available in areas where food is prepared.			
3. 100% of the fruits and vegetables used in food preparation at school are washed with safe water during the school year (January-October).	<ul style="list-style-type: none"> • Have students carry safe water to the kitchen every day during the week. 		<p>Personnel who prepare the food at the school</p>



After each group has developed its projects, they should present them to the rest of the PTA. The leader should make a summary of the projects using the following worksheet (the blank worksheet can be found in Appendix 4).

Example 3
General Work Plan: What will we do? worksheet

PROJECT	GOALS	START DATE	END DATE	PERSON RESPONSIBLE
<i>Wash fruits and vegetables with safe water</i>	<p><i>100% of the personnel in charge of preparing food at school are trained about the importance of washing fruits and vegetables with safe water.</i></p> <p><i>Safe water is available in areas where food is prepared.</i></p> <p><i>100% of the fruits and vegetables used in food preparation at school are washed with safe water during the school year.</i></p>	<p><i>August 1, 2008</i></p> <p><i>During the whole school year</i></p> <p><i>During the whole school year</i></p>	<p><i>September 20, 2008</i></p>	<ul style="list-style-type: none"> • <i>Leader: Carmen</i> • <i>Peter and Joseph</i> • <i>Fifth grade teacher</i> • <i>Fifth grade students</i> • <i>Personnel who prepare food at school</i>
<i>Clean Cup Week</i>	<p><i>100% of the students are washing their cups after using them</i></p>	<p><i>The first week of each month during the school year</i></p>		<ul style="list-style-type: none"> • <i>Principal</i> • <i>Teachers</i> • <i>People in charge of serving the school snack</i> • <i>Students</i> • <i>Parents</i>

STEP 4

IMPLEMENTING THE WORK PLAN

OBJECTIVE

Implement the planned projects according to the predetermined schedule.

It is now time to carry out the projects elaborated during the previous step. Each member of each project team knows his / her tasks and responsibilities. In order for the plan to be successful, it is important that all groups comply with their responsibilities and the schedule in their project's work plan.

While the projects are being implemented, it is important to monitor and evaluate them (see step 5). The general plan may have to be adjusted according to situations or circumstances that may arise during the implementation phase.

STEP 5

SUPERVISING, MONITORING AND EVALUATING THE WORK PLAN

OBJECTIVE

Projects are being monitored and evaluated and necessary changes are being made.

While the different projects are being carried out, it is important to evaluate their progress in order to measure advances and preliminary results; in other words, to verify if the goals are being met and if it is necessary to make changes to the project.

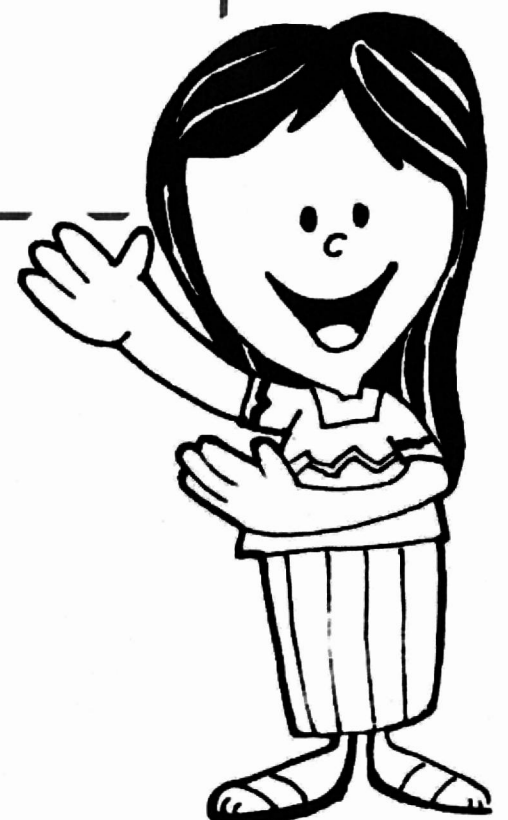
The PTA should decide who will be in charge of monitoring and evaluating each project plan and developing a plan of when this monitoring should

take place (for example each week or twice a month). These evaluators should supervise the progress of the General Work Plan for Safer Food and Water, as well as the individual projects outlined in this plan in order to verify that the activities are being carried out according to the pre-determined goals and time frame.

The people responsible for this monitoring should complete the **Project Evaluation worksheet** for each individual project. An example of how to fill out this form can be found on the following page (see the blank worksheet in Appendix 5).

IN CONCLUSION ...

By following the five (5) steps described in this guide, the PTA will be able to ensure that their school is a **SCHOOL WITH SAFE FOOD AND WATER**. The activities and projects that they implement will contribute to a healthier educational community, one that will not get sick from unsafe food or water.



Example 4 Project Evaluation Worksheet

NAME OF THE PROJECT: *Wash fruits and vegetables with safe water*

EVALUATION DATE: *September 20, 2008*

GOALS	WHAT GOALS DID WE ACCOMPLISH?	WHICH GOALS DID WE NOT ACCOMPLISH? WHY?	WHAT WILL WE DO ABOUT THIS?	PERSON RESPONSIBLE
<p>1. 100% of the personnel in charge of preparing food at school are trained about the importance of washing fruits and vegetables with safe water.</p> <p>2. Safe water is available in areas where food is prepared.</p> <p>3. 100% of the fruits and vegetables used in food preparation at school are washed with safe water during the school year.</p>	<p>Goal 1</p>	<p>Goals 2 and 3</p> <p>Fifth grade students are not carrying water to the kitchen every day as planned. Therefore there are days when fruits and vegetables are not being washed with safe water.</p> <p>There are organizational and scheduling problems.</p>	<p>Make a plan with the fifth grade teacher and students which outlines which students should carry water to the kitchen on which days (rotation) (September 21st)</p>	<p>Project Leader: Carmen</p> <p>Fifth grade teacher and students</p>



Bibliographical References:

1. Molina, Verónica y L. Gallardo. 1999. *Curso de Educación a Distancia Escuelas Saludables: Modulo 2, Cinco Pasos para el Éxito (Método de Reflexión-Acción)*. INCAP/ PAHO, Guatemala.
2. Molina Leal, Hilda and Isabel Enríquez. 1998. *¿Un Proyecto? Aprendamos el Marco Lógico*. PAHO/ WHO, Guatemala.

APPENDIXES



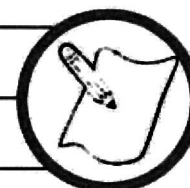
Appendix I

SAFER FOOD AND WATER AT OUR SCHOOL CHECKLIST

Instructions: Mark with a check (✓) the activities that are already being carried out at the school and mark with an (X) the activities that are not being carried out, but that should be.

ACTIVITIES		YES (✓)	NO (X)
1	Teachers understand and have the ability to teach the "Five Keys to Safer Food" manual to their students.		
2	All students at the school are receiving classes about the Five Keys and know the importance of each of the keys.		
3	All students understand the "Five Keys to Safer Food" and are helping to implement these concepts at their school.		
4	All students wash their hands with soap and safe water before eating and after going to the bathroom.		
5	All students bring <u>clean</u> cups and utensils for food that they receive at school.		
6	Personnel who prepare the food at the school know, understand and put into practice the "Five Keys to Safer Food".		
7	Personnel who prepare the food at the school wash their hands thoroughly with soap and water before preparing the food.		
8	The areas where the food is prepared are clean and disinfected regularly.		
9	Raw food is kept separate from cooked food.		
10	Old food is kept separate from fresh food.		
11	Food is cooked thoroughly.		
12	Food is kept at safe temperatures (very cold or very hot), depending on the food.		
13	Fruits and vegetables are washed with safe water.		
14	Water is treated by boiling it, adding chlorine or applying the SODIS method.		
15	Insects, pests and other animals do not have access to the areas where food is prepared.		
16	There are no dangerous chemicals such as pesticides, fertilizers and/or cleaning products near the areas where food is prepared.		
17	There is safe water available at the school.		
18	Garbage cans are kept covered and are emptied regularly to avoid attracting pests.		

Other problems encountered:



Appendix 2

ACTIONS RECOMMENDED TO HAVE SAFER FOOD AND WATER AT OUR SCHOOL WORKSHEET

PROBLEMS ENCOUNTERED	RECOMMENDED ACTIONS FOR THEIR SOLUTION



Appendix 3
PROJECT PLANNING WORKSHEET

NAME OF THE PROJECT: _____

START DATE: _____ **END DATE:** _____

GOALS	ACTIVITIES	RESOURCES	PERSON RESPONSIBLE



Appendix 4

GENERAL WORK PLAN: WHAT WILL WE DO? WORKSHEET

Instructions: Complete the following table by including a summary of all projects that will be carried out at school. Then, include goals, starting and ending dates, as well as people responsible for their implementation.

PROJECT	GOALS	START DATE	END DATE	PERSON RESPONSIBLE



Appendix 5

PROJECT EVALUATION WORKSHEET

NAME OF THE PROJECT: _____

EVALUATION DATE: _____

GOALS	WHAT GOALS DID WE ACCOMPLISH?	WHICH GOALS DID WE NOT ACCOMPLISH? WHY?	WHAT WILL WE DO ABOUT THIS?	PERSON RESPONSIBLE

