Nutrition Environment Assessment Toolkit for Schools (NEAT-S) for East Asia and Pacific
Acknowledgements

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Glossary of key terms

Artificially sweetened drinks: Drinks that contain artificial sweeteners or non-caloric sweeteners.

Branding: The visible presence of food or beverage company logos (whole or partial) within school grounds, on school infrastructure or on school materials (e.g., food company logos on refrigerators).

Commercial influence: Actions taken within a school in the interests of commercial actors (e.g., food industry).

Deep fried foods: Foods that have been cooked or heated by deep frying in any oil (e.g., chips, fried chicken or fish, dim sims).

Drink powders: Drinks usually produced by mixing a flavoured power with a liquid (e.g., Tang or 2-in-1 mixes).

Flavoured waters: Water sold and marketed as containing added ingredients including natural or artificial flavours, sugars, sweeteners, vitamins, minerals or other enhancements.

Food company engagement: Any type of engagement by the food industry in the development, implementation and/or monitoring of school nutrition environments.

Fruit juice 100%: Made entirely from fruit, with no added sugar.

Healthy and nutritious foods: Foods and drinks that promote health and which are minimally processed, such as fruits, nuts, seeds, non-starchy vegetables, beans/legumes, oils from these plants, whole grains, yoghurt and fish. Moderate amounts of unprocessed red meats, poultry, eggs and milk (1).

Healthy school food and physical activity environments: The spaces, infrastructure, and conditions inside and around school premises where food is available, obtained, purchased and/or consumed and which influence students’ physical activity (2).

Local supply chains for nutritious foods in schools: Local supply chains are those where ingredients are sourced from local growers, producers or manufacturers. This does not include sourcing meals or snacks from local providers who source their ingredients elsewhere (3).

Marketing: Any form of commercial communication of messages designed to, or having the effect of, increasing the recognition, appeal and/or consumption of particular products, brands or services. Marketing includes, but is not limited to, advertising, sponsorship, direct marketing (e.g., give-aways), product placement and visible placement of brand logos (4).

Micronutrient supplementation and deworming services in school: Micronutrient supplementation and deworming services that are administered within schools.

Nutritious foods in school: School meals or snack programs provided by the school (not sold through...
tuck shops, vending etc.), the standards for these (including fortification) and use of local supply chains (including private and public sectors) for school meals or snack program provision (5).

**Overarching policy:** A policy or strategy outlining a national or sub-national approach to address school nutrition. This may be a stand-alone document or integrated within a broader nutrition strategy.

**Physical education:** Class time spent teaching a physical education curriculum.

**Physical activity space:** Open air, clear space where students can participate in physical activity, including running and playing.

**Physical activity equipment and facilities:** Sports, fitness or play equipment intended to be used for physical activity (e.g., skipping ropes, balls) and sporting grounds (e.g., football fields, basketball courts).

**School canteen:** A facility at a school that provides a service selling foods and beverages to students through an arrangement with the school on a regular and recurrent basis.

**Salty packaged foods:** Foods containing high amounts of salt (as defined by national nutrient-profile models or national dietary guidelines) and are provided to the school packaged in some way (e.g., instant noodles, wafers, crisps).

**School meals:** A meal provided to students at a school, typically in the middle or beginning of the school day.

**School nutrition environments:** Include all opportunities to promote nutrition in and around the school so that students are provided with nutritious and appealing foods and beverages, consistent and accurate messages about good nutrition, supportive nutrition services and ways to learn about positive nutrition and physical activity practices (5).

**Sugary drinks:** All drinks with added sugar (using thresholds aligned with national nutrient profile models or national dietary guidelines), including sugar-sweetened carbonated drinks, less than 100% fruit juice, flavoured milk.

**Sweet packaged foods:** Food containing high amounts of added sugar and provided to the school packaged in some way (e.g., candy, muffins, cakes, ice creams).
Schools and nutrition are inextricably linked. The core business of schools is to maximise learning outcomes – this requires healthy, well-nourished children. Clear evidence shows that good nutrition is associated with improved cognitive development and better educational outcomes (6).

Schools are an important and opportune setting for promoting healthy diets and nutrition. This is particularly true in the East Asia Pacific (EAP) region for the following reasons:

First, many children across the region who start school are already experiencing one or more forms of malnutrition, including stunting, underweight or overweight and/or micronutrient deficiencies (7, 8). School environments that promote healthy diets and good nutrition can contribute to catch-up growth among adolescents who have suffered from early-life nutritional deficiencies and help to establish lifelong healthy diets and nutrition practices.

Second, rates of school attendance have progressively increased in the EAP region, and while substantial variations exist across countries, primary school enrolment in the region now exceeds 95% (9). These high enrolment rates mean that a large number of children can be reached through policies and programs in the school environment.

Third, as children age they become increasingly autonomous, and nutrition communication and literacy interventions can have a real and significant impact on their dietary intakes, with potential benefits extending to households and families.

Finally, the COVID-19 pandemic underlined the importance of schools in providing nutrition and health services and school meals (the latter can contribute a significant part of a child’s daily nutrient requirements) (10). The return of children to the classroom has presented a timely opportunity to strengthen school nutrition environments to optimise nutrition and diets among school-aged children. This includes schools as a safe space that are free from commercial influences, including the marketing of unhealthy food and beverage products.

Governments around the world have committed to focusing on education settings as an opportunity to promote nutritional outcomes for school-age children. UNICEF is committed to supporting governments to protect and promote diets, practices, and services that support optimal nutrition, growth, and development in middle childhood and adolescence (5, 11). In the EAP region, UNICEF is reinvigorating efforts to improve the nutrition of school-age children through a focus on ‘school nutrition environments’ and how these can be optimised to prevent all forms of malnutrition, including overweight. To enable this, the Nutrition Environment Assessment Toolkit for Schools (NEAT-S) has been developed to help schools, government agencies and partners across the region to better understand nutrition in school environments. Collecting and analysing data will identify priority actions and opportunities for improving school nutrition environments across the region.
A framework for School Nutrition Environments

The Nutrition Environment Assessment Toolkit for Schools (NEAT-S) is underpinned by a framework that represents healthy school nutrition environments. The school nutrition environment includes all opportunities to promote optimal nutrition in and around the school so that students are provided with nutritious and appealing foods and beverages, consistent and accurate messages about good nutrition, supportive nutrition services and ways to learn about positive nutrition and physical activity practices.

The school nutrition environment framework considers opportunities to promote school nutrition across four key domains which are aligned with UNICEF’s programme priority areas for nutrition in middle childhood and adolescence (5) (Table 1). This framework has guided the development of NEAT-S.

Table 1. School nutrition environment framework: the four domains

<table>
<thead>
<tr>
<th>Domains</th>
<th>A healthy school nutrition environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nutritious foods in schools</td>
<td>• Free school meals/snacks, based on nutritional standards and guidelines for school meals/snacks</td>
</tr>
<tr>
<td></td>
<td>• Use of local supply chains (including private and public sectors) for school meals/snacks</td>
</tr>
<tr>
<td>2 Healthy school food and physical activity environments</td>
<td>• No advertising/sponsorship of unhealthy foods and drinks or branding in and around schools (and other forms of food industry presence and influence)</td>
</tr>
<tr>
<td></td>
<td>• Access to free and safe drinking water</td>
</tr>
<tr>
<td></td>
<td>• Only healthy food and drinks available for sale in vending machines, tuckshops and private vendors in and around schools</td>
</tr>
<tr>
<td></td>
<td>• Access to school gardens</td>
</tr>
<tr>
<td></td>
<td>• Sufficient facilities and space for physical activity (e.g. space and time during the school day)</td>
</tr>
<tr>
<td>3 Nutrition services in school</td>
<td>• Iron and micronutrient supplementation</td>
</tr>
<tr>
<td></td>
<td>• Deworming</td>
</tr>
<tr>
<td></td>
<td>• Nutrition and health monitoring</td>
</tr>
<tr>
<td>4 Nutrition education in school curricula</td>
<td>• Nutrition education (e.g SBCC / communication / education materials and messages) are planned and integrated into school training programs</td>
</tr>
<tr>
<td></td>
<td>• Sufficient physical activity education</td>
</tr>
</tbody>
</table>
Domain 1

Nutritious foods in schools

A large number of children in EAP region receive school meals, many of whom rely on them as a key source of daily nutrition. School meal programmes should be underpinned by nutrition guidelines and standards. They include lunch or breakfast programs which provide an important social safety net, particularly in countries and areas where food insecurity and undernutrition rates are high. They provide access to food for children, essential micronutrients through food fortification and, for underweight children, can lead to increased energy intake and weight gain, particularly in disadvantaged settings (3). In addition to meals, schools often provide children with snacks through the provision of fruit, vegetable and/or milk programmes. The international literature shows that these programmes can increase children’s consumption of the provided products. Provision of food and meals in schools can also promote school attendance and improve cognitive outcomes for children (3).

Increasingly, countries are being urged to promote local supply chains to benefit local communities and local agriculture (3). In some countries, local food procurement has been shown to support healthier school meals and food offerings through provision of local vegetables, fruits and legumes (12, 13).
Domain 2

Healthy school food and physical activity environments

The school food environment refers to the spaces, infrastructure and conditions inside and around the school premises where food is available, obtained, purchased and/or consumed (14). A healthy school food environment is critical for life-long healthy food practices and contributes to social norms related to healthy and nutritious dietary patterns, which in turn are essential for the achievement and maintenance of a healthy body weight.

A healthy school food environment:

- Sells only healthy food and beverages in canteens and vending machines,
- Is free from commercial influences and unhealthy food marketing,
- Provides clean drinking water,
- Provides guidance on healthy school lunchboxes,
- Delivers training to staff and teachers on nutrition, health, hygiene and physical activity,
- Has physical activity promoting infrastructure,
- Has a school culture that promotes health-promoting behaviours (7).

Healthy school food environments also mean that the foods and beverages sold around schools, which are accessible to students before, during and after school hours, promote student purchases of healthy foods and beverages.

International literature shows that policies and programs that promote the availability of healthy foods and drinks, and those that restrict the availability of unhealthy foods and drinks through competitive food sales and school lunchboxes, are effective at increasing healthy food consumption (3). Provision of fresh drinking water at school has been demonstrated to promote water consumption (3). Additionally, role modelling of positive dietary and physical activity behaviours by teachers and parents has been associated with positive consumption outcomes.

Strategies that use pricing to promote healthy food and drink choices in schools (3) have been shown to positively influence healthy purchases (15). Evidence also suggests that exposure to unhealthy food marketing in and around the school setting influences purchasing decisions and increases consumption of unhealthy foods (16). School gardens offer opportunities for experiential learning and the promotion of self-efficacy, and can contribute to positive nutritional outcomes in children (3).
Domain 3

Nutrition services in school

In many settings, schools offer an important opportunity for routine micronutrient supplementation and deworming during childhood. The WHO recommends iron supplementation for school-age children (5-12 years) and non-pregnant adolescent girls (10-19 years) in countries where prevalence of anaemia is 20% or higher, and deworming for school-age children (5-14 years) and non-pregnant adolescent girls (10-19 years) in countries where prevalence of any worm infections is 20% or higher.

Internationally, it has been shown that schools can be an effective setting for delivering, micronutrient supplementation services, deworming services and nutrition counselling (3). Growth and weight assessment and screening programs (including referrals for students to health services) have demonstrated positive effects on children’s nutrition outcomes (3). Offering iron and folic acid (IFA) supplementation at school is a relatively cost-effective mechanism for mitigating the effects of iron deficiency on childhood development, particularly for girls (17). Soil-transmitted helminths (STH) are a common cause of anaemia, and deworming during childhood can help to suppress the impact of these STH on children. School-based deworming programs can be delivered through existing education infrastructure and, with broader health system support, can be administered by classroom teachers in a safe, cost-effective and scalable manner (17).
Domain 4

Nutrition education in school curricula

The school curriculum provides a key instrument for nurturing healthy food and nutrition behaviours in children (18). School offers a critical period to empower children with nutrition and physical-activity knowledge, skills and practices for healthy nutrition behaviours (17).

Internationally, the models of school food and nutrition education found to be most impactful are behaviourally focused, context specific, and delivered by trained staff over a longer duration (3, 17). Hands-on or practical approaches, for example school gardening activities and meal planning and preparation, are considered more promising than knowledge delivery alone. Participatory, competency-based learning, aligned to the lived experience, is most effective when it engages children in learning relevant to their age and context (18).

Curricula should also ideally include ways to promote physical activity in every school day, through planned physical education, active play during breaks, incidental activity, structured sports and active transport. Physical activity opportunities should include offering moderate to vigorous exercise for 60 minutes daily (17).
Overview of the Nutrition Environment Assessment Toolkit for Schools

The purpose of the Nutrition Environment Assessment Toolkit for Schools is to provide step-by-step guidance for the assessment of school nutrition environments in countries across the East Asia Pacific region. The intended end-users of the NEAT-S are principals, administrators, and government staff involved in policy development and implementation related to schools.

The toolkit has two objectives:

1. To provide individual schools with an understanding of the healthiness of their school nutrition environment.
2. To provide data that can be used by policymakers to gain insight into the status of school nutrition environments nationally, for priority-setting and for policy and programme development and implementation.

The toolkit includes three stages of data collation and collection:

- **Stage 1** is the preparatory stage involving the collation of existing contextual data, including data related to the number and type of schools within the country, school enrolment rates, and national policies and programs that influence the school nutrition environment.

- **Stage 2** is focused on school-level data collection to understand the status of the school nutrition environment. Data is derived from a combination of questions administered to an appropriate school representative and through direct observation. This stage also includes guidance on the collection of data from students to understand their perceptions of their school nutrition environment and dietary intakes. Findings from data collection in this stage should be reported back to schools, including recommendations for school-level action.

- **Stage 3** involves aggregate analysis of all data from Stage 2 and synthesis and reporting of outcomes at the national level. Outcomes from Stage 3 can assist governments in identifying challenges and opportunities for improving the school nutrition environment and identifying gaps in implementation of existing policies.

The development of the framework and toolkit has been informed by a review of existing school nutrition tools (see accompanying Annex A).
This section contains instructions on the three stages and 16 key steps of the NEAT-S. A summary of these three stages can be found in Box 1, with detailed instructions for each stage outlined below.

Box 1. Overview of key stages and steps for the Nutrition Environment Assessment Toolkit

<table>
<thead>
<tr>
<th>Stage 1: Preparation for school assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Toolkit familiarisation and appointment of data collection and analysis team</td>
</tr>
<tr>
<td>2. Collation of existing contextual data (see Appendix 1)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2: School-level assessment</th>
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</thead>
<tbody>
<tr>
<td>3. Adaptation of data collection tools #1 and #2 to national context</td>
</tr>
<tr>
<td>4. Training of data collection teams</td>
</tr>
<tr>
<td>5. Field-testing data collection tools</td>
</tr>
<tr>
<td>6. Determining appropriate sampling for school-level data collection</td>
</tr>
<tr>
<td>7. Determining appropriate sampling for school student surveys</td>
</tr>
<tr>
<td>8. Obtaining school permission for data collection</td>
</tr>
<tr>
<td>9. Collecting data from schools through direct observation and a questionnaire for school administrators (data collection tool #1)</td>
</tr>
<tr>
<td>10. Obtaining parental consent for children’s participation in survey</td>
</tr>
<tr>
<td>11. Collecting data from students on dietary intake and their perceptions of school nutrition environments (the Diet Quality Questionnaire (DQQ) in Appendix 3; data collection tool #2)</td>
</tr>
<tr>
<td>12. Reporting data back to schools (see Appendix 2 for an example)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3: National-level assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Review and clean data</td>
</tr>
<tr>
<td>14. Analyse data</td>
</tr>
<tr>
<td>15. Report on national core (recommended) indicators and any optional indicators, and provide recommendations for priority actions to improve school nutrition environments</td>
</tr>
<tr>
<td>16. Plan next steps for repeat assessment and actions.</td>
</tr>
</tbody>
</table>
Stage 1: Preparation for school assessment

Steps

1. **Toolkit familiarisation and appointment of team:** It is important to appoint one or more person/s to be responsible for overseeing the entire process of data collection, analysis and reporting. A team of data collectors may then be appointed. The number of data collectors required will vary across countries – see Appendices 3-5 for experiences in Fiji, Viet Nam and Mongolia.

   The team should allocate time to read the toolkit, familiarise themselves with the required steps and discuss any early opportunities to combine data collection with other initiatives (e.g., integration of data collection with an upcoming national survey) or challenges (e.g., inability to collect data from a certain region).

2. **Collation of existing contextual data:** The school nutrition environment assessment and the reporting of results may differ depending on country context. Before collecting school-level data, countries should conduct a rapid synthesis of national policies in place to support healthy school nutrition environments and other relevant contextual information (see Appendix 1 for guidance). This step should draw on pre-existing data and may inform the adaptation of school-level data collection tools (step 3).
Stage 2: School-level assessment

3 Adapt data collection tools: Countries vary in their health, education and policy priorities, and the services available to promote school nutrition. Countries may wish to adapt the tools by modifying questions to align them with their national policies, or by expanding the questions and reporting indicators. However, it is recommended that all CORE questions are NOT modified. This enables comparable data to be collected across the region. All tools have been written in English and (in most cases) will need to be translated before use. It is recommended that this is done by a professional language translator to ensure that questions are interpreted correctly.

4 Train data collection teams: A collective understanding of the key definitions, interpretation of questions, methods for collecting data, and data management is essential for high-quality outputs from the toolkit. This may be achieved by working through the toolkit together to discuss the steps and data collection procedures. Training may also be incorporated into step 5 by allowing data collectors to shadow someone experienced in this type of data collection during the field testing of the tools.

5 Field-test data collection tools: Field testing of data collection tools is important before large-scale roll out. This includes ensuring that questions within the tool are interpreted and applied correctly by the external assessment team and interpreted easily and objectively by school administrators and children. It is recommended that field testing is undertaken in 4-6 schools, ideally including 2-4 primary and 2-4 secondary schools. For example, pilot schools may include:

<table>
<thead>
<tr>
<th>4 Primary schools</th>
<th>4 Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 urban/public</td>
<td>1 urban/public</td>
</tr>
<tr>
<td>1 urban/private</td>
<td>1 urban/private</td>
</tr>
<tr>
<td>1 rural/public</td>
<td>1 rural/public</td>
</tr>
<tr>
<td>1 rural/private</td>
<td>1 rural/private</td>
</tr>
</tbody>
</table>

Complete steps 8-12 as part of the field testing. Any recommended changes from pilot testing should be incorporated into data collection tools prior to large-scale rollout.
Determine appropriate sampling for school-level data collection: Sampling involves selecting the types and number of schools from which you would like to collect data. To enable aggregation of data at the national level, it is recommended that a stratified random sampling method is used. However, countries may wish to embed data collection into existing systems (e.g., a national health or nutrition survey).

For a stratified random sample, the following steps can be taken:

- **Create sample groups.** To define the types of schools to be included in your sample, you will need to consider the factors that may influence different school nutrition environments. Defining these important groups before selecting schools for data collection will ensure that these sub-groups are represented in the final sample. Factors are likely to include school level (primary/secondary) and geographic location (urban/rural). Other factors may include school region or district (north/south), school type (faith-based/ government/private) or socioeconomic level (schools located within a high-income area/low-income area). The more sub-groups, the larger the sample size, and therefore resources, required. It is recommended that no more than three sub-groups are selected.

If a random sampling technique is used to identify schools, it is likely that the sample will include variation across other indicators of importance and data can be collected on these when you assess schools.

- **Once sample groups are defined, collect a list of all schools in the country and assign them to each of the sampling groups.** For example, if school level (primary/secondary) and region (urban/rural) are the selected sampling groups, each school would be assigned as a primary or secondary school and as being located in an urban or rural area. This can be done using Microsoft Excel.

- **Decide on the sample size for each group.** It is recommended that you select at least 10 schools per sampling group and ensure a total sample that will reflect your national context and what is possible with the resources available. Generally, the greater the sample size the more reliable the aggregate data will be.

- **Using the list of schools generated, randomly select the total number of schools to represent each sampling group.** This can be done using a random number generator in Microsoft Excel.

Determine appropriate sampling for student surveys: Student surveys can be integrated with the School Nutrition Environment Assessment so that data are collected from the same school, on the same day (See step 11). It is recommended that the sample of students represent at least one class in the middle of the school’s range of grades/school years. This can be determined by choosing the appropriate grade that best represents children aged 8-9 (primary school) or 14-15 (secondary school) years. The specific class in this grade can be chosen at random, for convenience, or the whole grade can be included.

Contact schools and secure permission to visit for data collection: It is important that schools are invited to participate in the assessment and that permission is received prior to data collection.

Contact schools via phone or email to invite them to participate (see Appendices 3-5 for country examples of emails to schools). Explain the study, who and what is required for data collection, and how long the data collection is expected to take. If the school agrees to participate, organise an agreed time and date for data collection. Keep a record of the number of schools that accept or decline the invitation to participate, to calculate the response rate. Countries should seek ethics approval prior to contact with schools and before any data collection starts.
Conduct school assessment (data collection tool #1): The assessment tool is comprised largely of multiple-choice questions, with data to be collected using a combination of direct observation and questions directed to a senior staff member (or delegate) with an understanding of the school’s operations. The assessment should take approximately 30-40 minutes to complete and can be administered by a local team of health and education officials, or by an external team, or in some cases by school headmasters or teachers. At this point, and during the assessment, participants should be reminded that all data will be treated confidentially and only summary data will be reported and shared publicly. At no time should data from individual schools be shared beyond that which is reported back to the school itself.

Contact parents or caregivers for student participation in survey: Parental or caregiver consent (in writing) for collecting data from children is essential. Parental or caregiver consent may be collected by the school prior to the day of data collection. Appropriate steps for doing so should be agreed with each school in initial communications.

Collect data from students (data collection tool #2 and The Diet Quality Questionnaire (DQQ) in Appendix 3): Data collection tool #2 includes a short survey that can be used with students to explore their perceptions of their existing school nutrition environments. The DQQ is a short, self-administered survey for collecting valid, comparable food-group consumption data (developed by the Global Diet Quality Project, adapted to many countries in the EAP region). In total, data collection from students will take approximately 15 minutes.

The decision to include this step may be based on the resources available and the logistics involved in recruiting students for data collection. This step may be facilitated by existing data collection structures where recruitment and data collection from students is already being planned, and where the survey can be embedded within existing processes at relatively low cost.

The survey may be conducted online, self-administered or facilitated and conducted in person. For efficiency, it is recommended that data are collected on the same day as the School Nutrition Environment Assessment. That will also ensure the objective measures of the school nutrition environment can be compared with the subjective perceptions of students.

Report data back to schools: Present the assessment results back to schools, together with recommendations for school-level action. Responses to each of the nutrition environment questions can be reported, and data from the student survey can be summarised as the proportion of students that agree or strongly agree for each question.

Data from the DQQ can be summarised as the proportion of students consuming different food groups. Consideration should be given to how and when the recommendations could be implemented at the school level, and what support to schools is required for improving their school nutrition environment. A template for school-level reporting is available in Appendix 2.
Stage 3: National-level assessment

Steps

13 **Review and clean data:** If data is collected electronically it should be available in dataset format. This data should be reviewed to identify any errors, missing data and invalid responses, and cleaned by fixing these errors (e.g., by removing invalid responses, harmonizing variable options, etc.). Once the data has been cleaned it is ready for analysis.

14 **Analyse data:** National aggregate statistics can be calculated for all core (recommended) indicators and for any additional indicators, as prioritized by countries (see Table 2). For student data, the proportion that agree or strongly agree for each question can be summarized. Dietary data can be summarized according to the different food groups (clustering at the school level will need to be considered when summarizing this data).

**Table 2. List of indicators and corresponding data- collection questions for reporting of national school nutrition environments**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Indicators of a healthy school nutrition environment (those in GREEN are core indicators)</th>
<th>Corresponding assessment question and answers (see data collection tool #2 for corresponding questions)</th>
</tr>
</thead>
</table>
| 1. Nutritious foods in schools  
For countries and schools providing school meals and/or snacks | 1. Of schools that provide a school meal or snack, the proportion of schools that include healthy and nutritious foods and drinks | Q21 AND Q22: School meal and/or snack contains vegetables, fruits or wholegrains AND does not contain any sugary, salty, deep-fried foods and drinks (# of schools answering a, b, c or d for Q21 AND e for Q22 / # of schools that answered any a-f for Q6) |
<p>| | 2. Proportion of schools that source foods for school meals and snacks from local supply chains (optional) | Q8: Local ingredients for school meals/snacks are sourced often or always (# of schools answering d or e for Q8 / # of schools answering a-f for Q6) |</p>
<table>
<thead>
<tr>
<th>Domains</th>
<th>Indicators of a healthy school nutrition environment (those in GREEN are core indicators)</th>
<th>Corresponding assessment question and answers (see data collection tool #2 for corresponding questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Healthy school food and physical activity environments</td>
<td>1. Proportion of schools that do not sell sweet or artificially sweetened drink</td>
<td>Q25: School does not sell any sweet or sugary drinks anywhere on school grounds (# of schools answering e or f for Q25 / total number of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>2. Proportion of schools that do not sell sweet, salty or deep-fried foods</td>
<td>Q26: School does not sell any sweet, salty or deep-fried foods anywhere on school grounds (# of schools answering ‘no’ to all food categories in Q26 / total number of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>3. Proportion of schools with sufficient access to safe drinking water that is regularly assessed for quality</td>
<td>Q28: Students have access to free and safe drinking water that is regularly assessed for quality (# of schools answering d for Q28 / total # of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>4. Proportion of schools that are free from unhealthy food marketing and sponsorship</td>
<td>Q29 and Q30: School grounds do not have any unhealthy food marketing or sponsorship visible (# of schools answering g for Q29 AND g for Q30 / total # of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>5. Proportion of schools that have sports or physical activity equipment and facilities accessible to all students</td>
<td>Q33 and Q34: Students have access to sufficient physical activity facilities and space (# of schools answering a to Q33 AND a to Q34 / total # of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>6. Proportion of schools that have a kitchen garden</td>
<td>Q32: A kitchen garden is available at the school (# of schools answering a to Q32 / total # of schools in sample)</td>
</tr>
<tr>
<td>3. Nutrition services in school</td>
<td>7. Proportion of schools that provide IFA micronutrient supplementation</td>
<td>Q14: School provides IFA micronutrient supplementation (# of schools answering a to Q14 / total number of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>8. Proportion of schools that provide deworming services</td>
<td>Q14: School provides deworming services (# of schools answering b for Q14 / total # of schools in sample)</td>
</tr>
<tr>
<td></td>
<td>9. Of schools that provide growth and weight measurement services, proportion that have a referral system for students identified with an issue related to malnutrition</td>
<td>Q16: Schools provide a referral for students identified with an issue related to malnutrition (# of schools answering e or f for Q16 / # of schools answering b-f for Q16)</td>
</tr>
<tr>
<td>4. Nutrition education in school curricula</td>
<td>10. Proportion of schools that have trained nutrition education teachers</td>
<td>Q18: School has a trained health or nutrition teacher or school nurse provide nutrition education (# of schools answering a for Q17 / total # of schools in sample)</td>
</tr>
</tbody>
</table>
Report on national summary findings for core indicators and any additional indicators. Countries can consider developing a report to describe key summary outcomes from all schools involved in the Nutrition Environment Assessment. A report should include:

i. An executive summary,
ii. Introduction of the work,
iii. Presentation of contextual information (Step 2, Stage 1),
iv. Presentation of summary findings for each of the core indicators, additional indicators and findings from any other additional questions, and
v. Recommendations of key strengths, challenges and priority actions to improve school nutrition at the national level.

When reporting contextual information, it is important that the sample of schools is described, including how many schools were in the sample and the general characteristics of those schools, and compared against similar statistics for the whole country – this will ensure the findings are interpreted considering the sample obtained for school-level data collection. For example, if a country has a large proportion of schools located in rural areas but the school assessment only focused on urban areas, this must be clear in reporting.

Findings can also be presented in a webinar, and through use of infographics and short videos.

Plan next steps for repeat assessment and actions. Once the assessment and reporting are complete, users of the Toolkit should consider how actions can be taken to improve school nutrition environments. This may be through consultations with schools or through advocacy efforts to support national actions. Ideally the assessment would be conducted on a regular basis (e.g., annually) to assess changes over time; and if policies and programs are adopted, to quantify the degree of implementation.
Data collection instrument #1 – Nutrition Environment Assessment for Schools

Questions in **GREEN BOXES** are CORE (recommended) questions.

**Data collector name:**______________________________

**School number (please number chronologically in order of data collection):**__________

**Interview time:**_________________________

**General questions to be pre-filled by data collector before school visit**

1. School is a:  
   - a. Primary school  
   - b. Secondary school

2. School is:  
   - a. Private  
   - b. Public  
   - c. Faith-based  
   - d. Boarding

3. School is located in a:  
   - a. Urban/city area  
   - b. Rural area  
   - c. Other (e.g., mountainous area)
Questions for school administrator

Ideally, data should be collected in consultation with one or more senior staff members with an overview of the school’s operations. Staff members for data collection may include:

- School Principal or Director
- Dietitian or other who is responsible for the preparation of school lunches daily
- Teacher or other who is responsible for nutrition education
- Another appropriate delegate nominated by the school leadership

4. Who is answering the questions today? (position at school; can select all that are relevant)

<table>
<thead>
<tr>
<th>Option</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School Principal or Director</td>
<td>☐</td>
</tr>
<tr>
<td>b. Dietitian or other who is responsible for the preparation of school lunches daily</td>
<td>☐</td>
</tr>
<tr>
<td>c. Teacher or other who is responsible for nutrition education</td>
<td>☐</td>
</tr>
<tr>
<td>d. Other (add detail)</td>
<td>☐</td>
</tr>
</tbody>
</table>

5. Does your school have a policy or participate in a policy related to a school meal or snacks program?

<table>
<thead>
<tr>
<th>Option</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>☐</td>
</tr>
<tr>
<td>b. No</td>
<td>☐</td>
</tr>
</tbody>
</table>

If yes, please add details of policy name, scope and how well it is implemented:

6. Which of the following does your school provide on a regular basis (check all that apply)

<table>
<thead>
<tr>
<th>Option</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Meal program for all children</td>
<td>☐</td>
</tr>
<tr>
<td>b. Meal program for children in need</td>
<td>☐</td>
</tr>
<tr>
<td>c. Juice program</td>
<td>☐</td>
</tr>
<tr>
<td>d. Snack program</td>
<td>☐</td>
</tr>
<tr>
<td>e. Milk program</td>
<td>☐</td>
</tr>
<tr>
<td>f. Other (add detail)</td>
<td>☐</td>
</tr>
<tr>
<td>g. School does not provide a regular meals or snacks program</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please provide detail on the name of the program offered, who it is offered to, how well it is implemented:

If the answer to this question is option g, proceed to Q9. If the answer to this question is option a-f, proceed to Q7 and 8 below.
**Food company support of school meals or snacks** is usually by way of sponsoring or providing free or discounted foods for school meals or snacks.

7. Is your school meal or snack program subsidised by national or transnational food and beverage companies (this does not relate to small, local independent food vendors)?

   a. Yes
   b. No

If yes, please add detail on the name of companies and the type of support provided:

---

**Local supply chains** are those where ingredients are sourced from local growers, producers or manufacturers. This does not include sourcing meals or snacks from local providers who source their ingredients elsewhere.

8. Does your school take steps to source local ingredients (e.g., growing its own or directly purchasing from a local plantation, grower or market)?

   a. Never
   b. Rarely
   c. Sometimes *(please provide detail below on how this is done)*
   d. Often *(please provide detail below on how this is done)*
   e. Always

---

**HEALTHY SCHOOL FOOD AND PHYSICAL ACTIVITY ENVIRONMENTS**

**Healthy school food and physical activity environments** refers to the spaces, infrastructure, and conditions inside and around the school premises where food is available, obtained, purchased and/or consumed, and which influence students’ physical activity.

9. Does your school have a policy or participate in a policy related to healthy food environments (e.g., on what types of foods can be sold and/or marketed in and around schools) or physical activity environments?

   a. Yes
   b. No

If yes, please provide detail on policy name/s and scope:

---

10. Are students allowed to purchase meals or snacks from food stores outside school grounds during school hours?

   a. Yes
   b. No
11. Is information given to parents about the nutritional quality of foods (snacks or meals) that students bring from home?

   a. Yes
   b. No

12. When purchasing foods while at school (within or around school grounds), are steps taken to ensure that it is cheaper for students to buy healthier foods compared to unhealthy foods? If yes, please add detail below.

   a. Yes
   b. No
   c. Not applicable (students cannot purchase foods or drinks from school)

Detail:

13. What is the main source of drinking water in the school?

   a. Piped water supply
   b. Protected well/spring
   c. Rainwater
   d. Unprotected well/spring
   e. Packaged bottled water
   f. Tanker-truck or cart
   g. Surface water (lake, river, stream)
   h. No water source

**NUTRITION SERVICES IN SCHOOL**

14. Does your school have a policy or participate in a policy related to micronutrient supplementation and/or deworming? If yes, please provide a summary on policy name/s and scope below.

   a. Yes, IFA supplementation
   b. Yes, deworming
   c. Yes, both IFA supplementation and deworming
   d. No

If yes, please add detail on name of program, who it is administered to, who it is administered by, etc:

If the answer to Q14 is d, go to Q16. If the answer to Q14 is a-c, go to Q15 below.
15. Which group of students does your school provide these services for:

<table>
<thead>
<tr>
<th>Deworming</th>
<th>Iron supplementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Girls grades 1-5</td>
<td>□</td>
</tr>
<tr>
<td>b. Girls grades 6-10</td>
<td>□</td>
</tr>
<tr>
<td>c. Girls grades 11-12</td>
<td>□</td>
</tr>
<tr>
<td>d. Boys grades 1-5</td>
<td>□</td>
</tr>
<tr>
<td>e. Boys grades 6-10</td>
<td>□</td>
</tr>
<tr>
<td>f. Boys grades 11-12</td>
<td>□</td>
</tr>
<tr>
<td>g. No-one receives this service</td>
<td>□</td>
</tr>
</tbody>
</table>

16. If a child is identified with an issue related to malnutrition (in all its forms, including wasting, stunting, underweight, overweight or obesity), are they referred to a local health service?

| | |
| a. School does not provide growth and weight measuring services | □ |
| b. Never | □ |
| c. Rarely | □ |
| d. Sometimes | □ |
| e. Often | □ |
| f. Always | □ |

**NUTRITION EDUCATION IN SCHOOL CURRICULUM**

17. Who gives students nutrition education in this school *(check all that apply)*?

| | |
| a. Health or nutrition teacher or school nurse who is trained in nutrition education | □ |
| b. School teacher who is not trained in nutrition *(main subject is not nutrition)* | □ |
| c. Other *(add detail)* | □ |
| d. Nutrition education is not delivered within the school | □ |

*Detail:*

If the answer to Q17 is d, go to Q19
18. How much time is spent on nutrition education per week?

<table>
<thead>
<tr>
<th>Option</th>
<th>(\square)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Less than 30 minutes</td>
<td></td>
</tr>
<tr>
<td>b. Between 30 minutes and one hour</td>
<td></td>
</tr>
<tr>
<td>c. Between 1 hour and 1.5 hours</td>
<td></td>
</tr>
<tr>
<td>d. More than 1.5 hours</td>
<td></td>
</tr>
</tbody>
</table>

19. Is nutrition education for parents/community offered in this school?

<table>
<thead>
<tr>
<th>Option</th>
<th>(\square)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes (at least annually)</td>
<td></td>
</tr>
<tr>
<td>b. No</td>
<td></td>
</tr>
</tbody>
</table>

20. How much time do students spend participating in school-organised physical activity per week?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>(\geq 150) minutes per week ((\geq) average 30mins/day)</th>
<th>(&lt; 150) minutes per week (&lt;average 30mins/day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Grades 1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Grades 6-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Grades 11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Organised physical activity is not offered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions for direct observation

NUTRITIOUS FOODS IN SCHOOLS

*Nutritious foods in school* encompasses school meals or snack programs provided by the school (not sold through tuck shops, vending etc), the standards for these (including fortification) and use of local supply chains (including private and public sectors) for school meals or snack program provision.

*Sugary drinks* include all drinks with added sugar, including sugar (using thresholds aligned with national nutrient profile models or national dietary guidelines), sugar-sweetened drinks, less than 100% fruit juice, and flavoured milk.

*Artificially sweetened drinks* also known as sugar-free or diet drinks, are drinks that are sweetened with non-caloric or low-calorie sugar substitutes.

*Dairy foods* are foods made from or containing milk, including cheese, yogurt and sugar-free milk-based drinks.

*Wholegrain foods* contain grains in their whole form (rice, barley, oats, corn, wheat, sorghum).

*Deep-fried foods* are those cooked or heated by deep frying in any oil (e.g., chips, fried chicken or fish, dim sims).

*Safe drinking water* is water that has been improved and is regularly assessed against the WHO’s ‘Guidelines for drinking-water quality’ to ensure it is safe for drinking.

*Salty packaged foods* are those containing high amounts of salt (using thresholds aligned with national nutrient profile models or national dietary guidelines) and provided to the school packaged in some way (e.g., instant noodles, wafers, crisps).

*Sweet packaged foods* are those containing added sugars and provided to the school packaged in some way (e.g., candy, muffins, cakes, ice-creams).

NUTRITIOUS FOODS IN SCHOOLS

*Nutritious foods in schools* includes school meals or snack programs provided by the school (not sold through tuck shops, vending, etc), the standards for these (including fortification) and use of local supply chains (including private and public sectors) for school meals or snack program provision.

If school does not provide a school meal or snack (answered g to Q6 above), select ‘not applicable’ for Q21 and 22 below.

21. Did the meal or snack program today include (check all that apply):

   Not applicable

   Meals        Snack
   a. Fruit
   b. Vegetables
   c. Wholegrains or pulses
   d. Dairy
   e. None of the above
22. Did the school meal or snack today include (check all that apply):

Not applicable

<table>
<thead>
<tr>
<th>Meals</th>
<th>Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sugary drinks</td>
<td></td>
</tr>
<tr>
<td>b. Deep-fried foods</td>
<td></td>
</tr>
<tr>
<td>c. Salty packaged foods</td>
<td></td>
</tr>
<tr>
<td>d. Sweet packaged foods</td>
<td></td>
</tr>
<tr>
<td>e. None of the above</td>
<td></td>
</tr>
</tbody>
</table>

23. Are the following facilities sufficient to prepare school meals and/or snacks on school grounds?

Not applicable

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pots, pans, utensils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Ovens/stoves for cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Fridges/cold storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Safe water for cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Clean food preparation areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Areas to separate cooked and raw ingredients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Trained kitchen staff for food preparation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HEALTHY SCHOOL FOOD AND PHYSICAL ACTIVITY ENVIRONMENTS

*Healthy school food and physical activity environments* refers to the spaces, infrastructure, and conditions inside and around the school premises where food is available, obtained, purchased and/or consumed, and which influence students’ physical activity.

If students cannot purchase foods and drinks on school grounds, select ‘not appliable’ for Q24-26 below.

24. Are food and/or drinks sold in this school (e.g., via tuckshop, canteen, stall, or vending machine/s)?

Not applicable

<table>
<thead>
<tr>
<th>a. Yes</th>
<th>b. No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Sugary drinks** include all drinks with added sugar (using thresholds aligned with national nutrient profile models or national dietary guidelines), including sugar-sweetened carbonated drinks, less than 100% fruit juice, flavoured milk.

**Artificially-sweetened drinks** include those containing artificial sweeteners or non-caloric sweeteners.

**Drink powders** are drink mixes produced usually by mixing with a liquid (e.g., Tang or 2-in-1 mixes).

**100% fruit juice** is made entirely from fruit, with no added sugar.

**Flavoured waters** are sold and marketed as water that contains added ingredients including natural or artificial flavours, sugars, sweeteners, vitamins, minerals or other enhancements.

25. Which of the following drinks are available for purchase at this school today (on the day of the assessment), including in vending machines (check all that apply):

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sugary drinks</td>
</tr>
<tr>
<td>b. Drink powders with added sugar</td>
</tr>
<tr>
<td>c. Artificially-sweetened drinks</td>
</tr>
<tr>
<td>d. 100% fruit juice</td>
</tr>
<tr>
<td>e. Plain milk</td>
</tr>
<tr>
<td>f. Plain water</td>
</tr>
<tr>
<td>g. Flavoured water</td>
</tr>
<tr>
<td>h. Other</td>
</tr>
</tbody>
</table>

**Deep-fried foods** are those cooked or heated by deep frying in any oil (e.g., chips, fried chicken or fish, dim sims).

**Salty packaged foods** are those containing high amounts of salt (as defined by national nutrient profile models or national dietary guidelines) and are provided to the school packaged in some way (e.g., instant noodles, wafers, crisps).

**Sweet packaged foods** are those containing high amounts of added sugar and provided to the school packaged in some way (e.g., candy, muffins, cakes, ice creams).

26. Which of the following are available for sale in this school today (on the day of the assessment):

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep-fried foods</td>
</tr>
<tr>
<td>Salty foods</td>
</tr>
<tr>
<td>Sweet foods</td>
</tr>
</tbody>
</table>

a. Yes  
b. No
27. Is fruit (fresh or tinned) available for sale to students today (on the day of the assessment)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>a. No</td>
<td></td>
</tr>
<tr>
<td>b. Yes. Fresh fruit is available, but quality is poor or prices are too high.</td>
<td></td>
</tr>
<tr>
<td>c. Yes, Fresh fruit is available and quality is good, but prices are too high.</td>
<td></td>
</tr>
<tr>
<td>d. Yes, fresh fruit is available, and it is fresh and appropriately priced.</td>
<td></td>
</tr>
</tbody>
</table>

Safe drinking water is water regularly assessed against the WHO ‘Guidelines for drinking-water quality’ to ensure it is safe for drinking.

28. Do students have access to free and safe drinking water today (on the day of the assessment)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No</td>
<td></td>
</tr>
<tr>
<td>b. Yes, safe drinking water is available, but there is not enough to meet the needs of school students and staff.</td>
<td></td>
</tr>
<tr>
<td>c. Yes, safe drinking water is available, but it is not regularly assessed for quality and safety.</td>
<td></td>
</tr>
<tr>
<td>d. Yes, safe drinking water is available, it meets the needs of students and school staff and is regularly assessed for quality and safety.</td>
<td></td>
</tr>
</tbody>
</table>

Marketing is defined as any form of commercial communication of messages that are designed to, or have the effect of, increasing the recognition, appeal and/or consumption of particular products, brands or services. Marketing includes, but is not limited to, advertising, sponsorship, direct marketing (e.g., give-aways), product placement and visible placement of brand logos.

Branding is defined as the visible presence of food or beverage company logos (whole or partial) within school grounds, on school infrastructure or on school materials.

29. Within the school grounds, is there visible food and drink company branding (logos) of:

<table>
<thead>
<tr>
<th>Option</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Educational materials</td>
<td></td>
</tr>
<tr>
<td>b. Academic awards</td>
<td></td>
</tr>
<tr>
<td>c. Sports awards</td>
<td></td>
</tr>
<tr>
<td>d. Sports or school uniforms or equipment</td>
<td></td>
</tr>
<tr>
<td>e. School infrastructure (e.g., vending machines, fridges/freezers)</td>
<td></td>
</tr>
<tr>
<td>f. Other (add detail)</td>
<td></td>
</tr>
<tr>
<td>g. There is no visible food or drink sponsorship or gifts in the school</td>
<td></td>
</tr>
</tbody>
</table>

Please add detail on what, where and how brand/s are visible:
30. Do food and drink companies promote their brands and foods in this school through any of the following (check all that apply and add detail):

a. Free give-aways
b. Use of cartoon characters
c. Celebrity endorsements
d. Advertising (posters, banners)
e. Price discounts
f. School meals/snacks programs
g. There is no food or drink promotion in the school

Please provide detail on what brands and how brands are promoted through these avenues at school:

31. When walking the perimeter of the school (where possible), is the sale of high-fat foods, salty foods or sugary foods visible outside school grounds?

a. Yes
b. No
c. There are no foods or drinks available for sale around the perimeter of the school grounds

32. Is a kitchen garden available in the school?

a. Yes (add detail below)
b. No

Please provide detail on how school-garden food is used (e.g., for student consumption at school, use in school meals):

33. Does this school have access to a range of sports or physical activity equipment and facilities accessible to all students?

a. Yes
b. Yes, but poor quality or limited access
c. Unavailable

34. Does this school have spacious physical activity spaces accessible to all students?

a. Yes, sufficient physical activity space is accessible to all students
b. Yes, with limited space for students to run around
c. Unavailable

Physical activity facilities: Sports, fitness or play equipment that has an intended use for physical activity (e.g., skipping ropes, balls) and sporting grounds (e.g., football fields, basketball courts).

Physical activity space: Open-air, cleared space where students can participate in physical activity, including running and playing.
Data collection instrument #2 – Student attitudes and perceptions

1. Please tell us whether you agree or disagree with the following statements:

   My school provides healthy and nutritious food
   I can buy healthy foods at my school if I wish to
   There are food logos or pictures for food and drink companies around my school
   If there were fewer people selling unhealthy food outside my school, it would be easier for me, and my friends, to eat healthy
   I have access to clean and safe drinking water, always, when at school
   I use a kitchen garden at school
   My school gives me opportunities to play sport
   I have enough space to run and play at my school
   When I am at school I learn about how to eat a healthy diet

   1 2 3 4 5
   Strongly disagree  Disagree  Neutral  Agree  Strongly agree
2. Would you agree or disagree with actions to:

| Provide free meals for all children at school | 1 2 3 4 5 6 |
| Ensure all meals given to children are healthy and nutritious | 1 2 3 4 5 6 |
| Ensure all foods sold to children in school are healthy and nutritious | 1 2 3 4 5 6 |
| Provide cheap, healthy foods for purchase in school | 1 2 3 4 5 6 |
| Ban marketing of unhealthy food and drinks in schools (e.g., pictures of foods, drink or logos) | 1 2 3 4 5 6 |
| Ban marketing of unhealthy food and drinks around the school gate/entrance? | 1 2 3 4 5 6 |
| Ban large food companies from offering my school free equipment so they can display their logo across school equipment and grounds (e.g., sugary drink or fast food/burger companies) | 1 2 3 4 5 6 |
| Ensure all students participate in daily physical activity | 1 2 3 4 5 6 |
| Strengthen existing nutrition education in school | 1 2 3 4 5 6 |
Appendices

Appendix 1: Guidance for collation of national school nutrition policies and information

The collation of school nutrition policies is relevant for toolkit end-users who are interested in the school nutrition context at the national level. By understanding the national policy context, end users can understand the degree of implementation of school nutrition environment policies and can understand where gaps and opportunities exist for policy recommendations. Describing the national school context (e.g., number of schools, type of schools, etc) will also be important for understanding how representative your sample is when reporting on aggregate national data, by comparing the school sample with national estimates. For end users interested in the school-level context (not the national context), this collation of data may be less relevant.

The following guidance can be used to understand the existing national school nutrition context in a country. Data on school nutrition policies can be collected and synthesised from existing sources, including:

- UNICEF country landscape analyses (if available)
- Government websites
- UNICEF Nutridash
- NOURISHING (NOURISHING framework | World Cancer Research Fund International)
- WHO GINA (Global database on the Implementation of Nutrition Action (GINA): results of a user survey)
The following questions can guide the collation of contextual policy data:

**Government policy**

1. Is there an overarching policy or strategy outlining a national or sub-national approach to address school nutrition? This may be a stand-alone document or integrated within a broader nutrition strategy.

2. Is there a policy on nutritious foods in schools, including meals or snack programs provided by the school (not sold through tuck shops, vending machines, etc.), nutrition standards and guidelines (including fortification) and use of local supply chains (including private and public sectors) for school meals or snack program provision?

3. Are there national policies for healthy school food and physical activity environments, including policies concerning the spaces, infrastructure and conditions in and around the school premises where food is available, obtained, purchased and/or consumed, and which influence students’ physical activity?

4. Are there national policies for school-based services related to deworming and/or iron supplementation?

5. Are there food and nutrition topics in the national primary school curricula?

The following questions can guide the collection of contextual national school data:

**National school context**

1. How many schools are there in the country and what type are they (e.g., 1000 primary schools, 30% rural, 70% urban; 500 secondary schools, 30% private, 70% public)?

2. On average, what are the national enrolment and attendance rates for different school types?
Appendix 2: Reporting form back to schools

Thank you for allowing us to assess the nutrition environment at your school. Below is a summary of the findings that relate to your schools and recommendations for improving your school nutrition environment.

Example form, with sample answers in italics:

National Policy context

1. As part of Executive Order (xx), schools should not allow the marketing or sale of foods that are high in salt, sugar and/or saturated fat.

2. At least 2 hours per week should be spent on nutrition education in schools (School Nutrition Education Act xxx).

Nutritious foods in schools

School meals and snacks

Global recommendations (sourced from UNICEF and WHO guidance documents)

If providing school meals, these should include food and drinks that are minimally processed, such as fruits, nuts, seeds, non-starchy vegetables, beans/legumes, oils from these plants, whole grains, yogurt and fish, only moderate amounts of unprocessed red meats, poultry, eggs and milk. Sweet, salty and deep-fried foods should be avoided.

School outcome

School meals contained vegetables and legumes. Salty packaged snacks were also provided to students as part of the school snack program.

Recommendation

Replace salty snack with a minimally processed snack option such as fruit and/or yogurt.

Food environment

Food marketing

Global recommendations (sourced from UNICEF and WHO guidance documents)

All schools should be free from all unhealthy food marketing, including branding of companies synonymous with unhealthy foods and beverages.

School outcome

Marketing was found in the school canteen and within 100m of the school grounds.

Recommendation

Remove marketing materials for brands and foods high in salt, sugar and/or saturated fat. Doing so would align with Executive Order (xxx).
**Food environment**

**Food available for sale**

**Global recommendations** (sourced from UNICEF and WHO guidance documents)
Healthy and nutritious foods are available for purchase during the school day. Unhealthy foods high in salt, added sugar or saturated fats (e.g., sugary, salty or deep-fried foods and drinks) are not available for sale within school grounds.

**School outcome**
No deep-fried foods or salty packaged foods were available for sale. Sugary drinks are sold in vending machines around school.

**Recommendation**
Replace sugary drinks in vending machines with water or milk. Doing so would align with Executive Order (xxx).

**Physical activity environment**

**Global recommendations** (sourced from UNICEF and WHO guidance documents)
Provides students with opportunity to participate in at least 30min/day of physical activity. Provides students with access to a range of sports or physical activity equipment and facilities. Has spacious physical activity spaces accessible by all students.

**School outcome**
No physical activity opportunities.

**Recommendation**
Review policies on providing physical activity plus physical education in the curriculum to strengthen opportunities for participation, and education on importance of physical activity for health among school children.

**Micronutrient supplementation and deworming**

**Global recommendations** (sourced from UNICEF and WHO guidance documents)
Iron and micronutrient supplementation is available, if applicable to context.

**School outcome**
Available only for secondary school girls.

**Recommendation**
N/A
### Micronutrient supplementation and deworming

#### Global recommendations (sourced from UNICEF and WHO guidance documents)

Deworming services available, if applicable to context.

#### School outcome

*Not applicable for this school.*

#### Recommendation

N/A

### Growth and weight monitoring

#### Global recommendations (sourced from UNICEF and WHO guidance documents)

Growth and weight monitoring is conducted in schools, with referrals to health services for students identified with an issue related to malnutrition.

#### School outcome

*Growth and weight services are provided but there is no system for referring students to health services when an issue has been identified.*

#### Recommendation

*Establish partnerships and standardised referral system for children identified with an issue related to malnutrition.*

### Nutrient education

#### Global recommendations (sourced from UNICEF and WHO guidance documents)

Nutrition education is delivered by a health or nutrition teacher or school nurse who is trained in nutrition education.

#### School outcome

*Nutrition education is provided by the school nurse, who is trained in nutrition. Nutrition education is delivered is below the required 2 hours per week, as defined in the School Nutrition Act (xx).*

#### Recommendation

*Nutrition education should be not less than 2 hours per week.*
Appendix 3: Dietary Quality Questionnaire (DQQ)

The DQQ is a brief dietary questionnaire developed by the Global Diet Quality Project. It is designed to capture consistent, comparable dietary consumption data across 29 different food groups in a low-burden manner. The tool will take approximately 15 minutes to implement and has been adapted for many countries in the EAP region. Country-adapted DQQs and instructions on use are available at www.globaldietquality.org/dqq. Below is an example of the DQQ for Viet Nam.

**DIET QUALITY QUESTIONNAIRE (DQQ)**

**VIETNAM**

Read: Now I'd like to ask you some yes-or-no questions about foods and drinks that you consumed yesterday during the day or night, whether you had it at home or somewhere else.

First, I would like you to think about yesterday, from the time you woke up through the night. Think to yourself about the first thing you ate or drank after you woke up in the morning... Think about where you were when you had any food or drink in the middle of the day... Think about where you were when you had any evening meal... and any food or drink you may have had in the evening or late-night, and any other snacks or drinks you may have had between meals throughout the day or night.

I am interested in whether you had the food items I will mention even if they were combined with other foods.

Please listen to the list of foods and drinks, and if you ate or drank ANY ONE OF THEM, say yes.

Yesterday, did you eat any of the following foods: (circle answer)

1. Rice, sticky rice, bread, porridge, bun pho, noodles, or macaroni?
   - YES or NO

2. Brown rice, black rice, or corn?
   - YES or NO

3. White or purple sweet potato, potato, cassava, or Chinese yam?
   - YES or NO

4. Fried beans, wayheans, tofu, soy milk, or bean flour?
   - YES or NO

Yesterday, did you eat any of the following vegetables:

4. Carrots, pumpkin, or sweet potato that is orange inside?
   - YES or NO

4.1 Water spinach, katuk, sweet potato leaves, Malabar spinach, pumpkin leaves, jute mallow, or amaranth?
   - YES or NO

4.2 Chayote leaves, broccoli, watercress, Chinese cabbage, mustard greens, young mustard greens, crown daisy, or bok choy?
   - YES or NO

7.1 Cabbage, lettuce, mung bean sprouts, white radish, cauliflower, bell pepper, or French beans?
   - YES or NO

7.2 Celawash, wax gourd, sponge gourd, bitter melon, cucumber, or chayote?
   - YES or NO

7.3 Kohlrabi, mushroom, celery, beetroot, okra, or tomatoes?
   - YES or NO

Yesterday, did you eat any of the following fruits:

8. Ripe mango, ripe papaya, passion fruit, or pears?
   - YES or NO

9. Orange, mandarin, pomelo, or grapefruit?
   - YES or NO

10.1 Regular or dwarf banana, pineapple, avocado, watermelon, guava, grape, or mango?
    - YES or NO

10.2 Rambutan, longan, litchi, dragonfruit, jackfruit, durian, or sugar apple?
    - YES or NO

Yesterday, did you eat any of the following sweets:

11. Bánh ngọt?
    - YES or NO

12. Candy, chocolates, ice cream, coca, fanta, tao pho, or agar jelly?
    - YES or NO

Yesterday, did you eat any of the following foods of animal origin:

13. Chicken eggs, duck eggs, or quail eggs?
    - YES or NO

14. Cheese?
    - YES or NO

15. Yogurt?
    - YES or NO

16. Vietnamese sausage, pork sausage, canned meat, paite, or bologna?
    - YES or NO

17. Beef, goat, sheep, or buffalo meat?
    - YES or NO

18. Pork, frog, or dog?
    - YES or NO

19. Chicken, duck, goose, quail, or pigeon?
    - YES or NO

20. Fish, seafood, or aqua products?
    - YES or NO

Yesterday, did you eat any of the following other foods:

21. Peanuts, cashews, walnuts, almonds, macadamia nuts, watermelon seeds, or sunflower seeds?
    - YES or NO

22. Bimbi?
    - YES or NO

Yesterday, did you have any of the following beverages:

23. Fresh milk or powdered milk?
    - YES or NO

24. Sweetened milk, fruit smoothie, bubble tea, sweetened packaged tea, or sweetened coffee?
    - YES or NO

27. Fruit juice, packaged juice, or fruit tea?
    - YES or NO

28. Soft drinks such as Coke, 7-Up, or Fanta, or energy drinks such as Bò húc, 66 vạn?
    - YES or NO

Yesterday, did you get food from any place like...

29. Pizza Hut, Domino’s, KFC, Jollibee, Lotus, or other places that serve burgers, fried chicken or pizza?
    - YES or NO


INSTRUCTIONS:

1) Read the DQQ exactly as written. Do not include additional dialogue or probing. Further instructions on how to use the DQQ can be found at: dietquality.org/dqq

2) Do not change the questions in any way. Do not add or remove foods. Changing the questions will invalidate the DQQ. The Creative Commons license (CC) does not allow modification.

3) If you desire to collect information on additional food items, additional food groups, or additional diet-related topics, they must be new questions and analyzed independently of the DQQ. Further information on how to analyze the DQQ to generate diet quality indicators can be found at: dietquality.org/dietquality
Fiji’s overarching approach to the pilot

- The pilot school assessment was conducted in September 2022.
- Researchers from Fiji visited 10 schools in urban (n=6) and rural (n=4) settings. This included a mix of secondary schools (n=5), primary schools (n=5), boarding schools (n=2), public (n=3) and faith-based (n=4) schools.
- Enumerators used an Open Data Kit (ODK) and online software-package Kobo Toolbox to collect and collate the assessment data, which also included GPS location recording.
- School staff (school principal or teacher) were trained to use ODK, with training conducted remotely by the research team.
- School representatives interviewed included school principals, deputy principals, directors, and teachers.

Figure 1. Characteristics of included schools (primary n=5, secondary n=5)
Experiences in using the tool

- The assessment took approximately 30 minutes to complete (range 10-180 minutes).

- Additional questions were added to contextualize the toolkit to the Fiji context. These included:

- Upon completing the tool, the data collection team highlighted the following topics that could be included when using the toolkit in the future:

  1. **Hygiene and the eating environment:**
     
     Add questions relating to hygiene before food consumption, and where food is consumed.

     Include questions related to faith-based food consumption.

  2. **Capturing the boarding-school food environment:**
     
     Better encompass the boarding school nutrition environment.

  3. **Food insecurity experience among children:**
     
     Assess children’s breakfast consumption.

     Assess children’s food insecurity experience at home.

  4. **Specific questions relating to school locality.**
     
     Local/seasonal fruit and vegetable consumption.

- Challenges with data collection included the time required to collect data from teachers and staff with competing priorities, concerns regarding reliability of data collected if collected by the school, low response-rates from schools, and online connectivity issues.

- It was considered that the tool could be incorporated into health inspection programs (for primary schools) and integrated with the Fiji Education Management Information System (technical means to support data collection). Other avenues to incorporate data collection include the WASH program and scaling up the health-promoting schools initiative.
**Reporting against relevant indicators** (some indicators have been modified and/or added to suit the Fiji context).

<table>
<thead>
<tr>
<th>Domains</th>
<th>Indicators of a healthy school nutrition environment</th>
<th>No of schools (N=10)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National leadership</strong></td>
<td>Proportion of schools with national policy or guidance to support healthy school nutrition environments</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Nutritious foods in schools</strong></td>
<td>Of the schools providing a school meal or snack (n=4), the proportion of schools that include healthy and nutritious food and drinks</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that source foods for school meals and snacks from local supply chains</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Healthy school food and physical activity environments</strong></td>
<td>Proportion of schools that do not sell sweet, salty or deep-fired foods</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that do not sell sugary drinks</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools with daily access to safe drinking water</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that are free from unhealthy food marketing and sponsorship</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that have a kitchen garden</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that have physical activity equipment and facilities accessible by all students</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools where food environments around schools promote healthy foods and beverages</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td><strong>Nutrition services in school</strong></td>
<td>Proportion of schools implementing supplementation and/or deworming services in alignment with national policy direction</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Of schools that provide growth and weight measurement services, proportion that have a referral system for students identified with an issue related to malnutrition</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td><strong>Nutrition education in school curricula</strong></td>
<td>Proportion of schools that have trained nutrition education teachers</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

**Notes**

1. Of the 10 schools providing access to safe drinking water, only half regularly assessed the water for quality and safety. 90% of schools had piped water, with 10% using a protected well.

2. Of the two schools that were not free from unhealthy food marketing, one had food marketing on school infrastructure (e.g. vending machines) and gave out academic awards that are sponsored by an unhealthy food company.

3. Food produced by the school garden is generally used by the canteen or sold to the teachers or students.

**Resources**

- Data collection was estimated to cost approximately US$50-100 per school.
- Using ODK for data collection meant that customised school reports could be generated quickly and at low cost.
Appendix 5: Mongolia experience

Mongolia’s overarching approach to the pilot

- The National Center for Public Health conducted training of eight data collectors (from Ministry of Education and Science, General Authority for Education, National Center for Public Health, and UNICEF) to ensure collective understanding of key definitions, interpretation of questions, and methods for collecting data.

- Field testing of data collection tools was held between 29 November and 9 December 2022.

- Schools included 2 public schools and one private school in the Bayanzurkh district of Ulaanbaatar city; 2 schools in Uliastai soum or center of Zavkhan province; 3 schools of Aldarkhaan, Tosontsengel; and Ikh-Uul soum.

- Student sampling within schools was a randomly-selected group of 30 students from 3rd-4th grades, and 30 students from 6th–11th grades across all schools.

- A total of 414 students participated in the pilot student assessment, of which 192 were primary school students and 222 were middle- and high-school students; 46.9% (n=194) were boys, 53.1% (n=220) were girls.

- Nutrition researchers of the NCPH undertook the analysis of all data.

- The project team presented the findings from field testing to relevant stakeholders in January 2023, including 26 officers and/or experts from Ministry of Health, Ministry of Education and Science, General Authority for Education, National Center for Public Health and UNICEF office of Mongolia.
Experiences in using the tool

- Mongolia reviewed and adapted all data collection tools to meet the needs of the Mongolian context. This adaptation process was conducted under the auspices of a working group of relevant experts from the Ministry of Education and Science, General Authority for Education and the National Centre for Public Health. Adaptations to data collection tools included:
  - As per recommendations, questions for all core indicators were retained in the adapted toolkit.
  - As Mongolia provides school lunches to all students in primary schools, data was collected on the contents of school lunches.
  - Data collectors took photos of school lunches and the school food environment as a photo record.
  - Qualitative data was collected from school stakeholders to understand their perceptions of their school nutrition environment.
  - An additional student survey was developed for primary schools (where school lunches are provided), in order to capture student attitudes and views on the school lunch program.

- The adapted tool for assessing the school nutrition environment was viewed as suitable and easy to use.

- Data collectors suggested expanding qualitative data collection by including individual and/or focus group discussions with students, to provide a clearer picture of school nutrition environments.

- The mean time to collect school-level data was 30 minutes. For the self-administered student survey, the mean time taken was 5-8 minutes per student.
Reporting against relevant indicators (Some indicators have been modified and/or added to suit the Mongolia context.)

<table>
<thead>
<tr>
<th>Domains</th>
<th>Indicators of a healthy school nutrition environment</th>
<th>No of schools (N=8)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>National leadership</td>
<td>Proportion of schools with national policy or guidance to support healthy school nutrition environments</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Nutritious foods in schools</td>
<td>Of the schools that provide a school meal or snack, the proportion of schools that include healthy and nutritious food and drinks</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that source foods for school meals and snacks from local supply chains</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Healthy school food and physical activity environments</td>
<td>Proportion of schools that do not sell sweet, salty or deep-fired foods</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that do not sell sweet or sugary drinks</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools with daily access to safe drinking water</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that are free from unhealthy food marketing and sponsorship</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that have a kitchen garden</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that have sports or physical activity equipment and facilities accessible to all students</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools where food environments around schools promote healthy foods and beverages</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td>Nutrition services in school</td>
<td>Proportion of schools implementing supplementation and deworming services in alignment with national policy direction</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Nutrition education in school curricula</td>
<td>Proportion of schools that have trained nutrition education teachers</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Additional indicators reported by Mongolia team

- For two of eight schools (25%), while there was sufficient cooking equipment for school meals, there were a lack of qualified chefs and insufficient space to separate raw and processed foods.

Results of student surveys

Primary schools

- A majority of students (62%) in grades 3-5 of primary schools perceived school lunches to be healthy and nutritious, were positive about the taste and quality of these meals (81%) and believed that there was sufficient variety (76%). The portion size of school meals was viewed as adequate (70%) and sufficient time was given to eat these meals (66%).
- 66% of students in primary schools reported that safe and clean drinking water is available at school.
- Almost half the students surveyed (48%) reported that it is possible to buy healthy food at school, while 1 in 5 children (19%) disagreed.
- 37% of primary school students reported that school officials accept their suggestions about the taste and variety of school lunches.
- 68% of the school children reported that in addition to physical education classes, they are able to play sports at school, while 14% have a negative perception of the opportunities they have to play sport.
Secondary schools

- 66% of secondary-school students in grades 6-12 agreed that all children need free meals at school.
- 32% of secondary-school children agreed that all food provided to students is healthy and nutritious.
- 25% of students agreed that there are posters and advice on healthy eating in classrooms, school hall, and canteens.
- 29% of students in grades 6-12 disagreed that it is possible to buy healthy food at school.
- Almost one in four (23%) students disagreed that they are able to learn at school about healthy and balanced eating.
- 13% of secondary-school children agree that there are logos, pictures, and advertisements of food and beverage companies in school grounds and dormitories.
- One in 4 children (25%) agreed that it is necessary to ban the advertisement of unhealthy food on school grounds. A third of students viewed this as neutral (30%).
- 24% of children agreed that it is necessary to ban advertising of unhealthy food outside of school grounds. Most viewed this as neutral (33%).
- Almost a quarter of children (23%) agreed that food producers and traders sponsor art and sports events organized at their school, while 44% of students disagreed.
- Almost half of students (48%) agreed that “It would be easier for students to eat healthy if unhealthy food was not sold around the school”.
- 31% of students agreed that “Our school provides opportunities for doing physical activity and exercise”.
- 63% of students agreed that the “Teaching materials and training aids of the diet and nutrition content of health class need to be improved”.
- Almost a quarter of students reported that they use the school’s training and experimental garden.

Resources required to conduct pilot

- Budget: MNT17,100,000 (US$4,853)
Appendix 6: Viet Nam experience

Viet Nam’s overarching approach to the pilot

- The Viet Nam adapted NEAT-S, validated by the Ministry of Education and Training (MOET) will be used as tool for routine/annual self-assessment and reporting by all schools. The data will be managed by different levels of MOET for the purpose of improving the school nutrition environment.

- Viet Nam undertook a comprehensive consultative process during the pilot process, involving a literature review and secondary data analysis, in-depth interviews with key experts and stakeholders, a consultation workshop with experts and stakeholders, and field visits to the schools to test the assessment tool.

- Viet Nam included a diet quality questionnaire for students within their assessment.

- The pilot included 16 schools from 4 provinces (Hanoi, Dien Bien, Ha Tinh, and SocTrang), with 4 schools (2 primary schools and 2 lower secondary schools) from urban and rural areas selected from each province. Student surveys included 10 students of grades 3, 4 and 5 (primary school) or grades 6, 7, 8, and 9 (secondary school).

- Assessors interviewed principals or teacher/staff in charge of nutrition/school meals at every school.

- Data collected was synthesized and analyzed manually.
Experiences in using the tool

- Viet Nam reported that assessment methodology was very clear for enumerators, many of whom had fieldwork experience. The combination of observation and direct questions of school administrators was noted as useful.

- Viet Nam reported no administrative challenges associated with the data collection process, once the requisite approval had been obtained from Provincial Education Offices and the District Education Offices.

- The assessment time depended on the number of enumerators involved in data collection as well as the availability of the participants from the school, estimating 45-50 minutes for the interview and 20-30 minutes for the direct observations.

Reporting against relevant indicators (some indicators have been modified and/or added to suit the Viet Nam context.)

<table>
<thead>
<tr>
<th>Domains</th>
<th>Indicators of a healthy school nutrition environment</th>
<th>No of schools (N=16)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritious foods in schools</td>
<td>Of schools that provide a school meal (n=15) or snack (n=9), the proportion of schools that include healthy and nutritious foods and drinks</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>School meals</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Snacks</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that source foods for school meals and snacks from local supply chains</td>
<td>14</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that do not sell sugary drinks</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that do not sell sweet, salty or deep-fried foods</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools with sufficient access to safe drinking water</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools free from unhealthy food marketing and sponsorship</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that have sports or physical activity equipment and facilities accessible to all students</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that have a kitchen garden</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools where food environments around schools promote healthy foods and beverages</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Healthy school food (and physical activity) environments</td>
<td>Proportion of schools that provide IFA micronutrient supplementation</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Proportion of schools that provide deworming services</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Micronutrient supplementation and deworming</td>
<td>Proportion of schools that have trained nutrition education teachers</td>
<td>3</td>
<td>19</td>
</tr>
</tbody>
</table>
Resources required to conduct pilot

- Viet Nam recommended that two enumerators attend each assessment, with their teams each including a staff member from the Provincial Education Office (PEO) and the District Education Office, in addition to a school staff member to faciliate on the day. Viet Nam has not estimated the costs of the assessment, but outlined that the assessment budget should make allowances for the following:

1. Travel: to school, and from school to school in the same province
2. Accommodation and meals for the research team
3. Travel allowance, consultation fees
4. Allowance for staff from Provincial Education Office to coordinate and arrange the field work; sending official letter from PEO to schools; teacher from school to select students to be interviewed
5. Gift for surveyed students
6. Allowance for interviewees
7. Allowance for collaborators from Provincial Education Office, Provincial Education Office
8. Logistics: paper, stationary, contact fees (phone, mail).
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