Monitoring and Evaluation Guidance for School Health Programs

Appendices

February 2014

UNESCO — United Nations Educational, Scientific and Cultural Organization

Save the Children

Education International — Internationale de l'Education — Internacional de la Educación — Bildungsinternationale

EDC — Learning transforms lives.

UNODC — United Nations Office on Drugs and Crime

AIR

World Bank

World Health Organization

unicef

PCD — The Partnership for Child Development

Contents

Appendix A: Glossary of Terms

Bullying	A learner is bullied when s/he is exposed repeatedly over time to aggressive behavior that intentionally inflicts injury or discomfort through physical contact, verbal attacks, fighting or psychological manipulation. Bullying involves an imbalance of power and can include teasing, taunting, use of hurtful nicknames, physical violence or social exclusion. (http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/health-education/homophobic-bullying/bullying/)
Health policy	A formal statement or procedure within institutions (such as ministries or schools) which defines priorities and the parameters for action in response to health needs, available resources, and other political pressures. (http://www.who.int/healthpromotion/about/HPR%20Glossary%201998.pdf)
Physical school environment	The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards. (http://www.who.int/school_youth_health/media/en/physical_sch_environment_v2.pdf)
Skills-based health education	Skills-based health education is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and *especially skills*, using a variety of learning experiences, with an emphasis on participatory methods. (http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf)
Socio-emotional environment (also psycho-social environment)	A school's environment that enhances social and emotional well-being, and learning is: warm, friendly and rewards learning; promotes cooperation rather than competition; facilitates supportive, open communications; views the provision of creative opportunities as important; prevents physical punishment, bullying, harassment and violence, by encouraging the development of procedures and policies that do not support physical punishment and that promote non-violent interaction on the playground, in class and among staff and students; and promotes the rights of boys and girls through equal opportunities and democratic procedures. (http://www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf)

Appendix B: Tool for National-Level Questionnaires

Guiding Questions for the Department of Health

Equitable School Health Policies

1) *Does a school health-related strategy or policy exist, either as part of a broader health, education or poverty reduction policy or strategy or as a stand-alone document? [FRESH Checklist 1: 1a]*

a) No reference to school health in any national policy or strategy.

b) School health is featured to a limited extent (reference to one or two aspects of school health within a broader strategy or policy).

c) School health has a dedicated section in a broader national-level policy or strategy or a national-level school health policy and a strategy exists with detailed reference to targets and/or milestones.

If the score is 'a', then go to Question 9 and score 'a' for Questions 2 to 8.

2) *Has the school health policy or strategy been disseminated nationally, to all schools? [FRESH Checklist 1: 1b]*

a) An existing policy or strategy has not been disseminated.

b) There is a concrete plan to disseminate the school health policy or strategy and/or the policy or strategy has been partially disseminated.

c) The school health policy or strategy (or both) has been disseminated to all schools.

3) *Has there been a comprehensive situational analysis of the health needs and priorities of school-age children as a whole? [FRESH Checklist 1: 2a]*

a) No.

b) Incomplete.

c) A situational analysis has been conducted that assesses the need for a variety of ways in which schools can ensure that children live healthy and happy lives and that they can take an active part in the process.

4) *Does the policy on school health reflect the findings and recommendations in the situational analysis? [FRESH Checklist 1: 2b]*

a) No situational analysis exists as per answer to 3.a, or there is no reference to it.

b) Less than half of the health needs identified in the situation analysis are addressed in the policy or strategy.

c) Half or more of the health needs and recommendations made in the situation analysis are addressed in the policy or strategy.

5) *Does the school health policy or strategy recommend local-/school-level adaptation or development of the school health policy? [FRESH Checklist 1: 3a]*

a) No reference to the need for school-level policies or strategies (or the need to adapt a national policy or a strategy at local-level).

b) A general recommendation is made on the need to adapt the policy at local-/school-level or develop school level policies.

c) Guidance is provided on how to adapt a national school health policy to local context or develop school-level policies.

6) *Does the national school health policy or strategy recommend a safe physical and socio-emotional learning environment? [FRESH Checklist 1: 3b]*

a) No.

b) Recommendations are made for a safe physical environment only, specifically water and sanitation.

c) Recommendations are made for children to have a safe physical environment and a safe socio-emotional environment.

7) *Does the school health policy or strategy recommend health learning and teaching or health promotion being 'skills-based' or about 'developing skills to…'? [FRESH Checklist 1: 3c]*

a) No reference to any form of skills-based health learning and teaching.

b) Skills-based health learning and teaching is recommended, but with no specific guidance on the teaching and learning methodology.

c) Guidance is given on a skills-based participative teaching methodology to teach health in schools.

8) *Does the school health policy or strategy recommend a package of school-based health and nutrition services? [FRESH Checklist 1: 3d]*

a) No reference to school health and nutrition services nor to links between schools and existing health and nutrition services (provided by the health sector).

b) The policy or strategy includes links between schools and existing health and nutrition services are mentioned.

c) The policy or strategy sets out school-based health and nutrition services (health and nutrition services provided at the school and/or linkages to existing health and nutrition services in the community).

Safe Learning Environment

9) *Are there national standards to guide and assess the physical school environment? [FRESH Checklist 3: 1a]*

a) No.

b) Minimal/includes less than half of the criteria in the 'List of Standards For A Safe Learning Environment'.

c) Includes most or all of the criteria in the 'List of Standards For A Safe Learning Environment' and more where relevant.

If the answer is 'a', then go to Question 13 and score 'a' for the interim questions.

10) *Do the standards for the physical environment reflect the distinct needs of different groups of children (e.g. separate sanitary facilities for girls and boys, for younger and older children, for children with disabilities)? [FRESH Checklist 3: 1b]*

a) No.

b) Some (reference to at least one distinct need).

c) Well-established (reference to more than one distinct need).

11) *Are the standards based on evidence of priority health needs and issues in schools? [FRESH Checklist 3: 1c]*

a) No.

b) The standards are based on some evidence.

c) Yes, the standards are based on a comprehensive situational analysis and are regularly reviewed.

12) *Are the standards user-friendly and accessible? [FRESH Checklist 3: 1d]*

a) No.

b) To a limited extent.

c) Yes, the standards are regularly distributed to all schools and are organized in a clear and useable way.

13) *Are there national standards to guide and assess the socio-emotional aspects of the school environment? [FRESH Checklist 3: 2a]*

a) No.

b) Minimal/includes less than half of the criteria below.

c) Includes most or all of the criteria below and more where relevant.

If the answer is 'a', then go to Question 17 and score 'a' for the interim questions.

14) *Do the standards for the socio-emotional environment reflect the distinct needs of different groups of children (for example HIV-positive students and/or pregnant students are not discriminated against)? [FRESH Checklist 3: 2b]*

a) No.

b) Some (reference to at least one distinct need).

c) Well-established (reference to more than one distinct need).

15) Are the standards based on evidence of priority health needs and issues in schools? [FRESH Checklist 3: 2c]

a) No.

b) The standards are based on some evidence.

c) Yes, the standards are based on a comprehensive situational analysis and are regularly reviewed.

16) *Are the standards user-friendly and accessible? [FRESH Checklist 3: 2d]*

a) No.

b) To a limited extent.

c) Yes, the standards are regularly distributed to all schools and are organized in a clear and useable way.

School-Based Health and Nutrition Services

17) *Is a package of school-based health and nutrition services recommended within a national strategy or policy? [FRESH Checklist 7: 1a]*

  a) No.

  b) One or two school-based health and nutrition services are recommended in a national strategy or policy, e.g. school feeding in the school feeding strategy.

  c) Yes, a package of three or more school-based health and nutrition services is recommended in a national strategy or policy.

If the answer is 'a', then complete the questionnaire and score 'a' for interim Questions 18 and 19.

18) *Have the school-based health and nutrition services been recommended on the basis of documented needs, e.g. a situational analysis? [FRESH Checklist 7: 2a]*

  a) No situational analysis.

  b) One or two recommended school-based health and nutrition services are based on a needs assessment, e.g. deworming based on findings of a national survey.

  c) Yes, most or all of the recommended school-based health and nutrition services are based on documented evidence of local need.

19) *Is the recommended package of school-based health and nutrition services adjusted to regional health priorities and needs? [FRESH Checklist 7: 3a]*

  a) No recommended school-based health and nutrition services at national-level, or no local adjustment made.

  b) Local adjustment made for one or two of the recommended school-based health and nutrition services.

  c) Guidance provided for contextual adjustment of most or all of the recommended school-based health and nutrition services.

List of documents to be reviewed

This list should include any national government endorsed documents, which outline the rules, principles and content for school health programming nationwide.

These might also include any national (or program) policies, strategies and reports that assess school-based health and nutrition services either within or separate from the broader school health policy. In addition, any academic publication or field reports that look at the links between the provision and delivery of school-based health nutrition services and the health of school-age children could be included as well. Please add others that you feel should be reviewed.

A short report of the findings of this review should be included as an appendix to FRESH Checklist 7, to help explain the scores given.

Name of document (e.g. national-level poverty reduction strategy, national-level school health and nutrition policy)	Source of document (e.g. website, library, ministry office)

Guiding Questions for the Department of Education

Skills-Based Health Education

1) *Are the health topics included in the curriculum for primary and secondary schools selected on the basis of national health priorities? [FRESH Checklist 5: 1a]*

a) No.

b) To a limited extent.

c) Yes, the health topics included have a direct relationship with broader national planning and include regular review to ensure the topics selected are responsive to changing needs.

2) *Are the health topics in the national* **primary** *school curricula organized in a logical sequence so that as students develop, the topics are repeated in more depth? [FRESH Checklist 5: 1b]*

a) No.

b) Health topics are taught only once.

c) Health topics are taught more than once and build on each other, getting gradually more complex.

3) *Are the health topics in the national* **secondary school** *curricula organized in a logical sequence so that as students develop, the topics are repeated in more depth? [FRESH Checklist 5: 1c]*

a) No.

b) Health topics are taught only once.

c) Health topics are taught more than once and build on each other, getting gradually more complex.

4) *Does the national curricula guidance on school health at* **primary** *school-level feature specific skills-based development and/or the use of child-centered participatory approaches? [FRESH Checklist 5: 2a]*

a) No.

b) To a limited extent.

c) The curriculum features aims and objectives that set out specific skills students will develop.

5) *Does the national curricula guidance on school health at* **secondary** *school-level feature specific skills-based development and/or the use of child-centered participatory approaches? [FRESH Checklist 5: 2b]*

a) No.

b) To a limited extent.

c) The curriculum features aims and objectives that set out specific skills students will develop.

6) *Do the* **pre-service** *teacher education curricula include the pedagogy of teaching skills-based health education? [FRESH Checklist 5: 3a]*

a) No.

b) To a limited extent.

c) Yes, the pre-service training curricula include explicit references to skills-based health education needed to develop skills and to promote the participation of students.

7) *Do the* **in-service** *teacher education curricula/ modules include staff development linked to teaching skills-based health education or improving the quality of skills-based health education in specific topic areas (such as sexual and reproductive health)? [FRESH Checklist 5: 3b]*

a) No.

b) To a limited extent.

c) Yes, the in-service training curricula include explicit sessions on the teaching approaches to develop skills and to promote the participation of students.

8) *Are there curricula or guidance documents for the professional development of teacher educators to build the capacity and motivation of teachers to deliver skills-based health education in schools? [FRESH Checklist 5: 3c]*

a) No.

b) To a limited extent.

c) Yes, the training of teacher educators includes explicit sessions on the teaching approaches to develop skills and to promote the participation of students.

9) *Are there textbooks for teachers that offer guidance on what and how to teach health in the classroom and are these made available to* **teachers?** *[FRESH Checklist 5: 4a]*

a) No.

b) To a limited extent.

c) An adequate number of useful teaching guides and other resources are made available to teachers.

10) *Are there textbooks (or work books) on health topics and are these made available to* **students** *and distributed to schools in the country? [FRESH Checklist 5: 4b]*

  a) No.

  b) To a limited extent.

  c) Yes, there are adequate numbers of textbooks for students to be able to share and make good use of the information.

11) *Do the primary school leaving examinations include the key health topics in the curriculum? [FRESH checklist 5: 5a]*

  a) No.

  b) To a limited extent.

  c) Yes, there is a significant section in the primary school leaving examinations on school health.

12) *Do the specific questions asked of students in the national school leaving examinations at primary and secondary school-levels include questions on health promoting skills and behaviors they might use in their daily lives rather than knowledge alone? [FRESH checklist 5: 5b]*

  a) No.

  b) To a limited extent.

  c) Yes, national school leaving examinations include ways to test relevant skills (such as how they might respond to a specific scenario).

13) Is there additional guidance on how to recognize and assess students' achievement and activity in health promotion within the school, home and community? [FRESH Checklist 5: 5c]

  a) No.

  b) To a limited extent.

  c) Yes, there is sufficient guidance to assess students' achievements and activity in health promotion in the school, home and community.

School-Based Health and Nutrition Services

14) *Is a package of school-based health and nutrition services recommended within a national strategy or policy? [FRESH Checklist 7: 1a]*

  a) No.

  b) One or two school-based health and nutrition services are recommended in the national strategy or policy, e.g. school feeding in the school feeding strategy.

  c) Yes, a package of three or more school-based health and nutrition services is recommended in a national strategy or policy.

15) *Have the school-based health and nutrition services been recommended on the basis of documented needs, e.g. a situational analysis? [FRESH Checklist 7: 2a]*

  a) No situational analysis.

  b) One or two recommended school-based health and nutrition services are based on a needs assessment, e.g. deworming based on findings of a national survey.

  c) Yes, most or all of the recommended school-based health and nutrition services are based on documented evidence of local need.

16) *Is the recommended package of school-based health and nutrition services adjusted to regional health priorities and needs? [FRESH Checklist 7: 3a]*

  a) No recommended school-based health and nutrition services at national-level, or no local adjustment made.

  b) Local adjustment made for one or two of the recommended school-based health and nutrition services.

  c) Guidance provided for contextual adjustment of most or all of the recommended school-based health and nutrition services.

List of documents to be reviewed

This list should include any national government endorsed documents, which outline the rules, principles and content for school health programming nationwide.

These might also include any national (or program) policies, strategies and reports that assess school-based health and nutrition services either within or separate from the broader school health policy. In addition, any academic publication or field reports that look at the links between the provision and delivery of school-based health nutrition services and the health of school-age children could be included as well. Please add others that you feel should be reviewed.

A short report of the findings of this review should be included as an appendix to FRESH Checklist 7, to help explain the scores given.

Name of document (e.g. primary school curricula, secondary school curricula, teacher training curricula, national school examination guidelines)	Source of document (e.g. website, library, ministry office)

Primary School Health Education Curricula								
List of Health Topics **(List topics to reflect the actual national curriculum.)**	**Primary-Level** *Tick the topics ACTUALLY covered in the curriculum per grade level. If more than one lesson is included on this topic then put the number of ticks that match the number of lessons. For example if hygiene had three lessons (general, personal and school community hygiene), then it receives three tick marks.*							
Grade/Class/Standard/Primary-Level	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**(8)**

Secondary School Health Education Curricula					
List of Health Topics **(List topics to reflect the actual national curriculum.)**	**Secondary-Level**				
	Tick the topics ACTUALLY covered in the curriculum per grade level. If more than one lesson is included on this topic then put the number of ticks that match the number of lessons. For example if hygiene had three lessons (general, personal and school community hygiene), then it receives three tick marks.				
Class/Standard/Secondary-Level	**8**	**9**	**10**	**11**	**12**

Appendix C: Tool for School-Level Questionnaires

Gather demographic school data for each surveyed school:

SCHOOL DATA		
Code Number for this School:		
Name of School:		
Primary/Secondary:		
Highest/Lowest grade:		
Rural/Urban/Semi-Urban:		
Private/Public:		
Boarding/Non-Boarding:		
School Location:		
Total Number of Students:	No. Boys:	No. Girls:

Guiding Questions for School Observations

Safe Learning Environment

1) *Is drinking water available on the day of the survey? [FRESH Checklist 4:1a]*

a) No.

b) Drinking water is provided, but there is not enough to meet the needs of girls, boys and school staff.

c) Yes, there is sufficient drinking water and it meets the needs of girls, boys and school staff.

2) *Are water and soap available for hand washing on the day of the survey? [FRESH Checklist 4:1b]*

a) No.

b) Water and/or soap is provided for hand washing, but there is not enough to meet the needs of girls, boys and school staff.

c) Yes, there is sufficient water and soap for hand washing which meets the needs of girls, boys and school staff.

3) *Are there indications that the school provides a warm, friendly, supportive atmosphere (e.g. signs with encouraging words or images, interactions between teachers and students, rooms for counseling, etc.)? [FRESH Checklist 4: 2a]*

a) No.

b) There are some indications of a warm, friendly, supportive school environment. Give examples:

_____

_____

_____

c) Yes, there are many indications of a warm, friendly, supportive school environment that meets the needs of girls, boys and school staff. Give examples:

_____

_____

_____

4) *Are sufficient numbers of latrines provided and maintained in your school and are they used by/do they meet the needs of girls and boys? [FRESH Checklist 4: 3b]*

a) No.

b) Latrines are provided, but there are not enough and/or they are not used by or do not meet the needs of girls and boys and/or they are poorly maintained.

c) Yes, there are sufficient numbers of latrines, they are used and they meet the needs of girls and boys and they are maintained.

Guiding Questions for Interviews with School Administrators

Name of School:	
Number of Participants:	
Sex (Male/Female):	
Designation/Subject Taught:	

Instructions for facilitator:
Please read and as needed explain the questions carefully and circle the letter (a, b, c) that corresponds to the consensus of the group.

Equitable School Health Policies

1) *Does your school have a written health-related policy? This may include school health-related policies within a broader school policy or schools following a written national-level school policy (if it is not mandated for schools to have their own policy). [FRESH Checklist 2: 1a)*

A school health policy is defined here as a set of principles and rules governing school activities and operations for the protection and promotion of children's health and well-being at school.

a) No reference to health in any school policy document.

b) The goal of improving children's health is mentioned in a policy document, but with no specific guidance.

c) Yes, clear school rules are listed outlining how the school will improve the health and well-being of children **and/or** there is a separate and comprehensive school health policy document at the school **and/or** a concrete action plan with targets outlining how health in school will be done with roles and responsibilities.

If the answer to this question is 'a', then score 'a' also for subsequent Questions 2 to 7 and skip to Question 8 (regarding Safe Learning Environment).

2) *Are there procedures in place to monitor and enforce the school health policy at school-level? [FRESH Checklist 2: 1b]*

Monitoring and enforcing means that there are mechanisms in place to ensure that schools implement what the policy requires and that there are consequences if that is not the case.

a) There is no school health policy document or no procedures in place to monitor and enforce it.

b) There are plans to establish school-level procedures to ensure the school health policy is followed.

c) Yes, there are clear procedures established to ensure that the school health policy is followed and monitored.

3) *To what extent does the school health policy address national school health priorities (add here the national health priorities, derived from the national school health policy or strategy document:*

_____)?
[FRESH Checklist 2: 2a]

a) There is no school health policy.

b) There is a school health policy, but it does not address the national school health priorities (documented or not).

c) There are clear links between documented national school health priorities and/or the school health policy is based on the national school health policy and reflects most of the national school health priorities.

4) *To what extent are the local health priorities known and reflected in the school health policy (add here the local health priorities, derived from regional- or local-level school health policy or strategy document:*

_____)?

[FRESH Checklist 2: 2b]

a) There is no school health policy.

b) A school health policy exists, but there are no local health priorities reflected in the school health policy.

c) Local health priorities have been identified and are reflected in the school health policy.

5) *Does the school health policy include a section on providing a safe physical and socio-emotional learning environment for students and staff?*
[FRESH Checklist 2: 3a]

> A school's environment that enhances social and emotional well-being and learning is: warm, friendly and rewards learning; promotes cooperation rather than competition; facilitates supportive, open communications; views the provision of creative opportunities as important; prevents physical punishment, bullying, harassment and violence. (Appendix A: Glossary of Terms).

a) No reference to the safety of the learning environment (physical or socio-emotional) in any school policy.

b) Either a safe physical environment (e.g. safe water and sanitation facilities) is mentioned in the school policy, but no reference to a safe socio-emotional environment – or a safe socio-emotional environment (e.g. positive discipline methods) is mentioned in the school policy, but no reference to a safe physical environment.

c) Yes, both a safe physical and socio-emotional environment are mentioned in the school policy.

6) *Does the school health policy include guidance on teaching skills-based health education? [FRESH Checklist 2: 3b]*

> Skills-based health education is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and *especially skills*, using a variety of learning experiences, with an emphasis on participatory methods. (Appendix A: Glossary of Terms).

a) No reference to health education or health promotion of any form in schools.

b) The school health policy refers to health education or health promotion generally, but not to the need for skills-based, participative teaching methodologies.

c) Yes, the school health policy includes guidance on teaching skills-based health education and how to encourage student participation, and may set out requirements for involving students and responding to students' own challenges and needs.

7) *Does the school health policy include the provision of school-related health and nutrition services? [FRESH Checklist 2: 3c]*

a) No reference to school-related health and nutrition services.

b) The school health policy refers to linkages with existing health and nutrition services, but no school-based health and nutrition services are provided.

c) Yes, the school health policy refers to both linkages to existing health and nutrition services and guidance for locally relevant school-based health and nutrition services.

Safe Learning Environment

8) *From the list of minimum standards (physical and socio-emotional), from the 'Minimum Elements of the Safe Learning Environment Standards', how many criteria does your school comply with? [FRESH Checklist 4: 3a]*

(Insert local standards below. If no standards exist, refer to the 'Minimum Elements of the Safe Learning Environment Standards' FRESH Checklist 4.)

Physical School Environment

☐ _____

☐ _____

☐ _____

☐ _____

Socio-Emotional School Environment

☐ _____

☐ _____

☐ _____

☐ _____

  a) None.

  b) A few (less than 50%). Please mark them in the list above.

  c) Most or all (more than 50%). Please mark them in the list above.

9) *Did you receive training during the past two years to develop your awareness of the standards for a healthy and safe* **physical** *learning environment and where relevant, how to implement and/or develop the standards? [FRESH Checklist 4: 1c]*

> The physical learning environment refers to the physical structures of the school such as buildings and classrooms, including water and sanitation for toilets/latrines and hand washing.

  a) No.

  b) To a limited extent.

  c) Yes, I received training and I am aware of the standards and can describe how they have been implemented. Some examples are:

_____

_____

_____

10) *How supportive are you towards providing, maintaining and developing a safe* **physical** *learning environment? [FRESH Checklist 4: 1d]*

  a) I do not think that providing, maintaining and developing a safe physical learning environment is important.

  b) I am interested in implementing the standards for a healthy and safe physical school environment, but the actual physical environment of the school is poor and/or no action has been taken.

  c) I am aware and can describe most of the standards for a healthy and safe physical school environment and support the improvements and maintenance of such standards in our school. Some examples of how I show my support is by:

_____

_____

_____

11) *Did you receive training during the past two years to develop your awareness of the standards for a* **socio-emotional** *learning environment and where relevant how to implement and/or develop the standards? [FRESH Checklist 4: 2b]*

> A school's environment that enhances social and emotional well-being and learning is: warm, friendly and rewards learning; promotes cooperation rather than competition; facilitates supportive, open communications; views the provision of creative opportunities as important; prevents physical punishment, bullying, harassment and violence. (Appendix A: Glossary of Terms).

  a) No.

  b) To a limited extent.

  c) Yes, I received training and I am aware of the standards and can describe how to implement them. Some examples are:

_____

_____

12) *How supportive are you towards providing, maintaining and developing a safe* **socio-emotional** *learning environment? [FRESH Checklist 4: 2c]*

a) I do not think that providing, maintaining and developing a protective socio-emotional learning environment is important.

b) I am interested in implementing the standards for a protective socio-emotional learning environment, but the actual socio-emotional environment of the school is poor and/or no action has been taken.

c) I am aware and can describe the standards for a protective socio-emotional learning environment and support the improvements and maintenance of such standards in our school. Some examples of how I show my support is by:

_____

_____

_____

13) *Are there protocols to deal with bullying (by staff and students) and are they implemented? [FRESH Checklist 4: 3c]*

a) No.

b) There is a limited protocol and it is not well implemented.

c) Yes, there are protocols and there is evidence that the protocols have been followed.

School-Based Health and Nutrition Services

[The next few questions may be asked of clinic staff, if separate clinic staff are available]

14) *Is the recommended package of school-based health and nutrition services (below) provided in your school (during this or the previous school year)? [FRESH Checklist 8: 1a]*

(Insert a locally adapted list):

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

a) No.

b) Less than half of the recommended services are provided. Please mark them in the list above.

c) Most or all recommended services are provided. Please mark them in the list above.

15) *To what extent are there links between local health and nutrition services and the schools? [FRESH Checklist 8: 2a]*

Links refer to established relations between local health and nutrition services and the school. For example, the school regularly refers students to a particular health clinic, and a certain optometrist provides school-based eye exams every year.

a) There are no links.

b) There are links, but they are limited to very occasional visits.

c) There are good links and the school staff work closely with community-based health and nutrition professionals to provide services (e.g. identify and refer children to access health or social services, and design and deliver services that meet the needs of the children and their families).

16) *Have you been trained during the last two years to deliver school-based health and nutrition services (delivery includes referrals)? [FRESH Checklist 8: 3a]*

a) No.

b) To a limited extent.

c) Yes, I have been trained to deliver the required school-based health and nutrition services.

17) *Is there a support system for the delivery of school-based health and nutrition services that you are involved in? [FRESH Checklist 8: 3b]*

a) No.

b) To a limited extent.

c) Yes, I am well supported from within the school and through the links the school has with health and nutrition professionals to ensure ongoing support to deliver high quality school-based health and nutrition services.

Guiding Questions for Interviews with Teachers

Name of School:
Number of Participants:
Sex (Male/Female):
Designation/Subject Taught:

Instructions for facilitator:
Please read and as needed explain the questions carefully and circle the letter (a, b, c) that corresponds to the consensus of the group.

Skills-Based Health Education

1) *How many distinct health lessons (a lesson is at least 30 minutes of instruction, which may include interactive activities) have been taught per grade-level over the last school month? Please name the topics. [FRESH Checklist 6: 1a]*

a) None.

b) One lesson; topic of the lesson:

c) Two or more lessons; topic/s of the lessons:

_____

_____

_____

2) *Did you infuse health topics into other lessons (such as math, language, art) that you taught over the last school month? Please name the health topics. [FRESH Checklist 6: 1b]*

Infusing a health topic into another lesson means to teach about health in a subject other than health. For example, to write about nutrition in a language or arts class; to calculate body mass index in a math class; to read about a health topic in a foreign language class.

a) No health topics are infused in lessons taught.

b) One health topic is infused; topic:

_____

_____

c) Two or more health topics are infused; topics:

_____

_____

3) *How many health topics have been addressed in non-classroom school time (such as assemblies, clubs, and informal activities in the playground) during the last six school months? Please name the topic. [FRESH Checklist 6: 1c]*

a) None.

b) One health topic is addressed; topic:

_____

c) Two or more health topics are addressed; topics:

_____

4) *From the list of health topics below, which of these health topics are being taught this school year in your particular grade-level? Which grade are you teaching? [FRESH Checklist 6: 2a]*

(Adapt the list to the local curriculum; see also FRESH Checklist 6a 'Supporting Documents')

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

a) None of the health topics for my particular grade.
Please indicate grade:_____

b) Less than half of the health topics for my particular grade. Please mark them in the list above. Please
Please indicate grade:_____

c) Half or more of the health topics for my particular grade. Please mark them in the list above.
Please indicate grade:_____

5) *To what extent are you able to select and adapt health topics to fit the local conditions and challenges? [FRESH Checklist 6: 2b]*

a) No adaptation to the local conditions.

b) Small amount of adaptation to the local conditions (e.g. less than half of the health topics adapted).

c) Medium to large amount of adaptation to local conditions (e.g. half or more of the health topics adapted).

6) *To what extent are you able to select and adapt health topics to fit* **students' ideas** *about the common problems and challenges they face? [FRESH Checklist 6: 2c]*

a) No adaptation to students' ideas.

b) Small amount of adaptation to students' ideas (e.g. less than a third of the health topics adapted).

c) Medium to large amount of adaptation to students' ideas (e.g. more than a third of the health topics adapted).

7) *Have you received* **pre-service** *training in skills-based health education (including participative teaching approaches) in at least one semester? (Refer to local standard for pre-service training) [FRESH Checklist 6: 3a]*

a) None.

b) Less than half of the recommended pre-service training.

c) Half or more of the recommended pre-service training in skills-based health education.

8) *Have you received* **in-service** *training in skills-based health education (including participative teaching approaches) at least half a day within the last two*

years? (Refer to local standard for in-service training) [FRESH Checklist 6: 3b]

a) None.

b) Less than half of the recommended in-service training.

c) Half or more of the recommended in-service training in skills-based health education.

9) *Which of the following textbooks or curriculum guidelines that are based on a skills-building approach or other evidence-based approaches do you have in your school? (Adapt locally by listing the minimum materials that schools should have for skills-based health education) [FRESH Checklist 6: 4a]*

List of textbooks and other materials to support health teaching

Primary-Level

☐ _____
☐ _____
☐ _____
☐ _____

Secondary-Level

☐ _____
☐ _____
☐ _____
☐ _____

a) None.

b) Less than half. Please mark them in the list above.

c) Half or more. Please mark them in the list above.

10) *Do you use other materials (other books, posters, and resources) than those listed above to support your teaching of health lessons? [FRESH Checklist 6: 4b]*

   a) None.

   b) Less than five items. Please list the items:

_____

_____

_____

   c) Five items or more. Please list the items:

_____

_____

_____

11) *In your health lessons, how often are you able to develop students' skills in order for them to practice behaviors for good health? [FRESH Checklist 6: 5a]*

> This refers to the ability of students to do something new or do something better that can be used beyond the classroom and that will protect their own or other's health. For example, decision-making skills for choosing nutritious food; refusal skills for encountering peer pressure to use alcohol or drugs; communication skills to express a desire not to engage in sex outside of marriage, by using demonstrations, role playing, debates or other participative teaching methods.

   a) Not at all.

   b) Sometimes; give examples:

_____

_____

   c) Half the time or more; give examples:

_____

_____

12) *In your health lesson plans, how often do you target skills as a competency which you wish to develop among your students? [FRESH Checklist 6: 5b]*

   a)   Not at all.

   b)   Sometimes

   c)   Half of the time or more.

13) *In most of your health lessons, do you ask the students open questions (i.e. questions that have more than one possible answer) and/or give them activities to do to practice a skill? [FRESH Checklist 6: 5c]*

   a)   No.

   b)   Sometimes

   c)   Half of the time or more.

Guiding Questions for Focus Group Discussions with Students

Name of School:
Number of Participants:
Sex (Male/Female):
Grade-Level:　　　　　　　　　　　　　　　　　　**Age:**

> **Instructions for facilitator:**
> Please read and as needed explain the questions carefully and circle the letter (a, b, c) that corresponds to the consensus of the group.

Equitable School Health Policies

1) *Do you think that your school has a* **policy** *that addresses health issues such as hygiene, nutrition, violence and bullying, tobacco use, alcohol use, illegal drug use, injury prevention, or follows a written national policy? [FRESH Checklist 2: 4a]*

> *What is a school health policy? This is any document that describes your school's priority health issues and specific strategies or regular set of activities and responsible people to ensure that: 1) the health of students is protected within the school and; 2) students know and are able to practice skills to protect their own health. For example, policies may call for a smoke-free school environment, for regular classes that teach about health, for regular physical check-ups or vision and hearing testing, etc.*

  a) No.
  b) Not sure.
  c) Yes.

If the answer is No or Not Sure, score '0' for subsequent Questions 2 and 3 and continue with Question 4.

2) *Can you describe what your school's health policy is all about? [FRESH Checklist 2: 4b]*

  a) No.
  b) Only some information about the policy. Give 1 or 2 examples:

_____

_____

_____

c) Yes. Give 3 or more examples:

_____

_____

_____

3) *Do you know if there is a way for students like you to help design or develop a school health policy? [FRESH Checklist 2: 4c]*

  a) No.

  b) The school has ways of consulting students, but this has not been used for school health programs or activities.

  c) Yes, there is an established mechanism and students have been consulted about school health to ensure that students' health needs are prioritized in the school health policy.

Safe Learning Environment

4) *Below is a list of elements that should be present in a school so that students can benefit from a physically safe learning environment. Considering these elements, do you think your school fulfills enough of these to offer a* **physical** *environment that feels healthy and safe for you? (Please check all that applies) [FRESH Checklist 4: 4a]*

(Adapt the following list locally):

☐ Available latrines for boys and girls.

☐ Safe drinking wate*r.*

- ☐ Available hand washing facilities.
- ☐ Well-constructed and maintained learning areas and spaces.
- ☐ Daily garbage removal from school grounds.
- ☐ Protection of children from dangers from road traffic, animals, fire, etc.

a) No (not one of the elements above are present in your school).

b) Less than half of the elements are present in your school. Please mark them in the list above.

c) Half or more of the elements are present in your school. Please mark them in the list above.

5) *Below is a list of elements that should be present in a school so that students can benefit from a socio-emotional learning environment. Considering these elements, do you think your school fulfills enough of these to offer a* **socio-emotional** *learning environment that feels healthy and safe for you? (Please check all that apply) [FRESH Checklist 4: 4b]*

(Adapt the following list locally):

- ☐ Positive discipline methods rather than physical punishment.
- ☐ Dealing with violence in the playground and the classroom.
- ☐ Addressing staff bullying.
- ☐ Addressing child bullying.
- ☐ Dealing with drugs and alcohol.
- ☐ Dealing with stigma and discrimination.

What is a socio-emotional learning environment? This is a school atmosphere that is warm, friendly and rewards learning; promotes cooperation rather than competition; facilitates supportive, open communications; views the provision of creative opportunities as important; prevents physical punishment, bullying, harassment and violence. (Appendix A: Glossary of Terms).

a) No (not one of the elements above are present in your school).

b) Less than half of the elements are present in your school. Please mark them in the list above.

c) Half or more of the elements are present in your school. Please mark them in the list above.

Skills-Based Health Education

6) *Which of the following health topics below have been taught to you in the last 12 months? [FRESH Checklist 6: 6a]*

(Show students a list of topics that are included in their curriculum.)

Option: Give students a handout that lists the locally recommended school health topics.

Locally recommended school health topics [for primary or secondary school]

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

a) None.

b) One to five health topics. Please mark them in the list above.

c) Six or more health topics. Please mark them in the list above.

7) *Think about the last lesson you were taught that focused on health. Name the lesson:*

_____

Was the lesson taught in class or during an extracurricular activity? [FRESH Checklist 6: 6b]

a) Can't recall last lesson.

b) Last lesson was taught during extracurricular activity.

c) Last lesson was taught in class.

8) *Which of the following statements best describes how your teacher handled the lesson? [FRESH Checklist 6: 6c]*

a) You sat quietly as the teacher discussed the lesson. You wrote notes from the board and/or from what the teacher said.

b) The teacher spoke most of the time and asked you questions from time to time to test your knowledge.

c) The teacher spoke for about half the lesson. In the other half you were asked to have discussions with other students to share your ideas, or do an activity (an activity could be a role play, a simulation exercise, group work, a game, a case study, etc.) and the teacher asked questions linking your ideas on health to your own lives. These were questions that had more than one possible answer. You and your classmates discussed these ideas. The teacher asked you to think about health in the context of your real life.

9) *After the lesson, which you described above, did you incorporate what you learned into your daily life to do something new or something different that would improve your own or another's health? [FRESH Checklist 6: 6d]*

a) No.

b) A little; give an example:

_____

_____

_____

_____

c) A lot; give examples:

_____

_____

_____

_____

School-Based Health and Nutrition Services

10) *How many of the following school-based health and nutrition services are you aware of being provided in your school? (Adapt the following list locally) [FRESH Checklist 8: 4a]*

Option: Give students a handout that lists the locally recommended school-based health and nutrition services.

☐ *Deworming*

☐ *Micronutrient supplementation, e.g. iron.*

☐ *School feeding (mid-day meal).*

☐ *Use of first-aid kit.*

☐ *Physical check-up.*

☐ *Counseling or referral of staff or students on health problems/behaviors.*

☐ *Screening services: vision, hearing, height and weight measurement.*

☐ *Child Club.*

a) None.

b) One to two school-based health and nutrition services. Please mark them in the list above.

c) Three or more school-based health and nutrition services. Please mark them in the list above.

11) *Do the school-based health and nutrition services meet your physical (bodily) health needs? [FRESH Checklist 8: 4b]*

Physical health needs refers to having what your body needs to function properly, which may include sufficient food and nutrition, being free of worms, having access to first aid, getting regular physical check-ups that ensure adequate seeing and hearing, etc.

a) No.

b) Some physical health needs are met.

c) Yes, most or all physical health needs are met.

12) *Do the school-based health and nutrition services meet your socio-emotional health needs? [FRESH Checklist 8: 4c]*

> Socio-emotional health needs refer to having what your mind or "soul" needs to function properly, which may include having access to talk to someone if one has a problem or feels bad; not being discriminated or bullied (for example, repeatedly attacked verbally); and having a warm, friendly and supportive school atmosphere.

a)   No.

b)   Some socio-emotional health needs are met.

c)   Yes, most or all socio-emotional health needs are met.

Guiding Questions for Focus Group Discussions with the Parents and Community Leaders

Name of School:
Number of Participants:
Sex (Male/Female):
Designation (Parent/Community Leader):

Instructions for facilitator:

Please read and as needed explain the questions carefully and circle the letter (a, b, c) that corresponds to the consensus of the group.

Equitable School Health Policies

1) *Do you know if the school has a* **policy** *that addresses health issues (such as hygiene, nutrition, violence and bullying, tobacco use, alcohol use, illegal drug use, injury prevention) or follows a written national policy? If so, can you describe what the school health policy is about? [FRESH Checklist 2: 5a]*

What is a school health policy? This is any document that describes your school's priority health issues and specific strategies or regular set of activities and responsible people to ensure that: 1) The health of students is protected within the schools and; 2) students know and are able to practice skills to protect their own health. For example, policies may call for a smoke-free school environment; for regular classes that teach about health; for regular physical check-ups or vision and hearing testing, etc.

a) No, the school does not have a policy that addresses health issues.

b) I'm not sure.

c) Yes; Please describe:

_____

_____

_____

_____

If the answer is No or Not Sure, score '0' for subsequent Questions 2 and 3 and continue with Question 4.

2) *Is there a version of the school health policy that is easy for you to understand? [FRESH Checklist 2: 5b]*

a) *No.*

b) *Partly; Please provide 1 or 2 examples of what is in the school health policy (list):*

_____

_____

c) *Yes; Please provide 3 or more examples of what is in the school health policy (list):*

_____

_____

3) *Is there a mechanism for you to contribute to the design or development of a school health policy? [FRESH Checklist 2: 5c]*

a) No/not aware of it.

b) The school has ways of consulting parents and community leaders that could be used, but has not been used for school health.

c) Yes, there is an established mechanism for consulting parents and community leaders and we have been consulted about school health to ensure the health needs and priorities of our families are taken into account when designing or developing a school health policy.

Provide example(s):

_____

Safe Learning Environment

4) *Considering the aspects listed below in regard to the physical learning environment, does your child's/community's school feel healthy and safe? (Please check all those that apply) [FRESH Checklist 4: 5a]*

- ☐ Available latrines for boys and girls.
- ☐ Safe drinking water.
- ☐ Available hand washing facilities.
- ☐ Well-constructed and maintained learning areas and spaces.
- ☐ Garbage removal from school grounds.
- ☐ Protection of children to dangers from road traffic, animals, fire etc.

a) No.

b) Yes, in a few (1 or 2) aspects the school feels healthy and safe. Please mark them in the list above.

c) Yes, in most or all aspects (3 or more) the school feels healthy and safe. Please mark them in the list above.

5) *Considering the aspects listed below in regard to the socio-emotional learning environment, does the school feel healthy and safe? (Please check all those that apply) [FRESH Checklist 4: 5b]*

- ☐ Protection from bullying.
- ☐ Positive discipline rather than physical punishment.
- ☐ Protection from violence.
- ☐ Protection from drugs and alcohol.
- ☐ Protection from stigma and discrimination.

a) No.

b) Yes, in a few (1 or 2) aspects the school feels healthy and safe. Please mark them in the list above.

c) Yes, in most or all aspects (3 or more) the school feels healthy and safe. Please mark them in the list above.

School-Based Health and Nutrition Services

6) *How many of the following school-based health and nutrition services are being delivered by the school? (Please check all those that apply) [FRESH Checklist 8: 5a]*

(Adapt this list to national/local requirements):

- ☐ Deworming.
- ☐ Micronutrient supplementation, e.g. iron, etc.
- ☐ School meals (e.g. breakfast, snacks, lunch, etc.).
- ☐ School nurse for first aid.
- ☐ Vaccinations.
- ☐ Counseling or referral for socio-emotional support.
- ☐ Screening services: eyes, hearing, teeth, etc.
- ☐ Malaria control.

a) None.

b) One to two school-based health and nutrition services. Please mark them in the list above.

c) Three or more school-based health and nutrition services. Please mark them in the list above.

7) *Do you think that the school-based health and nutrition services are meeting the physical health needs of students or are there more that the school could be doing? [FRESH Checklist 8: 5b]*

> Physical health needs refer to having what one's body needs to function properly, which may include sufficient food and nutrition, being free of worms, having access to first aid, getting regular physical check-ups that ensure adequate seeing and hearing, etc.

a) The school-based health and nutrition services do NOT meet our children's physical health needs.

b) The school-based health and nutrition services are meeting a few of our children's physical health needs and could be doing more. Give an example:

_____

_____

_____

c) The school-based health and nutrition services are doing well in meeting most of our children's physical health needs.
Give examples:

_____

_____

8) *Do you think that the school-based health and nutrition services are meeting the socio-emotional health needs of students or are there more that the school could be doing? [FRESH Checklist 8: 5c]*

Socio-emotional health needs refer to having what one's mind or "soul" needs to function properly, which may include having access to talk to someone if one has a problem or feels bad; not being discriminated or bullied (for example, repeatedly attacked verbally); and having a warm, friendly and supportive school atmosphere.

a) No, the school-based health and nutrition services do NOT meet the socio-emotional health needs of our children.
b) The school-based health and nutrition services are meeting a few of the socio-emotional health needs of our children.

Give an example:

_____

_____

_____

c) Yes, the school-based health and nutrition services are doing well in meeting most of the socio-emotional health needs of our children.

Give examples:

_____

_____

_____

**For further information, please contact the
FRESH partner organizations through
info-iatt@unesco.org**

www.unesco.org/new/health-education