

# Tools for Delivering School-Based Adolescent Nutrition Interventions





# INTRODUCTION

**This catalogue presents school-based adolescent nutrition program leaders and implementers with a descriptive list of effective tools for delivering SBC-based adolescent nutrition interventions at scale.**

The materials were originally developed between 2019-2022 by Alive & Thrive (A&T) in collaboration with the governments of Ethiopia's Southern Nations and Nationalities and Peoples' and Somali regional states. A&T's program for adolescent girls was designed to integrate adolescent nutrition interventions in school, health, and community platforms. The program was funded by the Bill & Melinda Gates Foundation.

## Adolescent Nutrition Passport



### Intended Audience

Adolescent girls, parents, schoolteachers, and health extension workers

### Description

The booklet provides information on improving adolescent nutrition, including ways of diversifying one's diet with locally available food sources, and benefits of eating breakfast and snacks and consuming three diversified meals a day. It also provides important tips on making healthy food choices and practicing handwashing at critical times. The job aid has a section that encourages adolescent girls to discuss adolescent nutrition with their parents and tasks them to identify and list locally available foods, document progress made in their nutrition status and monitor their BMI measurement results.

*Available in Afar, Amharic, Oromiffa, and Somali languages*

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## The Teacher's Facilitation Guide



### Intended Audience

Schoolteachers

### Description

The guide provides examples on how to facilitate nutrition sessions and deliver simple messages. It highlights the core actions/steps for the teacher to follow while promoting adolescent nutrition messages in class and school club activities.

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## The Teacher's Reference Guide



### Intended Audience

School supervisors, principals, and teachers

### Description

The booklet provides guidance for its users on adolescent nutrition, the roles of teachers and school actors to play in support of adolescent girls in the practices to improve their nutrition status. It is a concise guide for the school actors that summarizes the benefits of consuming varieties of food for girls during their period of adolescence.

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## The Health Extension Worker's Reference Guide



### Intended Audience

Health extension workers and health centre staff

### Description

The booklet comprises information on the importance of adolescent nutrition and roles health extension workers and health care providers can play in support of improved adolescent nutrition practices. It provides summarized information on the benefits of consuming from different food groups every day.

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## Job Aid for Community Volunteers



### Intended Audience

Women development army team leaders, religious leaders, and community volunteers

### Description

The job aid presents the three key messages that community volunteers and religious leaders need to emphasize during their engagement in promoting adolescent nutrition for their communities.

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## The Body Mass Index Guide



### Intended Audience

School principals and teachers

### Description

The material provides guidance on the steps to be followed to measure weight and height as well as to calculate and interpret BMI using the BMI for age chart.

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## Poster: “Diet Diversity”



### Intended Audience

Adolescent girls in schools, parents, and families visiting health centres

### Description

The poster seeks to motivate target audiences to consume healthy diets diversified with locally available foods. While the messages in the poster target adolescent girls and families, the material can also be used by health extension workers and schoolteachers promoting adolescent nutrition in school and health facility platforms.

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## Poster: “Benefits of eating breakfast”



### Intended Audience

Adolescent girls in schools, parents, and families visiting health centres

### Description

This poster intends to motivate adolescent girls to consume breakfast. It is intended for use in schools and health facilities for health extension workers and schoolteachers to guide their adolescent nutrition promotional activities.

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## Poster: “Benefits of consuming healthy snacks in school”



### Intended Audience

Adolescent girls in schools, parents, and families visiting health centres

### Purpose

The poster seeks to motivate adolescent girls to bring snacks to school to consume during school recess. It is made for use in school and health facilities by health extension workers and schoolteachers to promote adolescent nutrition.

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## Supportive Supervision Checklist



Supportive supervision checklist: A tool to generate feedback on utilization of contact points, assess message quality and message uptake by target audiences

### Intended Audience

Experts in health and education offices, school supervisors and health centre heads

### Description

This checklist provides guidance for the intended users to administer interviews with service providers (HEWS and school actors), target audiences (adolescent girls and their parents), note observations of actual service delivery and provide comments and feedback on performances.

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Region:			
Zone:			
Woreda:		Health Center Name	
Kebele:		Health Post:	
School Cluster name:			
School Name:			
Date Supportive supervision conducted			
Section 1: Provides sample question to manage a discussion with students' and their parents to assess exposure, knowledge and practice changes regarding adolescent Nutrition. The tool also help to check the engagement of school teachers and HEWS in AN promotion.			
Supervisory questions/items	Mark tick		Comments/observations or discussion notes
	Yes	No	
<b>Interview with Students</b>			
Have you learned about adolescent girl's nutrition? (Probe: What did you learn in the last week/this week and where did you learn?)			
Why do you think adolescent nutrition is important? (probe: what she has learned)			
Do you own adolescent nutrition passport?	NA	AN	
How are you using the passport? (probe: <b>Did you attend or lead a mentor mentee discussion?</b> if yes for the above question, when was the last recent meeting attended / facilitated. How regular you attend the discussion session (ask her # of session attended)	NA	AN	
How did she find mentor mentee sessions, are they happy to attend?			
<b>Mentor/ Peer leader:</b> easy to facilitate, discussion focus areas, acceptance by peer members, type of support from teacher, so far improved behaviors			
How did she find mentor mentee sessions, are they happy to attend?			