

Adolescent Nutrition Supervision Checklist



Region:	
Zone:	
Woreda:	
Kebele:	
School Cluster Name:	Health Center Name:
School Name:	Health Post:
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	
Interview with Students			
Have you learned about adolescent girls' 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?			
How are you using the passport? (Probe)	NA	AN	
Did you attended or lead a mentor mentee discussion ¹ ?			
If yes for the above question, when was the last meeting attended/facilitated. How regularly do you attend the discussion session (Ask her # of sessions attended)	NA	AN	
How did she find mentor mentee sessions, are they happy to attend? Mentor/Peer leader: easy to facilitate, discussion focus areas, acceptance by peer members, type of support from supervising teacher, so far improved behaviors Mentee/Peer: usefulness of the session, mentor capacity/ acceptance, reflection on time, frequency and clarity.			
What was the discussion topic and the key agreed points of the recent discussion?	NA	AN	
Have you discussed adolescent girl's (your) nutrition with your parent in the last week? If yes (probe, what was the topic of your discussion?			
Have you brought snacks to school today? Probe: for the type of snack that was brought? If no, why not?			
Did any of your teachers tell you to talk to your parents about any nutrition-related topic this or last week? (Probe for the topic to discuss and on the progress achieved in this regard)			
Have you recently had your weight and height measured in the school compound?			

¹ Indicate in your note whether she is a lead student or member/ mentee?

Do you know your BMI? (probe for BMI related quality indicator and observe recording from AN passport)			
Remark: Additional probing might be needed, focusing on contact points utilized by the teachers to deliver AN message, the preference and perception of adolescent girls, the quality of home-take messages, and changes made so far.			

Supervisory questions/items	Mark tick		Comments/observations or discussion notes
	Yes	No	
Interview with Parents			
Have you heard about adolescent girl's nutrition message the last one month? (Probe for contact point and from whom? give emphasis to the utilization of parent teacher meeting, community gatherings and home visits)			
Why do you think adolescent nutrition is important? Probe for why?			
Have you made discussion with your daughter about adolescent girls nutrition during the last two weeks? If yes, prob for the topic discussed?			
If yes for the above question, prob for the topic discussed?	NA	AN	
Did your daughter take snacks to school? Probe on the type of snack she took.			
Do you have a plan to change your daughter's dietary practice? If yes, probe for the type of change she is aspiring in relation to her daughter's diet.	NA	AN	
Remark: Additional probing might be needed to check parents' knowledge, types of message received/remembered, her/ his awareness on her/his daughter's BMI, few more questions to understand message outlets/ commonly utilized contact points and exposure to AN passport.			

Supervisory questions/items	Mark tick		Comments/observations or discussion notes
	Yes	No	
Interview with school teachers/ principals			
Did you convey any nutrition education message to the adolescent girls this/last week?			
What was your key message to adolescents and their parents last week/this week?			
Have you linked this week's promotion to the Adolescent Nutrition Passport activities? Probe for the detail?			
Do you support peer to peer/ mentor mentee sessions? If yes, probe on number of leaders under his/her supervision, frequencies of meeting, focus areas of discussion, challenges, and proposed solution	NA	AN	
Did you observe live discussion during peer sessions? Probe for: how did he/she find those sessions, the good things observed and areas for improvement			
Did you participate in BMI measurement and counseling sessions? If yes, probe: for the successes, challenges/ difficulties, proposed solution. If not, why not?	NA	AN	
Is there any action that you are doing in relation to healthy school food environment? Probe what has been done, frequency and actors involved.			
Remark: detail probing around the easy and difficulty part of using contact points (flag, class, mentor mentee, mini media and parent meetings), attempts made by students to change behavior, how they are using the passport and its usefulness, the management of peer to peer and BMI sessions ² .			
Observation			
School regulation on healthy diet posted in school compound			
Selected messages displayed in school premises			
List of updated eligible adolescent register available			
Report archive			

Supervisory questions/items	Mark tick		Comments/observations or discussion notes
	Yes	No	
Interview with HEWS			
Did you provide counseling for any of adolescent girl's parent visiting to the facility this month? (If yes probe: how many people? Please validate with a supporting document)			
Did you provide counseling for any adolescent girl's parent during home visit this month? (If yes probe: how many people/home visits?)			
Does the HEW lead a monthly gathering? (Probe for topic covered, number of attendances who are parents of AG and frequency/ regularity)			
Does the HEW utilize existing structure (WDAT structure) to reach more parents with AN intervention? (If yes, probe for whom and how?)	NA	AN	
If yes for the above question, probe for the topic discussed			

² Is it useful, why?, what is the difficult part of using it, why? What makes it easy or how this section needs to be revised based on your opinion

Section 2: Observation Guide

Section 2.1- Students' Practice and Adolescent Nutrition Passport Utilization

Instruction: Select two classrooms randomly and observe:

1. Adolescent girls who brought snack to school at the time of visit?
2. Adolescent nutrition passport ownership to school and check if they have brought their copy to school.
3. Evaluate completeness and utilization of the passport.

Student(S)	List of food locally available foods filled (page5)	List of food consumed in the weeks completed (page11)	List of food and snacks often consumed completed (page13)	Promises made to avoid unhealthy diet completed (page14)	The achieved improvements in discussing with parents completed (page15)	Future plan to improve dietary habits (page15)	Dietary practices improved so far (page17)	Next month improvement plan (page19)	Growth curve plotted. (page17 and page 24)	Progressive achievements made on each of AN actions and (page 23)
S1										
S2										
S3										
S4										
S5										
S6										

Section 2.2: Observation on school level activities and environment

School environment - Out door observation

- A. School regulation on healthy diet posted in school compound
- B. Selected messages displayed/mounted in school premises
- C. Observe the school food environment, where there are vendors who sell unhealthy foods like popsicles, ice cream, sambusa, etc.

Quality of messaging - observation

Instruction: Check for the clarity of the message, whether the facilitator checks for action taken by the student and parents, clarity of home take messages, efforts made to link the messages.

1. Observe while the teacher conveys a message in classroom, then evaluate the quality of messaging (Include, what needs to be improved during the feedback sessions).
2. Observe mentor-mentee discussion (check how the mentor manages the discussion and how the mentees interact during the meeting)
3. Observe mentor and mentor supervisor discussion/ review mentor and mentor supervisor register

Reviewing registration and documentation

4. Check if all registers and reporting templates are available and check if enough stock of registers (School based NE message register and reporting formats) are available.
5. Check if all registers and reports have essential elements like identification (Region, Zone, Woreda, Kebele, School cluster/ Health Center, School Name/HP name plus reporting month for report)

Section 3: Report Validation

School Level			
Indicator	Recounted	Reported	Ratio of recounted to reported= $\frac{\text{Recounted}}{\text{Reported}} \times 100$
Number of NE sessions on Dietary Diversity conveyed in classroom in last reporting month.			
Number of NE sessions on adequate energy choice conveyed in school club in last reporting month.			
Number of mothers and fathers advised on adolescent girls' dietary diversity at home in last reporting month.			
HP level			
Number of mothers and fathers advised on adolescent girls' dietary diversity at home in last reporting month.			
Number of mothers and fathers advised on adolescent girls' adequate energy at HP in last reporting month.			