

Assessment of National Education Systems for Health (ANESH) 2023

The Assessment of National Education Systems for Health (ANESH) has been developed to assess national-level school health policies, guidelines, systems and resource allocation. Findings can be used to inform and prioritise future policies and actions. The Global School Health Policies and Procedures Survey (G-SHPPS), another survey available on this platform, assesses implementation of school health at the school level. As such the surveys are complimentary, with the SHPRS assessing the policy framework and the G-SHPPS assessing the situation in schools.

INSTRUCTIONS

Only one version of this survey should be completed per country.

This survey should be completed by the governmental institution/individuals responsible for school health at the national level. Knowledge of the policy and strategic context as well as operational implications for both the education and health sectors, amongst others, is required.

Given the breadth of questions it is recommended that other key sections of ministries and key stakeholders be consulted (such as curriculum development, infrastructure, adolescent health, and other ministries). Each section should be filled out by the most appropriate staff member from the different ministries. It is recommended that you review the content of the questions and ensure you have all the appropriate information on hand before starting to respond to the survey.

The survey consists of 6 sections:

1. Respondent information
2. School health policies and systems
3. Monitoring and evaluation
4. Collaboration and coordination
5. Curriculum, teaching and learning
6. School Health Services

Follow the instructions for each question. If you are unsure about the meaning of a word or phrase that with an asterisk you will find a definition for it at the beginning of that question and in the [glossary](#).

Please feel free to complement your answers to questions by providing additional information in the comment boxes. If you would like to share documentation on the school health policy and programme you may provide weblinks within these boxes.

You may move forward and backward through the questionnaire by using the navigation buttons in the questionnaire. Do not use the forward and backward arrows on your browser.

If you need to stop responding and resume later, your responses will be saved.

Once you are comfortable with all your responses, click on the SUBMIT button at the top of the page.

Please answer every question.

For the purposes of this questionnaire, a “policy” is any written law, rule, regulation, administrative order, or similar kind of mandate issued or created at the national or sub-national level by government. A glossary of terms is available [here](#).

For the purposes of this questionnaire, “health” is defined as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. “Well-being” is defined as physical, emotional and social state “in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to [their] community” (see glossary for full definition and sources).

If you have any questions about this survey, please contact schoolhealth@who.int.

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1. Respondent information

1-01 Who took the lead to respond to this survey? (*Please select one*)

- 1 Ministry of Education
- 2 Ministry of Health
- 3 Another ministry
- 4 Other

Please provide the name and title of the person responding and/or department/section name and ministry. If you are happy to be contacted about this survey, please provide an email:

1-02 Which ministries/stakeholders participated in responding to this survey? (*Please select all that apply*)

- 1 Ministry of Education
- 2 Ministry of Health
- 3 Another ministry
- 4 Other

Please list other relevant contributors:

2. School health policies and systems

2-01 Do any national level education policies and strategic plans¹ cover the following topics as a means to achieve national education goals? (*Please select all that apply*)

- 1 Health
- 2 Nutrition
- 3 Protection/safety in schools

¹ Such as the education sector's Medium Term National Development Plan, Education Sector Plans, a National Implementation Framework, teacher training/TVET/M&E plans, etc.

- 4 Mental health and psychosocial support
- 5 Water, Sanitation & Hygiene (WASH)
- 6 None of the above
- 7 I don't know

Please list documents and year of publication/approval (weblinks can be included):

2-02 Which of the following scenarios best describes the national leadership of school health in your country? (Please select the most appropriate option)

- 1 The Ministry of Education (MoE) leads the planning and implementation of the school health response, and the Ministry of Health (MoH) advises and is involved in specific activities.
- 2 The Ministry of Health (MoH) leads the planning and implementation of the school health response, and the Ministry of Education (MoE) advises and is involved in specific activities.
- 3 The MoE and MoH jointly lead the planning and implementation of the school health response.
- 4 Another ministry or government entity leads the planning and implementation of the school health response.
- 5 Other

Comments:

2-03 Does your country have a national school health policy or implementation plan²?

- 1 Yes
- 2 No
- 3 In development

If the response is “Yes” to Q2-03, Effective date:

² While recognising that a policy and an implementation plan are not the same, this question acknowledges that different countries use different terms to describe their guiding documents. Thus this question ask whether a country has some form of documentation approved by ministry/ies that lay-out a governmental response to school health.

If the response is “No” or “In development”, skip to Q 2-07

2-04 Which ministry developed the policy/implementation plan (Please select all that apply)

- 1 Ministry of Education
- 2 Ministry of Health
- 3 Ministry of Social Protection
- 4 Ministry of Food and Agriculture
- 5 Other government entity
- 6 I do not know
- 7 Other:

Comments:

2-05 Which of the following principles are articulated (or explicitly mentioned/ included) in the national school health policy/implementation plan? (Select all that apply):

- 1 Inclusivity
- 2 Equity
- 3 Evidence-informed
- 4 None of the above

2-06 Does the national school health policy/implementation plan cover:

Policy content

2-06 A Goals and objectives

- 1 Yes
- 2 No
- 3 I don't know

2-06 B Development of school health policies specific to each school

- 1 Yes
- 2 No
- 3 I don't know

2-06 C School-based or school-linked health services³

- 1 Yes
- 2 No
- 3 I don't know

2-06 D A safe, supportive school socio-emotional environment

- 1 Yes
- 2 No
- 3 I don't know

2-06 E Requirements for the school physical environment

- 1 Yes
- 2 No
- 3 I don't know

2-06 F Physical education & physical activity

- 1 Yes
- 2 No
- 3 I don't know

2-06 G School feeding

- 1 Yes
- 2 No
- 3 I don't know

2-06 H A skills-based curriculum that supports the physical, socio-emotional, and psychological aspects of student health and well-being

- 1 Yes
- 2 No
- 3 I don't know

Implementation modalities

2-06 I Roles and responsibilities of stakeholders

- 1 Yes
- 2 No
- 3 I don't know

³ Services provided by a health worker to students enrolled in primary or secondary education, either on school premises or in a facility not on school premises that has a formal agreement with the school to provide health services to the school's students.

2-06 J Leadership, governance, and accountability models for school health at every level (national, sub-national and school)

- 1 Yes
- 2 No
- 3 I don't know

2-06 K Financial resource requirements and allocation within government budgets

- 1 Yes
- 2 No
- 3 I don't know

2-06 L Human resource requirements and allocation within government budgets

- 1 Yes
- 2 No
- 3 I don't know

2-06 M Multi-sectoral coordination committee/group/team for school health at every level (national, sub-national and school)

- 1 Yes
- 2 No
- 3 I don't know

2-06 N Monitoring and evaluation indicators and systems

- 1 Yes
- 2 No
- 3 I don't know

2-06 O Community engagement and collaboration on school health (students, parents, caregivers/legal guardians and community and religious leaders).

- 1 Yes
- 2 No
- 3 I don't know

2-07 Has your country identified priority school health interventions/services⁴?

- 1 Yes
- 2 No
- 3 In development

⁴ Services across key areas such as WASH, school feeding, health education and promotion, psychosocial support, SRH services, bullying prevention, etc.

2-08 Does your country have guidelines/standards regulating food and beverages served and sold in and around schools?

- 1 Yes
- 2 No
- 3 In development

If “Yes” - Effective date:

2-09 Does your country have guidelines/standards on the school physical environment⁵?

- 1 Yes
- 2 No
- 3 In development

If “Yes” - Effective date:

If no or in development, skip to 2-11

2-10 Does your country’s school physical environment guidelines/standards cover (*Select all that apply*):

- 1 Water, Sanitation and Hygiene (WASH)
- 2 Infrastructure – (e.g. building specifications, classroom aeration)
- 3 Accessibility
- 4 Classroom furniture & equipment
- 5 Roads/fences/protection
- 6 Disease control mechanisms (e.g. removal of stagnant water in malaria prone areas, pest control)
- 7 None of the above
- 8 I don’t know

2-11 Does your country have an inclusive education⁶ policy or guidelines/standards?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

⁵ These could cover *inter alia* standards on infrastructure, accessibility, WASH, furniture, roads, fences, classroom aeration, etc.

⁶ Inclusive education is the process of strengthening the capacity of the education system to reach out to all learners. Inclusion is a process that helps to overcome barriers limiting the presence, participation and achievement of learners.

If “Yes” - Effective date:

2-12 Does your country have a policy allowing and supporting pregnant students to continue their education?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

If “Yes”, Effective date:

2-13 Does your country have a policy/guideline on school corporal punishment?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

If “Yes” - Effective date:

2-14 Does your country have a national plan or policy that ensures the continuity of the following services in response to public emergencies when the school building needs to be closed to students?

A Distance or virtual learning

- 1 Yes
- 2 No
- 3 I don’t know

B Health education

- 1 Yes
- 2 No
- 3 I don’t know

C Physical education

- 1 Yes
- 2 No
- 3 I don’t know

D School health services

- 1 Yes
- 2 No
- 3 I don’t know

E School food and nutrition services

- 1 Yes
- 2 No
- 3 I don't know

F Identification and monitoring of health and well-being needs of all learners

- 1 Yes
- 2 No
- 3 I don't know

2-15 Has the national government allocated financial resources in ministries' budgets for school health?

A Ministry of Education

- 1 Yes
- 2 No
- 3 I don't know

B Ministry of Health

- 1 Yes
- 2 No
- 3 I don't know

C Other ministries

- 1 Yes
- 2 No
- 3 I don't know

Please list other ministries if applicable:

2-16 How many local governments (e.g. regions, districts, municipalities) allocate financial resources for school health (e.g. regions, districts, municipalities)

- 1 None
- 2 Some
- 3 All
- 4 I do not know

2-17 Which of the following ministries allocates human resources to manage/support/monitor school health? (Please select all that apply)

- 1 Ministry of Education
- 2 Ministry of Health
- 3 Other ministries
- 4 None

[Only respond if “Other ministries” chosen] Please list the other ministries:

2-18. How many local governments (e.g. regions, districts, municipalities) allocate human resources for school health (e.g. regions, districts, municipalities)

- 1 None
- 2 Some
- 3 All
- 4 I do not know

3. Monitoring and evaluation

3-01 Do indicators exist to monitor school health?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

Please share weblinks of documents available online:

If “No” or “In development”, or “I do not know”, skip to 3-03

3-02 Are school health indicators disaggregated? (Select all that apply – but if select one of last two options, cannot select the first ones)

- 1 By regions within the country
- 2 By gender

- 3 By learners with disabilities
- 4 Other disaggregation(s)
- 5 No disaggregation
- 6 I do not know

3-03 Are regular surveys (at least once every 5 years) such as the Health Behaviour in School-Aged Children Study, the Global School-based Student Health Survey (GSHS), the Global Youth Tobacco Survey or a nationally developed survey, conducted to collect data on:

A Health and well-being status

- 1 Yes
- 2 No
- 3 I don't know

B Health related behaviours

- 1 Yes
- 2 No
- 3 I don't know

C Social determinants

- 1 Yes
- 2 No
- 3 I don't know

D Educational outcomes

- 1 Yes
- 2 No
- 3 I don't know

3-04. Are any school health indicators included in:

A In the education management information system

- 1 Yes
- 2 No
- 3 I don't know

B In the health management information system

- 1 Yes
- 2 No
- 3 I don't know

C Other ministries management information system

- 1 Yes
- 2 No
- 3 I don't know

Comments:

3-05 Have the systems (forms, timelines, processes for data collection and analysis, etc.) been established to monitor and evaluate the implementation of the school health policy/plan at the school level?

A Ministry of Education

- 1 Yes
- 2 No
- 3 I don't know

B Ministry of Health

- 1 Yes
- 2 No
- 3 I don't know

C Other ministries

- 1 Yes
- 2 No
- 3 I don't know

Comments:

3-06 Who is the lead responsible for monitoring and reporting on school health?) (Please select one)

- 1 Ministry of Education
- 2 Ministry of Health
- 3 Other Ministries
- 4 Ministry of Food and Agriculture
- 5 Other
- 6 No responsibility for M&E clearly assigned

Comments:

3-07 How are school health data used?

A Integrated into routine Ministry of Education reports

- 1 Yes
- 2 No
- 3 I don't know

B Ministry of Education dedicated school health reports

- 1 Yes
- 2 No
- 3 I don't know

C Multi-sector school health reports including the MOE

- 1 Yes
- 2 No
- 3 I don't know

D Integrated into routine Ministry of Health reports

- 1 Yes
- 2 No
- 3 I don't know

E Ministry of Health thematic school health reports

- 1 Yes
- 2 No
- 3 I don't know

F Other ministries' reports

- 1 Yes
- 2 No
- 3 I don't know

Comments:

3-08 Has your country undertaken a national situation analysis or an evaluation of school health in the last 5 years?

- 1 Yes
- 2 No
- 3 I don't know

3-09 Have resources been earmarked to conduct school health monitoring and evaluation?

- 1 Yes
- 2 No
- 3 I don't know

3-10. Are there mechanisms to share resources developed at national level (e.g. policies, teaching materials, information materials) with every school?

- 1 Yes
- 2 No
- 3 I don't know

4. Collaboration and coordination

4-01 Do the education and health ministries have a formal partnership on school health at the national level (e.g. an MOU, a letter of understanding, provisions in a national law or regulation)?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

Comments:

4-02 Is there a national level inter-sectoral/ multi-sectoral coordination committee/group/team for school health?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

If “No”, “In development” or “I don’t know”, skip to section 5

4-03 How often does the national level inter-sectoral/ multi-sector coordination committee/group/team for school health meet?

- 1 Less than once a year
- 2 Once a year
- 3 Every 6 months
- 4 Quarterly
- 5 Monthly or more often
- 6 I do not know

**4-04 Does the inter-sectoral/ multi-sectoral coordination committee/group/team include
(Please select all that apply):**

- 1 Ministry of education
- 2 Ministry of health
- 3 Ministry of social protection/welfare
- 4 Ministry of food/agriculture
- 5 Ministry of local government
- 6 Ministry of finance
- 7 Other ministries
- 8 Civil society organisations
- 9 Youth/students
- 10 Private sector
- 11 Teachers’ union/ School heads association
- 12 Parent representatives
- 13 Development Partners (UN Agencies, bilateral donors, technical and financial partners.)
- 14 I do not know

Please note any additional members:

5. Curriculum, teaching and learning

5-01 Are the following 6 categories of socio-emotional learning and health topics included in the national curriculum at primary level (either as an independent subject or integrated into core subjects)? (Please consult the curriculum development section of the Ministry of Education if you are not familiar with curriculum content):

Socio-emotional learning

A Emotional Regulation / Stress Management / Mindfulness

- 1 Yes
- 2 No
- 3 I don't know

B Problem solving skills

- 1 Yes
- 2 No
- 3 I don't know

C Decision-making skills

- 1 Yes
- 2 No
- 3 I don't know

D Communication / negotiation / refusal skills

- 1 Yes
- 2 No
- 3 I don't know

Health and healthy lifestyles

E Personal hygiene and oral health

- 1 Yes
- 2 No
- 3 I don't know

F Physical activity and fitness

- 1 Yes
- 2 No
- 3 I don't know

G Food and nutrition

- 1 Yes
- 2 No

- 3 I don't know

H Healthy sleep

- 1 Yes
- 2 No
- 3 I don't know

I First aid

- 1 Yes
- 2 No
- 3 I don't know

J Immunizations (such as the HPV or COVID-19 vaccinations)

- 1 Yes
- 2 No
- 3 I don't know

Reproductive health

K Puberty / changes in the body with age

- 1 Yes
- 2 No
- 3 I don't know

L Menstrual health management

- 1 Yes
- 2 No
- 3 I don't know

M Other sexual and reproductive health issues⁷

- 1 Yes
- 2 No
- 3 I don't know

N HIV transmission, prevention, and treatment

- 1 Yes
- 2 No
- 3 I don't know

⁷ Includes instruction on amongst others: gender, human growth and development, family life, reproduction, condoms and contraception, pregnancy, sexual behaviour, sexual abuse, and transmission and prevention of sexually transmitted infections.

Prevention

O Road safety

- 1 Yes
- 2 No
- 3 I don't know

P Violence and bullying prevention

- 1 Yes
- 2 No
- 3 I don't know

Q Suicide prevention

- 1 Yes
- 2 No
- 3 I don't know

R Mental health

- 1 Yes
- 2 No
- 3 I don't know

S Tobacco products and nicotine use prevention

- 1 Yes
- 2 No
- 3 I don't know

T Alcohol use prevention

- 1 Yes
- 2 No
- 3 I don't know

U Infectious disease (such as the cold, flu, or COVID-19) prevention

- 1 Yes
- 2 No
- 3 I don't know

V Non-communicable disease (such as diabetes, cancer, or obesity) prevention

- 1 Yes
- 2 No
- 3 I don't know

W Safe sun exposure

- 1 Yes
- 2 No

3 I don't know

X Fire safety

1 Yes

2 No

3 I don't know

Environmental

Y Environmental health (such as the importance of clean air or water)

1 Yes

2 No

3 I don't know

A Sustainable development and consumption

1 Yes

2 No

3 I don't know

AA Natural disaster preparedness and response

1 Yes

2 No

3 I don't know

Socio-cultural

BB Gender equality and social norms

1 Yes

2 No

3 I don't know

CC Equity and inclusion

1 Yes

2 No

3 I don't know

DD Diversity and respect for all

1 Yes

2 No

3 I don't know

EE Human rights

1 Yes

2 No

- 3 I don't know

FF Safe use of the internet and online practices

- 1 Yes
2 No
3 I don't know

5-02 Are the following 6 categories of socio-emotional learning and health topics included in the national curriculum at secondary level (either as an independent subject or integrated into core subjects)? (Please consult the curriculum development section of the Ministry of Education if you are not familiar with curriculum content):

Socio-emotional learning

A Emotional Regulation / Stress Management / Mindfulness

- 1 Yes
2 No
3 I don't know

B Problem solving skills

- 1 Yes
2 No
3 I don't know

C Decision-making skills

- 1 Yes
2 No
3 I don't know

D Communication / negotiation / refusal skills

- 1 Yes
2 No
3 I don't know

Health and healthy lifestyles

E Personal hygiene and oral health

- 1 Yes
2 No
3 I don't know

F Physical activity and fitness

- 1 Yes
2 No

3 I don't know

G Food and nutrition

1 Yes

2 No

3 I don't know

H Healthy sleep

1 Yes

2 No

3 I don't know

I First aid

1 Yes

2 No

3 I don't know

J Immunizations (such as the HPV or COVID-19 vaccinations)

1 Yes

2 No

3 I don't know

Reproductive health

K Puberty / changes in the body with age

1 Yes

2 No

3 I don't know

L Menstrual health management

1 Yes

2 No

3 I don't know

M Other sexual and reproductive health issues⁸

1 Yes

2 No

3 I don't know

N HIV transmission, prevention, and treatment

⁸ Includes instruction on amongst others: gender, human growth and development, family life, reproduction, condoms and contraception, pregnancy, sexual behaviour, sexual abuse, and transmission and prevention of sexually transmitted infections.

- 1 Yes
- 2 No
- 3 I don't know

Prevention

O Road safety

- 1 Yes
- 2 No
- 3 I don't know

P Violence and bullying prevention

- 1 Yes
- 2 No
- 3 I don't know

Q Suicide prevention

- 1 Yes
- 2 No
- 3 I don't know

R Mental health

- 1 Yes
- 2 No
- 3 I don't know

S Tobacco products and nicotine use prevention

- 1 Yes
- 2 No
- 3 I don't know

T Alcohol use prevention

- 1 Yes
- 2 No
- 3 I don't know

U Infectious disease (such as the cold, flu, or COVID-19) prevention

- 1 Yes
- 2 No
- 3 I don't know

V Non-communicable disease (such as diabetes, cancer, or obesity) prevention

- 1 Yes
- 2 No

3 I don't know

W Safe sun exposure

1 Yes

2 No

3 I don't know

X Fire safety

1 Yes

2 No

3 I don't know

Environmental

Y Environmental health (such as the importance of clean air or water)

1 Yes

2 No

3 I don't know

Z Sustainable development and consumption

1 Yes

2 No

3 I don't know

AA Natural disaster preparedness and response

1 Yes

2 No

3 I don't know

Socio-cultural

BB Gender equality and social norms

1 Yes

2 No

3 I don't know

CC Equity and inclusion

1 Yes

2 No

3 I don't know

DD Diversity and respect for all

1 Yes

2 No

- 3 I don't know

EE Human rights

- 1 Yes
- 2 No
- 3 I don't know

FF Safe use of the internet and online practices

- 1 Yes
- 2 No
- 3 I don't know

5-03 Are there any education sector policy documents that require that the following principles are adhered to in curriculum development? (Select all that apply)

- 1 Inclusivity
- 2 Age appropriateness
- 3 Gender transformative approach
- 4 Rights-based approach
- 5 Evidence-informed approach
- 6 I don't know

5-04 How frequently is the health and well-being content in the national curriculum reviewed? (Only one option allowed)

- 1 Yearly
- 2 Every 2-5 years
- 3 Every 5-10 years
- 4 Ad Hoc
- 5 Never
- 6 Other
- 7 I don't know

5-05 What learning materials have been developed for teachers to guide health education instruction? (Please select all that apply, but if selected "None of the above", you cannot select other answers)

- 1 Learning outcomes or objectives
- 2 A planned progression of lesson plans or learning strategies and experiences
- 3 Teaching and learning resources/ materials
- 4 Assessment tools
- 5 None of the above

Comments:

5-06 Does your country have an education ministerial decree/directive on allocating time in the school timetable for health and well-being content?

- 1 Yes
- 2 No
- 3 In development
- 4 I do not know

5-07 Are educators (teachers and other school staff) trained to deliver health and well-being education and promotion?

- 1 Yes
- 2 No
- 3 I don't know

If "No" or "I don't know", skip to 5-09

5-08 How are educators (teachers and other school staff) trained/supported to teach health and well-being education and promotion?

A Included in pre-service training

- 1 Yes
- 2 No
- 3 I don't know

B Included in continuing professional development (CPD)

- 1 Yes
- 2 No
- 3 I don't know

C Periodic workshops and other training events.

- 1 Yes
- 2 No
- 3 I don't know

D Additional in-service support in place for teachers at school and/or sub-national levels (e.g., regular meetings to discuss teaching difficulties, WhatsApp groups to share experiences and materials).

- 1 Yes
- 2 No

- 3 I don't know

5-09 Does teacher training include skills/competency-based participatory teaching methodologies⁹?

- 1 Yes
2 No
3 I don't know

5-10 Which of the following statements best reflects how teachers' delivery of health and well-being education and promotion is evaluated? (Please select all that apply, but if answer is "not evaluated", you should not be able to fill out another option.)

- 1 Teachers' delivery of health and well-being education and promotion is not evaluated.
2 Evaluation of teachers' delivery of health and well-being education and promotion is integrated into sub-national and national education supervisory visits and other Ministry of Education forms and systems.
3 Teachers' delivery of health and well-being education and promotion is evaluated at the school level by their supervisors and constructive feedback is provided.
4 Other
5 I don't know

Comments:

5-11 Are school health services personnel¹⁰ trained to deliver health and well-being education and promotion?

- 1 Yes
2 No
3 I don't know

If "No" or "I don't know", skip next question

5-12 How are school health services personnel¹¹ trained to teach health content in schools?

A Included in pre-service training

- 1 Yes
2 No

⁹ Skills or competency-based participatory teaching methods are strategies and techniques focused on skill development that encourage students to become actively involved in their learning process.

¹⁰ Personnel certified by the Ministry of Health e.g. nurse, dental hygienist, community healthcare worker, doctor providing services either in or outside school premises.

¹¹ Personnel certified by the Ministry of Health e.g. nurse, dental hygienist, community healthcare worker, doctor providing services either in or outside school premises).

- 3 I don't know

5-12 B Included in continuing professional development (CPD)

- 1 Yes
- 2 No
- 3 I don't know

5-12 C Periodic workshops and other training events

- 1 Yes
- 2 No
- 4 I don't know

6. School Health Services¹²

6-01 Is there a national policy that explicitly requires the delivery of school health services¹³ to students?

- 1 Yes
- 2 No
- 3 In development
- 4 I don't know

If No skip to 6-03

6-02 Are school health services included in:

- 1 The national school health policy?
- 2 A different national policy?
- 3 I don't know

6-03 Which of the following statements best describe the coverage of school health services¹⁴ (SHS)?

- 1 SHS are delivered in all districts
- 2 In most districts
- 3 In some districts

¹² School health services (SHS) are services provided by a health worker to students enrolled in primary or secondary education, either within school premises or in a health service situated outside the school premises that has an official agreement with the school to provide health services to the school's students.

¹³ School health services (SHS) are services provided by a health worker to students enrolled in primary or secondary education, either within school premises or in a health service situated outside the school premises that has an official agreement with the school to provide health services to the school's students.

¹⁴ School health services (SHS) are services provided by a health worker to students enrolled in primary or secondary education, either within school premises or in a health service situated outside the school premises that has an official agreement with the school to provide health services to the school's students.

- 4 They are delivered but coverage is unknown
- 5 In none

If none skip to end

6-04 Which of the following health areas are covered in school health service (*please select all that apply*, but if select “I don’t know”, you cannot select another option)?

- 1 Positive health and development (e.g. development for age)
- 2 Unintentional injury
- 3 Violence
- 4 Sexual and reproductive health, including HIV
- 5 Communicable disease
- 6 Noncommunicable disease
- 7 Sensory functions
- 8 Physical disability
- 9 Oral health
- 10 Nutrition and physical activity
- 11 Mental health, substance use and self-harm
- 12 I don’t know

6-05 Are there national guidelines/standards for school health services?

- 1 Yes
- 2 No
- 3 I don’t know

6-06 Is there a system of monitoring school health services, including quality assurance and compliance with standards?

- 1 Yes, indicators are established and monitored
- 2 Yes, indicators are established but not (regularly) monitored
- 3 Indicators are not established
- 4 I don’t know

6-07 Is there a domestic budget allocated for SHS? (*Select all that apply*)

- 1 Yes,
- 2 No
- 3 I don’t know

6-08. Where does the funding for SHS come from? (Select all that apply)

- 1 The education sector budget
- 2 The health sector budget
- 3 External (e.g. donor) resources
- 4 Another sector budget
- 5 The budget is unpredictable
- 6 There is no funding for SHS

6-09 Is there a specialized training course available for SHS personnel entering the health service?

- 1 Yes
- 2 No
- 3 I don't know

6-10 Is there a system for continuing professional development for SHS personnel?

- 1 Yes
- 2 No
- 3 I don't know