

# School-Based Policies to Counter obesity and overweight *Regional and Global examples*

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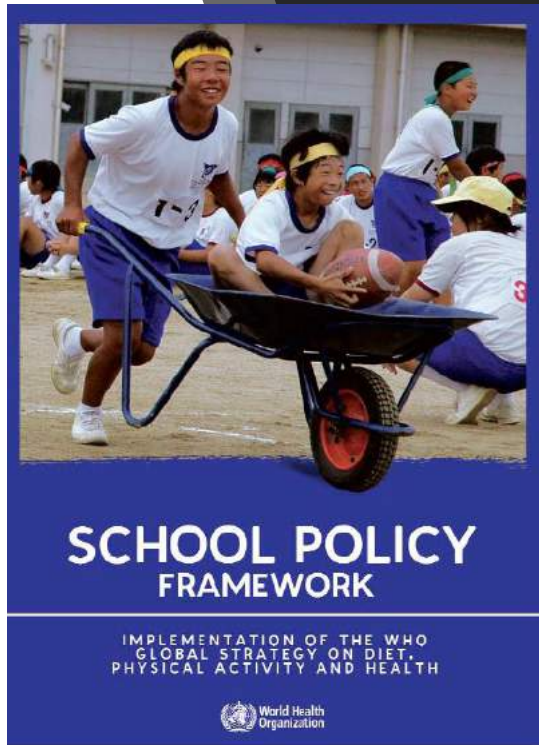
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# WHO School Policy Framework



- Health education with focus on diet and physical activity
- Physical education and/or sports classes
- Nutritional standards for school food
- School food programs
- Food service area
- Food and non-alcoholic beverage marketing
- Buildings and facilities
- Safe walking and cycling to and from school
- Health promotion for school staff

# Health education with focus on diet and physical activity

Health education policies that focus on diet and physical activity ought to:

Provide

knowledge and skills, and help to develop attitudes about the relationship between a good diet, physical activity, and health.

Address

the safe preparation of food and its consumption as an essential positive and enjoyable aspect of life.

Allow

students to have the opportunities to practice important skills, such as decision-making about food and physical activity.

Allow

students to identify not only barriers to being physically active and making healthy food choices, but also solutions to overcome the identified barriers.

Provide

media and marketing literacy to students, especially related to foods and non-alcoholic beverages.

Involve

teachers who have received the best possible training and are equipped with the knowledge and skills necessary to effectively impart health messages to students.

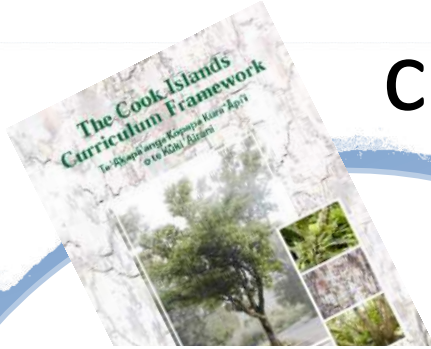


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# Cook island health and physical well-being curriculum (2003-2004)



The curriculum development and consultation process focused on two questions presented to students and adults on different islands:

- What does being healthy mean to you?
- What makes it hard to be healthy in the Cook Islands?

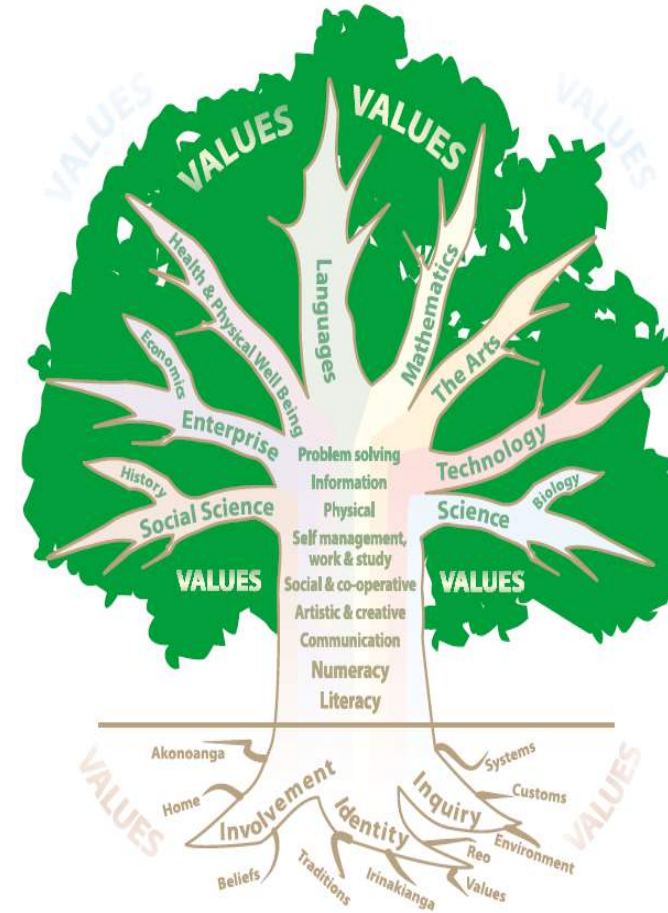
Using the results from the consultation process it was decided that five “key areas of learning” would form the basis of the curriculum.

These were mental health, sexuality, food and nutrition, body care and physical safety, and physical activity.

Implementation of the curriculum document has taken the form of:

- professional development – content and pedagogical knowledge
- resources to support the curriculum
- support in the planning, implementation and evaluation of programmes.

Anecdotal evidence and formal evaluation in 2007 examining changes in students’ health status (height, weight, blood pressure, and waist circumference), activity levels, dietary intake, dietary preferences and attitudes to healthy choices showed improvement.



# Physical education and/or sports classes

Increasing the number of physical education classes is one of the most direct policies to increase students' physical activity.

Policy- makers are encouraged to ensure that:

- Physical education classes contribute to the overall daily physical activity of the students throughout the school years.
- The majority of the physical education class time is actually spent on physical activity.
- Physical activity is enjoyable, developmentally appropriate, promotes fair play and encourages maximum participation of all students.
- Pupils learn about physical activity and health, and develop the confidence and skills for lifelong participation in physical activity.
- Physical education teachers are well-qualified and properly trained. Adequate safety precautions are established and enforced to prevent injuries and illness resulting from physical activity.
- The undertaking or withholding of physical activity is not used as punishment



# The daily mile project

The Daily Mile is simple and free and gets children out of the classroom for fifteen minutes every day to run or jog, at their own pace, with their classmates, making them fitter, healthier, and more able to concentrate in the classroom.

We're delighted that The Daily Mile is now in the following countries:



6,400+  
Schools and nurseries now taking part!





Join the  
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# Nutritional standards for school food

- A nutritious diet should meet the nutrient and energy needs of students and be based on a variety of foods originating mainly from plant-based sources. A variety of vegetables, fruits, whole cereals, bread, grains, pasta, rice or potatoes should be eaten, preferably fresh and locally produced, several times a day.
- Fat intake should be limited to not more than 30% of daily energy and most saturated fats should be replaced with unsaturated fats. Trans-fatty acids should be avoided.
- The consumption of sugar and salt should be AVOIDED, while ensuring that all salt used is iodized.
- Sugary drinks and sweets should NOT be used.
- Fish and low-fat meat should be served for preference.
- Food should be prepared in a safe, hygienic and healthy way. Steaming, baking, boiling or microwaving helps to reduce the amount of added fat.





# School Food Program

School food programs aim at increasing the availability of healthy food in schools.

The programs provide breakfast, lunch and/or snacks at reduced price or free of charge.

Programs may be available to all children or eligibility may be determined by economic or health criteria.

Thus, within the same school, participants may receive a meal free, at a subsidized price, or at full cost.

It is important to ensure that the meals provided are nutritionally adequate and in line with the nutritional standards for school food.

# Home Grown School Feeding Program

In ten African countries, the World Food Program, together with ten national governments, the United Nations Children's Fund (UNICEF), FAO and the United Nations Millennium Hunger Task Force, started the Home Grown School Feeding Program. The program links school feeding with agricultural development through the purchase of locally/domestically-produced food, school gardens and the incorporation of agriculture into school curricula. The objectives of the program are to reduce hunger among schoolchildren, increase school enrolment and attendance, improve the nutritional and health status of schoolchildren and stimulate local food production.



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# Food service area



The school food services area needs to be friendly and welcoming . A friendly food services environment consists of:

- multiple points of service in cafeterias to avoid long queues and to give students time to make food choices;
- clean eating area;
- adequate time for students to eat lunch;
- allocated time for students to socialize and play at recess, preferably before the lunch period;
- food provided in a non-stigmatizing manner, especially to students participating in free or reduced-price meal programs.





# Vending machines

- Since September 2005, France has banned all vending machines from schools with the aim to tackle childhood obesity. A specific law prohibits the sale of any food or drink via automatic vending machines.
- The ban on school vending machines came as part of a package of public health regulations, including plans to fine food producers who advertised 'junk food' without placing a health warning in the advert.

# Food and non-alcoholic beverage marketing

Marketing and advertising can be found on:

- posters on school campus textbooks
- advertisements in school yearbooks and newspapers
- school supply materials, such as book covers or pencil cases sponsored equipment for school sports teams, stadiums, etc
- sponsored school events, school teams (e.g. quiz teams), exchange students or interschool competitions.



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# Buildings and Facilities



- A school's facilities are a key factor if the implementation of physical activity policies is to be successful. These include the school building, the classrooms, recreation and sport facilities and the surroundings in which the school is situated. By improving the physical facilities in schools, policy-makers will encourage students to spend their recess time actively





## Inexpensive playground facilities - UK

Physical activity facilities do not have to be complicated or expensive. Colorful playground markings in schools have shown to successfully encourage active play among children. A study of two elementary schools in a low-income area of the United Kingdom showed that multicoloured playgrounds are an effective low-cost method to encourage active games among children and increase children's daily physical activity. Other studies indicate additional benefits, including reduced incidence of playground fights, reduction of bullying and decreased levels of classroom disruptions.

# Safe walking and cycling to and from school

Policies that promote safe walking and cycling include:

- crossing guards at road crossings to ensure students can safely get to and from school and take part in community sports and recreation;
- secure bike racks in school for students who choose to cycle; traffic-free zones in peak hours;
- safe walking and cycling trails, connected neighborhood pathways and play areas (Walking Bus);
- adequate lighting during hours of darkness



Parents and volunteers in Nyanga, one of South Africa's most dangerous townships, step up to protect children walking to school. They started the 'Walking Bus' to make sure children got to the station safely.





# Health promotion for school staff

Health promotion for school staff can include:

- providing in-service training on healthy lifestyles
- disseminating printed materials from national or local organizations
- providing a staffroom with a healthy environment to eat and relax ensuring healthy meals are served in the school cafeteria providing healthy foods during breaks at staff meetings
- organizing workshops held by nutrition specialists and physical education teachers.

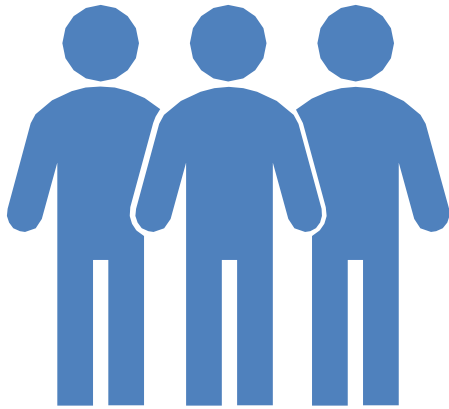


New Albany School District



Smoking Cessation Teachers Session in Thailand

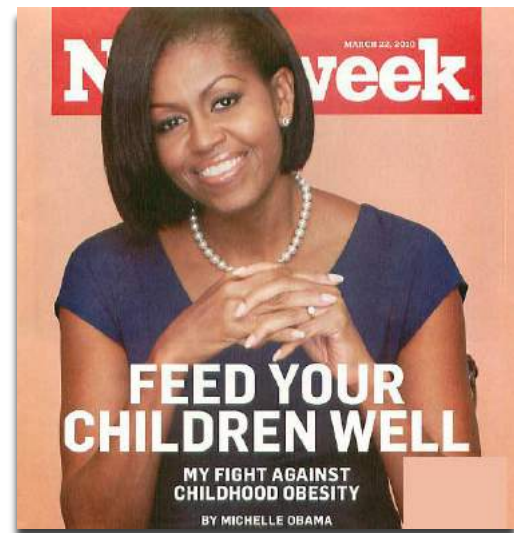
# Stakeholder Involvement



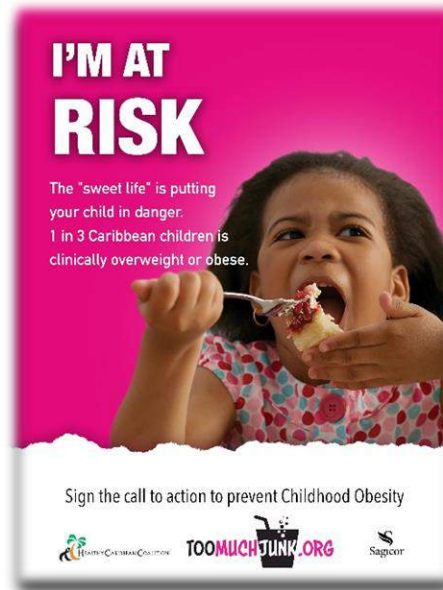
- governments (national, regional and local level)
- teachers and other school staff
- students
- parents and families
- community at large (including international organizations, NGOs and the private sector).



Chile new legislation mandates that cartoon figures cannot be used



School children in Cihampelas, Indonesia exercise with their teachers.



Community physical activity in the Pacific Islands





# Policies that will involve other stakeholders

## Government Chile Project

- Legislation that came into force in June 2016
  - Front of Pack warnings,
  - Regulation of foods:
    - sold in or within 100 m of schools,
    - distributed or sold to children less than 14 years of age
    - promoted by using toys or any other promotional item.

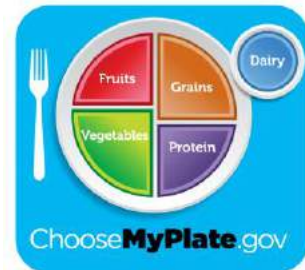
## Parents and Family

- Choose My Plate (USA initiative Dept of Agriculture)

<https://www.choosemyplate.gov/MyPlate>

Adapted in Nevis – My Healthy Plate

- Educational sessions for students
- Give placemats to utilize at home and
- Parent bulletins



## Community at large

- Healthy village concept
  - Community setting,
  - neighborhood setting and
  - faith based organizations



Thank you for your kind  
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