



**TURPANJIAN SCHOOL of
PUBLIC HEALTH**

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*Assessment of nutrition practices of primary
school-aged children in schools of Armenia*

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ABBREVAITONS

AMD	- Armenian Dram (currency)
ADHS	- Armenia Demographic and Health Survey
AUA	- American University of Armenia
BMI	- Body mass index
CHSR	- Center for Health Cervices Research and Development
DSSF	- Development of Sustainable School Feeding
FGD	- Focus group discussion
GoA	- Government of Armenia
HBSC	- Health behavior in school-aged children
HL	- Healthy Lifestyle
IDI	- In-depth interview
MoES	- Ministry of Education and Science
MoH	- Ministry of Health
MPH	- Master of Public Health
RA	- Republic of Armenia
UK	- United Kingdom
UN	- United Nations
UNICEF	- United Nations Children’s Fund
USA	- United States of America
WFP	- World Food Program
WHO	- World Health Organization

EXECUTIVE SUMMARY

To address the globally increasing double burden of stunting and overweight among children caused by malnutrition, the World Health Organization has launched a Nutrition-Friendly Schools Initiative in 2005, to promote the provision of healthy and well-balanced nutrition to children in school settings. Providing school lunches substantially contributes to a child's total nutritional intake and helps the child to obtain healthy eating habits. According to the Armenia Demographic and Health Survey 2015-16, almost each 10th preschool age child was stunted and each 7th child overweight in Armenia. The "Health Behavior in School-aged Children Study 2013-14" found high rates of consumption of sweets and soft drinks by schoolchildren in Armenia and skipping breakfast. In 2014, 15% of all households in Armenia were food insecure. All these facts pointed out the need to prioritize initiatives promoting healthy feeding practices among schoolchildren, especially among primary grade students. Since 2010, World Food Program has been implementing a countrywide school meal intervention in all 10 marzes of Armenia (except Yerevan) for primary grade children under its "Development of Sustainable School Feeding" program. Starting 2014, a gradual handover of the program to the Government of Armenia began with the full handover to be completed by 2023.

Considering the need for up-to-date information on the current practices with respect to nutritional education of children and actual provision of nutritious and healthy food to school students in Armenia, the Avedisian Onanian Center for Health Services Research and Development of the Turpanjian School of Public Health, American University of Armenia conducted this study with support from UNICEF-Armenia to assess nutrition practices of primary grade students in schools of Armenia and to reveal existing gaps and problems in this area. The study applied mixed research methodology: observations and qualitative methods in the form of in-depth interviews and focus group discussions. The study took place in Yerevan and in two marzes – Lori and Tavush. The study team carried out observations using a structured checklist consisting of four parts: school canteen, school buffet, school sports facilities, and food shops in intimate school surrounding. The qualitative study involved four groups of participants: 1) school principals, 2) teachers of primary classes, 3) school canteen staff members, and 4) teachers of "Healthy Lifestyle" course. The study included randomly selected four schools in each area.

Overall, 12 observations were made (one per school) and 52 study participants were recruited into the qualitative study from Yerevan (17), Lori (16) and Tavush (19). The study findings demonstrated big differences between Yerevan and marzes in terms of school feeding practices. Unlike marzes, schools in Yerevan did not participate in any school meal programs and students either bought food from school buffets or brought it from outside. In either case, students' food was neither diverse nor healthy, and their choice of food was restricted because of narrow assortment in school buffets (mainly, buns, pasties, khachapuri, croissant), higher-than-average prices of food there, and limitations set by teachers on bringing certain types of food to school. Thus, out of the four basic food groups, the school food in Yerevan was heavily based on just one group – breads, plus some foods high in fat, sugar, or salt. In addition, no enough time and appropriate dining space was allocated for meals in Yerevan schools and the use of food sold in buffets was usually low.

Marz schools were covered with “Sustainable School Feeding” program, carried out by the World Food Program in Lori marz and the Ministry of Education and Science of Armenia in Tavush marz. The take up rate of meals served to primary grade students in marz school canteens was usually very high and the program was highly appreciated by both teachers and parents. However, neither the food commodities delivered to schools by the World Food Program, nor the cash transfers from the Ministry of Education and Science (140 AMD per student per day) were sufficient to provide school meals. Therefore, in both cases, schools collected additional money (ranging from 100 to 1000 AMD per child per month) from students’ parents. Parents usually contributed to the program with readiness, but for very poor families, even this small contribution was sometimes unaffordable. In both marzes, the reimbursement of school canteen workers was uniformly perceived as incredibly low compared to the volume of their work.

The main dishes served in Lori schools were those cooked with centrally delivered products (flour, rice, peas, vermicelli, and buckwheat). Therefore, the meals were heavily based on bread and grains and the share of other basic food groups was far below the recommended standards for school meals. Meals provided in Tavush schools were notably more diverse, the use of vegetables, fruits, and meat in Tavush schools was two or more times higher than in Lori schools and some additional food types like eggs and cheese were served. But the amount and diversity of fruits, vegetables, and meat served in Tavush schools were below the recommended standards for these products. Usually, no fish and milk were served. In some schools, confectionary and pastry were included into student’s weekly menu. All the school canteens cooked meals with vegetable oil.

Often, school canteens had no enough space and supplies to serve all eligible students during the longest school break. Some school canteens in Lori marz had problems with heating, water supply, adequate equipment and utensils. In Tavush schools, canteens were much better equipped thanks to the efforts of the World Food Program that supplied the schools with a set of necessary equipment and furniture before the handover. School canteens had neither the necessary equipment nor the commitment to fully comply with the Minister of Health order N32-Ն “Rules and Regulations N 2.3.1-02-2014 on hygienic requirements for organizing the feeding of students in comprehensive school settings”. In the majority of the marz schools, higher-than-primary-grade students had no other choice but bringing some food from home or staying hungry in school, as none of the marz schools had a buffet and many were located far from food stores.

The majority of visited schools had both indoor sports hall and outdoor playing yard. However, mainly, these facilities did not meet the recommended standards for physical conditions and equipment. The duration of being engaged in physical activities at schools was somewhat less than recommended for primary grade students. Teachers perceived small stature to be more frequently encountered phenomenon among their students than overweight, both in Yerevan and marzes. However, some of them noticed an increasing trend of having more students that are overweight.

In all schools, second-grade students received information about healthy food during the subject “Me and the surrounding world”. Eight-ninth grade students learned about this during the “Healthy Lifestyle” course that contains a topic on healthy nutrition taught during 1-4 hours –

depending on school. In the majority of schools, teachers of physical education taught the “Healthy Lifestyle” course, who generally thought that the course provided satisfactory information on healthy nutrition and needed no further improvement. However, the interviewed teachers themselves often confused the concept of healthy nutrition with eating fresh, clean (contaminant-free) and pure (supplement-free) food and ignored the nutritional value of the food.

Food stores in schools’ immediate surrounding were often selling food items forbidden to be sold in schools (e.g. fried patties, donuts, pastries with cream, crisps, carbonated and other sugar sweetened beverages, and ice cream). Some stores also advertised unhealthy food, while food advertisements were found to be influential for shaping students’ eating behavior.

Based on the study findings and suggestions, the research team developed a set of recommendations for improving feeding practices of children in schools of Armenia. These included completing the handover of all marz schools from the World Food Program to the Government of Armenia and finding ways to cover Yerevan schools with the program; increasing the per-child cash transfer amount to allow providing students with food that meets the basic food- and nutrient- based standards for school feeding; providing breakfast in addition to lunch for primary grade students; including middle grade students in the program as well, and making school buffets available for those students who are not covered with the program; increasing the diversity of food sold in school buffets to include fruits, vegetables, and dairy products; subsidizing the cost of food in school buffets, at least for students with special needs and from socially vulnerable families; increasing the reimbursement of school canteen workers; individually addressing the needs in school canteens in terms of space, heating, water, gas, and electricity supply, renovation, furnishing, equipment and utensils; increasing the duration of the long break at schools to at least 30 minutes to allow enough time for school meals.

The team also made a recommendation to revise the “Rules and Regulations N 2.3.1-02-2014 on hygienic requirements for organizing the feeding of students in comprehensive school settings” to make its requirements and procedures more realistic and feasible for schools; introducing food-based standards for school feeding along with nutrient-based standards; organizing practice-oriented training sessions on healthy nutrition for school principals, teachers, and canteen workers; revising the practice of assigning teachers of physical education to teach the Healthy Lifestyle course and considering teachers of biology for this course; improving the conditions of school sports halls and outdoor playing yards to meet the existing standards for these facilities; increasing the time allocated to physical activity of students at schools to meet the standard of 420 minutes per week; and making legislative changes to forbid advertising of unhealthy food, both in schools and schools’ immediate surroundings. Instead, a social advertising of healthy nutrition (e.g., my healthy plate) campaign among schoolchildren could be very helpful.

ԱՄՓՈՓՈՒՄ

Երեխաների թերսնուցմամբ պայմանավորված թերաճի ու գիրության կրկնակի բեռը նվազեցնելու նպատակով Առողջապահության համաշխարհային կազմակերպությունը 2005թ. մեկնարկել է «Սնուցմանը բարեկամ դպրոցներ» նախաձեռնությունը, որի նպատակն է խրախուսել դպրոցներում առողջ և բավանսավորված սննդի տրամադրումն աշակերտներին: Դպրոցներում ճաշի տրամադրումը զգալիորեն նպաստում է երեխայի ընդհանուր սննդային կարիքների բավարարմանը և օգնում է նրան ձեռք բերել առողջ սովելու հմտություններ: Ըստ «2015-16թթ. Հայաստանի ժողովրդագրության և առողջության հարցերի հետազոտության» արդյունքների, յուրաքանչյուր 10-րդ նախադպրոցական հասակի երեխա թերաճ է, իսկ յուրաքանչյուր 7-րդն ունի ավելորդ քաշ: Ըստ 2013-14թթ. իրականացված «Դպրոցահասակ երեխաների առողջության վարքագծի հետազոտության» տվյալների, աշակերտների շրջանում մեծ տարածում ունի քաղցրավենիքի և քաղցր գազավորված ըմպելիքների չարաշահումը, ինչպես նաև չնախաճաշելը: Ի հավելումն, 2014թ. Հայաստանի տնային սնտեսությունների 15%-ը եղել է խոցելի սննդային կարիքների ապահովման առումով: Այս ամենը ցույց են տալիս աշակերտների, հատկապես տարրական դասարանների աշակերտների շրջանում առողջ սնուցման խրախուսմանն ուղղված նախաձեռնությունների կարևորությունը: 2010թ. ի վեր Պարենի համաշխարհային ծրագիրը Հայաստանի բոլոր տասը մարզերում (բացի Երևանից) դպրոցական սնունդ է տրամադրում տարրական դասարանների աշակերտներին՝ իր «Կայուն դպրոցական սնունդ» ծրագրի շրջանակներում: Սկսած 2014թ., այս ծրագիրն աստիճանաբար փոխանցվել է Հայաստանի կառավարությանը: Ծրագրի ամբողջական փոխանցումը նախատեսվում է իրականացնել մինչև 2023թ.:

Հաշվի առնելով արդիական տվյալների կարիքը՝ առողջ սնուցման հարցերին աշակերտների տեղեկացվածության և Հայաստանի դպրոցներում աշակերտներին սննդարար ու առողջ սննդի փաստացի տրամադրման վերաբերյալ, Հայաստանի ամերիկյան համալսարանի Առողջապահական ծառայությունների հետազոտման և զարգացման Աւետիսեան Օնանեան կենտրոնը և Թրփանձեան հանրային առողջապահության ֆակուլտետը ՅՈՒՆԻՄԵՏ-ի Հայաստանյան գրասենյակի աջակցությամբ իրականացրել են այս հետազոտությունը՝ գնահատելու համար, թե ինչպես են սնվում տարրական դասարանների աշակերտները Հայաստանի դպրոցներում, և թե ինչ բացեր ու խնդիրներ կան այս բնագավառում:

Հետազոտությունը կիրառել է խառը ուսումնասիրության մեթոդաբանությունը՝ կազմված դիտարկումներից և որակական մեթոդներից՝ խմբային քննարկումներից և խորացված հարցազրույցներից: Հետազոտությունն իրականացվել է Երևանում և երկու մարզում՝ Լոռի և Տավուշ: Հետազոտող թիմը դիտարկումներ է կատարել՝ կիրառելով ստուգաթերթ, կազմված չորս մասից՝ դպրոցի ճաշարան, դպրոցի բուֆետ, դպրոցի սպորտային հարմարություններ և մթերային խանութներ՝ դպրոցի անմիջական հարևանությամբ: Որակական հետազոտությունը ներառել է մասնակիցների չորս խումբ. 1) դպրոցի տնօրեններ, 2) տարրական դասարանների ուսուցիչներ, 3) դպրոցական ճաշարանի/բուֆետի աշխատողներ և 4) «Առողջ ապրելակերպ» դասընթացի ուսուցիչներ: Յուրաքանչյուր տարածքում հետազոտությունը ներառել է պատահականորեն ընտրված չորսական դպրոց:

Ընդամենը 12 դիտարկում է կատարվել (ամեն դպրոցում՝ մեկական) և 52 հոգի մասնակցել են որակական հետազոտությանը Երևանից (17), Լոռուց (16) և Տավուշից (19): Հետազոտության արդյունքներով հայտնաբերվել են դպրոցական սննդի կազմակերպման մեծ

տարբերություններ Երևանի և մարզերի միջև: Ի տարբերություն մարզերի, Երևանի դպրոցները չեն ներառվել դպրոցական սննդի որևէ ծրագրում, ուստի աշակերտները կամ գնում են իրենց սնունդը դպրոցի բուֆետից, կամ էլ՝ բերում այն իրենց հետ դրսից: Երկու դեպքում էլ դպրոցում նրանց ընդունած սնունդը ո՛չ բազմազան է, ո՛չ էլ առողջ, իսկ սննդի նրանց ընտրությունը սահմանափակ է՝ բուֆետներում սննդի նեղ տեսականու (հիմնականում՝ բովկի, կարկանդակ, խաչապուրի, կրուասան), միջինից բարձր գների, ինչպես նաև՝ սննդի որոշ տեսակներ դպրոց բերելու՝ ուսուցիչների կողմից դրված սահմանափակումների պատճառով: Ուստի, Երևանի դպրոցներում օգտագործվող ուտելիքը հիմնականում ներառում է սննդի չորս հիմնական խմբերից միայն մեկը՝ հացազգիները, նաև՝ ճարպերով, շաքարով ու աղով հարուստ որոշ սննդամթերք: Բացի այդ, Երևանի դպրոցներում աշակերտների սնվելու համար բավականաչափ ժամանակ չի տրամադրվում և չեն հատկացվում անհրաժեշտ հարմարություններ և տարածք, իսկ դպրոցական բուֆետներում վաճառվող սննդի սպառումը սովորաբար ցածր է:

Մարզերի դպրոցներն ընդգրկված են «Կայուն դպրոցական սնունդ» ծրագրում, որը Լոռու մարզում իրականացնում է Պարենի համաշխարհային ծրագիրը, իսկ Տավուշի մարզում՝ Հայաստանի կրթության և գիտության նախարարությունը: Տարրական դասարանների աշակերտները սովորաբար լիարժեք օգտվում են այդ ծրագրի շրջանակներում դպրոցներում տրամադրվող սննդից, իսկ ուսուցիչներն ու ծնողները շատ բարձր են գնահատում այդ ծրագիրը: Ինչևէ, ո՛չ Պարենի համաշխարհային ծրագրի կողմից մատակարարվող սննդամթերքը, ո՛չ էլ Գիտության և կրթության նախարարության կողմից փոխանցվող գումարները (յուրաքանչյուր աշակերտին՝ օրական 140 դրամ) բավարար չեն դպրոցական սնունդ տրամադրելու համար: Այդ պատճառով երկու դեպքում էլ դպրոցներն աշակերտների ծնողներից հավաքում են լրացուցիչ գումար (որի չափը տատանվում է ամսական 100-ից 1000 դրամի սահմաններում՝ մեկ երեխայի հաշվով): Ծնողները սովորաբար պատրաստակամորեն են տալիս այդ գումարը, բայց ծայրահեղ աղքատ ընտանիքները երբեմն չեն կարողանում վճարել անգամ այդ փոքր գումարը: Երկու մարզում էլ դպրոցական ճաշարանների աշխատողների վարձատրությունը բոլորի կողմից ընկալվում է որպես անընդունելի ցածր՝ նրանց կատարած աշխատանքի համեմատությամբ:

Լոռու դպրոցներում մատուցվող ճաշատեսակները սովորաբար պատրաստվում են կենտրոնացված ձևով մատակարարվող սննդամթերքից (ալյուր, բրինձ, ոլոռ, վերմիշել և հնդկաձավար): Այդ պատճառով, դրանք հիմնականում պարունակում են հացազգիներ, իսկ մյուս հիմնական սննդային խմբերի մասնաբաժինն այդ սննդում սահմանված չափորոշիչներից շատ ցածր է: Տավուշի դպրոցներում մատուցվող սնունդը զգալիորեն ավելի բազմազան է: Բանջարեղենի, մրգերի ու մսեղենի տրամադրումը Տավուշի դպրոցներում երկու կամ ավելի անգամ գերազանցում է դրանց տրամադրումը Լոռու դպրոցներում: Նաև, Տավուշի դպրոցներում մատուցվում են որոշ հավելյալ սննդատեսակներ, օրինակ՝ ձու, պանիր: Մակայն, Տավուշի դպրոցներում ևս մատուցվող մրգեղենի, բանջարեղենի և մսեղենի քանակները ցածր են այդ սննդամթերքների համար սահմանված չափորոշիչներից: Սովորաբար, դպրոցական ճաշարաններում ձկնեղեն և կաթ չեն մատուցվում: Որոշ դպրոցներում աշակերտների շաբաթական ճաշացանկում ներառված են կոնֆետներ և քաղցրավենիք: Բոլոր դպրոցական ճաշարաններում ճաշերը եփվում են բուսական յուղով:

Հաճախ դպրոցական ճաշարանները չունեն բավարար տարածք և գույք, որպեսզի ծրագրում ներառված բոլոր աշակերտներին սպասարկեն դպրոցական երկար ընդմիջման ընթացքում: Լոռու մարզում որոշ դպրոցական ճաշարաններ խնդիրներ ունեն՝ կապված

ջեռուցման, ջրամատակարարման, համապատասխան սարքավորումների և սպասքի հետ: Տավուշի մարզում դպրոցական ճաշարանները շատ ավելի լավ են կահավորված՝ Պարենի համաշխարհային ծրագրի ջանքերի շնորհիվ, որը կառավարությանը փոխանցումից առաջ դպրոցներին տրամադրել է անհրաժեշտ սարքավորումներ և կահույք:

Դպրոցական ճաշարանները ո՛չ անհրաժեշտ սարքավորումներ, ո՛չ էլ հնարավորություն կամ ձգտում ունեն բավարարելու ՀՀ առողջապահության նախարարի 2014 թվականի հունիսի 6-ի N 32-Ն հրամանով հաստատված «Հանրակրթական ուսումնական հաստատություններում սովորողների սննդի կազմակերպմանը ներկայացվող հիգիենիկ պահանջներ սանիտարական կանոններ և նորմեր N 2.3.1-02-2014»-ի բոլոր պահանջները:

Մարզերի դպրոցների մեծ մասում տարրական դասարաններից ավելի բարձր դասարաններում սովորող աշակերտներն այլ ընտրություն չունեն, քան տնից իրենց հետ սնունդ բերել կամ քաղցած մնալ դպրոցում գտնվելու ողջ ընթացքում, քանի որ մարզերի դպրոցներից ոչ մեկում բուֆետ չկա, իսկ շատ դպրոցներ տեղակայված են մթերային խանութներից հեռու:

Դիտարկված դպրոցների մեծ մասն ունեն ինչպես սպորտդահլիճ, այնպես էլ՝ բացօթյա սպորտհրապարակ: Ինչևէ, դրանք հիմնականում չեն համապատասխանում ֆիզիկական պայմանների և գույքի համար սահմանված չափորոշիչներին: Դպրոցական շաբաթվա ընթացքում տարրական դասարանների աշակերտների ընգրկվածության տևողությունը ակտիվ ֆիզիկական խաղերում կամ վարժություններում որոշ չափով զիջում է առկա չափորոշիչներին:

Թե՛ Երևանի, թե՛ մարզերի ուսուցիչների կարծիքով, փոքրակազմությունը աշակերտների շրջանում հանդիպում է ավելի հաճախ, քան գիրությունը: Ինչևէ, ուսուցիչներից ոմանք նշում են աշակերտների շրջանում գիրության տարածվածության աճի միտում:

Բոլոր դպրոցներում երկրորդ դասարանի աշակերտները առողջ սննդի մասին տեղեկություններ են ստանում «Ես և շրջակա միջավայրը» առարկայի միջոցով: Ութերորդ և իններորդ դասարանցիները անդրադառնում են այդ հարցերին «Առողջ կենսակերպ» դասընթացի ընթացքում, որը պարունակում է առողջ սնուցմանը նվիրված բաժին: Վերջինս դասավանդվում է 1-4 դասաժամի ընթացքում՝ կախված դպրոցից: Դպրոցների մեծ մասում «Առողջ կենսակերպը» դասավանդում են ֆիզկուլտուրայի ուսուցիչները, ովքեր սովորաբար գտնում են, որ այս կուրսը երեխաներին բավարար տեղեկություններ է տալիս ճիշտ սնուցման մասին և որ այն բարելավելու կարիք չկա: Ինչևէ, հարցազրույցին մասնակցած ուսուցիչներն իրենք հաճախ շփոթում են առողջ սնուցումը՝ թարմ և հավելումներից ու աղտոտիչներից ազատ սննդի ընդունման հետ և հաշվի չեն առնում սննդի սնուցողական արժեքը:

Դպրոցների անմիջական հարևանությամբ գտնվող մթերային խանութները հաճախ վաճառում են այնպիսի սննդատեսակներ, որոնց վաճառքը դպրոցական բուֆետներում արգելված է (օրինակ՝ տապակած կարկանդակներ, փքաբլիթներ, կրեմով խմորեղեն, չիփսեր, գազավորված և այլ ըմպելիքներ՝ շաքարի ավելացմամբ, և պաղպաղակ): Որոշ խանութներ նաև գովազդում են այս անառողջ սննդամթերքը: Մինչդեռ սննդատեսակների գովազդը մեկն է այն կարևոր գործոններից, որոնք ձևավորում են աշակերտների սննդային վարքագիծը:

Հետազոտության արդյունքներից ելնելով, հետազոտական խումբը մշակել է հանձնարարականներ՝ Հայաստանի դպրոցներում աշակերտների սնուցման գործելակերպը բարելավելու համար: Դրանք ներառում են՝ ավարտին հասցնել բոլոր մարզերի դպրոցների

փոխանցումը Պարենի համաշխարհային ծրագրից Հայաստանի կառավարությանը և միջոցներ գտնել Երևանի դպրոցները ևս այդ ծրագրում ընդգրկելու համար; ավելացնել մեկ երեխային տրամադրվող գումարի չափը՝ դպրոցներին հնարավորություն ընձեռելով աշակերտներին տրամադրել հիմնական սննդային և սնուցողական չափորոշիչները բավարարող դպրոցական սնունդ; ի հավելումն ճաշի՝ տարրական դասարանների աշակերտներին տրամադրել նաև նախաճաշ; միջին դասարանների աշակերտներին ևս ներառել դպրոցական սննդի ծրագրում, իսկ ծրագրի մեջ չընդգրկված աշակերտների համար ապահովել դպրոցական բուֆետների մատչելիությունը; մեծացնել բուֆետներում վաճառվող սննդատեսակների բազմազանությունը՝ ներառելով մրգեր, բանջարեղեն և կաթնամթերք; սուբսիդավորել սննդի գինը դպրոցական բուֆետներում՝ գոնե հատուկ կարիքներով և սոցիալապես անապահով ընտանիքի երեխաների համար; ավելացնել դպրոցական ճաշարանների աշխատողների աշխատավարձը; անհատապես բավարարել դպրոցական ճաշարանների տարածքային, ջեռուցման, ջրա-, գազա- և էլեկտրամատակարարման, վերանորոգման, կահավորման, և գույքային կարիքները; դպրոցական երկար դասամիջոցի տևողությունն ավելացնել՝ դարձնելով առնվազն 30 րոպե, որն անհրաժեշտ է աշակերտների ճաշելու համար:

Հետազոտական խումբն անհրաժեշտ է համարում նաև վերանայել «Հանրակրթական ուսումնական հաստատություններում սովորողների սննդի կազմակերպմանը ներկայացվող հիգիենիկ պահանջներ սանիտարական կանոններ և նորմեր N 2.3.1-02-2014»-ը՝ դրանով ներկայացվող պահանջները և գործընթացները դպրոցների համար ավելի իրատեսական և կիրառելի դարձնելու նպատակով: Նաև, ի հավելումն սնուցողական (nutrient-based) չափորոշիչների, հարկ է սահմանել դպրոցական սննդի սննդային (food-based) չափորոշիչներ: Դպրոցների տնօրենների, ուսուցիչների և դպրոցական ճաշարանների աշխատողների համար անհրաժեշտ է կազմակերպել առողջ սնուցման թեմայով վերապատրաստումներ: Պետք է վերանայել «Առողջ կենսակերպ» դասընթացի դասավանդումը ֆիզկուլտուրայի ուսուցիչներին հանձնարարելու գործելակերպը՝ նախապատվությունը տալով կենսաբանության ուսուցիչներին: Անհրաժեշտ է նաև բարելավել դպրոցների սպորտդահլիճների ու բացօթյա սպորտային հրապարակների պայմանները՝ համապատասխանեցնելով դրանք այդ կառույցների համար առկա չափորոշիչներին; ավելացնել դպրոցներում տարրական դասարանների աշակերտների ֆիզիկական ակտիվությանը հատկացվող ժամանակը՝ հասցնելով այն անհրաժեշտ տևողությանն ըստ առկա չափորոշիչի՝ շաբաթական 420 րոպե; և կատարել ինչպես դպրոցներում, այնպես էլ դրանց անմիջական հարևանությամբ իրականացվող անառողջ սննդի գովազդի արգելմանն ուղղված օրենսդրական փոփոխություններ: Փոխարենը՝ խորհուրդ է տրվում իրականացնել առողջ սննդի (օրինակ՝ «Իմ առողջարար ափսեմ») սոցիալական գովազդ:

1. INTRODUCTION

1.1 Study rationale

Data from a recent meta-analysis investigating global trends of under- and over-weight among 5-19 years old children indicate that over the last four decades, age-standardized prevalence of obesity has increased considerably from 0.7% to 5.6% among girls, and from 0.9% to 7.8% among boys. Over the same period, the global age-standardized prevalence of underweight decreased, but with much slower pace, from 9.2% to 8.4% in girls and from 14.8% to 12.4% in boys. Overall in the world, 75 million girls and 117 million boys were underweight and 50 million girls and 74 million boys were obese in 2016.[1] These two most common consequences of childhood malnutrition represent the double-burden of ill-health among children, mainly caused by inappropriate nutrition practices. Long-term health risks of childhood obesity include obesity in adulthood, as well as high probability of type 2 diabetes, atherosclerosis, cardiovascular disease, hip fracture, gout, and cancer.[2] Adverse consequences of stunting are also well-established and include poorer motor, cognitive, and socio-emotional development, diminished work capacity, and higher morbidity and mortality because of reduced immunity.[3-5]

Considering the importance of addressing the increasing problem of childhood malnutrition, since 2005, WHO has launched a Nutrition-Friendly Schools Initiative to improve school-age children's nutritional status via involving school settings in integrated programs aimed to encouraging healthy nutritional practices among children and providing them with healthy and well-balanced nutrition.[6] It is recognized that providing lunch in the school substantially contributes to a child's total nutritional intake and provides the child an opportunity to learn healthy eating habits.[7] Therefore, many countries are engaged in public health interventions aimed at improving the nutritional value and balancing the energy content of school lunches.[8]

The double burden caused by over- and under- nutrition is prevalent among children in Armenia as well. According to the most recent Armenia Demographic and Health Survey (ADHS) 2015-16, roughly each 10th preschool age child is stunted (9.4%) and each 7th preschool-age child is overweight (13.6%) in Armenia.[9] The rates identified during ADHS 2010 were considerably higher – each fifth child or 19.3% of preschool age children were stunted and each 6th child or 15.3% were overweight.[10] According to the Health behavior in school-aged children (HBSC) study conducted in Armenia during

2013-2014, which used BMI estimates based on children's self-reported weight and height, overweight was as prevalent as 20% among 11 years-old boys and 16% among girls of the same age.[11] This study found also high rates of consumption of sweets and soft drinks by school children and skipping breakfast.[11] Another recent study among 15-16 year-old adolescents living in Yerevan also found rather high rates of sugar sweetened beverage consumption: 73% consumed it at least once in the last week, and 37% consumed it three or more days during that week.[12] The median amount of soda consumption among this study population was 0.5 L per day. A qualitative study investigated eating behavior of 15-18 years old high school students living in Shirak marz.[13] It found that students had satisfactory knowledge about unhealthy food choices and their negative influence on health. However, this knowledge did not result in healthy eating habits, especially among urban adolescents. Instead, their food choices were determined by low coverage of rural schools with canteens, limited food choices in school canteens wherever these were available, low affordability of food, lack of time to eat, and seasonal changes in food availability. This study found fast foods, sweets, salads and sugar sweetened beverages to be the most preferred food items among high school students. The students' eating behavior was most influenced by the taste of food, eating habits of parents and peers, and food advertisements.[13]

In addition, in 2014, roughly one-third of Armenian families were below the poverty line and during the period of 2008 to 2014, the proportion of food insecure households has doubled, comprising 15% of all households in Armenia. The proportion of food insecure households was above the country average in Yerevan (18%) and three northern marzes of Armenia: Lori (17%), Shirak (17%), and Tavush (16%).[14] These data underscore the importance of both providing some healthy food to children in schools of Armenia and improving their eating behavior.

1.2 Measures to promote healthy nutrition among primary school students in Armenia

Currently, World Food Program (WFP), in collaboration with the Government of Armenia (GoA) and with the financing from the Russian Federation, is implementing a countrywide school meal intervention under its "Development of Sustainable School Feeding" (DSSF) program.[15] The current project started in September 2010 and covered primary school children with provision of hot school lunches in all 10 marzes of Armenia (except Yerevan). The project applies centralized food-based approach with in-kind delivery of six food commodities to the schools - buckwheat, wheat flour, pasta, rice, split peas,

and vegetable oil. The first three commodities are purchased locally, while the remaining three commodities – rice, split peas, and vegetable oil – are purchased from the Russian Federation. The GoA covers the in-country transport, storage and handling of these commodities. In 2017, WFP piloted a new modality of the project – cash-based transfers instead of the centralized food-based approach, as this modality was considered more innovative, providing more opportunities for rural development, usage of home-grown food, and more acceptable for the Ministry of Education and Science of Armenia to replicate in all marzes. Starting from 2014-2015 school year, the gradual handover of the program from WFP to GoA started and the full handover is planned to be completed by 2023. In 2017, GoA carried the responsibility for provision of lunches to primary school students in four marzes: Tavush, Ararat, Vayots Dzor, and Syunik, allocating 140 AMD per day per child in the covered 340 schools. The remaining 6 marzes (566 schools in these marzes) were still covered by WFP, two of which (Shirak and Aragatsotn) were in the process of handover to GoA.[16] However, approximately 30% of the schools in the marzes covered by WFP that have no water and cooking facilities to prepare hot meals are excluded from the program, while in the four marzes covered by the RA Government such schools are included but provide dry feeding (biscuits and juice) instead of hot meals.

The preparation and provision of food in schools of Armenia is regulated by the “Rules and Regulations N 2.3.1-02-2014 on hygienic requirements for organizing the feeding of students in comprehensive school settings” approved by the RA Minister of Health order N32-Ն on June 6, 2014.[17] These rules detail children’s needs in macro- and micronutrients, exemplary daily requirements for different types of foods separately for 6-10 and 11-18 years old children, requirements for food preparation and maintenance, and the types of foods forbidden to be sold or delivered in school settings. Apparently, considerations of food hygiene and safety in these rules prevail over those for healthy nutrition and some of its requirements seem to be unrealistic for many schools of Armenia due to objective reasons, such as limited physical conditions and lack of human resources. A recent evaluation of the compliance of schools to this rule identified a number of problems in the schools of Armenia related to the rule itself, the knowledge level of respective employees in the schools, and the availability, diversity and safety of the food provided to children.[18]

As to educating children on healthy nutrition in schools of Armenia, there is a course on Healthy Lifestyle taught to high grade students in basic and high schools. However, there is no information on

the content and effectiveness of the course with respect to actually communicating the needed knowledge on healthy nutrition to children. For younger children, there is a course “Me and the surrounding world” taught to 2nd, 3rd, and 4th graders in primary schools.[19] This course, among other themes, covers also the basics of healthy nutrition, so that children are gradually exposed to the essential information on healthy food choices. Also, in the scope of its School Food Project, WFP supports trainings of school principals and caterers on healthy nutrition and school feeding.[16] Besides, with WFP funding, Save the Children developed and in 2012 published an educational aid for primary school teachers to teach healthy nutrition in schools.[20]

1.3 International standards and practices of feeding and physical activities in primary schools

It is well established that school lunch can make an important contribution to child’s energy and nutrition intake. Also, healthy and well-balanced school lunch contributes to learning healthy habits and is linked to better educational outcomes and better health of the students.[21, 22] Many western countries have policies for schools to provide students healthy and culturally acceptable meals.[8] When planning the menu for the school lunch, two types of standards, food-based and nutrient-based, should be considered together.[7] Examples of nutrient-based standards include total or saturated fat content, percentage of energy from total fat or that from saturated fat, or sodium content of the meal. The RA Minister of Health order N32-Ն (currently in force in Armenia) mainly uses nutrient-based standards. However, combination of both these standards is proven to result in better health and learning outcomes.[7] Food-based standards define the amount and frequency of serving each type of food. For example, the following changes to school food menus introduced in the USA schools in 2011 are described using food-based standards: “The number of fruit and vegetable servings offered to students over the course of a week would double at breakfast and would rise substantially at lunch”, “Schools would no longer be permitted to substitute between fruits and vegetables; each has its own requirement, ensuring that students are offered both fruits and vegetables every day”, or “A minimum number of vegetable servings would be required from each of 5 vegetable subgroups”.[23] The same regulation poses a number of requirements to the food offered at school. The food-based standards from it include:

- offering fruits two times daily at breakfast and lunch,

- offering vegetables daily at lunch, including specific vegetable subgroups (dark green, orange, legumes) weekly and limiting the quantity of starchy vegetables,
- increasing the amount of whole grain-rich food to gradually substitute all grain products with whole-grain rich ones,
- offering a daily meat/meat alternate (at least 30 grams per a 5-8 years old student),
- offering fluid milk that is fat-free or low-fat.

The nutrient-based standards in this regulation include:

- offering meals that meet specific calorie ranges for each age group;
- reducing the sodium content of meals gradually to meet the specific targets set;
- preparing meals that contain no trans fats.

The regulation contains a compulsory component – requiring students to select a fruit or a vegetable daily as part of the reimbursable meal. The use of single food-based menu planning approach; and narrowing age/grade groups for menu planning are also recommended by this regulation.

In UK also, both food-based and nutrient-based standards are applied.[24] Here are some of the food-based standards they use (see Appendix 1 for the whole list): providing at least two portions of fruit and vegetables daily; giving oily fish at least once in three weeks; providing meat products no more than once per day; making bread available daily; restricting the use of deep fried food, removing salt shakers from tables, limiting the use of condiments; banning all confectionery (chocolate bars, cereal bars and sweets); banning crisps; limiting available drinks to water, skimmed and semi-skimmed milk, pure fruit juices, yoghurt and milk drinks, tea and coffee, with less than 5% added sugar.[25] In addition to these, school meals must meet nutrient-based standards for 14 different nutrients.[8]

The majority of developed countries have country-specific policies for provision of food to children in school settings. The common thing for all these policies is that they follow the current standards for food variety, content, and restrictions, and that they usually subsidize the cost of school meals via partial funding from government, with the rest covered by parents.[8] In Sweden and Finland, school meals are fully covered by government for all children, while in countries like Brazil, Chile, USA, Ireland, and France, the costs are fully covered only for those from socially vulnerable families. In 2005, the average

amount spent on buying ingredients for an individual school meal ranged from 190 AMD in Chile to 950 AMD in France. As mentioned above, the amount currently provided by the Government of RA to cover the cost of school meals is only 140 AMD per student per day.

As bringing packed lunches to school is also a widespread practice in many countries, there are standards for its composition as well, so that it meets the requirements of a child in the main nutrients. A balanced packed lunch should include at least per one portion of fruit or vegetable, a starchy food, a dairy food, a protein-rich food (meat, fish, eggs, or pulses), and a drink of water, fruit juice or milk. In addition, it might contain some snacks such as unsalted nuts or dried fruits.[8]

Not only the composition of the served food is important, but also whether children choose eating the offered meals. According to an evaluation carried out in 18 countries, the take up of school meals ranges from as high as 95% in Finland to as low as 9.1% in Canada. The factors influencing this behavior include the cost of the meal, its appearance, the local culture, the setting where the meal is served, and the time allocated for the lunch. The take up is higher if the food is free-of-charge, if the dining space is pleasant and comfortable, and if there is enough time to eat and socialize. In different countries, the time allocated for school lunch varies from 30 min to 60 min.[8] For comparison, in the majority of Armenian schools, the longest school break is no more than 20 minutes.

Literature suggest that children are especially vulnerable to marketing of unhealthy food.[26] Considering this and the importance of establishing healthy eating habits from early childhood to overcome the dual burden of obesity and undernutrition, World Health Organization (WHO) urged its Member States in 2006 to take rigorous measures to reduce the promotion of unhealthy foods and beverages to children. All energy-dense and micronutrient-poor foods and beverages were considered unhealthy. Advertising to children was defined as: (1) promotion directly targeting children or (2) promotion targeting other groups to which children are broadly exposed. In 2009, fifteen WHO European Member States issued a Code on marketing food and non-alcoholic beverages to children. Nevertheless, it is not an uncommon practice that food and beverage companies promote their brands in schools and intimate surroundings. While many countries restrict alcohol and tobacco advertising on school premises, there are only few countries that have restrictions on the promotion of food and beverage company brands.[27] Unfortunately, Armenia is not among these countries yet.

Gaining positive attitude to physical activities from early school years is considered as important for later health as developing healthy eating habits. Therefore, there are special recommendations concerning the duration and intensity of physical activities for primary graders and the features of sports facilities in primary schools.[28] According to some of these:

- Primary grade students should be engaged in moderate intensity physical activities at least 60 minutes per day (7 hours per week);
- These activities should include cycling, swimming or running at least twice a week;
- Primary schools should have both indoor and outdoor space for physical activities;
- The size of the indoor sports facility should be equal to at least a two-court hall (18 m x 18 m x 6.7 m height) for primary schools having per one 1st, 2nd, 3rd, and 4th classes;
- The floor of the hall should be wooden with under-floor heating that ensures 20°C temperature for students' sedentary activities and 16°C for their non-sedentary activities;
- The sports hall should have adaptable lighting and ventilation and, preferably, colorful walls;
- A music system should be integrated in the hall wall;
- The sports facilities should have clothes changing accommodation – separate for boys and girls, each fitted with benches, hooks for clothes, and with direct access to toilets;
- Each changing room should be supplied with two showers and a drying area;
- The sports hall should be equipped with mini-athletics and primary level gymnastics equipment;
- The outdoor playing field should be covered with natural or synthetic grass.

1.4 Study goal and objectives

Considering the importance of both nutritional education and actual provision of nutritious and healthy food to school students in Armenia, and the need for up-to-date information on the current practices in this respect, the proposed research funded by UNICEF-Armenia sought to assess nutrition practices of primary school-aged children in schools and to reveal existing gaps and problems in this area. UNICEF will use the generated evidence for fostering the development of national policies and short- and long-term plans of action on nutrition for primary school-aged children. Thus, the study objectives were:

1. Evaluate school nutrition facilities in terms of their compliance with national and international standards and requirements,

2. Assess the availability and variety of food provided to children in schools, including within state food program,
3. Review the current nutrition education practices in schools,
4. Evaluate the marketing of unhealthy food (containing saturated and trans fats, free sugars, high salt quantity, etc.) in schools and close surroundings,
5. Evaluate the conditions for students' physical activities in primary schools.

2. METHODS

2.1 Study design

The study applied mixed research methodology: observations via checklists and qualitative methods in the form of focus group discussions (FGD) and in-depth interviews (IDI). Through these methodologies, the study collected objective information on the school feeding facilities and practices in targeted schools, as well as diverse perspectives on the subject from primary school teachers, principals, and cafeteria staff members.

2.2 Study setting

The study targeted schools in Yerevan city and two marzes - Lori and Tavush, after obtaining an approval from the Ministry of Education and Science (MoES) of RA, as well as from the local governing bodies. The prior knowledge of the differences between these three areas in terms of the situation with provision of free school meals to primary class students guided this selection, as Lori marz was among those marzes covered by the WFP's "Sustainable School Feeding" project, Tavush marz was among those marzes covered by the RA Government funding after the WFP's handover, and Yerevan schools were never included in any school food provision program. Therefore, these three areas were selected to have a heterogeneous sample. The fact that Lori and Tavush marzes were among the four areas (along with Yerevan city and Shirak marz) with higher-than-average proportion of food insecure households (17% in both marzes vs. the country average of 15%) was also considered when making this selection.[14] Four primary schools were selected in each marz and in Yerevan resulting in a total sample of 12 schools. Populated areas in each marz and administrative districts in Yerevan were selected first among all populated areas and administrative districts, respectively, through proportionate

to the population size systematic random sampling. Then particular schools were identified via simple random sampling among all primary schools in the selected area using random number's generator.

2.3 Study instruments

The guides for FGD and IDI were semi-structured tools that were developed based mainly on conventional qualitative research methods, with some elements of participatory research. The guides were designed to optimize and maximize the value of the data collected. For this purpose, each guide was specifically designed for the specific participant's roles and experience in the subject of interest. All the guides were developed in English and then translated into Armenian (Appendix 2). Each study participant completed also a brief anonymous demographic information form.

The observational checklists was developed based on the existing local and international regulations and literature on the study subject,[25, 29] as well as the current standards for provision of food in school settings of Armenia approved by the Ministry of Health of RA order N 32Ն.[17] The observational checklist was a structured tool consisting of four different sections: school canteen, school buffet, school sports facilities, and food shops in intimate surrounding of the school. It was primarily designed to check whether each particular feature of the observed setting met the existing local and/or international standard (Appendix 3). The CHSR finalized the study instruments in collaboration with UNICEF Armenia staff.

2.4 Study participants

The study participants were selected using purposive sampling methods with the aim to involve participants with diverse responsibilities and experiences, diverse opinions, and possessing the needed volume and depth of information.[30] Four main groups of participants were targeted: 1) school principals, 2) teachers of primary classes, 3) school canteen staff members, and 4) teachers of “Healthy Lifestyle” (HL) course. To ensure constant comparative and contrast study coverage, these four groups of participants were recruited from schools in Yerevan and the two targeted marzes – Lori and Tavush. The qualitative assessment focused on assessing perceptions of participants on the current situation with students' feeding and nutrition practices in primary schools, existing problems and knowledge gaps in this area, and perspectives to overcome those problems.

2.5 Study procedure

The research team visited each school once after making a prior appointment with the school principal. The study procedure consisted of: (1) direct observations carried out by the CHSR research team specially trained for this task. These included per one observation in each of the following settings: school canteen, school buffet, school sports facilities, and food shops in the immediate school surrounding. Specific subsections of the study checklist were used for each type of setting; and (2) qualitative assessment via IDIs/FGDs, which included an IDI with the school principal, an IDI or a FGD (in bigger schools) with primary school teacher(s), and an IDI with a staff member of the school canteen. Teachers of HL course were also approached with a few questions concerning the coverage of healthy feeding issues by the course they teach. All the interviews were carried out in a private setting in the school building. Each IDI was one-time ~20-minute interview, and each focus group was one-time ~30-minute discussion. All the interviews/discussions and observations in each selected school were carried out in a single day by the same research team. Two teams of researchers worked simultaneously to meet the deadlines of the study. Both teams consisted of CHSR researchers, all of whom are MPH graduates professionally trained in the administered research methods.

2.6 Data collection and analysis

Desk review of the available literature and documentation was conducted in August 2018. The fieldwork for the study was carried out during September 2018 by the two CHSR/AUA research teams working simultaneously in different schools. Each FGD had a trained moderator and a note-taker. With few exceptions, the IDIs and FGDs were audio recorded (with permission of all study participants). In the few instances when the audio recording was not allowed, the research team took detailed notes. All FGDs and IDIs were transcribed in the original – Armenian language. Directed content analysis technique was utilized to analyze IDI and FGD transcripts.[31] The themes explored during the analysis generally repeated the main themes included in the field guides. The research team organized the results section based on these main themes.

Overall, 52 study participants (42 female and 10 male participants) were recruited from Yerevan (17 participants), Lori (16 participants) and Tavush (19 participants) marzes (Table 1).

Table 1. Number of IDI and FGD participants by category and study site

	Yerevan	Lori	Tavush	Total
<i>IDs</i>				
Principals	4	4	4	12
Primary class teachers	6	4	2	12
Canteen staff members	4	5	4	13
HL teachers	3	3	3	9
<i>FGDs</i>				
Primary class teachers	-	-	6	6
<i>Total</i>	17	16	19	52

Both FGDs were conducted with primary class teachers in Tavush schools. Three teachers participated in each FGD. The remaining participants were interviewed. The research team tried to interview the principal, a primary class teacher, a canteen/buffet employee, and a teacher of the “Healthy Lifestyle” course from each school. In-depth interviews lasted approximately 17 minutes, and FGDs – 23 minutes.

The mean age of the participants was 47 years (51 years for principals, 44 years for primary class teachers, 49 years for canteen/buffet staff members, and 46 years for teachers of “Healthy Lifestyle” course). The mean duration of participants’ work experience in school was 18 years (21 years for principals, 20 years for primary class teachers, 11 years for canteen/buffet staff members, and 22 years for teachers of “Healthy Lifestyle” course). Out of 52 participants, 20 (38.5%) have received some training on organization of school feeding after 2010. The proportion of those who passed such training was the highest among teachers of “Healthy Lifestyle” course (56%), followed by school principals (50%) and canteen/buffet staff members (46%). Primary class teachers were the least trained group on this subject (17%). There was a considerable difference between Yerevan and the marzes in this respect. Trained participants were mainly from the marzes: six of the eight principals from the marzes (75%) reported receiving such training, while none of the four principals from Yerevan were trained. Similarly, 25% of primary class teachers from the marzes were trained, while none from Yerevan, and two-thirds of the teachers of Healthy Lifestyle course from the marzes were trained compared to one-third of those from Yerevan. There was no such difference between canteen/buffet staff members: approximately half of them passed such training in both places (50% of them in Yerevan and 44% in the marzes). Participants from Tavush marz (except “Healthy lifestyle” course teachers) mainly reported being trained by the WFP. Teachers of “Healthy Lifestyle” course, both from Yerevan and marzes, were mainly trained by the MoES.

2.7 Categorization of study participants

The Results section contains direct quotes provided in boxes that were abstracted from both in-depth interviews and focus group discussions. The participants were categorized into four groups: 1) school principals, 2) elementary school (ES) teachers, 3) healthy lifestyle (HL) teachers, and 4) canteen workers.

Therefore, individual informant identifiers provided after each quote are constructed using the following specifications: principal, ES teacher, HL teacher, and canteen worker, to indicate the category of a participant who provided the quote (e.g., ES teacher). The number following this name specifies the subtitle of the report (e.g., 3.2.1.1) and the sequential number of participant who provided the quote for the given subtitle (e.g., 1.). If the same participant provided more than one quote for a given subtitle, these quotes are provided under the same identifier. A single informant who provided quotes for more than one subtitle has different identifiers under each subtitle. After each identifier, the type of qualitative study method applied (FGD or IDI) is provided. Here is an example of a complete identifier for a principal, IDI participant, who provided the first quote under the Results section's subtitle 3.2.1.1: (Principal, 3.2.1.1.1, IDI).

2.8 Ethical considerations

The study protocol underwent ethical review by the AUA Institutional Review Board and was approved as complying with ethical standards for qualitative and mixed studies. All participants were informed about their rights (anonymity of the study and confidentiality of the provided information, voluntary participation, and the right to discontinue interview/discussion at any time). Oral Informed Consent Form was obtained from the respondents to participate in the qualitative study prior to the start of in-depth interviews and FGDs. Audio-recording was conducted only with permission of all participants. If a participant did not want to be audio-recorded, only written notes were taken. Participants received the contact information of the research coordinator and the Human Subject Protection Administrator for further questions or clarifications. The final report does not contain any identifiable information such as respondents' names, positions, or institutions.

3. RESULTS

3.1 Observation findings

While all the visited Yerevan schools had a buffet, none of the marz schools had a buffet. Unlike Yerevan schools, all the marz schools provided hot meals to primary grade students (first 4 grades) in school canteens or rooms specially allocated for this purpose. No meals were provided in classrooms. None of the visited marz schools provided breakfast to primary grade students.

3.1.1 Canteens in marz schools

Less than half (three of eight) of the visited schools in the marzes had exemplary menu for two weeks as required by the MoH order N 32 Ն, but all had menu for a week. Below, the types and average frequencies of the food groups/items included in the school menus are provided:

- ✓ Bread/pasta, served, in average, five days a week in all schools,
- ✓ Potato served in all schools with a frequency ranging from 1 to 5 times a week, mainly 2-3 times per week,
- ✓ Other starchy food/grains: mainly rice and buckwheat, rarely rye or barley, served in average two times per week,
- ✓ Vegetables: mainly cabbage, carrot, beet, rarely tomato or cucumber, served in average once a week in Lori schools and 2-3 times a week in Tavush schools,
- ✓ Fruits: mainly apple, rarely –banana, pear, peach, mandarin, served only in one school in Lori – once a week, and in all Tavush schools – 2 times per week.
- ✓ Meat: mainly chicken, rarely – beef. Two Lori schools (of the four) served chicken once in one or two weeks, while all the schools in Tavush served chicken and two of them – also beef. Of these, three schools served meat once a week, while one school – four times per week,
- ✓ Fish: only one school in Tavush served not oily fish once a week.
- ✓ Eggs: none of the Lori schools served eggs, while three of the four Tavush schools served either boiled or fried eggs once a week.
- ✓ Beans: mainly peas in Lori schools and lentils, peas, and beans in Tavush schools, served 1-2 times per week.
- ✓ Milk: none of the visited schools served any milk.
- ✓ Dairy: Lori schools neither served any dairy, while all four Tavush school served dairy 1-2 times per week, mainly cheese, often – matsun (local yogurt) and, rarely, soar cream.

With regard to types of food that should be restricted in schools according to the existing recommendations, the following was observed in the visited marz schools:

- Deep fried food: of all the visited schools, only one school in Lori served fried chicken cutlet, once a week.
- Pastry: half of the visited schools in both marzes served some pastry – biscuit, waffle, rarely – cake or cookie with curds once a week.
- Confectionary: of all visited schools, two schools in Tavush served some confectionary 1 or 2 times per week.

With regard to drinks other than water, half of the schools in Lori and all the schools in Tavush served tea and three Tavush schools served home-made compote. These drinks were served once a week in Lori schools and 2 times per week in Tavush schools.

Potable water (mainly, tap water) was available in all 12 visited schools free of charge. Salt was available to add to the served food only in one school. Other condiments (ketchup, mayonnaise, peppers, vinegar, etc.) were not available to add to the served food in any of the visited schools. All the school canteens cooked meals with vegetable oil. No other oil was used in any of these schools.

With regard to canteen equipment, three of the eight canteens in the visited schools in marzes had no refrigerator, and all these schools were in Lori marz. None of the school canteens had equipment to keep hot food at 60°C as required by the MoH order N 32 Ն. Similarly, none of the canteens had food thermometers for checking cooling and cooking temperatures of food.

All the visited schools except one in Lori had clean running water in the canteen, but only half of the schools (three in Tavush and only one in Lori) had separate sink at the canteen for hand washing only. Of these four, only two schools in Tavush had liquid soap at the sink for hand washing and none had paper towels at the sink to dry hands. Access of other people to cooking area was restricted in five of the eight visited schools, and only three schools (all in Tavush) had a properly labeled fresh sample of the served meal in the canteen refrigerator.

In two of the eight schools, the canteen space was too small. The dining space was assessed as clean in all schools except one, but in three schools, it was not set-up nicely. Out of the visited eight school canteens, only one canteen was selling patties, donuts, pizza, and other pastries to higher-grade students and other customers. The rest were only providing free-of-charge meals to primary grade students.

Out of eight schools, only one school kept all three journals required by the MoH order N 32 Ն: a Journal for assessing the appropriateness of the meal, a Canteen staff health journal, and a Journal for calculating nutritional value of the served food. Another school kept only a Canteen staff health journal, while the remaining schools did not keep any of these journals.

3.1.2 Buffets in Yerevan schools

All four randomly visited Yerevan schools had only buffet, no canteen. In one of the four schools, the space in the buffet was limited. All the buffets had vitrine-refrigerator where from cool food was sold, but none of the buffets sold the food from vitrine-refrigerator within one hour (as required by the MoH order N 32 Ն).

The assortment of the food sold in the buffets was limited to pasties, confectionaries, sometimes – sandwiches with hum, and hot dog rolls. Drinks included packed fruit juices and bottled water, in one school – also cold tea. Pastries included buns, croissants (sometimes, with cream filling), khachapuri, gata, mrjnabuyn, and cookies made from flaky dough. Confectionaries included Twix, Mars, Chocopie, Snikers, 7day, KitKat, Nesquick, different chocolate bars. None of the buffets were selling any fruits, vegetables, or dairy products. There was no any form of marketing of unhealthy food or drinks in the school buffets.

3.1.3 Food stores in school surrounding

There were food stores in the immediate surrounding (within 50 m distance) of the five visited schools, the remaining seven schools were distant from food stores. The research team looked whether these food stores sold the types of food that are forbidden to be sold in schools. Of these types, most commonly, the observed stores were selling fried patties, donuts, and pastries with cream. The majority of the stores were also selling hot dogs, crisps, carbonated and other sweetened beverages, sandwiches

with sausage or ham, ice creams, and hot dressings. Coffee was sold in one of these stores and there was some form of marketing of unhealthy food in two of these stores.

3.1.4 Facilities for physical activities

Of the observed 12 schools, nine had indoor sports hall used for primary grade students' physical education and activities. Of the schools that lacked sports hall, one allocated a room for students' physical activities during winter, another – used the school corridor for it, and only one small village school had no any indoor place and used outdoor playing field whenever weather permitted.

All the sports halls had wooden floor (although in one school the floor was seriously damaged), two of these halls had no lighting but the daylight from windows. Of the nine sports halls, five had no any heating, while four heated the halls using gas-fair boiler. Six sports halls had no any ventilation (other than the windows), while the remaining three had non-adaptable ventilation.

Sports equipment relevant for primary graders was available in only two sports halls. One hall had only adult equipping, while the remaining six had no any equipping. Only two of the nine sports halls had portable music system. Three of the observed sports halls had direct access to toilets, two had indirect access (toilets were on the same floor), while the remaining four had no access to toilets. Changing rooms were available in eight of the nine sports halls. Showers were available in none of the halls. Three of the sports halls were also used for other-than-sports activities (e.g., gatherings).

There was an outdoor playing field in all but one of the 12 observed schools, but only four of these fields were covered with natural or synthetic grass. The rest were mainly covered with asphalt, one had synthetic grass cover which was seriously damaged (torn off), and one was covered with soil.

3.2 Qualitative study findings

Yerevan and the studied marzes were very different in terms of organization of students' feeding at schools. In Yerevan schools, students' feeding was heavily based on the assortment and affordability of the food sold in school buffets, while none of the visited schools in the marzes had buffet. Instead, all of the visited marz schools provided hot meals to primary grade students (first four grades), while higher-grade students had to bring their food from outside.

The two marzes targeted by the study – Lori and Tavush, were also different in many aspects of provision of food to primary graders, as Lori schools were still covered with WFP DSSF program based on centralized food-based approach with in-kind delivery of six food commodities to the schools - buckwheat, wheat flour, pasta, rice, split peas, and vegetable oil, plus some local contribution from students’ parents, while Tavush schools were already covered with the State-financed program applying cash-based transfers to the schools.

The big diversities identified between Yerevan, Lori and Tavush with respect to school feeding practices dictated the necessity to discuss the qualitative study findings separately for each of these areas. For each area, the main themes identified during the analysis included Organization of Feeding, Food Diversity, Food Affordability, Food Preferences, Knowledge on Healthy Feeding, Breakfast Practices, Food Facility Conditions and Hygiene, Physical Activity, Students’ Nutritional Status, and Suggestions for Improvement.

3.2.1 Yerevan schools

3.2.1.1 Organization of Feeding

All the schools in Yerevan have school buffets, but primary grade students usually don’t use buffet services, partially because they are not yet mature enough and the school facilities are new for them, and also because primary class teachers don’t allow them to use buffet services yet. Instead, they bring their food from home and eat during the long break. Teachers urge parents to pack for children only a light lunch: mainly sandwiches or cookies, no meals, no salads, no sausages, nothing having an odor, nothing crumbling. They think that a small sandwich will be enough for a student to stay at school by 2:00-3:00p.m. Some primary grade students start using the school buffet starting from the 4th grade. In many schools, children are not allowed to leave the school during the breaks between classes to buy some food from nearby food stores.

There is a buffet in our school... the students can use it if they wish. (Principal, 3.2.1.1.1, IDI)

We have certain time to eat – the 3rd long break... Every child brings her/his food from home. Of course, we have restricted it... meaning that we exclude sausages, which can harm the health...Our oversight is limited to just ensuring that the food they bring is light and healthy, as well as does not smell, so that there is no nausea in children. (Principal, 3.2.1.1.2, IDI)

The children bring their breakfast from home and eat in the classroom. During the parental meeting I told the parents to definitely send food with children. We do have a buffet, but I don't allow them to go to the buffet. (ES teacher, 3.2.1.1.3, IDI)

They [students] mainly bring cookies from home and eat in the classroom. After the 2nd class, let's say. The first-graders often cannot stand that long; they can eat at any time. (ES teacher, 3.2.1.1.4, IDI)

I ask the parents to send small food. There is no need to bring various meals, salads: just sandwiches to eat here during the breaks... This is enough for the pupils to stay at school till 2 or 3 o'clock. (ES teacher, 3.2.1.1.5, IDI)

I tell them to bring food, which is not crunchy for breakfast... Non-crunchy food is suitable, as it does not pollute the environment. (ES teacher, 3.2.1.1.6, IDI)

Well, the rich ones will bring sausages... I told them not to bring things that smell specifically not to disrupt the others. (ES teacher, 3.2.1.1.6, IDI)

In higher grades I think they start using it [the buffet]. Last year, for example, the 4th graders were using it. (ES teacher, 3.2.1.1.4, IDI)

In our school the students do not have the right to leave the school, because it is important for their safety first of all. (Principal, 3.2.1.1.2, IDI)

According to the participants, schools don't choose their food suppliers. School buffets are run by the supplier who won in the auction announced by the Yerevan Municipality. This supplier is responsible for the assortment and price of the supplied food, and makes decision on these issues based on the existing demand among students. Schools are only responsible for making sure that the supplied food is of acceptable quality, within its shelf-life, and allowed to be sold in school settings. Usually, the received food is packed in plastic bags. The buffet staff don't prepare any food in the buffets and buffets lack conditions for food preparation.

Based on the Mayor's decree, a tender is announced, where various organizations participate, and the winner provides us the food. (Principal, 3.2.1.1.7, IDI)

The company signs a contract with the school principal. The company decides what to bring: if certain things are sold well, then they bring more of those things. (Canteen worker, 3.2.1.1.8, IDI)

...Based on the mayor's decree, those LLC's, which have the right to organize that process, organize it according to the corresponding contract. (Principal, 3.2.1.1.9, IDI)

The price is defied by the provider: the school has nothing to do with all of that, the school does not have any interest rate on them [the prices]. (Principal, 3.2.1.1.9, IDI)

...They [the provider] give us the list of what they have, we look through it, and see whether we can sell it at school or not. If it is allowed and we want, we receive it...I have the writing from the Mayor's office on what I have the right to sell. (Canteen worker, 3.2.1.1.10, IDI)

The responsibility of feeding the child in primary classes lies on the parents. Our responsibility is limited to ensuring that the food provided in the buffet is of high quality, has appropriate expiration date, and is allowed at schools. (Principal, 3.2.1.1.7, IDI)

Every day, early in the morning, before the classes start, we receive the food in appropriate quantities. The buffet worker decides the quantity so that there is no excess, remainder, or return. (Principal, 3.2.1.1.9, IDI)

...Together with the nurse we look through the expiration dates of the food, explore the quality just in case. If there is something we don't like, we leave it aside, and call the food provider. (Canteen worker, 3.2.1.1.10, IDI)

I receive the food every day in a packed condition, the expiration dates mentioned. I have absolutely nothing to do regarding that. No food is prepared here. I don't even have conditions to prepare anything, absolutely. (Canteen worker, 3.2.1.1.10, IDI)

3.2.1.2 Food Diversity

According to the interviewees, the food children eat at school is usually not diverse. It does not contain any fruits, vegetables, dairy products, or hot meals. Teachers often limit children in bringing to school vegetables or fruits, as they think that there is not enough time during school breaks to eat such food. Interestingly, teachers usually don't see the need of eating diverse food at school. They accept the school food as only a source of energy for keeping students able to learn while they are at school. According to them, food should be diverse at home, not at school. They think that the optimal food in school is a small bun or cheese and bread that children can eat quickly, without disturbing other students or polluting the surrounding.

I wouldn't say that the food is diverse: they just eat a little bit in order not to stay hungry. (ES teacher, 3.2.1.2.1, IDI)

I wouldn't say that it's diverse [the food they eat at school], because, as I said, they mostly eat buns and pies, which cannot ensure vitamins during the hours they stay at school. They don't eat fruits and vegetables at school. (ES teacher, 3.2.1.2.2, IDI)

They don't eat fruit usually. In my class, [only] 2-3 students bring fruits with them. (ES teacher, 3.2.1.2.1, IDI)

I prefer [that students eat and drink] buns and water, or a piece of bread and cheese. [Eating] vegetable is work consuming: it is not comfortable to clean, chop and give it to the child. (ES teacher, 3.2.1.2.1, IDI)

... [eating] fruits and vegetables is a bit time-consuming process, the break is just 10 minutes, and they might need to clean it and eat... whereas they can eat the sandwiches quickly. (ES teacher, 3.2.1.2.2, IDI)

It's just a breakfast. The diversity should be around the table at home. They sometimes bring fruits. It is a fruit season now, and more children bring fruits, which I always encourage. (ES teacher, 3.2.1.2.3, IDI)

Not only the diversity of the food children bring from home is restricted; the food sold in the school buffet is also limited to few, mainly bread-based items: buns, pasties, khachapuri, croissant, and sandwiches. Usually buffets sell also several types of candies and packed fruit juices. Interestingly, a buffet staff member told that a cup of tea at home with something very simple could be healthier than the food sold in school buffets. The main drink for students is water that they usually bring in bottles from home. Potable tap water at school is also available for students.

... Mainly the assortment [of food offered in the buffet] is the following: bakery products, khachapuri, small candies, and juices. (Principal, 3.2.1.2.4, IDI)

The pupils in primary classes eat buns, which is convenient in terms of cost; the elders eat more expensive things – croissant, juices. And what can I say about healthiness? Those are fresh, the date is not expired, clean. Those are healthy. Fruits, vegetables, dairy products or hot meal is not sold [at the buffet]. (Canteen worker, 3.2.1.2.5, IDI)

Well, in my opinion a cup of tea along with something at home would be more preferable and healthy compared with the food in the buffet. We don't sell fruits or vegetables here. (Canteen worker, 3.2.1.2.6, IDI)

Not everything is [sold] there, however, there are satisfactory conditions in the buffet, so that they [students] can eat: there are desserts, sandwiches, natural juices, nothing carbonated. (ES teacher, 3.2.1.2.2, IDI)

They drink water at school. They bring it in bottles from home, but we have water faucet here, and there is permanent water [supply]. (ES teacher, 3.2.1.2.1, IDI)

They have water with them, they bring it. Sometimes I see them drinking small juices. We have water fountains at school, and there is permanent water [supply]. (ES teacher, 3.2.1.2.7, IDI)

3.2.1.3 Food Affordability

Teachers noticed some differences in the food children bring from home depending on the financial status of their families. According to their observations, wealthier families pack more diverse and expensive food for their children.

Concerning the affordability of the food in school buffets, although some respondents denied that the prices in school buffets are high, the general impression was that the food sold in buffets is a bit more expensive than the same food in the food stores outside. Teachers thought that for vulnerable families (poor, having many school-aged children), the food sold in school buffets might be unaffordable.

...there are children who bring [to school] juice, buns, cookies, banana – everything. There are also children who may just bring bread and cheese. It depends on the [family's] social condition. (ES teacher, 3.2.1.3.1, IDI)

...I haven't heard complaints on the price. They [the buffet] receive packed food with the prices marked. (Principal, 3.2.1.3.2, IDI)

I think those [the prices of the food sold in the buffet] are affordable. (ES teacher, 3.2.1.3.1, IDI)

The lowest price starts at 70 AMD here, which means that it is affordable. If 2-3 children from the same family attend school, then it might be unaffordable. (Principal, 3.2.1.3.2, IDI)

Whether or not to go to the buffet and buy something depends on the students' pocket [finances]; they often bring food from home. Not every student can afford using the buffet on a daily basis. (HL teacher, 3.2.1.3.3, IDI)

To give the child 200-300 AMD for food daily is a real problem for many parents. (Principal, 3.2.1.3.4, IDI)

Yes, there are nearby shops, and the majority [of students] use those early in the morning. Those may be more affordable, since they sell food prepared in their home conditions. Anyhow, they sell their product, while here the food is packed, there may be some state fees here, that is why the food might be a little bit more expensive here. (Canteen worker, 3.2.1.3.5, IDI)

It is possible that the same food sold in the nearby markets is cheaper compared to the school buffet, but the difference does not exceed 10-20 AMD. (Principal, 3.2.1.3.6, IDI)

3.2.1.4 Food Preferences

Teachers noticed that children like crisps, croissants with Nutella cream, sausage and hot dogs, that they usually bring to school from outside. Foods that children use in school more commonly include baked pasties with potato filling, buns, khachapuri, gata, hot dogs, chocolate. Commonly used drinks include water and sweetened juices. The usage of food sold in buffet is low – roughly each 7th-8th student, mainly upper-grade students buy something from buffet during a school day. Overall, children use unhealthy food in Yerevan schools not only because of their preferences, but also because their choices for better food are limited: buffets provide restricted choice and teachers set limits on the food brought from home.

They bring more useless food, e.g. crisps from outside, while they buy buns and gata from our buffet. (Principal, 3.2.1.4.1, IDI)

Buns, sandwiches with low-fat sausage, croissants with Nutella cream [are the most demanded among the pupils]. (Canteen worker, 3.2.1.4.2, IDI)

We do not give the children opportunity to go in and out [during the school day]. They use the buffet very much, but also bring something from their homes in the morning. And bring the worst things – crisps, bread and sausages. (Principal, 3.2.1.4.1, IDI)

... Hot-dog, khachapuri, buns: those are the most demanded ones. If we had possibility to cook and sell the hot dogs here, it would be very good, the trade would be great, but they [policy makers] eliminated it and turned it into [ready-made] hot-dogs. (Canteen worker, 3.2.1.4.3, IDI)

Children prefer, what I currently receive – potato pies – not fried in oil, but baked in the oven; buns, khachapuri, and hot-dog. (Canteen worker, 3.2.1.4.4, IDI)

Children mainly prefer buns, chocolates, juices, water, also hot-dog... Mainly those. (Principal, 3.2.1.4.5, IDI)

The first-graders do not use it [the buffet]. There was a period, when more children were using the buffet, but now, when there are nearby markets everywhere, the parents buy [some food] and put it in the bags, and the children come to school. (Canteen worker, 3.2.1.4.6, IDI)

Probably [children prefer] buns and khachapuri; there are also hot-dogs, but children consume those more rarely. ...we [the buffet] received 70 pieces [today], but there are 548 students at school. The consumption [of food sold in the buffet] is not that high. (Principal, 3.2.1.4.7, IDI)

Well, they eat buns, khachapuri, they bring bread and cheese from home. I don't notice parents sending pizzas with them, since there is risk of spoiling. Moms may put bread and cheese, bread and sausages with them. (ES teacher, 3.2.1.4.8, IDI)

They used to bring hot-dog very much and had stomach aches all the time. I forbade. Now they bring buns, barnies [biscuit-like cookies]. I also forbade khachapuri and desserts with cream, so that they don't pollute the classroom. (ES teacher, 3.2.1.4.9, IDI)

3.2.1.5 Knowledge on Healthy Feeding

There is a course included in the curriculum of primary grade students, entitled “Me and the surrounding world”. This course is the main source of information about healthy nutrition that primary grade students receive at school. Along with other topics, it contains information about food pyramid, healthy and unhealthy food choices. Also, students receive some information on these issues during their physical education lessons and general sessions with their class teacher. Overall, the participants thought that the information primary grade students received on healthy nutrition is satisfactory, although some of them expressed a desire that more hours are allocated to healthy nutrition in the scope of the course “Me and the surrounding world” or, even, a separate course on healthy nutrition and lifestyle is introduced in primary schools. One teacher told that she finds information on different nutrition-related topics from the Internet to enrich the information on healthy nutrition provided within the “Me and the Surrounding World” course.

“Me and the surrounding world” is a very good subject. There is a separate chapter there on healthy food and daily diet, and what is right and wrong in terms of food. They take that subject starting from the end of the 2nd grade up to the 4th grade. (ES teacher, 3.2.1.5.1, IDI)

Children get informed on healthy food during the class teacher’s classes, physical education classes, as well as during the subject “Me and the surrounding world”. (ES teacher, 3.2.1.5.2, IDI)

Well, we teach it [knowledge on healthy nutrition] during “Me and the surrounding world”, and it is enough. We also talk about it during other classes. (ES teacher, 3.2.1.5.1, IDI)

The course “Me and the surrounding world” is written so well with respect to unhealthy food and appropriateness of the food, that I think what it tells is enough. (ES teacher, 3.2.1.5.1, IDI)

In some extent, we discuss food-related topics during the course “Me and the surrounding world”. We also have special classes provided by class teachers, during which they talk about healthy lifestyle and healthy food as well, but we don’t have a separate subject [on healthy nutrition] in the curriculum. I think, why not, it is important. (Principal, 3.2.1.5.3, IDI)

...I would like to have a complete course dedicated to it [to teaching healthy nutrition and lifestyle]. We now inform the children [about healthy feeding], but it is very superficial and incomplete. (ES teacher, 3.2.1.5.2, IDI)

Children like the subject “Me and the surrounding world” very much. I would also like that more hours allocated to it. As to particular topics, we go even deeper – find various additional materials from the internet and provide to children. (ES teacher, 3.2.1.5.4, IDI)

For higher-grade students, a 14-hour “Healthy Lifestyle” (HL) course is taught that contains a topic on healthy nutrition. The latter is taught during 2-4 academic hours – depending on the school and/or teacher. In the majority of schools, the course is taught by teachers of physical education to the 8-9 graders. Mainly, the interviewed teachers of physical education that were teaching also the HL course thought that it provides satisfactory information on healthy nutrition and did not see a need to improve its content on nutrition issues. One HL teacher suggested to increase the overall duration of the course to be taught during a whole academic year instead of one semester to insure that students obtain firm knowledge. Another HL teacher suggested repeating trainings of HL teachers and supplying schools with the tests that were used at the first period of the course introduction to measure students’ knowledge on the subject and were not provided since then. Still, one of the interviewed teachers of the

HL course who was a biologist, thought that the course does not cover many important issues concerning food safety.

They take it [the HL course] in the 8th and 9th grades. The physical education teacher teaches it. It includes 14 hours in the second semester, and the course involves nutrition too. ... About 2 hours are allocated to nutrition. (Principal, 3.2.1.5.5, IDI)

“Healthy lifestyle” course is taught in the 6th and 7th grades based on the corresponding program – during January-February. It is taught by the teacher of physical education during his/her classes. (Principal, 3.2.1.5.3, IDI)

Both biology and physical education teachers teach that course [HL course] in our school. (Principal, 3.2.1.5.6, IDI)

The whole healthy lifestyle course is 14 hours, 3-4 hours of which are allocated to healthy nutrition, but it is enough, because practical work is also included. (HL teacher, 3.2.1.5.7, IDI)

I would like the healthy lifestyle course to be taught throughout the whole academic year. Now we teach it only for one semester (1 or 2 classes), as a result children do not get firm knowledge, and forget what they had learned. (HL teacher, 3.2.1.5.8, IDI)

When this course [HL] was first introduced, there were trainings for the teachers; currently there is nothing done. At first we had some tests to distribute among children to complete... Now, they [the Government] don't provide these tests, and we cannot afford making copies of these from the book for every student. (Principal, 3.2.1.5.5, IDI)

I don't think that the information related to food is complete [in the HL course]. The HL course does not include information on GMOs, carcinogenic food, incorrect food additives, such as aspartame etc., Coke and other carbonated drinks, chips, fast food that contain many dangerous components... (HL teacher, 3.2.1.5.9, IDI)

Importantly, teachers themselves often confused the concept of healthy nutrition with eating fresh, clean (contaminant-free) and pure (supplement-free) food, and did not prioritize the nutritional value of the food. Therefore, they themselves needed some training on healthy nutrition, especially those teaching the courses “Me and the surrounding world” and HL. One participant underscored the importance of passing some knowledge on healthy nutrition to the parents of their students, as parents are crucial in shaping nutritional behavior of their children.

...Those [the bakery products] are safer and harmless, and I think, why not – healthy: those are also pleasant to the children and they like it. (Principal, 3.2.1.5.3, IDI)

They [students] mostly bring buns, buns with raisins, hot-dogs, or bakery products. There is a bakery in front of our school, and many parents buy bakery products from there. It is difficult to tell whether they [bakery products] are healthy. I also use that bakery... I don't know... Yes, it is healthy. It is fresh, they bake it and sell. (ES teacher, 3.2.1.5.4, IDI)

Currently our students are very informed. I think that trainings on nutrition should be organized first of all for the parents, since the parents are the ones who decide for the child what to eat; they give the money to the child and tell what to buy. (Principal, 3.2.1.5.5, IDI)

3.2.1.6 Breakfast Practices

Teachers expressed very diverse opinions on what proportion of children usually have breakfast at home. Some thought that only 5% of them normally have breakfast while some others assumed that almost all children have breakfast before coming to school. All teachers agreed that having breakfast contributes to children's attention and learning at school.

About 5% [have breakfast at home]. (ES teacher, 3.2.1.6.1, IDI)

Very small proportion have breakfast at home. We try to encourage them to have it. Of, course, it affects their productivity. If they had breakfast, they are more active, otherwise they think about the buns from the first hour. No matter how much you forbid, they start eating under the table. There have been cases when I had to interrupt the lesson and tell them to eat their food and only then could continue. (ES teacher, 3.2.1.6.2, IDI)

Almost everyone. If not 100%, then 99% are having breakfast at home, and it is very commendable. And, of course, it positively affects their productivity. And it is easy to notice – if they come without having breakfast, they are weaker, may have a headache, dizziness, nausea... (ES teacher, 3.2.1.6.3, IDI)

All of them are having breakfast at home. They come in a sober condition. We wake up with coffee, they wake up with hot tea, milk, butter and honey. (ES teacher, 3.2.1.6.4, IDI)

3.2.1.7 Food Facility Conditions and Hygiene

According to the participants, hygienic conditions in the school buffets are generally acceptable. The food sold is usually received already covered with polyethylene jacket. Often, the sitting space in the

school buffets is not enough. For this reason, and also because of having limited time during school breaks, children eat outside of the buffet – either in school corridors or in classrooms, even if they buy some food from the buffet. Teachers of primary classes told that they would prefer to organize students' lunch in the buffet rather than in the classrooms if the buffet's conditions and space permit it.

Typically, schools have water faucets either in the buffet, in toilets or in classrooms (although liquid soaps and paper towels are usually absent). However, children often don't wash their hands before eating, mainly because of having very limited time for eating during school breaks. According to primary class teachers, some children bring with them wet wipers to clean hands before eating.

Although the MoH order N 32 Ն contains some regulations of school buffets as well, none of the school principals in Yerevan had that order. Instead, they received the list of food types that cannot be sold in school buffets from the Yerevan Municipality and followed it.

We have a buffet, which is equipped/furnished, the sanitary-hygienic conditions are ensured... (Principal, 3.2.1.7.1, IDI)

The conditions of our buffet are not satisfactory: the space is too small; the assortment is poor.... In short breaks, children enter into buffet and buy something by jumping over each other. (Principal, 3.2.1.7.2, IDI)

The size of the buffet is not enough. If there were enough tables and chairs, I would take the children to the buffet, they would eat there, and the classroom wouldn't be polluted. (ES teacher, 3.2.1.7.3, IDI)

...Students cannot eat in the classrooms, and the buffet is small. If you noticed, we have platforms in all the floors where benches are placed; students sit there and eat their food. (Principal, 3.2.1.7.2, IDI)

Primary school students, specifically those from 1st and 2nd grades, mainly eat in the classroom, but we have opportunities to eat in the buffet – tables, chairs, where they can sit and eat. (Principal, 3.2.1.7.4, IDI)

My students eat in the classroom: they spread their napkins on the table, put the food on it and eat. We have a faucet, but it is not convenient for children to go and wash. They bring dry and wet napkins with them, clean their hands and then eat. (ES teacher, 3.2.1.7.3, IDI)

...We have soap, towel, hot water in the buffet. (Principal, 3.2.1.7.1, IDI)

There is a faucet right in the buffet, where they can wash hands, there are also appropriate chairs, where they can sit, but bakery products [sold in the buffet] are usually packed in polyethylene bags,

and they [students] usually take those with them and eat in the classrooms, or eat in the corridor before they reach the classroom. I have noticed that it is also more convenient for them. (Principal, 3.2.1.7.5, IDI)

They eat in the classroom, sitting. There is no habit to wash hands. I don't want to lie. Can you imagine what will happen if I tell 30 people to go, wash hands and then come back to eat? (ES teacher, 3.2.1.7.6, IDI)

I don't know, I haven't heard of it [the RA MoH decree of 06.06.2014p . N32U]. (Principal, 3.2.1.7.1, IDI)

3.2.1.8 Physical Activity

Generally, the participants recognized the importance of allocating adequate time for students' physical activities at school, especially for primary grade students. According to the current curriculum, three academic hours per week are allocated to physical education lessons for the first graders and two hours per week for 2nd to 4th graders (as one hour of these is allocated to chess lessons starting from the second year). In addition, the course of HL is usually taught during the classes of physical education, and one of the participants considered this fact negative as it reduces the amount of hours that students can be engaged in physical activities. Other than the physical education hours, primary grade students usually play during breaks and after each 15-20 minutes of lessons they are provided with 2-3-minute breaks in the classroom for physical exercise. Also, in a number of schools, each morning before classes students do physical exercise in the school yard for 10-15 minutes.

In the 1st grade 3 hours per week are allocated to physical education. Starting from the 2nd year 2 hours per week are allocated to it. We do physical activity breaks with younger pupils very often depending on the needs. (ES teacher, 3.2.1.8.1, IDI)

Three hours per week in the 1st grade, and 2 hours per week in the other primary classes. They [students] are actively participating in gymnastics, we go out during the long breaks and organize active games with children. Even during the classes, if we notice that they are tired, we let them move. (ES teacher, 3.2.1.8.2, IDI)

I would like to have a separate subject for "Healthy lifestyle", not to be taught at the expense of physical education class hours, because in that case physical education suffers. (HL teacher, 3.2.1.8.3, IDI)

Yes, we have refreshing exercises 1-2 minutes long, we have a special day in the schedule, when there are fewer classes. We also organize games within the school, as well as with other schools. The primary classes do not participate in such games, though. It depends on the primary class teacher, they should organize. (Principal, 3.2.1.8.4, IDI)

2 hours per week are allocated to physical education. But we have breaks during every class. During those breaks we play active games 3-4, maximum 5 minutes long... In the morning we start the day with activating exercises together with the whole school; not only the primary class students take part, but the whole school participates. (Principal, 3.2.1.8.5, IDI)

In the morning, before that classes start, we have a warming up session 10-15 minutes long. During the classes we do refreshing exercises every 15-20 minutes that last about 1-2 minutes. (ES teacher, 3.2.1.8.6, IDI)

3.2.1.9 Students' Nutritional Status

Teachers stated that they frequently see children with small stature. Some worry about it telling that their students' growth seems to be stopped, while some others contribute the short stature of their students to genetic predisposition. Given the latter, they often don't worry about the growing stunting rates but consider overweight as a more worrisome problem.

They have short stature. In my current class there are many children who have short stature. It is like their growth has stopped. (ES teacher, 3.2.1.9.1, IDI)

Yes, there are [stunted, overweight or underweight children], mostly overweight. It is not that common, but there are. I haven't noticed that many this year. I haven't noticed underweight children, maybe some are genetically small. But I wouldn't say they are too skinny, no. There is nothing extraordinary to worry about that much. (ES teacher, 3.2.1.9.2, IDI)

In my opinion, overweight is the most worrying. (ES teacher, 3.2.1.9.3, IDI)

3.2.1.10 Suggestions for Improvement

To improve students' feeding practices at school, the participants often suggested renovating school buffets, increasing their space, improving conditions and making the buffets more attractive for children. A common suggestion was providing chipper or, better, free-of-charge food, at least to primary grade students – covering them with “Hot school meal” program or, at least, providing them with a light

school breakfast (hot milk/tea plus a small bun). The need to better control the quality of the food and to increase the assortment of food in the school buffets to include healthier choices was also widely recognized. The participants suggested to include fruits, vegetables, milk and dairy in the buffet assortment. Still, one participant expressed a concern that increasing the assortment of food in the buffet would increase the price difference between the food, therefore, these foods will not be equally affordable to all children and this will have a negative psychological influence on children.

I would like the school and the buffet to be renovated, to have a bigger buffet, and the children dining in the buffet. (ES teacher, 3.2.1.10.1, IDI)

First of all, I would recommend to improve the conditions of the buffet, to make it aesthetically attractive and beautiful, and, why not, to have a more affordable pricelist. I think that particularly bakery products should be cheaper at school compared to the outside. (Principal, 3.2.1.10.2, IDI)

I would like the buffet to be more furnished/equipped, and, if it is possible, to have the food provided to the students free of charge. (Principal, 3.2.1.10.3, IDI)

Truly, it would be better if it [the food in the buffet] was more affordable, in any case, more accessible to everyone. In that case may by more students would use the buffet. (Canteen worker, 3.2.1.10.4, IDI)

It would be preferable to have the food free of charge, particularly in the primary school. I think that it should be a must. (Principal, 3.2.1.10.2, IDI)

It would be good, if at least in the morning something was allocated to primary grade students. At least a cup of tea or a dairy product along with a bun. (Canteen worker, 3.2.1.10.4, IDI)

They say there should be hot meal for the primary classes. That would be good. But some conditions are needed for the hot meal, some serious expenses should be made for [obtaining] cookers, plates, etc. (Canteen worker, 3.2.1.10.5, IDI)

It would be very good to have the hot meal program in the primary classes; at least a cup of hot milk or tea [should be provided]. (Principal, 3.2.1.10.6, IDI)

I am, for example, in favor of milk. There was a period, during the communist times, they were providing milk. It was really very good. The children were drinking it during the second hour. Milk is very desirable: it saturates, they get satisfied, and it is also useful. (ES teacher, 3.2.1.10.7, IDI)

I would like more attention to be paid to the food control and quality globally. (Principal, 3.2.1.10.6, IDI)

All those khachapuries that are sold in the buffet and outside, all contain trans fats and are very dangerous for children's health. Healthier food should be sold in buffets – fruits, vegetables, or, if those are expensive, and parents cannot afford to give that much money to their children, it would be better to sell some cottage cheese products, which are cheap, relatively healthier, and nutritious. (HL teacher, 3.2.1.10.8, IDI)

Nothing [should be done to improve school feeding]. If the food becomes more diverse, there will be more price variability, and the children will not be able to use the buffet equally, which will influence their psychics. (Principal, 3.2.1.10.3, IDI)

3.2.2 Lori schools

3.2.2.1 Organization of Feeding

Lori is among those marzes that are still covered with the WFP DSSF program. In the assessed schools, the program was functioning since 2010-2011. Twice a year, schools receive six food commodities from the donor agency: rice, peas, vermicelli, buckwheat, sunflower oil, and flour. The remaining supplies (both food and technical) that are necessary for preparing meals are purchased locally using parental contributions and hot meals prepared in the school canteens. Overall, the participants appreciated the WFP DSSF program very much. They valued the program for greatly contributing to students' health and learning, especially those from socially disadvantaged families. They also noted the high quality and the good test of the food delivered by WFP.

The participants underscored also the importance of the voluntary contribution of students' parents and the efforts of the school staff members that make the school food program functioning and effective. They told that the monetary contribution of the parents is not big, ranging from 100 to 1000 AMD per child per month in different schools. Still, it enables the schools to obtain the needed additional food commodities and technical supplies to prepare school meals. In almost all schools, parents undertake the main responsibility for collecting and spending their contribution. At the beginning of the school year, parents form committees and, together with the school staff, develop student's menu. During the academic year, mainly parents purchase the needed food and technical supplies. The locally purchased food commodities often include potato, tomato paste, onion, salt, greens, tea, sugar, sometimes – meat (poultry – mainly purchased by school principals). To spend less money, schools usually purchase at once big amounts of potato and onion, store these and gradually use during the winter months. The

purchased technical supplies include utensils, dish washing liquid, sponge, etc. Schools often change some portion of delivered peas with lentils to diversify children's diet.

We are implementing the project since 2011 [WFP school food program]. ...Socially vulnerable children in our school are very many... You could say 80-90%. The food program is a wonderful, wonderful program for them. First, children get fed, second, it is easier for them to continue on with their classes. (Principal, 3.2.2.1.1, IDI)

We get help from the Russian Federation, we get flour from them: flour, oil, lentil, rice... The first-handed food, potatoes I buy myself. ...We collect 500 drams from each student [monthly]. You know, what the cook needs, what does one need to make dough... yeast. Often we buy eggs, tea, we buy sugar... I buy meat using the collected money... (Principal, 3.2.2.1.2, IDI)

No, we do not get money, we get the products. In August we got two sacks of flour, 800-grammed oil, we got one sack of twenty-five kilograms rice, that's it. The next time we will get it, is probably October/November, we have twenty-one children from primary grades who use the cafeteria. (Principal, 3.2.2.1.2, IDI)

The taste of the food we get [rice, peas, buckwheat], is different [better], it is different from rice, peas, buckwheat you buy from the store, especially the peas. (Canteen worker, 3.2.2.1.3, IDI)

We get the food from the partner organization: buckwheat, peas, noodles, rice. ...Parents make certain contributions to organizing the food. Our school collects 1000 drams from each child for the whole year, and we do not collect this money from socially vulnerable children. (Principal, 3.2.2.1.4, IDI)

We collect 1000 dram per student monthly for other related expenses, because not everything is given to us...we complete those [the delivered food commodities] with peas, potatoes, salad, tomato sauce, meat. The child can't eat the same thing all the time, can he/she? Sometimes we do exchanges. For example, the child cannot eat peas every day, sometimes we exchange peas for lentil, like that...we do everything in order to have good food for children. (Principal, 3.2.2.1.1, IDI)

By collecting 100 drams from each student monthly, we get that [the needed] money, we buy soap for dishes, sponge, all the different technical supplies, and also potatoes, onions, tomato paste, and greens for the whole winter. (Canteen worker, 3.2.2.1.5, IDI)

Children also collect money; 500 drams [per month], to have a variety of foods... and not to have repetitions in food. We buy macaroni, salt, tea bags with that money. There are some times some children do not have the money so they bring in milk instead. (ES teacher, 3.2.2.1.6, IDI)

As an addition, parents collected 500 drams during previous years, they mostly controlled the money themselves. (Principal, 3.2.2.1.7, IDI)

We organize parents' meeting in the beginning of the year... We elect school council. That's exactly when we discuss the food issue, like how much we can pay, what we should buy, who will organize that matter. (Principal, 3.2.2.1.1, IDI)

We buy fruits and vegetables every time we have it in the menu, but lentil, potatoes, cabbage and so on only when we collect the money...at the end of September, when we collect a considerable amount of money, [names the principal] buys potatoes, beets, carrots in huge quantities which get stored and are available during the whole year until March. (Canteen worker, 3.2.2.1.8, IDI)

School canteen workers make big efforts and spend a lot of time to run the school food program. Still, they don't receive any monetary reimbursement for their work. Instead, they receive some amount of the same food commodities that are delivered to schools by WFP. This is negligible reimbursement that is completely incomparable with the volume of their work. Actually, these people work many hours but do not earn means for living.

None of the visited schools in Lori marz had a school buffet. Some of these schools had no food markets in accessible surrounding either. Therefore, higher-grade students had no other choice but to bring some food from home or stay hungry during the whole school day. In addition to primary grade children, some schools had a list of 10-12 higher-grade children, those with special needs or from very poor families, to whom they also provide hot meals at school.

It is food as a compensation for work, workers also get it, it's not salary based... We get oil, flour, we give the flour to some factory to get bread in return, weighed in grams. We get food: macaroni, peas, rice and buckwheat. (Canteen worker, 3.2.2.1.5, IDI)

The cafeteria workers are also provided with food. The program [food delivery] usually takes place once a semester. They usually bring the food for children earlier than ours; the workers. (Canteen worker, 3.2.2.1.8, IDI)

We have children in higher grades, who have diabetes, they have problems, inclusive [education] children, we for sure give them food during the long breaks. Even though they are not primary school children, but they have the need, so we include them. Ten to twelve of these children are constantly

involved in the program. Or if we see that a child has a need of food at that moment, we feed him/her. We don't say "you are old". (Principal, 3.2.2.1.1, IDI)

None, there are no stores in the area [surrounding the school]. It would be better if we had a buffet but currently it's impossible. (Principal, 3.2.2.1.1, IDI)

We do not have other food places in this area, mostly parents send bread and cutlets or sausages with them [high grade students]. (Canteen worker, 3.2.2.1.8, IDI)

...First up to fourth grade students eat here regularly, we also have ten seats for socially vulnerable children starting from fifth grade... (Canteen worker, 3.2.2.1.5, IDI)

3.2.2.2 Food Diversity

Opinions of participants about the diversity of school food differed in Lori marz. Some of them thought that it is not diverse while some others considered it more or less diverse, as they did their best to provide some variety of food products. Still, the school canteens had to repeatedly use the main four food commodities that they received from WFP. Therefore, the main dishes prepared at Lori schools were pilafs or soups prepared with either rice, peas, vermicelli, or buckwheat. Usually, soups were served 1-2 times per week, and pilafs (cooked cereal) – 3-4 times per week. Some dishes prepared from purchased (e.g., potato mash) or exchanged (e.g., lentils) food were also served sometimes to diversify the school lunch menu. Schools usually tried to serve the main dishes with some other food, like bread (all five days in a week), often – vegetable salad (mainly prepared from cabbage and carrot, less commonly – beet), sometimes, fruits (mainly, apple or plum), rarely – poultry, sweets. Even those participants who considered the school meal diverse thought that some other food types should be added to it. More often, they suggested adding dairy products.

No, it [the food served in the school] is not diverse, but they eat it, it is nutritious. (ES teacher, 3.2.2.2.1, IDI)

We try to get variety of foods so that children will not get bored. (ES teacher, 3.2.2.2.2, IDI)

One day of the week they eat peas, one day they eat rice, one day: buckwheat, one day: vermicelli, the fifth day I ask them... one of these is repeated. (Canteen worker, 3.2.2.2.3, IDI)

One day of the week mandatorily soup is made, the rest of the days: pilafs. (Principal, 3.2.2.2.4, IDI)

There are mandatory foods that need to be served during the week, but we serve additional food in our school, which is provided by us to the extent we can afford it, for example, compotes, which are made here, tanapur [soup made from plain yogurt and groats], on the holidays: dolma sometimes, barnis [cookies], which are not included in the menu. (ES teacher, 3.2.2.2.2, IDI)

[School food] is diverse and healthy, for example buckwheat is very healthy, but if they could add on it [the variety], we wouldn't mind it. Dairy can be added, for example sour cream with buckwheat. ...our children do not eat fruits and vegetables. (ES teacher, 3.2.2.2.5, IDI)

Dairy can be added, lacto-acidic some things... so that they [children] won't have problems with digestion. (Principal, 3.2.2.2.6, IDI)

So, potatoes, macaroni, vermicelli, oh yea rice, lentil, peas. She [the cook] makes both in the form of soups and pilaf, they eat the pilaf better compared to the soups. (Principal, 3.2.2.2.7, IDI)

There are salads that come with lunch, they eat it with pleasure. Also fruits, vegetables, mostly salads. (ES teacher, 3.2.2.2.1, IDI)

[They make] cabbage, carrot [salads]. They [children] don't eat beet salad so well. (Canteen worker, 3.2.2.2.3, IDI)

It has happened that during this season [fall] the cook has brought fruits and gave to children. Well that's related with finances, the program gives flour, oil, grains. Those 500 drams that we collect are sufficient only for other types of meals, no fruits or vegetables. (ES teacher, 3.2.2.2.8, IDI)

There [in the "Healthy lifestyle" subject] it suggests such a diet, that the village child...well, those are European standards, do you understand? ...It includes beef, pork, fish, eggs, the village child might not get enough of these during 10-15 days... The cook makes something new – each day she does something. If it's needed, she might bring it [products] from her own hours. You can believe it or not. (Principal, 3.2.2.2.7, IDI)

...For the week, parents bring vegetables twice, sweets once, the other two days' chicken meat; chicken cutlets or salami. It depends on parents' wish. (Canteen worker, 3.2.2.2.3, IDI)

In case of a pilaf, we always give cabbage and carrot salads, or cucumbers, or juice, we give something with it for sure, we don't just give pilaf. We grow fruits in the school garden, we make preserves with those and serve. (Canteen worker, 3.2.2.2.9, IDI)

Children drink mainly water that they bring from home as water supply interruptions are common in Lori schools. Of the other drinks, tea with sugar or fruit compotes are sometimes served with the school meal.

There is drinking water as well [at the school]. It is our [the school's] tap water... (ES teacher, 3.2.2.2.2, IDI)

They [children] bring [to school] their own water. (ES teacher, 3.2.2.2.1, IDI)

They bring bottled water from their houses, our tap water is not always available... (ES teacher, 3.2.2.2.5, IDI)

[Children] usually [drink] tea [at school]. The last and the previous year it happened that they drank milk, seems like they don't drink it this year. We have a faucet and a water fountain in the school yard. (ES teacher, 3.2.2.2.8, IDI)

3.2.2.3 Food Affordability

According to the participants' opinion, the financial resources of their students' families are mainly limited. Therefore, the diet of average families is mainly potato-based in cities. In villages the diet of families is more milk-based – they use yogurt and other dairy. Families use meat infrequently. Nevertheless, parents give with readiness the small contribution to enrich the assortment of school meals for children. However, there are some families that hardly afford it. These are those families with several school children or those with lower-than-average living standards. Sometimes, instead of money, such families send some food to the school (e.g. milk). Some schools waive the parental contribution fee for socially disadvantaged families. For children from poor families, the meal at school could be the main food they eat during the day. Many children come to school hungry, therefore, they eat the delivered meals very well and even ask for an additional portion or an additional piece of bread.

I think we can imagine how an average Armenian family eats. They can use everything, but not every day, meat for example. Like ordinary Armenian families.... (ES teacher, 3.2.2.3.1, IDI)

Usually [the families use] potatoes, here [in the school] they [students] also want potatoes, they want, but we don't give, fried potatoes. Well, someone who lives in the village, you know those agricultural products: milk, yogurt, their foods are mainly those. (ES teacher, 3.2.2.3.2, IDI)

I think, a child from a poor family eats insufficiently. There are many families like that in our village. They do not eat nutritious food; meat, they will hardly eat sausages. (ES teacher, 3.2.2.3.3, IDI)

Even if they collect more [money], [parents] won't complain, they even offered to collect 1000 drams. (ES teacher, 3.2.2.3.2, IDI)

There are children that do not give that money [500 drams monthly]. There are families, where out of six children in the family, five go to school, how can they give that much money? (Canteen worker, 3.2.2.3.4, IDI)

There are parents that delay it [payments for cafeteria], they wait for their pensions, subsidies. But we have one poor family that never paid a penny. (ES teacher, 3.2.2.3.3, IDI)

...There are many socially vulnerable families in this area, and for them this cafeteria seems to be salvation... Many do not even feed their children at home, they send them here, their breakfast, lunch, everything happens here [meaning the one-time food they get at school is breakfast, lunch, dinner for those children]. (ES teacher, 3.2.2.3.2, IDI)

If they want an additional bread, we give them twice, three times – we give them, they want the meal again, we give them, let everyone eat, I tell them, “It's for you, eat, dear children”. (Canteen worker, 3.2.2.3.5, IDI)

...If a child wants the second piece of bread, I tell him/her, “Baby, what are we going to eat tomorrow then?” (Canteen worker, 3.2.2.3.4, IDI)

3.2.2.4 Food Preferences

According to the participants, many children come to school hungry. Therefore, they eat with pleasure all the school meals, especially - pilafs. The only exception could be dishes from peas in some schools that children sometimes refuse to eat. Unlike this, in one of the schools, children liked peas but disliked buckwheat. Usually, among foods that children eat less willingly are soups, salads, dairy and, according to some participants - meat. Children especially like sweets, pastry, fruits. However, many schools cannot afford including fruits in children's school menus. Children usually don't like onion and greens in the soups.

Peas prevails in the supplied food, but...we make it once a week, since they [children] don't eat it more than that... (Canteen worker, 3.2.2.4.1, IDI)

They eat buckwheat well, they eat tanapur well, potato puree, pilaf with rice and raisin, depends when... Children are mainly hungry, so they eat well. (Principal, 3.2.2.4.2, IDI)

I would say they eat everything besides peas. (Principal, 3.2.2.4.3, IDI)

Children eat [school meals] with great pleasure. ...They feel when the [lunch] time is coming, frequently ask – when we will go [for lunch]. They really like the lunches. (ES teacher, 3.2.2.4.4, IDI)

...Soups, they don't like it much. During a week salads may be served twice, and the second time children don't eat it with much pleasure. ...Soups contain meat, but surprisingly children don't like it... (Canteen worker, 3.2.2.4.1, IDI)

They eat it [the school meal] with pleasure, this year they eat it with more pleasure, like someone wouldn't eat macaroni or rice, but now [they eat]. I think it's because of their age, they grew up, also the amount of class work increased. Everyone eats with pleasure. (ES teacher, 3.2.2.4.5, IDI)

...Greens, especially in winter time, we don't add it to soups, because children would not eat it, but when we have fresh greens, they eat it or no, we add it as a vitamin source. We were even taking out onion - added a whole onion while cooking the soups, and then removed it before serving, but they would get the test of it anyhow... Now we don't add onion to the soups anymore. (Canteen worker, 3.2.2.4.1, IDI)

Well they like tasty things, but we feed them with whatever we have. They eat whatever we make very well and even request a second portion. They really love pilafs, also they get very happy during those days when we serve tea, because those days I bake pastry for them. (Canteen worker, 3.2.2.4.6, IDI)

They don't like dairy. If I make a soup with carrots and eggs, they don't eat it. We don't have fruits in the menu, if we had, they would eat with love. We don't have those means, we serve vegetables rarely, and we make pastry once a week. (Canteen worker, 3.2.2.4.6, IDI)

Children wouldn't eat dairy well, that is why parents stopped bringing it. (Canteen worker, 3.2.2.4.7, IDI)

Children don't like [peas] much... (Canteen worker, 3.2.2.4.1, IDI)

They eat buckwheat with a big difficulty, macaroni, rice they somewhat eat, and they eat peas very well. (Principal, 3.2.2.4.8, IDI)

3.2.2.5 *Knowledge on Healthy Feeding*

The participants from Lori also considered that children receive adequate information on healthy feeding in school. As in Yerevan schools, lower-grade children were informed about these issues during the course “Me and the surrounding world”. This course touches upon food-related issues mainly during the second year. In addition, in some schools, children received assignments to develop posters and materials on healthy and unhealthy food choices and such posters were demonstrated on the walls in the school buffets.

Higher-grade children receive some healthy eating-related information during the HL course. The latter consists of 14 academic hours, 3 to 4 hours of which are usually devoted to healthy nutrition-related issues. However, in some schools, the time devoted to healthy nutrition was restricted to 1-2 hours. Overall, the participants were satisfied with the content of the course. One participant suggested including short video-materials on healthy nutrition to supplement the HL course and make it more attractive for students. Another one emphasized the importance of first of all informing parents on healthy nutrition, as parents are the key persons shaping the feeding habits of their children.

Of course there is [a subject informing students about healthy feeding]. In the primary grades: “Me and the surrounding”, “Technologies”. If you see our wallpapers, you would understand [she shows many different wallpapers on the cafeteria walls, prepared by their students on healthy feeding in the scope of the course “Me and the surrounding world”]. If you ask children couple of questions, you will realize how informed they are. (Principal, 3.2.2.5.1, IDI)

The book for “Me and the surrounding world” subject is a pretty well-written textbook. Of course, during each topic we provide additional materials as well. Therefore, whatever information they need, they would get. (ES teacher, 3.2.2.5.2, IDI)

In the 3rd and 4th grades they don’t cover it [healthy feeding] much; in the second grade they cover it in the “Me and the surrounding” subject. Maybe during physical education classes, they get some more information [on healthy feeding]. (ES teacher, 3.2.2.5.3, IDI)

...I think, the volume [on healthy eating and lifestyle] covered in the primary grades is enough for them. (ES teacher, 3.2.2.5.4, IDI)

Of course it’s taught [the “Healthy lifestyle” subject]. Physical education teacher teaches it. Fourteen hours are dedicated to it in 8-9 grades during months of February-March. (Principal, 3.2.2.5.1, IDI)

The [“Healthy lifestyle”] subject is overall 14 hours, out of which three-four hours are about food, diet. Students come to the classes with interest. We play different interesting games. It would have been better, if we showed corresponding videos. Those would add to the taught material. (HL teacher, 3.2.2.5.5, IDI)

Overall fourteen hours are given [to the “Healthy lifestyle” subject], but two hours are delivered [about healthy eating]. I think it’s sufficiently written. I don’t think there is anything missing. (HL teacher, 3.2.2.5.6, IDI)

Not only children, but first of all adults should be able to recognize, realize, know about healthy food, get information, so that they are able to help children to eat healthy. (Principal, 3.2.2.5.7, IDI)

3.2.2.6 Breakfast Practices

The situation in Lori marz in terms of perceived breakfast practices of children was similar to that found in Yerevan schools. Teachers’ opinion on the proportion of children who have breakfast at home varied greatly, ranging from 30 to 80%. And again, teachers noticed a positive relation between having breakfast and being attentive or ready to learn.

Most of them don’t have breakfast... I think having breakfast affects children. There are even children who would say – “my brain doesn’t work anymore, when we will go to the cafeteria?” (ES teacher, 3.2.2.6.1, IDI)

Most of them [have breakfast at home], probably 70-80%. (ES teacher, 3.2.2.6.2, IDI)

Very few, probably 30% [have breakfast]. (ES teacher, 3.2.2.6.3, IDI)

3.2.2.7 Food Facility Conditions and Hygiene

There was a school in Lori marz having renovated and adequately furnished canteen, but the majority of schools lacked adequate canteen space. In these schools, so-called canteens were former classrooms adapted for this purpose. Although all the school canteens were functioning, the majority had no adequate physical conditions and equipment. Mainly, the space was limited, making it impossible to provide meal to all eligible children at once during the long school break. Therefore, children were served in groups (classes) during several school breaks, and the breaks were made five-ten minutes longer for the served classes (this time was taken from the class hours). A participants described the

behavior of children during these lunch breaks this way: “*They [children] would not eat slowly, they would not speak, they know that they need to fit in the given time, they eat and then we come back to class...* ”.

All kitchen areas are renovated in our school, they are fully repaired and are provided with constant hot and cold water. The water is constant, since we have an installed tank. I would say children eat in excellent conditions. (Principal, 3.2.2.7.1, IDI)

Even though the school does not have appropriate conditions, but we have adapted, so that children can eat. We adapted one of the rooms to be a kitchen and the room next to it we adapted as a cafeteria, since we do not have a separate cafeteria. It is not possible to fit children in the cafeteria all at once, that is why they come in turns, grade by grade. (Principal, 3.2.2.7.2, IDI)

...The only problem is the space, but we finish it [serving meals] during the three breaks, they come one by one, first graders come in during the first break, second graders during the second, during the third break – third graders, fourth graders – during the fourth break. We did it like that to avoid lines. All [of the students] come in for sure. (Canteen worker, 3.2.2.7.3, IDI)

The long break is at 11:30, it lasts 15 minutes, they get fed, the time is enough. (Principal, 3.2.2.7.4, IDI)

They get fed during the second, third and fourth breaks, in three turns. (Principal, 3.2.2.7.1, IDI)

The problems with canteen conditions were rather widespread. Although there were schools where canteens were nicely set up and supplied with uninterrupted cold and hot water and a separate sink for hand washing, some others had serious issues with heating and water supply. Not in every school the children regularly washed their hands before eating. In some schools, teachers were instructing students to clean hands with wet wipers before the meals. Some canteens had no refrigerator, no or old gas cooker, old oven, and inadequate utensils.

We have a special sink, where children wash their hands, wipe them; clean, neat, everyone comes down with their classmates in lines, they seat in a very neat environment [meaning the school’s cafeteria], everything is very clean, tables covered with cloth, separate bread containers. (ES teacher, 3.2.2.7.5, IDI)

Sometimes there are problems with the drinking water, there is a spot from where they turn it off, but the principal does everything to make sure that there is water [in the school]. (ES teacher, 3.2.2.7.6, IDI)

We made means for them to wash their hands before eating. To be honest, at first it was much harder, constant water supply wasn't available, we have it only the last 2-3 years. Before we would provide them with wet wipes. (Principal, 3.2.2.7.2, IDI)

The kitchen area is not that big. It would have been very good if we had water available in the kitchen, and the conditions were better. (ES teacher, 3.2.2.7.6, IDI)

When we started the "hot meal" project, we did not even have gasoline in the kitchen, we installed it there; there was no stove to cook meals on it, I brought my own stove from my house, until now we are using it. (Principal, 3.2.2.7.2, IDI)

...and there is a heating problem. That room where we [meaning children] are fed, we heat up with electric heaters. (Principal, 3.2.2.7.7, IDI)

They [children] used to eat with aluminum dishes, like soldiers, but when I had a bit of money, I put that money to buy these plastic new pots. (Principal, 3.2.2.7.4, IDI)

At this moment we need a refrigerator, it broke down in May, we have no refrigerator yet. True, we have an electric cooker, but it would have been better if we had a stove. (Canteen worker, 3.2.2.7.8, IDI)

The cafeteria is in a very bad state because there is no sink, there is no water inside, the gas stove is old, as well as the oven. When we do not have electricity, it is [the canteen functioning is] much more difficult. (Canteen worker, 3.2.2.7.9, IDI)

School principals were aware of the MoH order N 32 Ў, but could not follow all its requirements because of not having the needed conditions and equipment. They considered this order too much demanding. Some participants stated that the primary role of a school is not serving as a canteen but as an educational institution.

...we have that order [MoH order N32 Ў], but its requirements are very high; special schools are needed with corresponding conditions to be able to satisfy those requirements. Such schools should be constructed first, then the requirements made. We have the opposite situation here - they make the requirement and only then think that the school needs to match it. (Principal, 3.2.2.7.2, IDI)

At the moment I do not have it [the order], but I've had it and read it. These are not quite applicable [the requirements of the order], because we do not have the conditions to meet these, we provide whatever we are given... (Principal, 3.2.2.7.1, IDI)

We always keep a test specimen from every day's meal for sanitary control purposes, in case someone comes to check it, but at the end of the working day we threw it away, because we don't have a fridge and cannot keep it appropriately. (Canteen worker, 3.2.2.7.10, IDI)

...because of our conditions [not having a fridge], we make a new meal every day, we try to consume all of the daily meal, so that it doesn't stay... (Canteen worker, 3.2.2.7.10, IDI)

We don't have a fridge, it would have been better if we had it, so we could keep the remaining food... [as a test specimen according to the current requirement]. (Principal, 3.2.2.7.7, IDI)

One would say they [the requirements of the order] are not applicable, and we are forced to apply those. (Principal, 3.2.2.7.4, IDI)

...The school is an educational center, at least not a food place. The strict requirements that are for food places cause some difficulties here. You cannot leave all your main work to handle it, but everything has been done to keep it [the canteen] clean and neat... (Principal, 3.2.2.7.2, IDI)

3.2.2.8 Physical Activity

As in Yerevan schools, for primary grade students, physical activities during a school day include lessons of physical education (2-3 hours per week), active plays during 5-minute breaks between lessons, and short, 2-3 minute breaks during lessons for physical exercise. No other opportunities for plays and physical activity are provided to children at school.

We can have several breaks during the class time. It is possible to have an overall 7-10 minutes break for physical activities during a class time. These are their [children's] favorite parts of the class. (ES teacher, 3.2.2.8.1, IDI)

During the breaks they play actively and most of the children participate in these games. (ES teacher, 3.2.2.8.2, IDI)

...during all of the classes, we stop the class for 2-3 minutes to relieve children a little bit, we don't have any other things planned, no. (Principal, 3.2.2.8.3, IDI)

3.2.2.9 Students' Nutritional Status

Lori participants told that more frequently they see small-size children in the school and rarely – overweight children. Moreover, teachers from three of the four selected areas denied the presence of any overweight child among their students. According to them, the school nurse takes anthropometric measurements of children at the beginning of each academic year to identify any growth deviations.

We definitely don't have widespread overweight [among students]. (ES teacher, 3.2.2.9.1, IDI)

We don't have overweight children. Very small-size children do happen. (ES teacher, 3.2.2.9.2, IDI)

I haven't noticed such phenomenon [stunting, underweight or overweight], I haven't seen it [among the students]. (ES teacher, 3.2.2.9.3, IDI)

Probably, one or two children would be different in each class. In my class, there are two very small-statured and two very overweight children. (ES teacher, 3.2.2.9.4, IDI)

Our nurse will come soon to weight children and measure their height. We will see if children meet the norms or not. ...Once a year, in September [nurses make these measurements]. (ES teacher, 3.2.2.9.2, IDI)

3.2.2.10 Suggestions for Improvement

Lori participants were very grateful to WFP for the DSSF project and wished that it becomes sustainable. They suggested some ways for improving the program further, which, in particular, included widening the assortment of the food commodities provided by WFP to include more types of pasta, lentils, etc.; including also cash transfers to schools, so that schools can buy fruits, vegetables, dairy and meat to increase the nutritional value of the meals; making the program self-sufficient, so that the need for parental contribution is eliminated; and replacing the food-for-work mode of canteen workers' reimbursement with monetary salary. In some schools, the participants suggested to help to renovate and equip their school canteens to meet the existing standards. Also, they considered desirable to make a shift from centralized food-based approach to cash-based transfers to schools to enable schools to be more flexible in diversifying the assortment of the food provided to children. Another suggestion they made was covering higher-grade students also with the school food program.

If this project is continuous, it would be good, but there is a rumor that it will shut down in 2018-2019. (Principal, 3.2.2.10.1, IDI)

[I would suggest] changing the assortment, making it more diverse [the provided food]. But we are content, we are grateful. This program has been working for so many years... (Principal, 3.2.2.10.2, IDI)

I would like that the aid amount increased, more diverse food is provided, less peas, lentils instead, more varieties of pasta... or adding other food item that children like. But the quality of rice and buckwheat provided by them is always good. They could provide money for fruits and vegetables, because we collect that money from the parents... (Canteen worker, 3.2.2.10.3, IDI)

If it would be possible, the food could be diverse, because in any case there are children that... one doesn't eat peas, another doesn't eat buckwheat... So that it was possible to send [all] children home with full stomach. (Principal, 3.2.2.10.4, IDI)

I would suggest to have food rich with vitamins, at least, children could eat beef once a month, also fruits and vegetables. (ES teacher, 3.2.2.10.5, IDI)

I would like to have no parental investments. So that parents wouldn't worry about what happened to the money, how it got spent. We could get whatever we need to get, cook it and be done. (Principal, 3.2.2.10.6, IDI)

They could provide money... [instead of the products] The food could have more variety... Now we get peas, lentil, buckwheat, and they [students] can eat that food, otherwise we could have often changed the menu. (ES teacher, 3.2.2.10.7, IDI)

I would like for the food to be better, in sufficient quantity, to be sweet, to include fruits and vegetables, the cafeteria to be more adequate. If they [the donor] help us, we can provide children with fruits, vegetables, pastry, we could bake it, we wouldn't buy it [the pastry], it is just that we don't have the appropriate products now. (Canteen worker, 3.2.2.10.8, IDI)

I would suggest to have an improved cafeteria, to repair the floor, to furnish it, also have more food items: vegetables, dairy, fruits, juices. (ES teacher, 3.2.2.10.9, IDI)

The cafeteria workers often make this request to me..., they want to receive their payment in the form of salary... to get money, we pay them with food, don't we? (Principal, 3.2.2.10.4, IDI)

Instead of salary they give us food, I would like they replace the food with money. (Canteen worker, 3.2.2.10.10, IDI)

I would prefer that everyone [all the students] eats. Because when the taste and smell spread around, the older students can feel it. ...a fifth grader is also a child. They were eating last year, sometimes they come and ask “aren’t we going to eat?”, in that case we feed them, if we see the child needs it. (Principal, 3.2.2.10.6, IDI)

Now fifth graders miss it [the meals], they watch and they say “we used to go and eat too”. (ES teacher, 3.2.2.10.7, IDI)

3.2.3 Tavush schools

3.2.3.1 Organization of Feeding

As stated earlier, since 2016-2017 academic year, the schools in Tavush marz were shifted to the State-financed cash-based transfers to organize the provision of hot meals to primary grade students. According to the participants, WFP prepared the schools for a fluent shift to the State-financing by providing them with the needed equipment and furniture (specifically, refrigerator, bread baking machine, gas cookers, shelves, washstand, water-heater), training the school principals on the needed skills, and providing them an exemplary list of 20 food commodities that they can obtain for preparing school meals. For the cash-based program school food program, the State provides 140 AMD per child per day, 120 AMD of which should be spent on food itself and 20 AMD for the salary of canteen workers and other expenses, like buying gas, cleaning agents, etc. The participants noted that these 20 AMDs are not enough to cover both the canteen employees’ salaries and the needed technical expenses to run the canteen, therefore some schools spend their own school resources on the technical expenses, while allocating the 20 AMDs solely to the employees’ salaries. Parental contribution (up to 800-1000 AMD per child per month) still has a place, and schools spend the main part of it on children’s food and the rest – for different canteen-related expenses and for increasing the salary of canteen workers, which is still incredibly low (9,000-10,000 AMD). The participants stated that this amount of parental contribution is still beneficial for families, as they would spend on their children’s food much more money if the School Food Program does not exist. One of the teachers noted that parents still pack some food for those primary grade children that need to attend different extra-class activities, but noticed that the school meals are quite nutritious and satisfying.

The “Hot meal” project operates in our school, in the scope of which hot meal is provided to primary grade students. (ES teacher, 3.2.3.1.1, IDI)

...as of last year, when UN food project ended and turned into a national food project, well, we got trained. We were going to make purchases. At first it was unusual for us, a little difficult, but now we know what we should do... (Principal, 3.2.3.1.2, IDI)

Now the project is being financed with the State funding. During this period, UN provided us with a refrigerator, bread maker, stoves, shelves, sinks, water heater. (Principal, 3.2.3.1.3, IDI)

We went for trainings and they provided us with a menu, so we make purchases in the scope of the menu... One child gets 140 drams per day, out of which twenty is for employee’s salaries, and 120 is for the children’s food. (Principal, 3.2.3.1.3, IDI)

Before, every child was provided with 500 drams every month [by parental contribution], which was not enough... Now we spend some of that money to make some improvements, for example, now, when the first month’s money will be available, we will change the plates, freshen them up. (Principal, 3.2.3.1.4, IDI)

...now opportunities are more diverse, we can get around 20 different types of foods ourselves, but this is also regulated; it is not like we could buy whatever we wanted, there is a special schedule, by which we are lead and we do not deviate. I should notice that there are parental investments as well, which allows us to do additional things. These could be charging the stove, purchasing cleaning resources, also: adding to the salary for the employees, because, as you know, you cannot live off 20 drams, it is from the “miracle” genre that employees work. (Principal, 3.2.3.1.4, IDI)

The government provides 140 drams, and from each student’s 140 drams, 120 is given for the food, while the remaining 20 are allocated for employees’ salaries, [buying] cleaning agents and all other things... but we have taken it all [buying the needed technical supplies] on us [the school], we give these 20 drams to the employees so that they can earn some money. (Principal, 3.2.3.1.2, IDI)

For each student, 140 drams are provided [per day], out of which 20 is designated not only for salaries, but also for the utilities, purchasing cleaning agents, etc. But we do not do that, since the sum of 20 AMD is so negligible, that it would be just horrible to be satisfied with that money. (Principal, 3.2.3.1.4, IDI)

The money provided by the government is fully directed towards children’s food, and with the money provided by the parents we buy cleaning, washing resources, gas... Parents collect 700 drams monthly, out of which 500 is for the children’s food, and 200 drams is added to the workers’ salaries. (Principal, 3.2.3.1.3, IDI)

The salary [for the cafeteria employees] is extremely low, extremely, those poor people still come and work. What can we do? It is hardly 10,000 drams [the salary], and a little bit more [we collect] during the parent's meetings... well, see, out of the 800 drams [the money collected from the parents monthly], we give 300 to the employees, so we fit in the remaining 500 drams [to make additional purchases]. (Principal, 3.2.3.1.2, IDI)

They [the school] collect 800-1000 drams monthly from the students, so it is 20-30 drams per day. Before the child would spend 200 drams, but now the mother spends very little amount of money, and the child goes home with a full stomach. During the parent's meetings parents say that children go home with full stomachs and only have dinner in the evenings. (ES teacher, 3.2.3.1.5, FGD)

If the child is participating in other extra-class activities, parents send food with them. But we do not let them to be too luxurious. When the canteen is functioning, the food provided there is fully enough. Parents send food with the children who are with special needs or have to go to other trainings [after the classes]. (ES teacher, 3.2.3.1.6, FGD)

The overall impression was that compared to centralized food-based approach applied by WFP, cash-based transfer mode of the program is more acceptable for both school staff and parents, as it enables the schools to notably diversify the assortment of the school food. Besides, schools can be more flexible in buying the needed utensils. Schools obtain the food from food stores according to preliminary assigned contracts with them. Parents also participate in developing school food menu and mainly spend their contribution themselves to buy some additional food for children.

Overall I am satisfied with this program, it's a huge work. And if it is not there, I am not sure what will happen. (ES teacher, 3.2.3.1.7, FGD)

Parents are very satisfied with this food; they praise it a lot... They say it is tasty, children eat it with pleasure. (Principal, 3.2.3.1.8, IDI)

...we sign a contract with stores, who then bring us the corresponding food. ...The State provides some money, and the project is implemented with that money. (Principal, 3.2.3.1.8, IDI)

We get the food by purchasing it... we already have an agreement... with a store, from the last year, and the money gets transferred by the end of the month... we bring the food according to the weekly menu. (Principal, 3.2.3.1.2, IDI)

The menu is being agreed upon with the parents and teachers beforehand, parents make the purchases. ... The money is also collected by them [parents]. (ES teacher, 3.2.3.1.9, FGD)

As in Lori marz, the studied schools in Tavush marz don't have school buffets (except one school that, while having no formal buffet, sold some locally prepared buns from the canteen). Thus, higher-grade students buy their food (mainly, bun, pasty, or khachapuri) from nearby food stores or bring some food from home. Interestingly, a canteen worker told that sometimes the canteen buys pasties with potato filling or donuts from the nearby food store and distributes these among higher-grade students to prevent them from going outside.

No, we do not have a buffet. (Principal, 3.2.3.1.4, IDI)

There are buns here [in the school cafeteria], which older [higher grade] children buy usually. This is additional, and is not included in the free food. (Canteen worker, 3.2.3.1.10, IDI)

...There are food places around [the school]. Students; usually from higher grades, buy food from these food places. (Principal, 3.2.3.1.8, IDI)

...They [high grade students] use it [food stores in the area], because we do not have a buffet in the school, this is only a canteen, and only primary grade students eat here. There are stores around and children use them. (Principal, 3.2.3.1.3, IDI)

Primary grade students eat at the canteen, and get full. The students that are higher than the 4th graders get hungry and use the stores in the area. [They buy] buns, patties, khachapuri [cheese croissants]. However, the principal does not allow it. Sometimes they bring food from homes. (Canteen worker, 3.2.3.1.11, IDI)

We do not have a buffet, high grade students usually get food from the surrounding stores, either they buy it, or we organize it, buy donuts, and potato patties, bring it and give it to them. (Canteen worker, 3.2.3.1.12, IDI)

3.2.3.2 Food Diversity

Participants from Tavush reported that after shifting to the cash-transfer based mode of the School Food Program, the school lunch became more diverse, as instead of the pilafs and soups made from limited food commodities, schools can now obtain vegetables, fruits, greens, cheese, eggs, meat, tomato paste,

etc. Now they serve not only a hot meal but salads, tea, cheese, compotes. Yet, as in Lori, Tavush participants also noted that the WFP-delivered food commodities were of high quality and taste. The school lunch was now perceived as diverse, sufficient in quantity, healthy and rich with vitamins. Meat (mainly, poultry) was served 2-3 times a week, fruits and vegetable salads were also served with this frequency. Vegetables served mainly include cabbage, carrot, and beet. Fruits include mainly apple (as previously), but also other seasonal fruits: peach, apricot, banana, orange, mandarin.

[In the scope of “Warm meal” project” they make] *warm meals, salads, compotes, tea, cheese, bread.* (Canteen worker, 3.2.3.2.1, IDI)

During that time [in the scope of the UN project] there were only soups, pilaf, now it is better, new types of meals have been added: cheese, eggs, meat products, we make juices. Parents and children are very satisfied. (Canteen worker, 3.2.3.2.2, IDI)

[Now the food] *has more variety, meaning if before we wouldn't get tomato sauce, now we have an opportunity to purchase it, it could also be salad, carrots, and other types of vegetables. We used to get rice, peas, oil, flour, buckwheat and spaghetti. I have to notice that all of it was very tasty, whatever we would get, and in a high quality. Now we are able to purchase vegetables, poultry, there is more variety.* (Principal, 3.2.3.2.3, IDI)

The food has a good variety, both grains and vegetables, sometimes meat, fruits. If some things are absent, we add them, complete them with the help of parental investments. There is a parental council, which organizes all of these. We give them [children] fruits several times a week, vegetable salads: vinaigrette [beets/potatoes salad], cabbage and carrot salad. During the holidays we serve them festive foods. (ES teacher, 3.2.3.2.4, IDI)

Both, the quantity is sufficient, and the food has a variety, that is why they get full. There are no comments about the bread, they bake it here every day; soft, fresh, even provokes our appetite. (ES teacher, 3.2.3.2.5, FGD)

We have a monthly menu with twenty names of foods, seven types of foods are served weekly, which are carrots, cabbage, salad, cheese, eggs, apples and beet. We get bread every day, and the remaining twelve foods, every month. (Canteen worker, 3.2.3.2.6, IDI)

...we give vegetables two times a week, fruits two-three times [a week]. (Canteen worker, 3.2.3.2.7, IDI)

We give meat at least twice a week; one time - chicken, the other time - grinded beef. We give fresh, high quality beef for grinding. (ES teacher, 3.2.3.2.8, FGD)

Two days of the week: pilaf, three days: soups. Also happens cheese cut with proportions, boiled, shell-removed eggs, one piece of bread and sweet tea. (Canteen worker, 3.2.3.2.2, IDI)

For example, today children are going to eat potato puree, bulgur salad, freshly made peach compote, cheese and apples. (Canteen worker, 3.2.3.2.1, IDI)

...we make buckwheat often with goulash, porridge with chicken meat, cabbage, lentil soup with fruits, cheese. There is always something on the side: salad and fruit, pastry or candy. In the scope of the program, we get the menus beforehand, but we make changes to it, add on it meantime. For example, we give pastry, candies several times a week [that are not included in the planned menu]. According to their menu there is apple from the fruits, but we...give peaches during its season, apricots, banana, oranges, mandarin and so on. (Canteen worker, 3.2.3.2.7, IDI)

However, participants thought that it will be good to further increase the portion size and frequency of serving meat and fruits. Currently, the amount of fruits served is only 50 grams per week. Some participants suggested increasing the amount of cash transfers per child so that it is sufficient to buy more meat, fruits, and dairy products. In some schools, boiled eggs, cheese, and locally baked fresh bread were commonly served with hot meal. Sweets and confectionary were also served periodically. The main drink for children was water, either from school tap or brought from home, sometimes – sweetened tea, rarely - juice.

Maybe, dairy can be added to the menu, as healthy food. (Canteen worker, 3.2.3.2.1, IDI)

If our money was enough for beef as well, the children would have eaten much healthier. (Principal, 3.2.3.2.9, IDI)

The quantity of fruits can be increased, even though it is present in the menu, but it's only 50 grams per week, it can be more frequent and various. Also it would have been good to increase the portions of meat. (Principal, 3.2.3.2.9, IDI)

There is always drinking water. Besides that, most of them [children] bring water with them. (ES teacher, 3.2.3.2.4, IDI)

Water, tea, they drink juice rarely. The drinking water is the water from the sink. (ES teacher, 3.2.3.2.8, FGD)

3.2.3.3 Food Affordability

According to the respondents, even the small amount of parental contribution to the program (700-1000 per child AMD monthly) is not affordable for some very poor families and, for this reason, children from these families get waved from paying these fees. Participants noted that many children come to school hungry and ask for an additional portion or eat with pleasure their absent classmate's portion after their own meal. According to teachers' impression, for children from poor families, meals eaten at school can be their main food for the whole day. In general, the living standards of families of their students are more or less equal, therefore there are no notable differences in students' eating habits.

The parent provides money [as an addition to the money provided by the government], because now there are increased prices, we would collect 500 [AMD] at first, now we collect 800 [AMD monthly per child]. But we have a list of students [who cannot afford this amount] from one to four grades, last year thirty-six students got fed for free, we didn't collect money from them. (Principal, 3.2.3.3.1, IDI)

They [students] get very happy when there is an absent student and their portion goes to them. There are children that live in such bad conditions, that their main food of the day would be the food eaten at school. (ES teacher, 3.2.3.3.2, FGD)

All of them are children from simple families which is why there are no big differences [in their families eating habits]. ... The food used at home [of the students] are simple meals. (ES teacher, 3.2.3.3.2, FGD)

3.2.3.4 Food Preferences

According to the participants, the take up rate of the school food is very high, almost universal, as menus suggest more than one type of food, so that if a child doesn't like the main dish, he/she still eats the other food served with it. Usually, children eat school meals with pleasure, but mostly like pasta, buckwheat, potato mash, lentil soup, vegetable soup (Borshch), salads. Students especially like fried potato, boiled eggs, cheese with hot bread, fruits. The respondents stated that many children would like hot dogs and sausages, but these foods are forbidden in schools. An interesting observation was that children usually like the food that they are used to eat and often refuse eating new, even quality and tasty assortment.

They eat cafeteria food with great pleasure. They even go home and complain that the food at home is not tasty, they can't make it as good as us [the school canteen staff]. (ES teacher, 3.2.3.4.1, FGD)

There is almost not a single child that doesn't use it [the school cafeteria]. Everyone loves it, they wait impatiently for their meal time during the class. (ES teacher, 3.2.3.4.2, FGD)

The menu includes two-three types of meals...a little rice, fried eggs. If one doesn't like a certain meal, eats the other one. They drink tea with bread and cheese. There is no child that doesn't eat. (ES teacher, 3.2.3.4.2, FGD)

I, for example, made some changes to the menu, I put the eggs for today, because there will be soup with peas, which children do not eat so well, so that they would eat something nutritious at least. There is also a salad ["Vinegret" – beet, carrot, potato, bean]. They usually like pilafs, salads and fruit, we give apples, which is what is intended by the project. (Principal, 3.2.3.4.3, IDI)

Children like macaroni very much, buckwheat, lentil soup, vegetable soup [borshch]. It is usually the peas which children do not eat so well. (Canteen worker, 3.2.3.4.4, IDI)

They like potatoes much more, for example, it happened that we made soup with meat, they didn't eat it, but they like potato puree more, macaroni... (Principal, 3.2.3.4.5, IDI)

If you ask the child, he/she likes potatoes fried in "natural" oil. (ES teacher, 3.2.3.4.2, FGD)

If it is up to the child, it is very much possible he/she would want salami. (Principal, 3.2.3.4.6, IDI)

Well it is clear that they love salami and sausages most of all, but the principal, teachers, parents do not let them eat these. (ES teacher, 3.2.3.4.2, FGD)

I think eggs, we also make dolma...They eat cheese with warm bread with great pleasure. (Canteen worker, 3.2.3.4.7, IDI)

Children usually eat whatever they are used to. There happened times, when we made macaroni: "naval pilaf" [pasta with grinded fried meat in tomato sauce], or we made a salad with colorful peppers, with corns and peas, no one ate it. There were also several times that children told us "we are simply not used to these types of meals". (Canteen worker, 3.2.3.4.4, IDI)

3.2.3.5 *Knowledge on Healthy Feeding*

As in Yerevan and Lori schools, in Tavush schools also the classes on healthy eating were provided in the scope of “Me and the surrounding world” subject in primary classes and “Healthy Lifestyle” course for 8-9th grade students. Except one-two respondents, the majority of participants considered this information enough for students and did not see a need for increasing the hours or changing the content of the classes on healthy food. A HL teacher noted that he/she allocates only an hour to healthy nutrition within the HL course and considered even this duration satisfactory as, according to his words, children come to the HL classes already familiar with healthy feeding from biology classes. However, some teachers themselves seemed being unaware of the basics of healthy nutrition and thought, for example, that potato is a healthy food or meat is dangerous for children.

They are sufficiently informed [about the main principles of healthy eating]. We discuss these topics a lot during our class time. Besides that, we cover healthy food during “Me and the surrounding world” subject. (ES teacher, 3.2.3.5.1, IDI)

We cover “Healthy food” [topics] during “Me and the surrounding world” subject, and children are very well informed. Also, if you enter the cafeteria, you will notice wallpapers posted on the walls, on which healthy and non-healthy foods are depicted. (ES teacher, 3.2.3.5.2, FGD)

There was also a competition and children drew healthy food. We have winners as well. Children differentiate healthy and non-healthy food very well. (ES teacher, 3.2.3.5.3, FGD)

...we have special topics from “Me and the surrounding world” subject, there is the food pyramid there, with the help of which we have the children get familiar with the principles of healthy eating. Besides that, our nurse frequently speaks to the children about these topics. (ES teacher, 3.2.3.5.4, FGD)

Fourteen hours are allocated [to the “Healthy lifestyle” subject], the physical education teacher teaches it in eight-nine grades. It is taught in the months of January-February, it is included instead of PE classes, which is why they [PE teachers] teach it. (Principal, 3.2.3.5.5, IDI)

Whatever there is [the information in the curriculum about healthy eating and living], is enough, I wouldn't add anything new. (ES teacher, 3.2.3.5.1, IDI)

Yes [she would like to have information on healthy eating and living included in the curriculum], and the class teacher needs to teach it. ...Especially because whatever the teacher says is like a law to the

children. ...If now 70% has breakfast, then 100% would have breakfast. (ES teachers, 3.2.3.5.2; 3.2.3.5.3, FGD)

I think food related [topics are covered in] one hour. There is a regimen about calories, about how many can the child consume and spend. They don't listen [to the lectures] with much pleasure, because they would have already covered it from biology. I think the information about food is enough. (HL teacher, 3.2.3.5.6, IDI)

I think yes [potato is a healthy food for the child]. I tell them [parents] “obtain good [quality] potatoes for the children”, I mean who would go and bring bad potatoes? (Principal, 3.2.3.5.7, IDI)

I, myself, am inclined towards vegetarian food, and when it highlights the usefulness of meat in the curriculum, it is hard for me to teach that, since I know, what kinds of negative sides meat has. ...I usually bypass those parts. (Principal, 3.2.3.5.8, IDI)

3.2.3.6 Breakfast Practices

Like the participants from Lori and Yerevan schools, participants' perceptions on the proportion of children from Tavush schools who have breakfast at home varied greatly – from only few children who may come to school hungry to 90% of students that have no breakfast at home. One participant told that the majority of children in her class have breakfast as they know that their teacher will ask if they had breakfast and will punish those who had not...

Approximately 70% [have breakfast at home]. I ask them every morning if they have had breakfast or not. They know they have to have breakfast and then come to school, if they don't have breakfast, they would get punished. (ES teacher, 3.2.3.6.1, FGD)

Probably there are four-five children [in the class], which do not have breakfast. (ES teacher, 3.2.3.6.2, IDI)

One time we did a poll here and found out that 90% [of students] come to school without eating anything, without even drinking tea. (ES teacher, 3.2.3.6.3, FGD)

We always ask, what they ate [before coming to school]. We always have something sweet in our purses, to give them, if they would feel sick [from hunger], until they have lunch. (ES teacher, 3.2.3.6.4, FGD)

3.2.3.7 Food Facility Conditions and Hygiene

Compared to Lori schools, the canteens in the visited schools in Tavush were much better equipped, as WFP provided these schools with new equipment and some furniture. The equipment included refrigerators, gas stoves, cookers, washbasins. The only issue was the small space in some canteens do not allowing to serve all the eligible students during the single long (15 minute) school break. Therefore, in those schools, classes were served in turn during several breaks. Some school canteens were still poorly furnished and needed some better utensils.

Yes, we have refrigerators, where we keep the food, both in the kitchen and in the storage room. (Canteen worker, 3.2.3.7.1, IDI)

Kitchen got equipped with all the equipment thanks to the UN program, we have a very well renovated cafeteria and a kitchen, and we are fully secured with furniture. Both, we bought that furniture and UN program gave us, so we do not have a problem now. (Principal, 3.2.3.7.2, IDI)

They [primary grade students] eat at the cafeteria, we have appropriate furniture, we got it all within the framework of the [WFP] project; refrigerators, gas stoves and washbasins. (Principal, 3.2.3.7.3, IDI)

We have cookers, a special oven to bake bread, and we have refrigerators to store the food. We also have cupboards to keep the plates, pots. In my opinion, we have no problem here. (Canteen worker, 3.2.3.7.4, IDI)

It is a big cafeteria, provided with everything; beautiful, colorful chairs, tables. (ES teacher, 3.2.3.7.5, FGD)

...Utensils are enough for everybody. we have as many utensils as many children eat. They do not have to wait for the utensils to be washed and be served again with the same utensils. (ES teacher, 3.2.3.7.6, FGD)

Our school isn't a typical school, the rooms [canteen and kitchen rooms) are adapted. We have arranged UN equipment in one of these rooms, we are trying to make it look like a kitchen a little bit. I would like to have a canteen with better tables, chairs and utensils. (Principal, 3.2.3.7.7, IDI)

There are no lines, they eat in two groups, the cafeteria is big, and it suffice. (Canteen worker, 3.2.3.7.1, IDI)

We have many children, we cannot manage it [serving all of them] during the breaks, the teachers already know it, from the beginning of the 3rd class-time 1st graders come, even at the expense of the class time, I told them, may 15 minutes get lost from the class time, it's ok, let everything be organized. [Teachers] take them in turns, we finish everything up by one o'clock probably. (Principal, 3.2.3.7.2, IDI)

Overall, the conditions for food storage were satisfactory in Tavush schools. In the schools with uninterrupted water supply, the participants considered the hygiene in the canteen also to be satisfactory. However, some schools had no permanent water supply in the school building, even no sewer system. Due to lack of washing commodities, children were bringing wet wipers with them to clean hands before eating. The participants were aware about the MoH order N 32 \cup and tried to follow its requirements, but considered some of these requirement not realistic for their canteens.

We have two refrigerators, one in the kitchen, and one in the storage room, we place the food in the fridge, while the grain foods are stored in the storage room in containers. They came from the food safety service and left satisfied, because there is nothing wrong here with the food safety. (Principal, 3.2.3.7.2, IDI)

Hygiene is on a very high level. We provide wipes, and we have constant water from the taps in the bathrooms, they [students] can go wash their hands there. We even have classrooms that have taps and water. (Principal, 3.2.3.7.3, IDI)

We have a very good, clean, lightsome cafeteria, there is a sink right next to the cafeteria, and they wash their hands and then come in. (ES teacher, 3.2.3.7.8, FGD)

[We have] liquid soap, we have taps, and there are towels on the tables in the classrooms. (ES teacher, 3.2.3.7.5, FGD)

When there is water in the school, [children] have an opportunity [to wash their hands], sometimes they bring wet wipes with themselves, and clean their hands before eating. ...Our school has nothing in common with modern schools, it is adapted, and bathrooms are outside, we don't have a sewage system, we don't have twenty-four-hour water supply. The water problem is all over the village. The village has two schools; in both schools the water is a problem. (Principal, 3.2.3.7.7, IDI)

We try to follow [the MoH N32 \cup order] as much as possible. ...We take a test specimen every day, keep it in the fridge... (Principal, 3.2.3.7.3, IDI)

I don't remember now, but I definitely have it [the MoH N32 ∪ order], definitely [started looking for it, but couldn't find it]. But we have been receiving such orders a lot, especially related to food. ...But the orders from 2014 are many... I am not sure... (Principal, 3.2.3.7.2, IDI)

Of course we have it [the MoH N32 ∪ order], we follow it as much as possible, but very often they make requirements without creating conditions for them, which [the requirements] we cannot address in any way. (Principal, 3.2.3.7.9, IDI)

3.2.3.8 Physical Activity

The involvement of children in physical activities during a school day were similar in all three study areas (Tavush, Lori and Yerevan). Initially, three academic hours per week were allocated to physical education lessons, but with introduction of chess classes in 2nd-4th grades, one hour of the three were given to chess lessons in these grades, leaving only two hours for physical education. In addition to these, students were provided with opportunities to actively plays during the breaks between the classes, to exercise during short interruptions of classes after each 20 minutes (lower-grade students) and, in some schools, 10-15 minutes of physical exercise in mornings at the beginning of the school day. According to participants, children did not stay and play in the school yards after lessons, although almost all schools had outdoor space for physical activities. However, teachers did not perceive this to be a problem as they believed that village children are usually engaged a lot in active plays in the yards in their neighborhoods after the school day.

[Physical education is taught] per three hours in first and fourth grades and per two hours in second and third grades [weekly]. Yes, we have a hall, which, of course, needs a renovation, but it's a good one, it's big, and we have a place outside, where children can exercise, with specially designated lines, etc... (Principal, 3.2.3.8.1, IDI)

Each grade [studies physical education] for three hours, but no, wait, one hour is taken for chess from second to fourth graders, therefore two hours for second to fourth graders. (Principal, 3.2.3.8.2, IDI)

Two hours [are provided for physical education classes weekly], three hours in the first grade; we do early morning charging exercises. Our children do not just stand during the breaks, they run around. Then they go home and play again. This is a village; village children don't sit for any longer time. (ES teacher, 3.2.3.8.3, IDI)

They take two-three hours of physical education classes weekly, depending on the grade. We have physical activity breaks, children are little and can't sit still for a long time. I told them, so they bring

jumping ropes, balls with them, leave these here and play during the breaks. Everyone plays in the yard. (ES teacher, 3.2.3.8.4, IDI)

... We have a good yard, we go out there during the breaks, we organize games in the yard, so that the school corridor which is also our sports hall doesn't get too overloaded. Winter time is a difficult period, more complicated [in this sense]. (ES teacher, 3.2.3.8.5, FGD)

We have a playground outside, but I don't think that they [children] go out and play. Physical education classes satisfy them. In primary grades, after a twenty-minute class children do active exercises for five minutes in the classrooms, hands and other exercises. Every day at 8:45 am, we start the day with charging exercises. (Principal, 3.2.3.8.6, IDI)

3.2.3.9 Students' Nutritional Status

The majority of participants stated that they did not notice serious deviations in growth and body mass index among their students. To support this observation, one participant told that they together with the school nurse annually conduct anthropometric measurements of students and usually no serious aberrations are found. Though the participants did not consider stunting, wasting or overweight to be common among their students, some still noticed an increasing trend in overweight.

I could say I haven't noticed [stunting, underweight or overweight among students]. There is nothing like that in my classroom. (ES teacher, 3.2.3.9.1, IDI)

No, we don't have [stunted or overweight students]. Our village children are very beautiful. (ES teacher, 3.2.3.9.2, FGD)

... We weight and measure the heights of the children every year with the help of the nurse. Indicators are satisfying. We do not have extreme cases like that [stunting, underweight or overweight]. (ES teacher, 3.2.3.9.3, FGD)

...Being overweight is more noticeable nowadays than before. (ES teacher, 3.2.3.9.4, IDI)

3.2.3.10 Suggestions for Improvement

As in Lori marz, suggestions that participants made in Tavush schools were mainly related to eliminating the need of parental contribution to the School Food Program and increasing the salary of canteen workers that is negligible given the hard work they conduct. One participant noted that school

canteen workers even bake bread for students and spend many hours at school, while receiving very low reimbursement (9-11,000 AMD).

School principals faced some difficulties in buying food commodities for the program and asked to find ways to facilitate this process for them. Some participants suggested to add provision of breakfast to the program, as many students come to school hungry. Staff members of those schools with inadequate conditions in the canteen suggested to provide them uninterrupted water and gas supply, as well as help in building a canteen with adequate space and design. Opening buffets in schools for higher grade students was another common suggestion the participants made.

We fill in the gaps [of the school food program] with the help of the investments by the parents, but it would have been better if there were no investments, fundraisings at the school could be fully eliminated. (ES teacher, 3.2.3.10.1, IDI)

We complete the gap [of the school food variety] by parental investments. It would have been better if there was no need for the investments. (ES teacher, 3.2.3.10.2, FGD)

... You know, 120 [drams] are very small amount to be able to serve a big variety [of food] to children, we can give only five variations of food within 120 drams. If parents do not collect money, we would have to limit ourselves to only rice, vermicelli, macaroni, buckwheat, potatoes, they would have to eat that all the time. Government financing can be a little more, so that we are able to serve more variations and better food to the children. (Principal, 3.2.3.10.3, IDI)

...The acquisition of the food is a little problematic for us. Let me tell you [also] that we bake the bread here, we buy the flour, and our employees do a lot of hard work with big pleasure and these very low salaries. They stay at school until four o'clock. ... I would like that their salaries are increased (Principal, 3.2.3.10.3, IDI)

They give very little salaries to our canteen workers. They do a huge work; the work they do and the salaries they get do not correspond. (ES teacher, 3.2.3.10.4, FGD)

It is only that our salaries are very low, we can say that we work for free. ...The salary is low, but the work is huge. I would like them to pay attention to that. (Canteen worker, 3.2.3.10.5, IDI)

It would be desirable [for students] to eat twice [at school]: breakfast and lunch, because there are children who come hungry from their homes and even eat the portions of their absent friends. (Principal, 3.2.3.10.6, IDI)

First to have a normal cafeteria, water supply, gasification, although we buy gas in cylinders, so we solve this problem in this way. (Principal, 3.2.3.10.6, IDI)

I would like to also have a buffet. So that children studying in higher than 4th grades will have a place to eat, otherwise these children stay hungry. (Canteen worker, 3.2.3.10.7, IDI)

4. MAIN FINDINGS

4.1 Yerevan Schools

Organization of Feeding

- Primary grade students mainly bring their food from home and eat during a break. Teachers urge parents to pack for children only a light lunch: mainly sandwiches or cookies, no meals, no salads, no sausages, nothing having an odor, nothing crumbling.
- School buffets are run by the supplier who won in the auction announced by the Yerevan Municipality. This supplier is responsible for the assortment and price of the supplied food, and makes decision on these issues based on the existing demand among students. Schools are only responsible for making sure that the supplied food is of acceptable quality, within its shelf-life, and allowed to be sold in school settings.

Food Diversity

- The food children eat at school is usually not diverse. It does not contain any fruits, vegetables, dairy products, or hot meals. Children mainly eat what is available from buffet: buns, pasties, khachapuri, croissant, candies, sandwiches, and drink water or packed fruit juices. Buffet food is usually restricted to these items.
- Teachers often limit children in bringing to school vegetables or fruits, as they think that there is not enough time during school breaks to eat such food.

Food Affordability

- The general impression was that the food sold in school buffets is a bit more expensive than the same food in the food stores outside. For some categories of families (poor, having many school-aged children), the food sold in school buffets might be unaffordable.

Food Preferences

- Foods that children use in school more commonly include baked pasties with potato filling, buns, khachapuri, gata, hot dogs, chocolate. Commonly used drinks include water and sweetened juices. Children like crisps that they bring to school from outside. Some bring sandwiches with sausage, croissants with Nutella cream or hot dogs.

- The usage of food sold in buffet is low – roughly each 7th-8th student, mainly upper-grade students buy something from buffet during a school day.
- Overall, children use unhealthy food in Yerevan schools not only because of their preferences, but also because their choices for better food are limited: buffets provide restricted choice and teachers set limits on the food brought from home.

Knowledge on Healthy Feeding

- Primary grade students receive information about healthy feeding from their teachers during the subject “Me and the surrounding world”. It contains information about food pyramid, healthy and unhealthy food choices. Also, they receive some information on these issues during their physical education lessons and general sessions with the class teacher.
- The 14-hour “Healthy Lifestyle” (HL) course contains a topic on healthy nutrition that is taught during 2-4 academic hours – depending on a school. In the majority of schools, the course is taught by teachers of physical education to the 8-9 graders.
- Teachers of HL course and the subject “Me and the surrounding world” generally think that their course provides satisfactory information on healthy nutrition and they don’t see a need to improve the course content on nutrition issues.
- However, teachers themselves often confuse the concept of healthy nutrition with eating fresh, clean (contaminant-free) and pure (supplement-free) food, and do not prioritize the nutritional value of the food. Therefore, they themselves need some training on healthy nutrition, especially those teaching the courses “Me and the surrounding world” and HL.

Breakfast Practices

- Teachers’ opinions on what proportion of children have breakfast at home are very diverse. Some think that only 5% of them usually have breakfast while some others assume that almost all children have breakfast before coming to school. All teachers agree that having breakfast contributes to children’s attention and learning.

Food Facility Conditions and Hygiene

- School principals are generally satisfied with the hygienic conditions in the buffet. The food sold is usually received already covered with polyethylene jacket. Generally, the sitting space in the school

buffets is not enough and children usually eat outside of the buffet – either in school corridors or in classrooms.

- Generally, schools have some conditions for hand washing (at least, tapped water in the buffet, toilets, or classrooms), but children often don't wash their hands before eating, mainly because of having very limited time for eating during the school breaks. According to primary class teachers, some children bring with them wet wipers to clean hands before eating.

Physical Activity

- Three academic hours per week are allocated to physical education lessons for the first graders and two hours per week for 2nd to 4th graders (as one hour of these is allocated to chess lessons starting from the second year). Other than these hours, primary grade students usually play during the breaks and after each 15-20 minutes of lessons they are provided with 2-3-minute breaks in the classroom for physical exercise. Also, in a number of schools, each morning before classes students do physical exercise in the school yard for 10-15 minutes.

Students' Nutritional Status

- Teachers stated that they frequently see children with small stature, while less frequently – overweight children and very rarely – wasted children. Still, they consider overweight as more worrisome problem, as they often perceive small stature as an expression of genetic predisposition.

Suggestions for Improvement

- Suggestions were mainly related to the following issues:
 - Renovating school buffets, increasing their space, improving conditions and making the buffets more attractive for children,
 - Providing chipper or, better, free-of-charge food, at least to primary grade students; at least, as a light school breakfast (hot milk/tea plus a small bun),
 - Covering primary grade students with “Hot school meal” program,
 - Increasing the assortment of food sold in school buffets to include healthier food, such as fruits, vegetables, milk and dairy. Still, one participant expressed a concern that increasing the assortment of food in the buffet would increase the price difference between the food, therefore,

these foods will not be equally affordable to all children and this will have a negative psychological influence on children.

4.2 Lori Schools

Organization of Feeding

- Overall, the study participants appreciated the WFP DSSF program very much. They underscored the importance of this program for students' health and learning, especially in the schools located in poor neighborhoods.
- In the assessed schools in Lori marz, the program has been implemented since 2010-2011. Schools receive six food commodities from donors as a one-time supply for a given semester (i.e. twice a year). The remaining necessary supplies (both food and technical) are purchased locally and hot meals prepared in the school canteens.
- Parents of primary grade children make a small monetary contribution to the program (ranging from 100 to 1000 AMD per child per month in different schools) to enable the schools to obtain the needed food and technical supplies. At the beginning of the school year, parents form committees that, together with the school staff, carry the responsibility for developing children's menu and buying the additional items, usually, potato, tomato paste, onion, salt, greens, tea, sugar, sometimes – meat (poultry); also, dish washing liquid, sponge, etc. Schools often change some portion of peas with lentils to diversify children's diet.
- School canteen workers don't receive monetary reimbursement. Instead they receive some amount of the same food commodities for their work.
- None of the studied schools in Lori marz have a school buffet and some schools have no food markets in accessible surrounding, therefore, higher-grade students have no other choice but to bring some food from home or stay hungry during the whole school day.
- Some schools have a list of 10-12 higher-grade children, those with special needs or from very poor families, to whom they also provide hot meals at school, in addition to primary grade children.

Food Diversity

- The main dishes prepared at Lori schools are those cooked with the products delivered by WFP: rice, peas, vermicelli, buckwheat – three of these are prepared once a week, and one of the four twice, or,

instead, some purchased (e.g., potato mash) or exchanged (e.g., lentils) food is prepared. One-two dishes are usually prepared as soups, the rest – as pilaf (cooked cereal).

- Schools usually deliver these main dishes with some other food, like bread (all five days in a week), often – vegetable salad (mainly prepared from cabbage, carrot, or beet), sometimes, fruits (mainly, apple or plum), rarely - poultry, sweets. Children drink mainly water; sometimes, tea with sugar or fruit compotes are served.

Food Affordability

- Parents usually give with readiness the small amount of money to enrich the assortment of school meals for children. However, there are some poor families that hardly afford it or, instead of money, send some food to the school (e.g. milk).
- For children from poor families, the meal at school could be the main food they eat during the day. Mainly, children come to school hungry, therefore, they eat the delivered meals very well and even ask for an additional portion or an additional piece of bread.
- According to participants, average families in their city/village mainly eat potato, in villages – milk, yogurt, other dairy. Families use meat infrequently.

Food Preferences

- Usually children eat with pleasure all the school meals. The only exception could be peas in some schools. Among foods that children eat less willingly are soups, salads, and even – dairy and meat. Also, they usually don't like onion and greens in the meals.
- Children especially like sweets, pastry, fruits.

Knowledge on Healthy Feeding

- The opinion of participants from Lori on whether children receive adequate information on healthy feeding in school was not very different from the opinion of Yerevan participants. They confirmed that lower-grade children are informed about these issues during the course “Me and the surrounding world” (mainly, during the second year) and higher-grade children – from the HL course (of the total 14 course hours, 3-4 hours are allocated for healthy nutrition).
- They also believed that the information on this topic that children receive is enough. One teacher of physical education suggested including short video-materials on the subject in the course to

supplement its content and make it more attractive for students. Another teacher emphasized the importance of passing knowledge on healthy nutrition to parents of children, as they are mainly responsible for shaping nutritional habits of their children.

Breakfast Practices

- As in Yerevan schools, teachers' perception on the proportion of children who have breakfast at home were different, ranging from 30 to 80%. And again, teachers noticed a positive relation between having breakfast and being attentive or ready to learn.

Food Facility Conditions and Hygiene

- School canteens in Lori schools were mainly former classrooms adapted for this purpose. Although all of them were functioning, the majority had no adequate physical conditions and equipment. Manly, the space was limited, making it impossible to provide meal to all eligible children at once during the long school break. Therefore, children were served in groups (classes) during several school breaks, that were made 5 minutes longer for the served classes.
- Some school canteens had problems with heating and uninterrupted water supply. Some canteens had no refrigerator, no or old gas cooker, old oven, inadequate utensils.
- School principals were aware of the MoH order N 32 Ն, but could not follow all its requirements because of not having the needed conditions and equipment. They considered the order too much demanding. Some participants stated that the primary role of school is not serving as a canteen but as an educational institution.

Physical Activity

- For primary grade students, physical activities during a school day include lessons of physical education (2-3 hours per week), active plays during 5-minute breaks between lessons, and short, 2-3 minute breaks during lessons for physical exercise. No other opportunities for plays and physical activity are provided to children at school.

Students' Nutritional Status

- Again, participants told that they see small-size children more frequently and rarely – overweight children. Moreover, teachers from three of the four selected areas denied the presence of any overweight child among their students.

Suggestions for Improvement

- Participants were very grateful to WFP for the DSSF project and wished that it becomes sustainable. They suggested some ways for improving the program further, which included:
 - To widen the assortment of the food commodities provided by WFP, for example, to include more types of pasta, lentils, etc.,
 - To include also cash transfers to schools, so that schools can buy fruits, vegetables, dairy and meat to increase the nutritional value of provided meals,
 - To make the program self-sufficient, so that the need for parental contribution is eliminated,
 - To replace the food-for-work mode of canteen workers' reimbursement with monetary salary.
- In some schools, participants suggested to help to renovate and equip their school canteens to meet the existing standards.
- Participants suggested to make a shift from centralized food-based approach to cash-based transfers to schools to enable schools to be more flexible in diversifying the assortment of the food provided to children.
- They expressed a desire to cover also higher-grade students with the school food program.

4.3 Tavush Schools

Organization of Feeding

- For already a year, the schools in Tavush marz were shifted to the State-financed cash-based transfers to organize the provision of hot meals to primary grade students. The shift was rather fluent, as WFP prepared the schools for it: provided them with the needed equipment and furniture (including refrigerator, bread baking machine, gas cookers, shelves, washstand, water-heater), trained the school principals, and provided them an exemplary list of 20 food commodities that can be obtained.
- For the cash-based program, the State provides 140 AMD per child per day, 120 AMD of which should be spent on food itself and 20 AMD for the salary of canteen workers and other expenses, like buying gas, cleaning agents, etc.

- Parental contribution (up to 800-1000 AMD per child per month) still has a place, and a part of it is again spent on children's food and the rest – for different technical expenses and for increasing the salary of canteen workers, which is still incredibly low (9,000-10,000 AMD).
- Cash-based transfer mode of the program is more acceptable for both school staff and parents, as it enables to notably diversify the assortment of the school food. Besides, schools can be more flexible in buying the needed utensils.
- Schools obtain the food from food stores according to preliminary assigned contracts with them. Parents also participate in developing school food menu and mainly spend their contribution themselves to buy some additional food for children.
- As in Lori marz, the studied schools in Tavush marz don't have school buffets (except one school that sells some locally prepared pastry from the canteen). Thus, higher-grade students buy their food (mainly, bun, pasty, or khachapuri) from nearby food stores or bring some food from home. Interestingly, a canteen worker told that sometimes the canteen buys pasties with potato filling or donuts from the nearby food store and distributes these among higher-grade students to prevent them from going outside.

Food Diversity

- Respondents agreed that after shifting to cash-transfer based mode, the school lunch became more diverse, as schools can now obtain vegetables, fruits, greens, cheese, eggs, meat, tomato paste, etc. Now they serve not only a hot meal but salads, tea, cheese, compotes.
- The school lunch was now perceived as diverse, sufficient in quantity, healthy and rich with vitamins. Meat (mainly, poultry) is served 2-3 times a week, fruits and vegetable salads are also served with this frequency. However, participants thought that it will be good to further increase the portion size and frequency of serving meat and fruits. Currently, the amount of fruits served is only 50 grams per week.
- Vegetables served mainly include cabbage, carrot, and beet. Fruits include mainly apple (as previously), but also other seasonal fruits: peach, apricot, banana, orange, mandarin. In some schools, boiled eggs, cheese, and locally baked fresh bread are commonly served with hot meal. Sweets and confectionary are also served periodically.
- Children mainly drink water, either from school tap or brought from home, sometimes – sweetened tea, rarely - juice.

Food Affordability

- According to the respondents, usually the living standards of families of their students are more or less equal, therefore there are no notable differences in students' eating habits.
- Parents make a monthly contribution of 700-1000 AMD to the school food program, but there are families that cannot afford this.
- Children are often hungry as they eat with pleasure an additional portion instead of their absent classmate. For children from poor families, meals eaten at school can be their main food for the whole day.

Food Preferences

- Of the meals served in school canteen, children eat almost everything with pleasure, but mostly like pasta, buckwheat, potato mash, lentil soup, vegetable soup (Borshch), salads. As two or more foods are served together, those students who don't like one of those foods, eat the other(s).
- Students especially like fried potato, boiled eggs, cheese with hot bread, fruits. They also like hot dogs and sausages, which are forbidden in schools.
- Children usually like the food that they are used to eat and often refuse eating new assortment.

Knowledge on Healthy Feeding

- Tavush was not different in terms of courses taught on healthy eating – “Me and the surrounding world” in primary classes and “Healthy Lifestyle” to 8-9th grade students. However, according to a HL teacher, only one hour within the HL course was allocated to healthy eating.
- Overall, teachers did not see the need to increase the amount of hours or volume of information taught to students on healthy nutrition, although one-two respondents saw such a need.
- Some teachers themselves seemed being unaware of the basics of healthy nutrition and thought, for example, that potato is a healthy food or meat is dangerous for children.

Breakfast Practices

- As in Lori and Yerevan schools, participants' perceptions on the proportion of children from Tavush schools who have breakfast at home varied greatly – from only few children who may come to school hungry to 90% of students that have no breakfast at home.

Food Facility Conditions and Hygiene

- In the schools with uninterrupted water supply, the participants considered the hygiene in the canteen to be satisfactory. However, some schools had no permanent water supply in the school building, even no sewer system. Due to lack of washing commodities, children were bringing wet wipers with them to clean hands before eating.
- The participants were aware about the MoH order N 32Ն and tried to follow its requirements, but considered some of these requirement not realistic for their canteens.
- Canteens were much better equipped in Tavush schools compared to Lori schools, as WFP provided these schools with new equipment and some furniture. The only issue was the small space in some canteens do not allowing to serve all the eligible students during the single long (15 minute) school break.

Physical Activity

- The opportunities for children's physical activities in Tavush schools were similar to those in Lori and Yerevan schools: 2 or 3 academic hours of physical education lessons (depending on grade), active plays during the breaks between lessons, several minute breaks for physical exercise after each 20 minutes of classes for lower-grade students, and 10-15 minutes of physical exercise in mornings at the beginning of the school day in some schools.
- Children don't stay and play in the school yards after lessons, but teachers don't see a problem in this as they believe that village children are usually engaged in active plays in the yards in their neighborhoods after the school day.

Students' Nutritional Status

- Nutritional status of children is monitored in the schools by anthropometric measurements that are conducted by the school nurse at the beginning of each school year. According to study participants, these measurements usually do not find serious deviations in nutritional status of children.
- Participants did not consider stunting, wasting or overweight to be widespread among their students, although some of them noticed some increase in the prevalence of overweight.

Suggestions for Improvement

- The most frequent suggestion was increasing the salary of canteen workers, as they carry out very hard and time-consuming work, even bake bread at school, and receive very low reimbursement (9-11,000 AMD).
- Participants suggested also to increase the State funding of the school food program so that the need for parental financial contribution is eliminated.
- School principals faced some difficulties in buying food commodities for the program and asked to find ways to facilitate this process for them.
- A suggestion was made to introduce two school feedings in a day for primary grade students: breakfast and lunch, as many students come to school hungry.
- The staff members of those schools with inadequate conditions in canteen suggested to provide them uninterrupted water and gas supply, as well as help in building a canteen with adequate space and design.
- They also suggested, in addition to the school food program for primary grade students, opening buffets in schools so that higher grade students – 5th and higher graders can obtain some food there.

5. CONCLUSIONS AND RECOMMENDATIONS

- Unlike the marz schools, schools in Yerevan do not get any funded school meal programs and students either buy food from school buffets or bring it from outside. In either case, students' food was neither diverse nor healthy, their choice of food was restricted by narrow assortment in school buffets, higher-than-average prices of food there, and limitations set by teachers on bringing specific type of food to school (e.g., the food should not have a strong smell or crumble).
- In Yerevan schools, students ate mainly buns, pasties, khachapuri, croissant, candies, sandwiches, and drink water or packed fruit juices. Their food in school was heavily based on just one food group – breads, plus some foods high in fat, sugar, or salt.
- Not enough time and appropriate dining space was allocated for meals in Yerevan schools and students often eat in school corridors or classrooms during 5-10 minute breaks. The use of food sold in buffets was usually low; mainly upper-grade students buy something from buffets.
- All the buffets in Yerevan schools sell food from vitrine-refrigerator, but none of them sells it within one hour as required by the MoH order N 32 Ն.
- Marz schools are covered with “Sustainable school feeding” program, carried out by WFP in Lori marz and MoES in Tavush marz. The take up rate of meals served to primary grade students in marz school canteens is usually very high and the program is highly appreciated by both teachers and parents.
- However, neither the food commodities delivered to schools by WFP, nor the cash transfers from MoES (140 AMD per student per day) were sufficient to provide school meals. Therefore, in both cases, schools collected additional money, ranging from 100 to 1000 AMD per child per month, as parental contribution to the program.
- The main dishes served in Lori schools were those cooked with products delivered by WFP: rice, peas, vermicelli, and buckwheat. The efforts made by schools to diversify this diet were not enough to make the school meals balanced. Therefore, the meals were heavily based on bread and grains and the share of other basic food groups is far below the recommended standards for school meals.
- School meals provided in Tavush schools were notably more diverse. Compared to Lori schools, the use of vegetables, fruits, and meat in Tavush schools was two or more times higher. Tavush schools served some additional food types like eggs and cheese, unlike Lori schools.

- Both the amount and diversity of fruits, vegetables, and meat served in Tavush schools were below the recommended standards for these products. Usually, children did not get fish and milk. And some schools included confectionary and pastry into student's weekly menu.
- The main drink for students was water, either tap or bottled water brought from outside. School canteens sometimes served locally prepared fruit compote or tea, more frequently – in Tavush schools.
- Salt was available to add to the served food only in one school. Other condiments (ketchup, mayonnaise, peppers, vinegar, and others) were not available to add to the served food in any of the visited schools. All the school canteens observed during the project cooked meals with vegetable oil. None of the visited schools used other types of oil.
- Often, school canteens did not have enough space and supplies to serve all eligible students during the longest school break and, therefore, they serve classes by turn during several breaks that are much shorter than the recommended optimal duration for eating. Some school canteens in Lori marz have problems with heating, water supply, adequate equipment (cooker, oven) and utensils.
- School canteens are much better equipped in Tavush schools compared to Lori schools, thanks to WFP support that supplied the school canteens by a set of necessary equipment and furniture before the handover to MoES. Majority of Lori schools lack even refrigerators; and none of the school canteens have equipment to keep hot food at 60°C as required by the MoH order N 32 Ն.
- Although canteens are usually clean, many are not nicely set up. Only half of the visited schools had separate sink at the canteen for hand washing only. Of these, only two schools in Tavush had liquid soap at the sink for hand washing and none had paper towels at the sink to dry hands.
- Less than half of the schools keep properly labeled fresh samples of the served meals in a refrigerator as required by the MoH order N 32 Ն. Moreover, keeping all the journals required by this order is a very rare practice. Overall, school staff members consider many of the requirements of the MoH order too demanding and/or unrealistic for their conditions.
- In the marzes covered by WFP DSSF program, school canteen workers do not receive any monetary reimbursement (only some amount of the in-kind food commodities). In the marzes covered by MoES, they receive a negligible salary (9,000-11,000 AMD per month). In both cases, their reimbursement was uniformly perceived as incredibly low compared to the volume of their work.
- In marz schools, higher-than-primary-grade students have no other choice but bringing some food from home or staying hungry, as none of the marz schools have buffet and many schools are located

far from food stores. In some marz schools, up to 10-12 higher-grade students with special needs or from very poor families are also included in the list of program beneficiaries.

- Parents usually contribute to the “Sustainable school feeding” program with readiness, but for very poor families, even this small parental contribution is sometimes unaffordable; while for children from such families the meal at school could be the main food they eat during the whole day.
- The duration of being engaged in physical activities is less than recommended for primary grade students: even in the best scenario, five-six hours per week instead of recommended seven hours.
- According to teachers (both from Yerevan and the marzes), small stature is a frequently encountered phenomenon among their students while overweight is rare. However, some of them noticed an increasing trend of overweight. School nurses evaluate the nutritional status of students at the beginning of each school year by taking anthropometric measurements.
- In all three study areas, teachers’ opinions on what proportion of children have breakfast at home vary greatly – from almost none to almost all. All teachers agree that having breakfast contributes to children’s attention and learning.
- In all schools, second-grade students receive information about healthy food during the subject “Me and the surrounding world.” Eight-ninth grade students learn about this during the HL course that contains a topic on healthy nutrition taught during 1-4 hours – depending on school. In the majority of schools, teachers of physical education taught the HL course.
- Both, teachers of HL course and the subject “Me and the surrounding world”, generally think that these courses provide satisfactory information on healthy nutrition and need no improvement. However, teachers themselves often confuse the concept of healthy nutrition with eating fresh, clean (contaminant-free) and pure (supplement-free) food and ignore nutritional value of the food.
- The majority of schools have both indoor sports hall and outdoor playing yard. However, mainly, these facilities do not meet the recommended standards for physical conditions and equipment.
- Food stores in immediate school surrounding often sell food items that are forbidden to be sold in schools (e.g. fried patties, donuts, pastries with cream, crisps, carbonated and other sugar sweetened beverages, and ice cream). Some stores also advertise unhealthy food.
- The study in Shirak marz [13] suggested that food choices of high school students are mainly influenced by low availability of healthy food in their school settings, taste preferences of students, food advertisements, and eating habits of their parents and peers acting as role models for them.

Based on the findings of this study, the study team makes the following recommendations to improve nutrition practices of primary school-aged children in schools of Armenia:

- Continue and complete the process of fluent handover of schools covered by the WFP DSSF program to the MoES. Find ways to cover also Yerevan schools with a similar program.
- Find resources to increase the per-child cash transfer amount for the program to allow providing students with food that meets the basic food- and nutrient- based standards for school feeding.
- Develop mechanisms and procedures to facilitate the procurement of appropriate food by schools in the scope of the “Sustainable School Feeding” program.
- Within “Sustainable School Feeding” program, consider introducing breakfast in addition to lunch for primary grade students.
- To the extent possible, include middle grade students in the program as well. For those students not covered by the program, make school buffets available.
- Increase the reimbursement of school canteen workers to make the program sustainable.
- Individually assess and address the existing local needs in school canteens in terms of canteen space, heating, renovation, and furniture; equipment and utensils; as well as uninterrupted supply with water, gas, and electricity.
- Increase the diversity of food sold in school buffets to include fruits, vegetables, and dairy products.
- Find ways to subsidize the cost of food in school buffets, at least for students with special needs and from socially vulnerable families.
- Increase the duration of the long break at schools to at least 30 minutes to allow enough time for school meals.
- Revise the “Rules and Regulations N 2.3.1-02-2014 on hygienic requirements for organizing the feeding of students in comprehensive school settings” approved by the RA Minister of Health order N32-Ն on June 6, 2014 in the following main directions:
 - Making the hygienic requirements and procedures more realistic and doable for schools,
 - Introducing food-based standards for school feeding along with nutrient-based standards.
- Organize practice-oriented training sessions for school principals, teachers, and canteen workers on healthy nutrition, covering all school staff countrywide.
- Revise the practice of assigning teachers of physical education to teach the Healthy Lifestyle course. Consider assigning teachers of biology to teach this course.

- Improve the conditions of school sports halls and outdoor playing yards to meet the existing standards for these facilities.
- Increase the time allocated to physical activity of students at schools to meet the standard of seven hours (420 minutes) per week.
- Consider making legislative changes to forbid advertising of unhealthy food, both in schools and schools' immediate surroundings.
- Conduct social advertising of healthy food choices and healthy eating behaviors (e.g., my healthy plate) among schoolchildren.

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7. APPENDICES

7.1 Appendix 1. The UK school food standards (in English and Armenian)

Fruit and Vegetables

One or more portions of vegetables or salad as an accompaniment every day

One or more portions of fruit every day

A dessert containing at least 50% fruit two or more times each week

At least three different fruits and three different vegetables each week

Milk and dairy

A portion of food from this group every day

Lower fat milk must be available for drinking at least once a day during school hours

Starchy foods

One or more wholegrain varieties of starchy food each week

One or more portions of food from this group every day

Three or more different starchy foods each week

Starchy food cooked in fat or oil no more than two days each week

Bread - with no added fat or oil - must be available every day

Meat, fish, eggs, beans and other non-dairy sources of protein

A portion of food from this group every day

A portion of meat or poultry on three or more days each week

Oily fish once or more every three weeks

Foods high in fat, sugar and salt

No more than two portions of food that have been deep-fried, batter-coated, or breadcrumb-coated, each week

No more than two portions of food which include pastry each week

No snacks, except nuts, seeds, vegetables and fruit with no added salt, sugar or fat

Savory crackers or breadsticks can be served at lunch with fruit or vegetables or dairy food

No confectionery, chocolate or chocolate-coated products

Desserts, cakes and biscuits are allowed at lunchtime. They must not contain any confectionery

Salt must not be available to add to food after it has been cooked

Any condiments must be limited to sachets or portions of no more than 10 grams or one teaspoonful

Healthier drinks

Free, fresh drinking water at all times

The only drinks permitted are:

- lower fat milk,
- fruit or vegetable juice (max 150mls),
- plain fermented milk drinks (e.g. matsun, kefir, yoghurt),
- tea,
- coffee,
- hot chocolate, and
- different combinations of these (max 330 mls and containing no more than 5% added sugars)

Դպրոցական սննդի չափորոշիչներ

Միրգ և բանջարեղեն

Բանջարեղենի կամ սալաթի մեկ կամ ավելի բաժին՝ ամեն օր,
Մրգի մեկ կամ ավելի բաժին՝ ամեն օր,
Առնվազն 50% միրգ պարունակող աղանդեր՝ շաբաթը 2 անգամ կամ ավելի հաճախ,
Առնվազն 3 տարբեր բանջարեղեն և 3 տարբեր միրգ՝ ամեն շաբաթ:

Կաթ և կաթնամթերք

Այս խմբի սննդի 1 բաժին՝ ամեն օր,
Ճարպի ցածր պարունակությամբ կաթը պետք է խմելու համար մատչելի լինի գոնե օրը մեկ անգամ:

Օսլա պարունակող սննդամթերք

Այս սննդի ամբողջական հատիկավոր տարբերակներ՝ առնվազն շաբաթը մեկ անգամ,
Այս խմբի սննդի մեկ կամ ավելի բաժին՝ ամեն օր,
Օսլա պարունակող երեք կամ ավելի տեսակի մթերք՝ ամեն շաբաթ,
Օսլա պարունակող տապակած սննդամթերք՝ ոչ ավելի քան շաբաթը 2 անգամ,
Հացը պետք է մատչելի լինի ամեն օր:

Միս, ձուկ, ձու, լոբազգիներ

Այս խմբի սննդի մեկ բաժին՝ ամեն օր,
Մսի կամ թռչնամսի մեկ բաժին՝ շաբաթը առնվազն 3 օր (տարրական դպրոցում՝ 1 օր),
Յուղոտ ձկան մեկ կամ ավելի բաժին՝ առնվազն 3 շաբաթը մեկ:

Յուղոտ, աղի կամ քաղցր սնունդ

Տապակած սննդի 2 բաժնից ոչ ավելի՝ շաբաթվա ընթացքում,
Թխվածք պարունակող սննդի 2 բաժնից ոչ ավելի՝ շաբաթվա ընթացքում,
Ոչ մի միջանկյալ սնունդ, բացի ընկուզեղենից, կորիզեղեններից, մրգից և բանջարեղենից՝ առանց աղի,
շաքարի կամ յուղի ավելացման,
Պաքսիմատ կարելի է մատուցել ճաշի ժամանակ՝ մրգի, բանջարեղենի կամ կաթնամթերքի հետ,
Ոչ մի քաղցրավենիք, շոկոլադ կամ շոկոլադապատ հրուշակեղեն,
Աղանդեր կամ բիսկվիտ (առանց կրեմի, շոկոլադի և այլն) թույլատրվում է ճաշից անմիջապես հետո,
Սեղանների վրա աղ չպետք է լինի,
Ցանկացած համեմունք պետք է տրվի 1 փաթեթիկից կամ 10 գ-ից (մեկ թեյի գդալից) ոչ ավելի:

Ըմպելիքներ

Մաքուր, թարմ խմելու ջուրը պետք է մշտապես մատչելի լինի,
Միակ թույլատրվող ըմպելիքներն են՝

- ճարպազկած կամ ճարպի իջեցված պարունակությամբ կաթը,
- մրգի կամ բանջարեղենի հյութերը (առավելագույնը՝ 150 մլ),
- մաքուր ֆերմենտացված կաթնային ըմպելիքները (մածուն, կեֆիր, յոգուրտ),
- թեյը,
- սուրճը,
- կակաոն,
- նշվածների տարբեր համակցությունները (330 մլ-ից ոչ շատ և մինչև 5% շաքարի ավելացմամբ):

7.2 Appendix 2. IDI and FGD Guides (in English and Armenian)

Consent form for Focus Group Discussion

Hello. My name is I am a researcher at the Zvart Avedisian Onanian Center for Health Services Research and Development of the American University of Armenia. At the request of UNICEF Armenia, our center is conducting a research to assess nutrition practices of primary school-aged children in schools of Armenia to identify the problems existing in this area and recommend solutions.

This discussion, which you have been invited to participate in, is a part of this project. The discussion will last about half hour. This school was selected randomly from the list of all schools in this marz/city. Your opinions will help us to identify the current nutritional practices of students in primary schools and suggest ways for improvement. Your involvement in this study will be limited to this single discussion.

After receiving your verbal consent for participation, we will ask you to complete a short questionnaire. Then we will start the discussion suggesting some themes and urging you to express your ideas concerning these matters. Your participation in this discussion is voluntary. You can stop your participation in the discussion at any time. Also, you may refuse to respond to any question, if you so wish. There will be no any consequences for you if you decide to participate or decline to do so. Your will not have any direct benefits from participation either, but your participation will assist us in developing suggestions for improving school food services for children.

During the discussion we will take notes and, if you allow, we would also like to audio-record the discussion to ensure that none of the ideas that you express escapes our attention. This discussion carries no risks for you. The information you provide will be kept confidential. The information received during the study will be summarized and presented as a report containing no any personal or institutional data or contact information.

If you have any questions regarding this study you can call the study coordinator Anahit Demirchyan (060 61 25 62). If you feel you have not been treated fairly during the study or think your participation in the study has damaged you in any way, you can contact the Human Protections administrator of the American University of Armenia, Varduhi Hayrumyan (060 61 25 61).

Do you agree to participate? If yes shall we start?

Do you agree to audio-recording? Please say yes or no.

If you are ready, now we will start.

Խմբային քննարկման իրազեկ համաձայնագիր

Բարև Ձեզ, իմ անունը է: Ես Հայաստանի ամերիկյան համալսարանի Ջուարթ Աւետիսեան Օնանեանի անվան Առողջապահական ծառայությունների հետազոտման և զարգացման կենտրոնի գիտաշխատող եմ: ՅՈՒՆԻՍԵՖ-ի պատվերով մեր կենտրոնն իրականացնում է Հայաստանի տարրական դպրոցներում աշակերտների սննդի կազմակերպման գնահատում՝ այդ ասպարեզում առկա խնդիրները վեր հանելու և լուծումներ առաջարկելու նպատակով:

Նշված հետազոտության մաս է կազմում այս քննարկումը, որին Դուք հրավիրվել եք մասնակցելու: Այն կտևի մոտ 30 րոպե: Ձեր դպրոցն ընտրվել է պատահականորեն՝ ձեր մարզի/քաղաքի դպրոցների ցանկից: Ձեր կարծիքը կօգնի մեզ պարզել տարրական դպրոցներում աշակերտների սննդի կազմակերպման ներկա իրավիճակը և առաջարկել բարելավման ուղիներ: Ձեր մասնակցությունն այս հետազոտությանը կսահմանափակվի այս միակ քննարկումով:

Քննարկմանը մասնակցելու Ձեր բանավոր համաձայնությունն ստանալուց հետո մենք կառաջարկենք Ձեզ լրացնել կարճ հարցաթերթիկ, այնուհետև կսկսենք հարցազրույցը, որի ժամանակ կխնդրենք արտահայտել Ձեր կարծիքը հետազոտության նյութին առնչվող մի քանի հարցերի վերաբերյալ: Ձեր մասնակցությունը կամավոր է: Դուք կարող եք ցանկացած պահի ընդհատել այն: Կարող եք նաև չպատասխանել որևէ հարցի, եթե չեք ցանկանում: Քննարկմանը մասնակցելը կամ դրանից հրաժարվելը Ձեզ համար որևէ հետևանք չի ունենա: Դուք որևէ ուղղակի օգուտ ևս չեք ստանա մասնակցությունից, սակայն Ձեր մասնակցությունը կօգնի մշակել դպրոցներում աշակերտների սնունդը բարելավելու առաջարկներ:

Քննարկման ընթացքում մենք գրի կառնենք ասվածը և, եթե թույլ տաք, կձայնագրենք մեր քննարկումը, որպեսզի Ձեր արտահայտած ոչ մի գաղափար չվրիպի մեր ուշադրությունից: Այս քննարկումը որևէ ռիսկ չի պարունակում Ձեզ համար: Ձեր տրամադրած տեղեկությունները կպահվեն գաղտնի: Հետազոտության ընթացքում ստացված բոլոր տեղեկություններն ի մի կրելվեն և կներկայացվեն միայն ընդհանրացված ձևով՝ չպարունակելով որևէ անուն, անձնական տվյալ կամ տվյալ՝ հաստատության վերաբերյալ, որտեղ Դուք աշխատում եք:

Այս հետազոտության վերաբերյալ հարցեր ունենալու դեպքում կարող եք զանգահարել հետազոտության համակարգող Անահիտ Դեմիրճյանին՝ 060 61 25 62 հեռախոսահամարով: Եթե մտածեք, որ այս հետազոտությանը մասնակցելու ընթացքում Ձեզ լավ չեն վերաբերվել կամ որ մասնակցությունը Ձեզ վնաս է պատճառել, կարող եք զանգահարել Հայաստանի ամերիկյան համալսարանի Էթիկայի հանձնաժողովի համակարգող Վարդուհի Հայրումյանին՝ 060 61 25 61 հեռախոսահամարով:

Դուք համաձայն եք մասնակցել: Եթե այո, կարո՞ղ ենք սկսել:

Դուք համաձայն եք, որ ես միացնեմ ձայնագրիչը: Խնդրում եմ ասեք՝ ԱՅՈ կամ ՈՉ:

Եթե Դուք պատրաստ եք, կարող ենք սկսել:

Focus Group Discussion Guide
(Primary school teachers)

Date: _____

Hour: _____

Place: _____

Moderator: _____

Good afternoon and thank you very much for coming. My name is _____. I represent Gerald and Patricia Turpanjian School of Public Health of the American University of Armenia. As mentioned in the informed consent form you have read, with UNICEF's support, we conduct a study to explore nutrition practices of primary school-aged children in schools and recommend solutions for identified problems. Your opinion on this is very valuable for us. If you don't mind, I will suggest you the themes for the discussion and ask all of you to express your opinion on those themes. It would be better if the discussion will pass as a free conversation, and everybody will participate in it without waiting to her turn. Please, express your ideas freely, having in mind that your responses will be fully confidential and anonymous. Prior to the discussion, I will ask you to complete a short questionnaire. If you don't mind, we will tape-record our conversation so that no any important piece of it is lost. Is it Ok? Please, let us begin now.

Organization of school feedings for students:

1. Could you, please, describe, how do the elementary grade students get fed in the school?
 - 1.1 What kind of a food item do they use the most? How do they get or purchase that food item? Do you think that food item is healthy?
 - 1.2 If the school provides food for free, do the children enjoy eating that food? Do they eat anything else at school, besides the food that is being provided to them?
 - 1.3 What do you think, is the food provided by the school nutritious and diverse enough to satisfy the students' needs? How often do the students eat fruits or vegetables?
 - 1.4 What do the students drink at school? Is the drinking water available for them? From where?
 - 1.5 Have you noticed any differences in students' eating habits depending on their parents' financial abilities? In your opinion, are the prices of food sold in the school affordable for children of families with average living standards?
 - 1.6 What item would you recommend to include in the children's food to make it more valuable and useful?
 - 1.7 In what conditions do the children get fed in the school (where, when, do they have a possibility to wash their hands before eating, etc.)?
 - 1.8 What do you think, how much do the conditions available for organizing the school feedings for children (cafeteria, canteen, etc.) meet their needs?
 - 1.9 How much are stunting, being underweight or overweight common among the students at your school? What do you think, which one of these conditions is the most worrisome for the children belonging to 5-9 years old age group?
 - 1.10 What would you suggest to improve the feeding of students at school?

Students' awareness of healthy nutrition issues:

2. What do you think, how much are the elementary school students informed about the basic principles of healthy nutrition?
 - 2.1 Does your school curriculum include any type of tutoring (separate or as a part of any subject), during which elementary school children get information on what is healthy eating?
 - 2.2 What do you think, how much are the parents of your students informed on what healthy food should be like? What types of food items are most common among middle-income families?
 - 2.3 What do you think, which percentage of your students have breakfast at home? Do you think having or missing breakfast can affect advancement of the child? If yes, how?
 - 2.4 According to the curriculum, how many hours is designated for the physical education in elementary grades? Do the children have an opportunity to participate in dynamic games in the school outside of the curriculum? If yes, where, what kind of games, with what duration and what percentage of children participate in them?
 - 2.5 Would you like for the curriculum of elementary school teaching to include more information on healthy eating and living? How would that affect children's eating behaviors?

(Concluding question) – Would you like to add something else?

Thank you for your time and effective conversation.

Խմբային քննարկման ուղեցույց
(Տարրական դասարանների դասվարներ)

Ամսաթիվ: _____

Ժամ: _____

Վայր: _____

Վարող: _____

Բարի օր և շնորհակալություն, որ համաձայնեցիք մասնակցել: Իմ անունը _____ է: Ես ներկայացնում եմ Հայաստանի ամերիկյան համալսարանի Ժիրայր և Փաթրիշա Թրփանճեան Հանրային առողջապահության ֆակուլտետը: Ինչպես նշված է ձեր կողմից ընթերցված համաձայնության ձևում, ՅՈՒՆԻՍԵՖ-ի աջակցությամբ մենք իրականացնում ենք հետազոտություն՝ տարրական դպրոցներում աշակերտների սննդի կազմակերպման գործում առկա խնդիրները վեր հանելու և լուծումներ առաջարկելու նպատակով: Այդ մասին ձեր կարծիքը շատ կարևոր է մեզ համար: Եթե դեմ չեք, ես կառաջարկեմ քննարկման թեմաներ և հարցեր, և կխնդրեմ բոլորիդ՝ արտահայտել Ձեր կարծիքն այդ թեմաների վերաբերյալ: Լավ կլինի, եթե քննարկումն անցնի որպես ազատ զրույց, և բոլորը մասնակցեն առանց իրենց հերթին սպասելու: Խնդրում եմ՝ արտահայտվեք ազատ, նկատի ունենալով, որ Ձեր ասածները մնալու են գաղտնի և Ձեր անունը ոչ մի տեղ չի հրապարակվելու: Նախքան քննարկումը սկսելը, խնդրում եմ լրացնել կարճ հարցաթերթիկ: Եթե չեք առարկում, ես կձայնագրեմ մեր զրույցը, որպեսզի Ձեր արտահայտած ոչ մի միտք չվրիպի մեր ուշադրությունից: Եթե դեմ չեք, թույլ տվեք սկսել:

Աշակերտների սննդի կազմակերպումը դպրոցում

1. Նկարագրեք, խնդրեմ, թե ինչպե՞ս են սնվում տարրական դասարանների աշակերտները՝ դպրոցում գտնվելու ընթացքում:
 - 1.1 Ինչպիսի՞ սնունդ են նրանք ամենից հաճախ օգտագործում: Որտեղի՞ց են ստանում կամ ձեռք բերում այդ սնունդը: Ըստ ձեզ, այդ սնունդն առո՞ղջ է:
 - 1.2 Եթե դպրոցը տրամադրում է անվճար սնունդ, երեխաները հաճույքո՞վ են ուտում այն: Իսկ դպրոցում գտնվելու ընթացքում ուտո՞ւմ են որևէ այլ բան՝ այդ սննդից բացի:
 - 1.3 Ըստ ձեզ, դպրոցում երեխաների կերածը բավարար չափով սննդարար և բազմազա՞ն է՝ նրանց պահանջները բավարարելու համար: Որքա՞ն հաճախ են երեխաներն ուտում միրգ կամ բանջարեղեն:
 - 1.4 Ի՞նչ են խմում երեխաները դպրոցում: Խմելու ջուրը մատչելի՞ է նրանց համար: Որտեղի՞ց:
 - 1.5 Դուք նկատե՞լ եք տարբերություններ երեխաների սննդում՝ կախված նրանց ծնողների ֆինանսական հնարավորություններից: Ձեր կարծիքով, դպրոցում վաճառվող սննդամթերքի գները մատչելի՞ են միջին հնարավորություններով ընտանիքների երեխաների համար:

- 1.6 Դուք ի՞նչ սննդամթերք կառաջարկեիք ներառել երեխաների սննդում՝ այն լիարժեք և օգտակար դարձնելու համար:
- 1.7 Ի՞նչ պայմաններում են երեխաները սնվում դպրոցում (որտե՞ղ, ե՞րբ, ունե՞ն ուտելուց առաջ ձեռքերը լվանալու հնարավորություն, և այլն)
- 1.8 Ըստ ձեզ, երեխաների սննդի կազմակերպման համար դպրոցում առկա պայմանները (ճաշարան, բուֆետ, սննդի տրամադրում, և այլն) ինչքանո՞վ են բավարարում նրանց պահանջմունքները:
- 1.9 Ձեր աշակերտների շրջանում որքանո՞վ են տարածված ցածրահասակությունը, խիստ նիհարությունը կամ ավելորդ քաշը: Ըստ ձեզ, այս վիճակներից ո՞րն է առավել մտահոգիչ այս տարիքային խմբի (5-9 տարեկան) համար:
- 1.10 Դուք ի՞նչ կառաջարկեիք՝ դպրոցում աշակերտների սնունդը բարելավելու համար:

Աշակերտների տեղեկացվածությունը առողջ սնուցման հարցերին

- 2. Ձեր կարծիքով, տարրական դասարանների աշակերտները որքանո՞վ են տեղեկացված առողջ սնուցման հիմնական սկզբունքներին:
 - 2.1 Դպրոցական ծրագրում կա՞ որևէ պարապմունք (առանձին կամ որևէ առարկայի շրջանակներում), որի ընթացքում նրանք ստանում են տեղեկություններ, թե որն է առողջ սնունդը:
 - 2.2 Ըստ ձեզ, ձեր աշակերտների ծնողները որքանո՞վ են տեղեկացված, թե ինչպիսին պետք է լինի առողջ սնունդը: Ի՞նչ սննդատեսակների գործածությունն է ավելի տարածված միջին կենսամակարդակ ունեցող ընտանիքներում:
 - 2.3 Ձեր կարծիքով, ձեր աշակերտների ո՞ր տոկոսն է նախաճաշում տանը: Ըստ ձեզ, դա անդրադառնու՞մ է երեխայի առաջադիմության վրա: Եթե այո՝ ի՞նչ կերպ:
 - 2.4 Ուսումնական ծրագրով շաբաթական քանի՞ ժամ է հատկացվում երեխաների ֆիզիկական կրթությանը տարրական դասարաններում: Երեխաներն ունե՞ն շարժուն խաղերի մասնակցելու հնարավորություն դպրոցում՝ այդ ժամերից դուրս: Եթե այո՝ որտե՞ղ, ի՞նչ խաղերի, միջինում ի՞նչ տևողությամբ, և սովորաբար երեխաների ո՞ր մասն է մասնակցում այդ խաղերին:
 - 2.5 Դուք կցանկանայի՞ք, որ տարրական դասարանների ուսումնական ծրագրում ներառվեին ավելի շատ տեղեկություններ՝ առողջ սննդի և կենսակերպի մասին: Դա ի՞նչ կերպ կանդրադառնար երեխաների սնվելու ու վարքագծի վրա:

(Ամփոփիչ հարց) – Կցանկանայի՞ք ինչ-որ բան ավելացնել:

Շնորհակալություն Ձեր ժամանակի և արդյունավետ գրույցի համար:

In-depth Interview Consent Form

Hello. My name is I am a researcher at the Zvart Avedisian Onanian Center for Health Services Research and Development of the American University of Armenia. At the request of UNICEF Armenia, our center is conducting a research to assess nutrition practices of primary school-aged children in schools of Armenia to identify the problems existing in this area and recommend solutions.

This interview, which you have been invited to participate in, is a part of this project. The interview will last about 20 minutes. This school was selected randomly from the list of all schools in this marz/city. Your opinion will help us to identify the current nutritional practices of students in primary schools and suggest ways for improvement. Your involvement in this study will be limited to this single interview.

After receiving your verbal consent for participation, we will ask you to complete a short questionnaire. Then we will start the interview asking some questions and urging you to express your ideas concerning these matters. Your participation in this interview is voluntary. You can stop the interview at any time. Also, you may refuse to answer any question, if you so wish. There will be no any consequences for you if you decide to participate or decline to do so. Your will not have any direct benefits from participation either, but your participation will assist us in developing suggestions for improving school food services for children.

During the interview we will take notes and, if you allow, we would also like to audio-record the conversation to ensure that none of the ideas that you express escapes our attention. This interview carries no risks for you. The information you provide will be kept confidential. The information received during the study will be summarized and presented as a report containing no any personal or institutional data or contact information.

If you have any questions regarding this study you can call the study coordinator Anahit Demirchyan (060 61 25 62). If you feel you have not been treated fairly during the study or think your participation in the study has damaged you in any way, you can contact the Human protections administrator of the American University of Armenia, Varduhi Hayrumyan (060 61 25 61).

Do you agree to participate? If yes shall we start?

Do you agree to audio-recording? Please say yes or no.

If you are ready, now we will start.

Խորացված հարցազրույցի իրազեկ համաձայնագիր

Բարև Ձեզ, իմ անունը է: Ես Հայաստանի ամերիկյան համալսարանի Զուարթ Աւետիսեան Օնանեանի անվան Առողջապահական ծառայությունների հետազոտման և զարգացման կենտրոնի գիտաշխատող եմ: ՅՈՒՆԻՍԵՖ-ի պատվերով մեր կենտրոնն իրականացնում է Հայաստանի տարրական դպրոցներում աշակերտների սննդի կազմակերպման գնահատում՝ այդ ասպարեզում առկա խնդիրները վեր հանելու և լուծումներ առաջարկելու նպատակով:

Նշված հետազոտության մաս է կազմում այս հարցազրույցը, որին Դուք հրավիրվել եք մասնակցելու: Այն կտևի մոտ 20 րոպե: Ձեր դպրոցն ընտրվել է պատահականորեն՝ ձեր մարզի/քաղաքի դպրոցների ցանկից: Ձեր կարծիքը կօգնի մեզ պարզել տարրական դպրոցներում աշակերտների սննդի կազմակերպման ներկա իրավիճակը և առաջարկել բարելավման ուղիներ: Ձեր մասնակցությունն այս հետազոտությանը կսահմանափակվի այս միակ հարցազրույցով:

Հարցազրույցին մասնակցելու Ձեր բանավոր համաձայնությունն ստանալուց հետո մենք կառաջարկենք Ձեզ լրացնել կարճ հարցաթերթիկ, այնուհետև կսկսենք հարցազրույցը, որի ժամանակ կխնդրենք արտահայտել Ձեր կարծիքը հետազոտության նյութին առնչվող մի քանի հարցերի վերաբերյալ: Ձեր մասնակցությունը կամավոր է: Դուք կարող եք ցանկացած պահի ընդհատել այն: Կարող եք նաև չպատասխանել որևէ հարցի, եթե չեք ցանկանում: Հարցազրույցին մասնակցելը կամ դրանից հրաժարվելը Ձեզ համար որևէ հետևանք չի ունենա: Դուք որևէ ուղղակի օգուտ ևս չեք ստանա մասնակցությունից, սակայն Ձեր մասնակցությունը կօգնի մշակել դպրոցում աշակերտների սնունդը բարելավելու առաջարկներ:

Հարցազրույցի ընթացքում մենք գրի կառնենք ասվածը և, եթե թույլ տաք, կձայնագրենք մեր գրույցը, որպեսզի Ձեր արտահայտած ոչ մի գաղափար չվրիպի մեր ուշադրությունից: Այս հարցազրույցը որևէ ռիսկ չի պարունակում Ձեզ համար: Ձեր տրամադրած տեղեկությունները կպահվեն գաղտնի: Հետազոտության ընթացքում ստացված բոլոր տեղեկություններն ի մի կբերվեն և կներկայացվեն միայն ընդհանրացված ձևով՝ չպարունակելով որևէ անուն, անձնական տվյալ կամ տվյալ՝ հաստատության վերաբերյալ, որտեղ Դուք աշխատում եք:

Այս հետազոտության վերաբերյալ հարցեր ունենալու դեպքում կարող եք զանգահարել հետազոտության համակարգող Անահիտ Դեմիրճյանին՝ 060 612562 հեռախոսահամարով: Եթե մտածեք, որ այս հետազոտությանը մասնակցելու ընթացքում Ձեզ լավ չեն վերաբերվել կամ որ մասնակցությունը Ձեզ վնաս է պատճառել, կարող եք զանգահարել Հայաստանի ամերիկյան համալսարանի Էթիկայի հանձնաժողովի համակարգող Վարդուհի Հայրումյանին՝ 060 612561 հեռախոսահամարով:

Դուք համաձայն եք մասնակցել: Եթե այո, կարո՞ղ ենք սկսել:

Դուք համաձայն եք, որ ես միացնեմ ձայնագրիչը: Խնդրում եմ ասե՞ք՝ ԱՅՈ կամ ՈՉ:

Եթե Դուք պատրաստ եք, կարող ենք սկսել:

**In-depth Interview Guide
(School principal)**

Date: _____

Hour: _____

Place: _____

Moderator: _____

Good afternoon and thank you for agreeing to have a talk with us. My name is _____. I represent Gerald and Patricia Turpanjian School of Public Health of the American University of Armenia. As mentioned in the informed consent form you have read, with UNICEF's support, we conduct a study to explore nutrition practices of primary school-aged children in schools and recommend solutions for identified problems. We would like to ask you to share your opinion on this, which is very valuable for us. If you don't mind, I will tape-record our conversation so that no any important piece of it is lost. Please, express your ideas freely, having in mind that your responses will be fully confidential and anonymous. If you don't mind, please, let us begin now.

1. Could you, please, describe, if the school somehow organizes the feeding of elementary school students while they are at school?
 - 1.1 If yes, then how? What kind of food does the school purchase and from where? Do you sell the food to the students or is it provided to them for free?
 - 1.2 If it is provided to them for free, which organization finances that program and who takes responsibility for its immediate implementation? Could you, please, describe the program (whom it includes, how is it implemented and what is the duration)?
 - 1.3 If the students pay for the food, who is responsible for the purchase, quality, assortment and price of the food? How does the school supervise these functions?
 - 1.4 What do you think, which food items have the most demand/popularity among the students? How available and healthy are these food items?
 - 1.5 In what conditions do the children get fed in the school (where, when, do they have a possibility to wash their hands before eating, etc.)?
 - 1.6 What are the conditions for organizing the school feedings (cafeteria, canteen, etc.)? What do you think, how much do they satisfy school feeding requirements?
 - 1.7 Do you have "Hygienic requirements for the organization of catering for students in general education institutions" confirmed by RA MOH 06.06.2014 N32 order? Could you, please, show it? Does your school follow these requirements? How applicable are these requirements?
 - 1.8 Do the students purchase food from nearby stores while being at school? What do you think about that type of organizing students' catering?
 - 1.9 What would you suggest to improve the feeding of students at school?
 - 1.10 Does your school curriculum include any type of tutoring (separate or as a part of any subject), during which elementary school children get information on what is healthy eating and healthy living? Do you see a necessity for providing such kind of information to the students?
 - 1.11 According to the curriculum, how many hours are allocated for the physical education in elementary grades? Do the children have an opportunity to participate in dynamic games in the school outside of the curriculum? If yes, then where, with what frequency and duration?

- 1.12 Is “Healthy Lifestyle” course taught in your school? In what grades? By teachers of what subject? Could you, please, provide the name of a teacher of the “Healthy lifestyle” course whom we can approach to get more details about these issues?
- 1.13 To the teacher of the “Healthy lifestyle” course: In your opinion does the “Healthy lifestyle” course provide sufficient information on healthy nutrition? How many hours are allocated to it? How the students master this information? What would you suggest to change in that course to improve the students’ knowledge and behavior on healthy nutrition?

(Concluding question) – Would you like to add something that could be done to improve feeding of elementary school children in Armenia?

Thank you for your time and effective conversation.

Խորացված հարցազրույցի ուղեցույց
(Դպրոցի տնօրեն)

Ամսաթիվ: _____

Ժամ: _____

Վայր: _____

Վարոդ: _____

Բարի օր և շնորհակալություն, որ համաձայնեցիք զրուցել մեզ հետ: Իմ անունը _____: Ես ներկայացնում եմ Հայաստանի ամերիկյան համալսարանի Ժիրայր և Փաթրիշա Թրփանձեան Հանրային առողջապահության ֆակուլտետը: Ինչպես նշված է Ձեր կողմից ընթերցված համաձայնության ձևում, ՅՈՒՆԻՄԵՖ-ի աջակցությամբ մենք իրականացնում ենք հետազոտություն՝ տարրական դպրոցներում աշակերտների սննդի կազմակերպման գործում առկա խնդիրները վեր հանելու և լուծումներ առաջարկելու նպատակով: Մենք կցանկանայինք, որ Դուք ներկայացնեիք այդ մասին Ձեր կարծիքը, որը շատ կարևոր է մեզ համար: Եթե չեք առարկում, ես կձայնագրեմ այս զրույցը, որպեսզի Ձեր արտահայտած ոչ մի միտք չվրիպի մեր ուշադրությունից: Խնդրում եմ արտահայտվեք ազատորեն, նկատի ունենալով, որ այն ամենն, ինչ ասելու եք՝ մնալու է գաղտնի, և Ձեր անունը ոչ մի տեղ չի հրապարակվելու: Եթե դեմ չեք, թույլ տվեք սկսել:

1. Նկարագրեք, խնդրեմ, դպրոցն ինչ-որ կերպ կազմակերպում է տարրական դասարանների աշակերտների սնվելը՝ դպրոցում գտնվելու ընթացքում:
 - 1.1 Եթե այո, ինչպե՞ս: Աշակերտների համար ի՞նչ սնունդ է ձեռք բերում դպրոցը և որտեղի՞ց: Այդ սնունդը վաճառվո՞ւմ է աշակերտներին, թե՞ տրամադրվում անվճար:
 - 1.2 Եթե անվճար է տրամադրվում, ո՞ր կազմակերպությունն է ֆինանսավորում այդ ծրագիրը և ո՞վ է պատասխանատվություն կրում դրա անմիջական իրականացման համար: Նկարագրե՛ք, խնդրեմ, թե ի՞նչ ծրագիր է դա (ու՞մ է ընդգրկում, ինչպե՞ս է իրականացվում և ի՞նչ տևողություն ունի):
 - 1.3 Եթե սնունդը տրամադրվում է վճարովի, ո՞վ է պատասխանատու այդ սննդի ձեռքբերման, որակի, տեսականու և գնի համար: Ինչպե՞ս է դպրոցը վերահսկում այդ գործառույթները:
 - 1.4 Ըստ Ձեզ, ո՞ր ուտելիքներն են ամենապահանջվածները՝ աշակերտների շրջանում: Որքանո՞վ են մատչելի և առողջ այդ ուտելիքները:
 - 1.5 Ի՞նչ պայմաններում են երեխաները սնվում դպրոցում (որտե՞ղ, ե՞րբ, ունե՞ն ուտելուց առաջ ձեռքերը լվանալու հնարավորություն, և այլն):
 - 1.6 Երեխաների սննդի կազմակերպման համար դպրոցում առկա պայմաններն (ճաշարան, բուֆետ և այլն) ինչպիսի՞ն են: Ըստ Ձեզ, որքանո՞վ են դրանք բավարարում դպրոցական սննդի կազմակերպմանն առաջադրվող պահանջները:

- 1.7 Դուք ունե՞ք ՀՀ ԱՆ 06.06.2014թ. N32-Ն հրամանով հաստատված՝ «Հանրակրթական ուսումնական հաստատություններում սովորողների սննդի կազմակերպմանը ներկայացվող հիգիենիկ պահանջները»: Խնդրում եմ՝ ցույց տվեք: Ձեր դպրոցը հետևո՞ւմ է այդ պահանջներին: Որքանո՞վ են այդ պահանջները կիրառելի:
- 1.8 Դպրոցում գտնվելու ընթացքում աշակերտները օգտվո՞ւմ են դպրոցի շրջակայքում գտնվող այլ խանութներից՝ սնունդ ձեռք բերելու համար: Ի՞նչ կարծիքի եք աշակերտների սննդի կազմակերպման այդ տարբերակի մասին:
- 1.9 Դուք ի՞նչ կառաջարկեիք՝ դպրոցում աշակերտների սնվելը բարելավելու համար:
- 1.10 Դպրոցական ծրագրում կա՞ որևէ պարապմունք (առանձին կամ որևէ առարկայի շրջանակներում), որի ընթացքում տարրական դասարանների աշակերտները ստանում են տեղեկություններ, թե որն է առողջ սնունդը և կենսակերպը: Դուք տեսնո՞ւմ եք այդպիսի տեղեկությունների տրամադրման անհրաժեշտությունը:
- 1.11 Ուսումնական ծրագրով շաբաթական քանի՞ ժամ է հատկացվում երեխաների ֆիզիկական կրթությանը տարրական դասարաններում: Երեխաներն ունե՞ն շարժուն խաղերի մասնակցելու հնարավորություն դպրոցում՝ այդ ժամերից դուրս: Եթե այո՝ որտե՞ղ, ի՞նչ հաճախականությամբ և ի՞նչ տևողությամբ:
- 1.12 “Առողջ ապրելակերպ” դասընթացը դասավանդվո՞ւմ է ձեր դպրոցում: Ո՞ր դասարաններում: Ո՞ր առարկայի ուսուցիչների կողմից: Խնդրում եմ նշեք “Առողջ ապրելակերպ” դասընթացի ուսուցչի անուն, ում կարող ենք մոտենալ այս հարցի վերաբերյալ ավելի մանրամասն տեղեկություններ ստանալու համար:
- 1.13 “Առողջ ապրելակերպ” դասընթացի ուսուցչին՝ Ըստ ձեզ, “Առողջ ապրելակերպ” դասընթացը պարունակո՞ւմ է բավարար տեղեկություններ առողջ սնուցման մասին: Քանի՞ ժամ է հատկացվում այդ հարցերին: Ինչպե՞ս են աշակերտները յուրացնում այդ տեղեկությունները: Ի՞նչ կառաջարկեիք փոխել այդ կուրսում՝ առողջ սննդի մասին աշակերտների գիտելիքներն ու նրանց սննդային սովորույթները բարելավելու համար:

(Ամփոփիչ հարց) – Կցանկանայի՞ք ավելացնել որևէ բան, որ կարելի է անել՝ Հայաստանի դպրոցներում աշակերտների սնունդը և դրա մասին գիտելիքները բարելավելու համար:

Շնորհակալություն Ձեր ժամանակի և արդյունավետ գրույցի համար:

**In-depth Interview Guide
(Primary school teachers)**

Date: _____

Hour: _____

Place: _____

Moderator: _____

Good afternoon and thank you for agreeing to have a talk with us. My name is _____. I represent Gerald and Patricia Turpanjian School of Public Health of the American University of Armenia. As mentioned in the informed consent form you have read, with UNICEF's support, we conduct a study to explore nutrition practices of primary school-aged children in schools and recommend solutions for identified problems. We would like to ask you to share your opinion on this, which is very valuable for us. If you don't mind, I will tape-record our conversation so that no any important piece of it is lost. Please, express your ideas freely, having in mind that your responses will be fully confidential and anonymous. If you don't mind, please, let us begin now.

Organization of school feedings for students:

1. Could you, please, describe, how do the elementary grade students get fed in the school?
- 1.1 What kind of a food item do they use the most? How do they get or purchase that food item? Do you think that food item is healthy?
- 1.2 If the school provides food for free, do the children enjoy eating that food? Do they eat anything else at school, besides the food that is being provided to them?
- 1.3 What do you think, is the food provided by the school nutritious and diverse enough to satisfy the students' needs? How often do the students eat fruits or vegetables?
- 1.4 What do the students drink at school? Is the drinking water available for them? From where?
- 1.5 Have you noticed any differences in students' eating habits depending on their parents' financial abilities? In your opinion, are the prices of food sold in the school affordable for children of families with average living standards?
- 1.6 What item would you recommend to include in the children's food to make it more valuable and useful?
- 1.7 In what conditions do the children get fed in the school (where, when, do they have a possibility to wash their hands before eating, etc.)?
- 1.8 What do you think, how much do the conditions available for organizing the school feedings for children (cafeteria, canteen, etc.) meet their needs?
- 1.9 How much are stunting, being underweight or overweight common among the students at your school? What do you think, which one of these conditions is the most worrisome for the children belonging to 5-9 years old age group?
- 1.10 What would you suggest to improve the feeding of students at school?

Students' awareness of healthy nutrition issues:

2. What do you think, how much are the elementary school students informed about the basic principles of healthy nutrition?

- 2.1 Does your school curriculum include any type of tutoring (separate or as a part of any subject), during which elementary school children get information on what is healthy eating?
- 2.2 What do you think, how much are the parents of your students informed on what healthy food should be like? What types of food items are most common among middle-income families?
- 2.3 What do you think, which percentage of your students have breakfast at home? Do you think having or missing breakfast can affect advancement of the child? If yes, how?
- 2.4 According to the curriculum, how many hours is designated for the physical education in elementary grades? Do the children have an opportunity to participate in dynamic games in the school outside of the curriculum? If yes, where, what kind of games, with what duration and what percentage of children participate in them?
- 2.5 Would you like for the curriculum of elementary school teaching to include more information on healthy eating and living? How would that affect children's eating behaviors?

(Concluding question) – Would you like to add something else?

Thank you for your time and effective conversation.

Խորացված հարցազրույցի ուղեցույց
(Տարրական դասարանների դասվարներ)

Անսաթիվ: _____

Ժամ: _____

Վայր: _____

Վարող: _____

Բարի օր և շնորհակալություն, որ համաձայնեցիք զրուցել մեզ հետ: Իմ անունը _____: Ես ներկայացնում եմ Հայաստանի ամերիկյան համալսարանի Ժիրայր և Փաթրիշա Թրփանճեան Հանրային առողջապահության ֆակուլտետը: Ինչպես նշված է Ձեր կողմից ընթերցված համաձայնության ձևում, ՅՈՒՆԻՄԵՖ-ի աջակցությամբ մենք իրականացնում ենք հետազոտություն՝ տարրական դպրոցներում աշակերտների սննդի կազմակերպման գործում առկա խնդիրները վեր հանելու և լուծումներ առաջարկելու նպատակով: Մենք կցանկանայինք, որ Դուք ներկայացնեիք այդ մասին Ձեր կարծիքը, որը շատ կարևոր է մեզ համար: Եթե չեք առարկում, ես կձայնագրեմ այս զրույցը, որպեսզի Ձեր արտահայտած ոչ մի միտք չվրիպի մեր ուշադրությունից: Խնդրում եմ արտահայտվեք ազատորեն, նկատի ունենալով, որ այն ամենն, ինչ ասելու եք՝ մնալու է գաղտնի, և Ձեր անունը ոչ մի տեղ չի հրապարակվելու: Եթե դեմ չեք, թույլ տվեք սկսել:

Աշակերտների սննդի կազմակերպումը դպրոցում

1. Նկարագրեք, խնդրեմ, թե ինչպե՞ս են սնվում տարրական դասարանների աշակերտները՝ դպրոցում գտնվելու ընթացքում:
- 1.1 Ինչպիսի՞ սնունդ են նրանք ամենից հաճախ օգտագործում: Որտեղի՞ց են ստանում կամ ձեռք բերում այդ սնունդը: Ըստ Ձեզ, այդ սնունդն առո՞ղջ է:
- 1.2 Եթե դպրոցը տրամադրում է անվճար սնունդ, երեխաները հաճույքո՞վ են ուտում այդ սնունդը: Իսկ դպրոցում գտնվելու ընթացքում ուտու՞մ են որևէ այլ բան՝ այդ սննդից բացի:
- 1.3 Ըստ ձեզ, դպրոցում երեխաների կերածը բավարար չափով սննդարար և բազմազան է՝ նրանց պահանջները բավարարելու համար: Որքա՞ն հաճախ են երեխաներն ուտում միրգ կամ բանջարեղեն:
- 1.4 Ի՞նչ են խմում երեխաները դպրոցում: Խմելու ջուրը մատչելի՞ է նրանց համար: Որտեղի՞ց:
- 1.5 Դուք նկատե՞լ եք տարբերություններ երեխաների սննդում՝ կախված նրանց ծնողների ֆինանսական հնարավորություններից: Ձեր կարծիքով, դպրոցում վաճառվող սննդամթերքի գները մատչելի՞ են միջին հնարավորություններով ընտանիքների երեխաների համար:
- 1.6 Դուք ի՞նչ սննդամթերք կառաջարկեիք ներառել երեխաների սննդում՝ այն լիարժեք և օգտակար դարձնելու համար:

- 1.7 Ի՞նչ պայմաններում են երեխաները սնվում դպրոցում (որտե՞ղ, ե՞րբ, ունե՞ն ուտելուց առաջ ձեռքերը լվանալու հնարավորություն, և այլն)
- 1.8 Ըստ ձեզ, երեխաների սննդի կազմակերպման համար դպրոցում առկա պայմանները (ճաշարան, բուֆետ, սննդի տրամադրում, և այլն) ինչքանո՞վ են բավարարում նրանց պահանջմունքները:
- 1.9 Ձեր աշակերտների շրջանում որքանո՞վ են տարածված ցածրահասակությունը, խիստ նիհարությունը կամ ավելորդ քաշը: Ըստ ձեզ, այս վիճակներից ո՞րն է առավել մտահոգիչ այս տարիքային խմբի (5-9 տարեկան) համար:
- 1.10 Դուք ի՞նչ կառաջարկեիք՝ դպրոցում աշակերտների սնվելը բարելավելու համար:

Աշակերտների տեղեկացվածությունը առողջ սնուցման հարցերին

- 2. Ձեր կարծիքով, տարրական դասարանների աշակերտները որքանո՞վ են տեղեկացված առողջ սնուցման հիմնական սկզբունքներին:
- 2.1 Դպրոցական ծրագրում կա՞ որևէ պարապմունք (առանձին կամ որևէ առարկայի շրջանակներում), որի ընթացքում նրանք ստանում են տեղեկություններ, թե որն է առողջ սնունդը:
- 2.2 Ըստ ձեզ, ձեր աշակերտների ծնողները որքանո՞վ են տեղեկացված, թե ինչպիսին պետք է լինի առողջ սնունդը: Ի՞նչ սննդատեսակների գործածությունն է ավելի տարածված միջին կենսամակարդակ ունեցող ընտանիքներում:
- 2.3 Ձեր կարծիքով, ձեր աշակերտների ո՞ր տոկոսն է նախաճաշում տանը: Ըստ ձեզ, դա անդրադառնում է երեխայի առաջադիմության վրա: Եթե այո՝ ի՞նչ կերպ:
- 2.4 Ուսումնական ծրագրով շաբաթական քանի՞ ժամ է հատկացվում երեխաների ֆիզիկական կրթությանը տարրական դասարաններում: Երեխաներն ունե՞ն շարժուն խաղերի մասնակցելու հնարավորություն դպրոցում՝ այդ ժամերից դուրս: Եթե այո՝ որտե՞ղ, ի՞նչ խաղերի, միջինում ի՞նչ տևողությամբ, և սովորաբար երեխաների ո՞ր մասն է մասնակցում այդ խաղերին:
- 2.5 Դուք կցանկանայի՞ք, որ տարրական դասարանների ուսումնական ծրագրում ներառվեին ավելի շատ տեղեկություններ՝ առողջ սննդի և կենսակերպի մասին: Դա ի՞նչ կերպ կանդրադառնար երեխաների սնվելու ու վարքագծի վրա:

(Ամփոփիչ հարց) – Կցանկանայի՞ք որևէ բան ավելացնել:

Շնորհակալություն Ձեր ժամանակի և արդյունավետ գրույցի համար:

In-depth Interview Guide
(School canteen staff member)

Date: _____

Hour: _____

Place: _____

Moderator: _____

Good afternoon and thank you for agreeing to have a talk with us. My name is _____. I represent Gerald and Patricia Turpanjian School of Public Health of the American University of Armenia. As mentioned in the informed consent form you have read, with UNICEF's support, we conduct a study to explore nutrition practices of primary school-aged children in schools and recommend solutions for identified problems. We would like to ask you to share your opinion on this, which is very valuable for us. If you don't mind, I will tape-record our conversation so that no any important piece of it is lost. Please, express your ideas freely, having in mind that your responses will be fully confidential and anonymous. If you don't mind, please, let us begin now.

1. How long has it been that you have been working for this canteen/cafeteria? Could you, please, describe the daily functions of this canteen/cafeteria?
 - 1.1 Who does the purchase of the food? By what principle? From where? With what frequency? Is the food sold to the students or is it provided for free to a certain category of students?
 - 1.1.1 If it is provided for free, which organization finances that program and who takes responsibility for its immediate implementation? Could you, please, describe the program (whom it includes, how is it implemented and what is the duration)?
 - 1.1.2 What do you usually cook and serve within the framework of that program? Do the children enjoy eating that food?
 - 1.2 If the students pay for the food, who is responsible for the purchase, quality, assortment and price of the food? Based on what do you make the choice of food? Does the school supervise these functions? How?
 - 1.3 What do you think, which food items have the most demand/popularity among the students? How available and healthy are these food items? How often do the children choose to eat fruits, vegetables (for example a vegetable salad), dairy products or a hot meal?
 - 1.4 According to your observations, what do the food choices of the children depend on (for example preference, taste, design, price, easy to eat, etc.)?
 - 1.5 Do you think the conditions of this canteen/cafeteria meet the requirements of keeping the food in the appropriate temperature and preparing and serving hot meals?
 - 1.6 What do you think, which percentage of your elementary school students regularly visit the cafeteria/canteen? Do you see any lines while serving the food, for example during the breaks?
 - 1.7 After buying or receiving the food, where do the elementary school students eat it? Does the canteen/cafeteria have an appropriate space and furniture so that students can eat there?
 - 1.8 Do the students make purchases from nearby stores while being at school? What do you think about that?
 - 1.9 What would you suggest to improve the feeding of students at school?

Thank you for your time and effective conversation.

Խորացված հարցազրույցի ուղեցույց
(Ճաշարանի/բուֆետի աշխատող)

Անսաթիվ: _____

Ժամ: _____

Վայր: _____

Վարող: _____

Բարի օր և շնորհակալություն, որ համաձայնեցիք զրուցել մեզ հետ: Իմ անունը _____: Ես ներկայացնում եմ Հայաստանի ամերիկյան համալսարանի Ժիրայր և Փաթրիշա Թրփանճեան Հանրային առողջապահության ֆակուլտետը: Ինչպես նշված է Ձեր կողմից ընթերցված համաձայնության ձևում, ՅՈՒՆԻՄԵՖ-ի աջակցությամբ մենք իրականացնում ենք հետազոտություն՝ տարրական դպրոցներում աշակերտների սննդի կազմակերպման գործում առկա խնդիրները վեր հանելու և լուծումներ առաջարկելու նպատակով: Մենք կցանկանայինք, որ Դուք ներկայացնեիք այդ մասին Ձեր կարծիքը, որը շատ կարևոր է մեզ համար: Եթե չեք առարկում, ես կձայնագրեմ այս զրույցը, որպեսզի Ձեր արտահայտած ոչ մի միտք չվրիպի մեր ուշադրությունից: Խնդրում եմ արտահայտվեք ազատորեն, նկատի ունենալով, որ այն ամենն, ինչ ասելու եք՝ մնալու է գաղտնի, և Ձեր անունը ոչ մի տեղ չի հրապարակվելու: Եթե դեմ չեք, թույլ տվեք սկսել:

1. Որքա՞ն ժամանակ է, ինչ Դուք աշխատում եք այս ճաշարանում/բուֆետում: Նկարագրեք, ինչդրեմ, այս ճաշարանի/բուֆետի ամենօրյա գործառույթները:
- 1.1 Ո՞վ է կատարում մթերքի գնումները: Ի՞նչ սկզբունքով: Որտեղի՞ց: Ի՞նչ հաճախականությամբ: Այդ սնունդը վաճառվու՞մ է աշակերտներին, թե՞ որոշակի կատեգորիայի տրամադրվում է անվճար:
 - 1.1.1 Եթե անվճար է տրամադրվում, ո՞ր կազմակերպությունն է ֆինանսավորում այդ ծրագիրը և ո՞վ է պատասխանատվություն կրում դրա անմիջական իրականացման համար: Նկարագրե՛ք, ինչդրեմ, թե ի՞նչ ծրագիր է դա (ու՞մ է ընդգրկում, ինչպե՞ս է իրականացվում և ի՞նչ տևողություն ունի):
 - 1.1.2 Մովորաբար, Դուք ի՞նչ եք պատրաստում և մատուցում այդ ծրագրի շրջանակներում: Երեխաները հաճույքո՞վ են ուտում այդ սնունդը:
- 1.2 Եթե սնունդը տրամադրվում է վճարովի, ո՞վ է պատասխանատու այդ սննդի ձեռքբերման, տեսականու և գնի համար: Ինչի՞ հիման վրա եք կատարում սննդատեսակների ընտրությունը: Դպրոցը վերահսկու՞մ է այդ գործառույթները: Ինչպե՞ս:
- 1.3 Ըստ Ձեզ, ո՞ր ուտելիքներն են ամենապահանջվածները՝ աշակերտների շրջանում: Որքանո՞վ են մատչելի և որքանո՞վ են առողջ այդ ուտելիքները: Որքա՞ն հաճախ են երեխաներն ընտրում միրգ, բանջարեղեն (օրինակ՝ բանջարեղենային աղցան), կաթնամթերք կամ տաք կերակուր:

- 1.4 Ըստ Ձեր դիտարկումների, ինչո՞վ է պայմանավորված երեխայի կողմից այս կամ այն սննդի ընտրությունը (օրինակ՝ նախասիրությամբ, համով, ձևավորմամբ, գնով, ուտելու համար հարմար լինելով և այլն):
- 1.5 Ձեր կարծիքով, այս ճաշարանի/բուֆետի պայմանները բավարա՞ր են մթերքը անհրաժեշտ ջերմաստիճանում պահելու և տաք ճաշատեսակներ պատրաստելու ու մատուցելու համար:
- 1.6 Ձեր կարծիքով, տարրական դասարանների աշակերտների ո՞ր տոկոսն է կանոնավորապես օգտվում Ձեր ճաշարանից/բուֆետից: Օգտվելիս հերթեր առաջանո՞ւմ են, օրինակ՝ մեծ դասամիջոցի ընթացքում:
- 1.7 Մնունդը գնելուց կամ ստանալուց հետո որտե՞ղ են այն ուտում տարրական դասարանների աշակերտները: Ճաշարանը/բուֆետը ունի՞ անհրաժեշտ տարածք և կահավորում՝ որպեսզի աշակերտները կարողանան այստեղ ճաշել:
- 1.8 Դպրոցում գտնվելու ընթացքում աշակերտները օգտվո՞ւմ են դպրոցի շրջակայքում գտնվող այլ խանութներից՝ սնունդ ձեռք բերելու համար: Եթե այո, ի՞նչ կարծիքի եք այդ մասին:
- 1.9 Դուք ի՞նչ կառաջարկեիք՝ դպրոցում աշակերտների սնվելը բարելավելու համար:

Շնորհակալություն Ձեր ժամանակի և արդյունավետ գրույցի համար:

Date: ____/____/____

Questionnaire for the study participant

Please answer following questions by writing on the horizontal line or marking (✓) the square next to the correct response option for each question.

1. Your age (completed years): _____
2. Your gender: 1. Male
 2. Female
3. Your residency: 1. Yerevan
 2. Lori
 3. Tavush
4. Your title: 1. Primary class teacher
 2. Principal
 3. Canteen/buffet staff member
 4. Teacher of “Healthy lifestyle” course
 53 Other (specify _____)
5. In total, how many years have you worked in school? _____ years
6. After 2010, have you received any training on organization of school feeding?
 1. Yes (specify – *where?* _____) 2. No

Thank you for answering the questions!

Ամսաթիվ ____/____/____

Հարցաթերթիկ հետազոտության մասնակցի համար

Խնդրում ենք պատասխանել հետևյալ հարցերին՝ գրելով տրված տողի վրա կամ (✓) նշան դնելով համապատասխան վանդակում:

1. Ձեր տարիքը (լրացրած տարիների թիվը). _____
2. Ձեր սեռը. 1. Արական
 2. Իգական
3. Ձեր բնակավայրը. 1. Երևան
 2. Լոռի
 3. Տավուշ
4. Ձեր պաշտոնը. 1. Դասվար
 2. Դպրոցի տնօրեն
 3. Դպրոցի ճաշարանի կամ բուֆետի աշխատակից
 4. “Առողջ ապրելակերպ” դասընթացի ուսուցիչ
 5. Այլ (նշեք՝ _____)
5. Քանի՞ տարի եք աշխատել դպրոցում: _____ տարի
6. 2010թ.-ից հետո անցե՞լ եք ուսուցում դպրոցներում աշակերտների սննդի կազմակերպման թեմայով:
 1. Այո (նշեք՝ որտեղ. _____) 2. Ոչ

Շնորհակալություն հարցերին պատասխանելու համար:

7.3 Appendix 3. Observational Checklist

Date: ____/____/____

Residency/district: _____

Observational Checklist for School Food Facilities

1. Type of the school commodity providing food for students:
 1. Canteen 2. Buffet 3. Both 4. None 5. Other _____
2. School meals are served to primary school students: 1. Yes 2. No - *Go to Q.7*
3. Setting where meals are served: 1. Canteen/buffet 2. Classroom 3. Other _____
4. School breakfasts (in addition to meals) are served to students:
 1. Yes (specify, by who _____) 2. No
5. Exemplary food menu for two weeks is available: 1. Yes 2. No
6. The menu for: 1. Week 2. Last day and current day 3. Last day 4. Current day
 5. None, filled in based on canteen employee's responses

Contains:	1. Yes	2. No	3. # per week
1. Bread, pasta	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
2. Potato	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
3. Other starchy food (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
4. Vegetables (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
5. Fruits (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
6. Meat, poultry (specify _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
7. Fish (mark whether: <input type="checkbox"/> 1. oily <input type="checkbox"/> 2. not oily)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
8. Egg (in a form of: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
9. Beans (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
10. Milk (specify fat content: <input type="checkbox"/> 1. low fat <input type="checkbox"/> 2. normal fat)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
11. Other dairy products (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
12. Any deep fried food (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
13. Any pastry (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
14. Any confectionary or chocolate	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
15. Any drink other than milk (list: _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	

7. Potable fresh water is available at the school building throughout the day for children to drink:
 1. Yes, free of charge 2. Yes, for pay 3. No
8. Salt is available to add to the served food: 1. Yes 2. No 3. N/A

9. Other condiments (ketchup, mayonnaise, peppers, vinegar, etc.) are available to add to the served food:
 1. Yes 2. No N/A
10. Meals are cooked with: 1. Vegetable oil 2. Butter 3. Transfats (*spread, margarine, ready-made hard oils*)
 4. Other (_____) 5. N/A
11. There is a refrigerator at the canteen to keep perishable food at 4°C or lower: 1. Yes 2. No 3. N/A
12. There is equipment at the canteen to keep hot food at 60°C or higher: 1. Yes 2. No 3. N/A
13. There are food thermometers for checking cooling and cooking temperatures: 1. Yes 2. No 3. N/A
14. There is clean running water in the canteen: 1. Yes, uninterrupted 2. Yes, interrupted 3. No 4. N/A
15. There is a separate sink at the canteen for hand washing only: 1. Yes 2. No 3. N/A
16. There is liquid soap at the sink for hand washing: 1. Yes 2. No 3. N/A
17. There are paper towels at the sink to dry hands: 1. Yes 2. No 3. N/A
18. Access of other people to cooking is restricted: 1. Yes 2. No 3. N/A
19. There is a fresh (taken less than 48 hours ago) sample of the served meal in the canteen refrigerator in a firmly closed reservoir with the date and time of the sampling – stated on it:
 1. Yes 2. No 3. N/A
20. There is limited space and/or long queries in the canteen: 1. Yes 2. No 3. N/A
21. The dining space is clean: 1. Yes 2. No 3. N/A
22. The dining space is nicely set-up: 1. Yes 2. No 3. N/A
23. The canteen sells food to the students (*if No or N/A, go to 25*): 1. Yes 2. No 3. N/A

24. If yes, the food sold in the canteen includes:

	1. Yes	2. No
1. White bread	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
2. Rye bread, bran bread	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
3. Vegetable salad (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
4. Other fresh vegetables (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
5. Fresh fruits (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
6. Dairy products (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
7. Pastry without cream (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
8. Confectionaries and chocolate (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
9. Bottled water	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

	1. Yes	2. No
10. Pasteurized milk or cacao	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
11. Fruit juice not more than 5% sweetened	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
<i>Hot or cold dishes made of</i>		
12. Grains (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
13. Beans (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
14. Vegetables (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
15. Red meat (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
16. Poultry (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
17. Fish (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
18. Eggs (assortment _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
19. Other (list _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
<i>Sold food also includes</i>		
20. Fried patties	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
21. Donuts	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
22. Hot dogs	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
23. French fries	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
24. Pastries with cream or confectionery	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
25. Crisps	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
26. Carbonated sweetened beverages	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
27. Other beverages with added sugar	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
28. Sandwiches/rolls with sausage or hum	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
29. Ice cream	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
30. Coffee	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
31. Hot dressings, ketchup, mayonnaise	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

25. There are following journals available at the school appropriately completed (check the date of the last note):

	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No	<input type="checkbox"/> 3. N/A
1. Journal for assessing appropriateness of the meal (filled daily)			
2. Canteen staff health journal (filled by the school nurse daily)			
3. Journal for calculating nutritional value of the school food (completed by the nurse once per two weeks)			

School buffet (*skip, if no buffet*)

26. There is limited space and/or long queries in the buffet: 1. Yes 2. No
27. Cool food is sold from vitrine-refrigerator in the buffet: 1. Yes 2. No
28. Food from vitrine-refrigerator is sold within one hour: 1. Yes 2. No

29. Foods and drinks available at the school buffet include:

	1. Yes	2. No
1. White bread	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
2. Rye bread, bran bread	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
3. Vegetable salad (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
4. Other fresh vegetables (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
5. Fresh fruits (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
6. Dairy products (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
7. Pastry without cream (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
8. Confectionaries and chocolate (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
9. Bottled water	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
10. Pasteurized milk and cacao	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
11. Fruit juice not more than 5% sweetened	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
<i>Hot or cold dishes made of</i>		
12. Grains (assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
13. Beans (assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
14. Vegetables (assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
15. Red meat (assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
16. Poultry (l assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
17. Fish (assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
18. Eggs (assortment` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
19. Other (list` _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
<i>Sold food also includes</i>		
20. Fried patties	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
21. Donuts	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
22. Hot dogs	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
23. French fries	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
24. Pastries with cream or confectionery	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
25. Crisps	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

	1. Yes	2. No
26. Carbonated sweetened beverages	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
27. Other beverages with added sugar	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
28. Sandwiches/rolls with sausage or hum	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
29. Ice cream	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
30. Coffee	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
31. Hot dressings, ketchup, mayonnaise	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

30. There is any form of marketing (pictures, posters, other demonstration) of any of these foods and drinks in the buffet:
 1. Yes 2. No 3. N/A

Food shop(s) in school surrounding

31. Are there any food stores in the immediate surrounding of the school (within 50 m distance)?
 1. Yes 2. No

32. If yes, foods and drinks available at these stores include:

	1. Yes	2. No
1. Fried patties	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
2. Donuts	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
3. Hot dogs	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
4. French fries	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
5. Pastries with cream or confectionery	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
6. Crisps	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
7. Carbonated sweetened beverages	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
8. Other beverages with added sugar	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
9. Sandwiches/rolls with sausage or hum	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
10. Ice cream	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
11. Coffee	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
12. Hot dressings, ketchup, mayonnaise	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

33. There is any form of marketing (pictures, posters, other demonstration) of any of these foods and drinks in the school surrounding: 1. Yes (specify, where _____) 2. No 3. N/A

Facilities for physical activities

34. There is an indoor hall in the school for primary graders' physical education and activities:
 1. Yes 2. No – *Go to Q. 34*
35. If yes, the hall meets the size standards for a two-court sports hall (18 m x 18 m with a 6.7 m height) or is larger:
 1. Yes 2. No, somewhat smaller 3. No, much smaller
36. If there is no sports hall, there is some other indoor space used for that purpose:
 1. Yes (specify _____) 2. No – *Go to Q. 37*
37. Please, rate the following features of the indoor space for student's physical activities:
- | | | | |
|----------------------|--|--|----------------------------------|
| a. Wooden floor | <input type="checkbox"/> 1. Yes | <input type="checkbox"/> 2. No, from other material (<i>specify</i>) _____ | |
| b. Lighting | <input type="checkbox"/> 1. Adaptable | <input type="checkbox"/> 2. Not adaptable | <input type="checkbox"/> 3. None |
| c. Heating | <input type="checkbox"/> 1. Floor heating | <input type="checkbox"/> 2. Other (<i>specify</i>) _____ | <input type="checkbox"/> 3. None |
| d. Ventilation | <input type="checkbox"/> 1. Adaptable | <input type="checkbox"/> 2. Not adaptable | <input type="checkbox"/> 3. None |
| e. Equipping | <input type="checkbox"/> 1. For 5-9 years old also | <input type="checkbox"/> 2. Only for older children | <input type="checkbox"/> 3. None |
| f. Music system | <input type="checkbox"/> 1. Stationary (inbuilt) | <input type="checkbox"/> 2. Portable | <input type="checkbox"/> 3. None |
| g. Access to toilets | <input type="checkbox"/> 1. Direct | <input type="checkbox"/> 2. In the same floor | <input type="checkbox"/> 3. None |
| h. Changing rooms | <input type="checkbox"/> 1. Available | <input type="checkbox"/> 2. Unavailable | |
| i. Showers | <input type="checkbox"/> 1. Available | <input type="checkbox"/> 2. Unavailable | |
38. The indoor space is used for other-than-sports activities (dining, gatherings): 1. Yes 2. No
39. There is an outdoor playing field in the school yard: 1. Yes 2. No
40. If yes, the field is covered with natural or synthetic grass: 1. Yes 2. No, other _____

Դպրոցում սննդի հետառնչվող տարածքների դիտարկման ստուգաթերթիկ

- Դպրոցում աշակերտներին սնունդ առաջարկող հիմնարկի տեսակը.
 - 1. Ճաշարան
 - 2. Բուֆետ
 - 3. Երկուսն էլ
 - 4. Ոչ մի
 - 5. Այլ
- Դպրոցը տրամադրում է անվճար սնունդ տարրական դասարաններին աշակերտներին.
 - 1. Այն
 - 2. Ոչ → *Անցիբ կետ 7*
- Որտե՞ղ է մատուցվում անվճար սնունդն աշակերտներին.
 - 1. Ճաշարան կամ բուֆետ
 - 2. Դասասենյակ
 - 3. Այլ վայր (նշել)
- Երեխաներին մատուցվում է նաև անվճար նախաճաշ (բացի ճաշից).
 - 1. Այն (նշեք՝ *նշել* _____)
 - 2. Ոչ
- Առկա՞ է օրինակելի ճաշացուցակ՝ երկու շաբաթվա համար.
 - 1. Այն
 - 2. Ոչ
- Ճաշացուցակ՝
 - 1. Շաբաթվա
 - 2. Նախորդ և տվյալ օրվա
 - 3. Նախորդ օրվա
 - 4. Տվյալ օրվա
 - 5. Ճաշացուցակ չկա, լրացվում է աշխատողի պատասխաններին

Պարունակում է.	1. Այո	2. Ոչ	3. Շաբաթը քանի՞ անգամ
1. Հաց, մակարոնեղեն	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
2. Կարտոֆիլ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
3. Այլ հացազգիներ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
4. Բանջարեղեն (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
5. Միրգ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
6. Միս, թռչնամիս (նշել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
7. Ձուկ (նշել՝ <input type="checkbox"/> 1. յուղոտ <input type="checkbox"/> 2. ոչ յուղոտ)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
8. Ձու (ի՞նչ կերպ՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
9. Լոբազգիներ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
10. Կաթ (նշել ճարպի պարունակությունը: <input type="checkbox"/> 1. իջեցված <input type="checkbox"/> 2. նորմալ)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
11. Այլ կաթնամթերք (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
12. Որևէ տապակած սնունդ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
13. Որևէ հրուշակեղեն (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	

14. Որևէ կոնֆետ կամ շոկոլատ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	
15. Որևէ ըմպելիք՝ կաթից բացի (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	

7. Խմելու թարմ ջուրը մատչելի է դպրոցի շենքում ուղջ օրվա ընթացքում .
 1. Այո, անվճար 2. Այո, վճարովի 3. Ոչ
8. Աշակերտները կարող են ազատադավելացնել իրենց սննդին (դրված է մատչելի տեղում) .
 1. Այո 2. Ոչ 3. Կ/Չ
9. Այլ համեմունքներն (կետչուպ, մայոնեզ, բիրար, քացախ և այլն) ազատ մատչելի են սննդին ավելացնելու համար .
 1. Այո 2. Ոչ 3. Կ/Չ
10. Ճաշերը պատրաստվում են .
 1. Ձեթով
 2. Կարագով
 3. Տրանս ճարպերով (մարգարին, սպրեյ, պատրաստի յուղեր)
 4. Այլ յուղով (_____)
 5. Կ/Չ
11. Ճաշարանում ստանարան կափշացող մթերքը մինչև 4°C-ում պահելու համար .
 1. Այո 2. Ոչ 3. Կ/Չ
12. Ճաշարանում սարք կատաք սնունդը $\geq 60^{\circ}\text{C}$ -ում պահելու համար .
 1. Այո 2. Ոչ 3. Կ/Չ
13. Ունեն սննդի ստեղծման եփման ջերմաստիճանները չափելու ջերմաչափեր .
 1. Այո 2. Ոչ 3. Կ/Չ
14. Ճաշարանում կահուսող մաքուր ջուր .
 1. Մշտական
 2. Ընդհատումներով
 3. Չկա
 4. Կ/Չ
15. Ճաշարանում առանձին լվացարան կա՝ միայն ձեռքերը լվանալու համար .
 1. Այո 2. Ոչ 3. Կ/Չ
16. Այդ լվացարանի վրա հեղուկ օճառ կա ձեռքերի համար .
 1. Այո
 2. Ոչ 3. Կ/Չ
17. Այդ լվացարանի մոտ թղթե սրբիչներ կան՝ ձեռքերը չորացնելու համար .
 1. Այո 2. Ոչ 3. Կ/Չ

18. Կոդիֆիկացիայի մարդկանց մուտքը եփելու տարածքը սահմանափակված է. 1. Այն 2. Ոչ 3. Կ/Չ

19. Մտնարանում առկա է մատուցված ճաշի թարմ մսնուշ (վերցված վերջին 48 ժամվա ընթացքում)՝ ամուր փակված տարայում՝ մսնուշի վերցման ժամին ամսաթվի նշումով տարայի վրա. 1. Այն 2. Ոչ 3. Կ/Չ

20. Ճաշարանում ներկվածք է կամ երկար հերթեր են գոյանում. 1. Այն 2. Ոչ 3. Կ/Չ

21. Ճաշասրահը մաքուր է. 1. Այն 2. Ոչ 3. Կ/Չ

22. Ճաշարանը հաճելի ուրեւն ձևավորված է. 1. Այն 2. Ոչ 3. Կ/Չ

23. Դպրոցի ճաշարանում վաճառվում է սնունդը աշակերտներին. 1. Այն 2. Ոչ 3. Կ/Չ
(Եթե ոչ կամ Կ/Չ, անցիք կետ 25).

24. Եթե այն, ճաշարանում վաճառվող սնունդը ներառում է.

	1. Այն	2. Ոչ
1. Սպիտակ հաց	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
2. Տարեկանի հաց, թեփով հաց	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
3. Բանջարեղենային աղցան (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
4. Այլ թարմ բանջարեղեն (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
5. Թարմ միրգ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
6. Կաթնամթերք (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
7. Առանց կրեմի թխվածքներ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
8. Կոնֆետկամ շոկոլադե (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
9. Ջուր՝ շշերով	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
10. Պաստերիզացված կաթ կամ կակաո	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
11. Մրգահյութ՝ մինչև 5% շաքարի հավելումով	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
Տաք կամ սառը կերակրատեսակներ, սպտոր սուտված՝		
12. Չավարեղենից (տեսակներն են՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
13. Լոբազգիներից (տեսակներն են՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

14. Բանջարեղենից (տեւականիսն՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
15. Կարմիր մսից (տեւականիսն՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
16. Հավի մսից (տեւականիսն՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
17. Ձկից (տեւականիսն՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
18. Չվից (տեւականիսն՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
19. Այլ տեւականի (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
Վաճառվում են նաև՝		
20. Տապակած կարկանդակներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
21. Փքաբլիթներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
22. Նրբերշիկներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
23. Տապակած կարտոֆիլի ձողիկներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
24. Կրեմով կամ քաղցրավենիքով հրուշակեղեն	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
25. Չիփսեր	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
26. Գաղափորված քաղցր ըմպելիքներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
27. Այլ քաղցր ըմպելիքներ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
28. Երշիկով կամ ապուրխտով բուտերբրոտ կամ թխվածք	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
29. Պաղպաղակ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
30. Սուրճ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
31. Կծու սոուսներ, կետչուպ, մայոնեզ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

25. Դպրոցում առկա են հետևյալ մասյան ներքև՝ ըստ հարկի լրացված (նայել վերջին գրառման ամսաթիվը)։

	1. Այն	2. Ոչ	3. Կ/Չ
1. «Պատրաստի կերակրատեսակի, խոհարարական արտադրանքի խոտանոթում մասյան» (լրացվում է ամենօր)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
2. Աշխատողների «Առողջոթյան մասյան» (լրացնում է բուժքույրն ամենօր)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
3. «Մանրի օրաբաժնի հսկողություն, սննդային և էներգետիկ արժեքի հաշվարկի մասյան» (լրացնում է բուժքույրը 2 շաբաթը մեկ)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Դպրոցի բուժետր (Բաց թողեք, եթե բուժետչից)

26. Բուժետրում ներկայացված է կամ երկար հերթեր են գոյանում. 1. Այն 2. Ոչ
27. Բուժետրում ստորսնունդը վաճառվում է միայն ցուցաստան արանից. 1. Այն 2. Ոչ
28. Բուժետրում ցուցաստան արանի սնունդը վաճառվում է մեկ ժամվա ընթացքում. 1. Այն 2. Ոչ
29. Բուժետրում վաճառվող սննդատեսակներն ու ընպեղիքները ներառում են.

	1. Այն	2. Ոչ
1. Մսի տակ հաց	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
2. Տարեկանի հաց, թեփով հաց	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
3. Բանջարեղենային աղցան (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
4. Այլ թարմ բանջարեղեն (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
5. Թարմ միրգ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
6. Կաթնամթերք (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
7. Առանց կրեմի թխվածքներ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
8. Կոնֆետկամշոկոկադե	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
9. Ջուր՝ շշերով	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
10. Պատերի գրգռված կաթկամկակա	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
11. Մրգահյութ՝ մինչև 5% շաքարի հավելումով	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
Կերակրատեսակներ, պատրաստված		
12. Չավարեղենից (տեսակներն են՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

	1. Այն	2. Ոչ
13. Լոբազդիներից (տեղանիս՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
14. Բանջարեղենից (տեղանիս՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
15. Կարմիր մսից (տեղանիս՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
16. Հավի մսից (տեղանիս՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
17. Ձկից (տեղանիս՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
18. Չվից (տեղանիս՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
19. Այլ տեղանի (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
Վաճառվում են նաև՝		
20. Տապակած կարկանդակներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
21. Փքաբլիթներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
22. Նրբերշիկներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
23. Տապակած կարտոֆիլի ձողիկներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
24. Կրեմով կամ քաղցրավենիքով հրուշակեղեն	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
25. Չիփսեր	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
26. Գաղափորված քաղցր ըմպելիքներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
27. Այլ քաղցր ըմպելիքներ (թվել՝ _____)	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
28. Երշիկով կամ ապուխտով բուստերի քիմիատեղափոխություն	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
29. Պաղպաղակ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
30. Սուրճ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
31. Կծու սոսիսներ, կեսչուս, մայրներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

30. Բուքետում կան այսպիսի սննդամթերքներ, որոնք մեկը գնված դրոշմակարներ, պատահաբար, կամ այլ ցուցադրություններում. 1. Այն 2. Ոչ 3. Կ/Չ

Սննդի վաճառակետերը դպրոցի մերձակայքում

31. Դպրոցի մերձակայքում (մինչև 50 մ. վրա) կա՞ն սննդի վաճառակետեր: 1. Այն 2. Ոչ → Անցիբ կետ 33

32. Եթե այո, վաճառվող սննդամթերքներն ու ըմպելիքները ներառում են.

	1. Այն	2. Ոչ
1. Տապակած կարկանդակներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
2. Փքաբլիթներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
3. Նրբերշիկներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

	1. Այն	2. Ոչ
4. Տապալկած կարտոֆիլի ձողիկներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
5. Կրեմով կամ քաղցրավենիքով հրուշակեղեն	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
6. Չիֆուեր	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
7. Գազավորված քաղցր ըմպելիքներ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
8. Այլ ըմպելիքներ՝ շաքարի ավելացմամբ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
9. Երջիկով կամ ապուրխտով բուտերբրոտկամ թխվածք	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
10. Պաղպաղակ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
11. Սուրճ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
12. Կծու սոսիսներ, կետչուպ, մայոնեզ	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.

33. Դպրոցի մերձակայքում կա՞նք այսպիսի սնունդատեսակներից որևէ մեկը գովազդող նկարներ, պաստառներ, կամ այլ գուցադրություններ.

1. Այն (նրանք՞նր _____) 2. Ոչ 3. Կ/Չ

Հարմարությունները ֆիզիկական վարժություններին խաղերին համար

34. Դպրոցում կա՞նք փակ սպորտդահլիճ. 1. Այն 2. Ոչ → *Անցիբ կետ 36*

35. Եթե այո, դահլիճը համապատասխանում է երկրորդ տանի սպորտդահլիճի ստանդարտ չափերին (18մ x 18մ՝ 6.7մ բարձրություն) կամ ավելի մեծ է.

1. Այն 2. Ոչ, մի քիչ փոքր է 3. Ոչ, շատ ավելի փոքր է

36. Եթե չկա սպորտդահլիճ, կա այդ նպատակով օգտագործվող այլ փակ տարածք.

1. Այն (նկարագրեք _____) 2. Ոչ → *Անցիբ կետ 39*

37. Աշակերտների ֆիզիկական վարժություններին համար օգտագործվող փակ տարածքում առկա է.

- a. Փայտե հատակ 1. Այն 2. Ոչ, այլ նյութից
(նշեք) _____
- b. Լուսավորություն 1. Կարգավորվող 2. Չկարգավորվող
 3. Չկա
- c. Ջեռուցում 1. Հատակի տակից 2. Այլ
(նշեք) _____ 3. Չկա

- d. Օղ ափո խան ակ ու թյ ու ն 1. Կարգավորվող 2. Չկարգավորվող 3. Չկա
- e. Կահավորում 1. 5-9 տ. երեխաների համարնա 2. Միայն ավագների համար 3. Չկա
- f. Երաժշտական համակարգ 1. Ներկայումս 2. Շարժական 3. Չկա
- g. Մուտքը գույքարաններ հարկում 1. Ուղիղ 2. Ոչ ուղիղ, բայց նույն 3. Չկա
- h. Հանդերձարաններ 1. Կան 2. Չկան
- i. Ցնցողներ 1. Կան 2. Չկան

38. Փակ տարածքն օգտագործվում է այլ ոչ -սպորտային միջոցառումներին (պարեր, ժողովներ) համար.

- 1. Այն 2. Ոչ

39. Դպրոցի բակում կաբաց խաղահրապարակ. 1. Այն 2. Ոչ

40. Եթե կա, այն ծածկված է բնական կամ սինթետիկ խոտածածկով.

- 1. Այն 2. Ոչ, այլ _____