Day Snacks for Community School Children in Nepal - A Review

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ABSTRACT

Purpose: *To access the current snacking habits of community schoolchildren and the sustainable, affordable, and impactful impact of snacks on dietary habits and health status.*

Design/Methodology/Approach: *This research adopted the process of scientific review to collect information on schoolchildren's day snacks of Community School. It is analyzed using extended ABCD method by adding Enforcement E as ABCDE method.*

Findings/Result: *The School Day Snacks aid in the attachment of children to school, enrolment, and regular attendance. Many parents want to send their children to school without daytime snacks. It is seeing hunger as an opportunity to access education for deserving children.*

Mid-day meals are problems in central hills and perhaps elsewhere to provide schoolchildren with nutrition as well. Similarly, to raise nutrition awareness and the availability of nutrient-rich foods for children. Added fruits and vegetables for health development, growth, and detection of disease for children.

Junk food consumption among adolescent students is remarkably high in both public and private schools. According to the Day Snacks Management Guidelines 2020, each kid should consume 150–200 grams of cereals, gedagudi (peas, grains, pulses, etc.), green vegetables, and fruits. Also needed were 50–60 grams of animal-related protein foods. It is said in Nepal that ''Harek bar Khana char'' (every four different types of foods like rice, vegetables, animal-related foods, and pulses) must.

Originality/Value: *This review-based policy research is significant for documenting the policy of day snacks programme implementation and assessing the improvements requirements.*

Paper Type: *Review of Literature.*

Keywords: *Community, Day Snacks, School children, Nutritional*

1. INTRODUCTION :

The Government of Nepal has accepted the Convention on the Rights of the Child (1989), and it has also endorsed the Salamanca Declaration (1994) and the Declaration on Education for All (1990). These documents demand that all children, regardless of their physical, intellectual, emotional, social, linguistic, or other problems, get a public education (UNICEF, 2003, p. 1). [1].

According to Teneja 53% of kids, consume packaged food or drinks at least once each day. Over twice a week, on average, 53% of children ate packaged, salted foods like chips and quick noodles. 70% of kids bought packaged foods at or close to schools or consumed them there. For a significant portion of kids, schools were a source of packaged meals and drinks such chocolates (48.6%), chips (45.9%), and bottled juice-based beverages (36.6%). (Taneja, 2017, p. 6). [2].

According to Jivesh Jha, the introduction of Article 31 under the 2015 Constitution and the Right to Free and Compulsory Education Act, 2018, has made free and compulsory education for children of school-age in Nepal a basic right. This right is governed by national law, thus the legislature believed

it was necessary to pass a fair corpus of provisions outlining the obligations of the federal government, provincial governments, and their affiliates (Jha, 2019, p. 41). [3].

The food sector advertises unhealthy snack foods to Guatemalan youngsters in and around public schools using promotional characters and premium incentives. Further investigation is required to determine the long-term effects of these marketing tactics on children's weight and use of unhealthy snack foods (Chacon, Letona, & Barnoya, 2013). [4].

American University of Minnesota the US food and beverage sector has been concentrating recently and has come to see children and teenagers as a significant commercial force. Children and teenagers are now the focus of intensive and focused food marketing and advertising campaigns. Food advertising's effect on eating habits, as well as current laws and policies (University of Minnesota, USA, 2004, p. 1). [5].

According to Sztainer, Neumark et al. heavy school kids are less likely to purchase foods heavy in fats and sugars when there are restrictions on access to them in schools. Based on these findings, it is advised that schools review their food-related regulations and take into account measures to restrict access to foods and beverages that are heavy in fats and sugars and poor in nutrients. (Sztainer, 2005, p. 6). [6].

According to Schleiermacher, Pepijn et al., processed foods that are heavy in sugar, fat, and salt but deficient in dietary fibre and micronutrients are replacing traditional foods in many countries' food systems. Understanding the factors that are changing people's eating habits is urgently needed, especially for lower-income nations. In rural Nepal, this study examines the factors that influence children's and parents' dietary preferences. Focus group discussions (FGD) and key informant interviews (KII) with schoolchildren, parents, and teachers were used to gather qualitative data (Schreinemachers P. e., 2021, p. 826). [7].

According to the Tuladhar, the opportunity cost of education still prevents the majority of kids from attending school. The Government of Nepal has created a policy to offer these children educational chances through non-formal education in order to satisfy their educational needs. Through the Out-of-School Programme, which is also a part of NFE Unit programs, the BPEP I have been delivering basic education to children aged 8 to 14 years (Tuladhar, 2004). [8].

Nepal's plan for the school education sector, 2022–2031. The constitution focuses on establishing a just, inclusive, and socialism-oriented country. According to this mission, the 2018 compulsory and free education act (BS 2075) and 2020 compulsory and free education related rules (BS 2077) have put into effect the constitution's stipulation of rights and priorities linked to education. The right of children to an education is likewise protected by the 2018 Children Act (BS 2075). The 2019 national education policy (BS 2076), developed by the GoN, provides policy guidelines for enacting reforms and adjustments in the education sector within the confines established by the constitution (Government of Nepal, 2022, p. 1). [9].

In 2019, the national School program reports that 97.1 percent of students are enrolled in primary school, 93.4 percent in basic education, 69.0 percent in grades 9 through 10, and 47.6 percent in years 11 through 12 (Child Right Coucil, 2020). [10].

Schools are eligible for snack reimbursement under the National School Lunch Program based on the number of paid, free, and reduced-price students enrolled in the school. Regardless of whether a particular kid qualifies for free or reduced-price meals, the qualified to receive reimbursement at the free rate for snacks supplied to all students eligible for snacks. Children cannot be charged for snacks (National School Programme). [11].

2. STATEMENT OF PROBLEMS :

Community schoolchildren often lack access to nutritious snacks during the school hours, leading to poor dietary habits and potential health issues. Poorer children cannot carry daytime snacks from home. They are seeing other students eating, and sometimes someone is sharing with them. Home carrier day snacks set parents up with junk food like biscuits, bread with jam, and homey. Early-morning prepared snacks become odorous during the hot season. Some parents sent some amount, and those children purchased snacks from the canteen or school near a restaurant. These foods are not healthy or fresh. Due to the not freshness snacks, some children become sick in school. The main problem was the students were irregular and incomplete sessions. The study seeking to address the planning and implementation of a sustainable snack program for student enrolment and regularity among the community schoolchildren.

3. OBJECTIVES :

To access the current snacking habits and nutrition status of health in the community School.

4. METHODOLOGY :

This review-based policy research for documenting the policy of day snacks programme implementation and assessing the improvements requirements by government of Nepal.

4.1 Review of Article:

In this review day snacks provided reasons, regular presentation of children and its impact on school-level education related articles were searched. The researcher thoroughly reviewed the literature on school-provided day snacks, as well as the history, policy, and guidelines that were implemented in the schools. In-depth archival analysis followed by an intensive review would be strategies during the scientific review. Depending on the availability of data, qualitative research approaches would be effective. The review was systematically conducted through the collection of research papers, reports, and data.

The researcher adopted the process of scientifically published articles review of day snacks for children and their effect on current snacking habits, performance measures of children in height, weight, and mid-upper arm circumference (MUAC) document synthesis to get a solution for the nutritional status of community school children in Nepal. In-depth archival analysis followed by an intensive review would be strategies during the scientific review. The reviewer consulted experts and key informants informally to validate the reviewed one. The analyses is presented using Advantages (A), Benefits (B), Constraints(C), Disadvantages (D), and Enforcements (E). So, it is called partial ABCDE technique.

5. LITERATURE REVIEW AND ANALYSIS :

Table 1: Day Snacks for School Children

S. No.	Outcomes of research	Reference
1	UNICEF concentrated on how much money families spend on schooling. The largest portion of household education spending goes for tuition at private institutions, followed by textbooks and supplies. For all levels of education, households pay for about 48.4% of the costs, with the public sector covering the remainder. For pre-primary, primary, and lower secondary levels, respectively, the household contribution is 55,5%, 33,6%, and 43,6%. The price of critical indirect costs associated with schooling is high. Despite the fact that education is free, it is likely that many low-income households cannot pay the expenditures associated with it. This highlights the critical need for scholarships that specifically target low-income households that do not meet the other requirements for currently accessible (UNICEF, 2016, p. 73).	UNICEF, (2016). [12]
2	Oxfam cantered on the literacy rate (for children over the age of 5) in Nepal has increased significantly in recent years, from 50.6% to roughly 65.6% between 2003/04 and 2015/16. To guarantee that all children may receive high-quality education, however, sizable improvement is still required. Only 6% of the poorest girls finish primary education, and 17% of kids who start grade 1 don't finish the primary cycle. Less than one-third make it to grade 10,109. Due to Nepal's continued practice of charging for education, the poorest citizens are also kept out of the educational system. According to the CBS national accounts from 2016, families are responsible for 56.6% of the overall cost of schooling. Although Nepal has a policy of free primary education, in reality, families still pay more than a third of the overall cost of primary education in Nepal because of informal fees, the necessity to pay for learning materials, and the cost of uniforms (Oxfam, 2019, p. 37).	Oxfam, (2019). [13]

S. No.	Outcomes of research	Reference
3	Save the Children reports that the school-leaving girl went back to her village, where her mother re-enrolled her in grade 10, and she used the money to buy me school supplies. Sunita was glad to return to school and see her old classmates, but what truly made her happy was being able to study once more. Dropout children can return to school with a supportive atmosphere, according to the case study (Save the Children, 2016, p. 23)[14].	Save the Children, (2016). [14]
4	Results point to a number of entry places appropriate for Nepal's central hills and perhaps elsewhere: First, it's crucial to provide midday meals to schoolchildren in order to meet their nutritional needs for the day and lessen their reliance on snack foods. Second, it's critical to increase people's awareness of nutrition and nutrient-rich foods so that they can weigh other considerations like flavour, availability, and price when choosing what to eat. Third, since people thought that fruits and vegetables were expensive, it was crucial to have a wide selection available at reasonable costs. Schools appear to be a suitable platform for introducing behaviour modification, while school and home garden programs simultaneously boost people's understanding and the local availability of a variety of vegetables and match it people's local food culture and agricultural system (Schleiermacher's P. e., 2021, p. 842) [15].	Schreinemachers P., (2021). [15]
5	public schools have been providing quality education; they are not broken and someone is not needed to fix them rather they are performing excellent with their own initiatives; teachers, school management and leadership are very serious to improve quality education and they can do it by themselves with the support from parents and community; language is just the means of instruction and quality lies on what child learns especially about knowledge and skills that they gain which are meaningful to them and the society they live in; the schools are successful enough to change the perception of parents and have attracted parents and students which resulted in enrolling the significant number of students from renowned private schools; they are continuing education using alternate solutions to meet the needs of various learners even during COVID-19 pandemic; and finally the learning outcomes of the public schools are outstanding and far higher than national average(NCE, Nepal, 2020 p. 35) [16].	NCE, Nepal, 2020. [16]
6	Devkota, S P, and Bagale S claim This represents Nepal's primary school dropout rate. The article's main goal is to examine the issue of elementary school dropouts. There are numerous rules and programs in place to decrease school abandonment, dropout rates, and other problems, but many of these remain. Economic position, family history, access and equity, declining quality, a lack of school community relationships, and the public-private dichotomy are some of the factors that contribute to dropout rates despite increases in educational funding (Devkota S. P., 2015, p. 153).	Devkota, S P and Bagle, S, (2015). [18]
7	According to Consumption of junk foods among adolescent students was remarkably high in both public school and private school adolescents. Regardless of adequate knowledge on harmful consequences of junk foods, school-going adolescents are consuming junk foods due to its easy availability and ready-to-use packaging. The government of Nepal should strictly standardize and regulate advertising policies and extravagant health claims advertised by junk food manufacturers. An appropriate intervention targeted to adolescents to improve food behaviours is recommended Bohara S. S., et al., (2021 p. 1).	Bohara SS, Thapa K, Bhatt LD, Dhami, SS and Wagle S, (2021). [19]

S. No.	Outcomes of research	Reference
8	According to the United States Department of Agriculture (USDA), Any food sold in schools is required to contain at least 14 cups of fruit or vegetables, be high in whole grains, be a vegetable, a dairy product, be a protein item, or be a combination of these. Additionally, 10% of the dairy value of a nutrient of public health importance must be present (USDA, 2010, P 1).	USDA, 2010 [20]
9	According to the day snacks management guideline 2020, each kid should consume 150–200 grams of fixed cereals, gedagudi, green vegetables, or fruits, and animal-related foods, totalling 50–60 grams every child. Rule for school-day snacks Nepal, (2020, p.8).	School day snacks guideline Nepal, (2020). [21]
10	In the last few decades, Nepal's formal education system has advanced significantly. Across the country, access to education has increased, even in isolated places with dispersed, small communities. Over 1 million children are enrolled in 37,700 pre-primary and early childhood development classes and centres nationwide, out of the more than eight million students attending 35,674 basic and secondary schools.	Government of Nepal [22]
11	In this study, providing students with free and nutritious school lunches did not result in a decrease in behavioural problems or inactivity in the classroom, an improvement in school satisfaction or self-efficacy, or a better learning environment.	Kristine E. Illokken et al (2021). [23]
12	The Civil Society Alliance for Nutrition Nepal (CSANN) is dedicated to supporting the Government of Nepal's efforts to improve the food system. Based on data and evidence from Nepal and around the world, we have come to the conclusion that changing the food system is essential to reducing malnutrition and ending hunger. A fair, robust, and sustainable food system is essential to meeting both the SDGs and our country's development objectives. Thus, we are determined to apply our combined efforts to this issue.	UN Food Systems Summit (2021 p.9), [24]
13	According to Nepal, school feeding has made a significant difference in raising student enrolment and attendance as well as giving kids the healthy meals they require, particularly in areas with high rates of food insecurity and poor academic achievement. School feeding programs have helped to lessen sociocultural discrimination and achieve gender equity in primary school.	WFP, (2018). p. 2, [25]
14	Kids wanted to be able to eat enough food. They were also worried about how food assistance should be distributed in the near term, fairly, and in accordance with necessity. In addition, they requested assistance in recovering food items and seeds that were buried beneath the debris of their homes. Longer term, they requested assistance for their families to re-establish their standard of living, which included purchasing materials for agriculture and replacing cattle that had perished in the earthquakes.	Save the children P. 41) [26]
15	Over the past few decades, Nepal has enacted a wide range of legislation, regulations, and strategies pertaining to food and nutrition. Few policies have placed as much emphasis on over nutrition and other diet-related non-communicable diseases as they have on under nutrition, improving feeding practices, enhancing food security, and supporting sustainable food systems. Nepal has mostly concentrated on short-term initiatives, even though nutritional enhancement should encompass a wide variety of activities. More significantly, most policies lacked a defined process for carrying them out and tracking their advancement.	Adhikari, N and et al. P. 13) [27]

S. No.	Outcomes of research	Reference
16	For 45 years, the World Food Program (WFP) has supplied rice, dal, salt, and oil for school lunches in several areas of Nepal. Since launching a separate cash-based program in 2008, the Nepali government has been progressively taking over those districts and expanding into 71 more so far. Only six districts are served by the WFP currently, and by 2024, the government will have assumed half of the program's administrative expenditures.	Logan, Marty (2022). [28}
17	The implementation of uniform meal plans, the development of chefs' and educators' skills, the reinforcement of community ownership and accountability, and the connection to the nearby food supply chain. In addition to the expenditures of capacity improvement, maintaining these benefits would necessitate a 20–33% increase in the existing budget provision of NPR 15 per meal.	Shrestha et al., (2020. p. 14) [29]

The review expands on the research priorities and gaps. The consumption of food and its proper utilization by the body are connected to nutrition. Maintaining good health and preventing sickness requires a healthy diet. Carbohydrates, proteins, lipids, vitamins, and minerals are necessary for human health. Different forms of malnutrition can arise from either an excess (over nutrition) or insufficiency (under nutrition) of macro- or micronutrients in our daily diet. Stunting, underweight, wasting, and obesity are the typical results of over nutrition [29-34].

In Nepal, stunting is a serious public health issue. Among children under five, the prevalence of stunting decreased from 57% (severe) to 25% (moderate), while among children in the same age range, it decreased from 15% (severe) to 80% (moderate). The low weight-for-age (underweight) persists despite the progressive decline in stunting and wasting (DoHS, government of Nepal, annual report 2021/2022 p. 73) [35].

Nepal still has 25% of its population stunted, 8% wasted, and 1% obese. Nepal has an even higher percentage of stunting. According to the DoHS annual report 2021/2022, 36% of the province was founded in Karnali, 36% in Sudurpashchim, and 25% of the country was found overall in Nepal.

6. RESEARCH GAP AND RESEARCH AGENDAS :

Table 2: Trends of Nutrition Status in Children

S. No.	Year and organization	Description		
		Stunted	Wasted	Over weight
1	1996 NFHD	57%	15%	1%
2	2001 NDHS	57%	11%	1%
3	2006 NDHS	49%	13%	1%
4	2011 NDHS	41%	11%	1%
5	2016 NDHS	36%	10%	1%
6	2022 NDHS	25%	8%	1%

Table 2 shows data indicates proportion of children under 5, child growth standard above data reveal there was stunted 57%, wasted 15% and 1% in 1996. The same was comparably reduced in 2022 as 25% of people were stunted, 8% were wasted, and 1% remains unchanged for overweight during the period in Nepal. When Province wise further detain data analysed, 3 provinces Koshi (20%), Bagmati (18%) & Gandaki Province (20%) were less than that of National Average of Nepal (25%) whereas Limbini Province (25%) was exactly equal, However, 3 provinces Sudurpashchim and Karnali (36%) and Madesh Province (29%) were higher than that of national average [36]. The reviews raise further research in the area linking Nutritional status and Day snake across different providence and the child academic performance. Study on factors and impact of Stunted should be studied in details.

7. ANALYSIS OF RESEARCH AGENDAS :

The results after expert consultation on completion of research are presented ABCDE methods which

is extended method of ABCD [37-39].

Advantages: The goal of the Nutrition Assessment and Gap Analysis (NAGA) was to gather the data required to create a comprehensive, multi-sector Nutrition Action Plan for Nepal. The Child Health Division of the Government of Health and Population spearheaded the NAGA process, with assistance from associated players such as the World Bank, UNICEF, WHO, USAID, WFP, and others in Nepal. The main factors that contribute to under nutrition in Nepal. In the Nepali setting, the main causes of inadequate food absorption and utilization are inadequate food quality/nutrient density, poor food and care associated behaviours like hygiene and sanitation, and a high prevalence of illnesses.

Teachers, school management, and leadership are serious about improving quality education and need support from parents and the community. The main causes of the school dropout rate are economic position, family history, access and equity, declining quality, and a lack of school community relationships. The largest proportion of households spends 84% on education (primary and lower secondary levels: 55.5% and 33.3%, respectively) though basic education is free in Nepal. In Nepal, 56.6% of students spend on school education. Only 6% of the poorest girls finish their primary education; 17% of kids in grade one could not finish the primary cycle; and less than one-third make it to grade 10.

Benefits: Under nutrition has different causes at the household, regional, and economic levels. Interventions aimed at provinces, districts, and communities that address the root causes of under nutrition. Nutrition focuses on pregnancy through the first 24 months of a child's life, and it informs the mother on a number of parameters, such as food prices and the availability of practiced foods. It helps curb hunger and malnutrition, improves nutritional status, enhances learning outcomes, boosts school enrollment and attendance, and supports child health and well-being.

Constraints: There are constraints such as the challenge of dissuading students from junk food, financial limitations in households leading to food insecurity, and the need for effective enforcement to ensure the program's success. When it comes to implementing and maintaining micronutrient interventions, Nepal has done remarkably well. The iron intensification program, the vitamin A supplementation program, the vaccine program, and the general population fortification initiatives (iron fortification of wheat flour and salt iodization) all saw significant improvements in Nepal. The government of Nepal offered free monthly prenatal check-up, mother and child birth at medical facilities, and assistance by medical professionals (nurses, physicians, and HA). Nearly all hospitals offer free delivery services, and all health facilities have local delivery rooms. Reward for at least four ANC check-up at four, six, eight, and nine months of pregnancy, as well as for institutional delivery and postpartum care. Free transportation incentives: NRS. 1500 in mountainous areas, NRS. 1000 in hilly areas, and NRS. 500 for institutional delivery.

Government supplied NRS. 15 per days of day snacks for each pupil based on their class attendance record in school for ECD to five grade students. It helps to satisfy pupils' hunger and be there every day in the classroom. It has an effect on the low school dropout rate of students.

Disadvantages : Proper enforcement mechanisms to have nutrition supervision, nutritional education, and community involvement are yet to be there essential to promote healthy eating habits and ensure the program's sustainability and effectiveness in providing nutritious meals to children in community schools in Nepal. All we need is to build ethical capital for productive human capital without any hazards in foods and performance for upcoming generations [29-34].

Enforcements:

(1) Create or strengthen connections: To reduce the nation's malnutrition rate, connections between the Ministries of Health and Population, Agriculture and cooperatives, Education, Industry, Local Development, Social Welfare, and the private sector are required.

(2) Increasing the capability of human resources: Qualified personnel who work in the nutrition section, in other industries, and as district and community-based agricultural and educational workers. Create a nutrition Policy Review Board, whose job it is to examine new and current policies in the major industries to determine how they may affect nutrition programs.

(3) Ensuring Food Security: Reducing under nutrition essentially depends on having a sufficient quantity of food that is both affordable and accessible. Give special attention to the Sudurpashchim and Karnali provinces for this program. In places where food shortages cause a humanitarian disaster, food help is required. Increased immunization rates and program monitoring for vitamin A in distant areas should be enforced.

(4) Increasing the uptake and usage of food: decreased the chance of contracting an infection from unsecured water sources, without proper hygiene, and improper disposal. Give mother groups instruction on how to encourage their members to wash their hands with soap at home before eating, after using the restroom, and whenever they come into contact with waste materials.

(5) Avoid using junk food (plastic packs and bottles): Give counseling to youngsters who are under five mothers'. Mothers do not give their kids feeding materials like bottle and plastic packing tiffin for school. It is strongly advised to eat the midday snacks given by the school or send homemade snacks home. Don't give money for school supplies like tiffin. "Education for all and good health for all" should not be forgotten.

8. CONCLUSION AND SUGGESTION :

The Nepali government has accepted the convocation on the rights of children in 1989, the Salmanca Declaration in 1994, and the Declaration of Education for all in 1990. Nepal Sector Plan 2022–2031: compulsory and free school education for all children according to the Constitution of Nepal. In 2019, the school program reports that 97.1% of students are enrolled in primary school, 93.4% in basic education, 69% in grades 9 and 10, and 47.6% in grades 11 and 12. Schools are eligible for day snack reimbursement under the National School Lunch Program based on the number of paid, free, and reduced-priced students enrolled in the school. The majority of households spend 48.4% of their education budget on public and private education. In Nepal in 2015/16, 65% of the children's literacy rate was found. Nepal has a policy of free primary education but pays a third of the cost of primary education for informal fees, necessary learning materials, and uniform costs. Day school snacks encourage kids to enrol in and attend classes on a regular basis. It facilitates underprivileged students' access to food and education. Parents brought in junk food and a limited quantity of food from restaurants and the school canteen. Some parents send their children pocket money to buy refreshments for the day. Encourage more investigation to learn more about Nepal, the community school, and the schoolchildren's free day food. To enhance the effectiveness of school feeding programs in Nepal, implementing nutrition supervision, nutritional education, and community involvement is crucial. These measures promote healthy eating habits, address food insecurity, and ensure sustainable and effective provision of nutritious meals to children in community schools.

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