Freedom from tobacco and nicotine

Guide for schools

World Health Organization

Contents

Acknowledgements

Methodology

Freedom from tobacco and nicotine: guide for schools was developed as an adaptation of the *How to Make Your Campus Smoke-Free* guide, which was published in 2020 to support UN Agencies in the establishment of smoke-free campuses. The No Tobacco Unit at WHO headquarters reviewed country-level policies on nicotine and tobacco-free school policies, as well as resources published by public health and tobacco control NGOs and CSOs (see Annex 7).

The guide was drafted and subsequently piloted by primary and secondary schools in Iran (Islamic Republic of), Kazakhstan, Kyrgyzstan and Ukraine. The WHO Country Office focal points oversaw the implementation of the piloting and collated feedback. The No Tobacco Unit at WHO headquarters then developed the second iteration of the guide, taking the feedback into consideration. WHO Regional and Country Offices reviewed the final version and provided additional country examples to illustrate how nicotine and tobacco-free school policies could work in practice.

HOW TO MAKE YOUR CAMPUS SMOKE-FREE

World Health Organization · FCTC WHO FRAMEWORK CONVENTION ON TOBACCO CONTROL · UN INTERAGENCY TASK FORCE ON NCDs
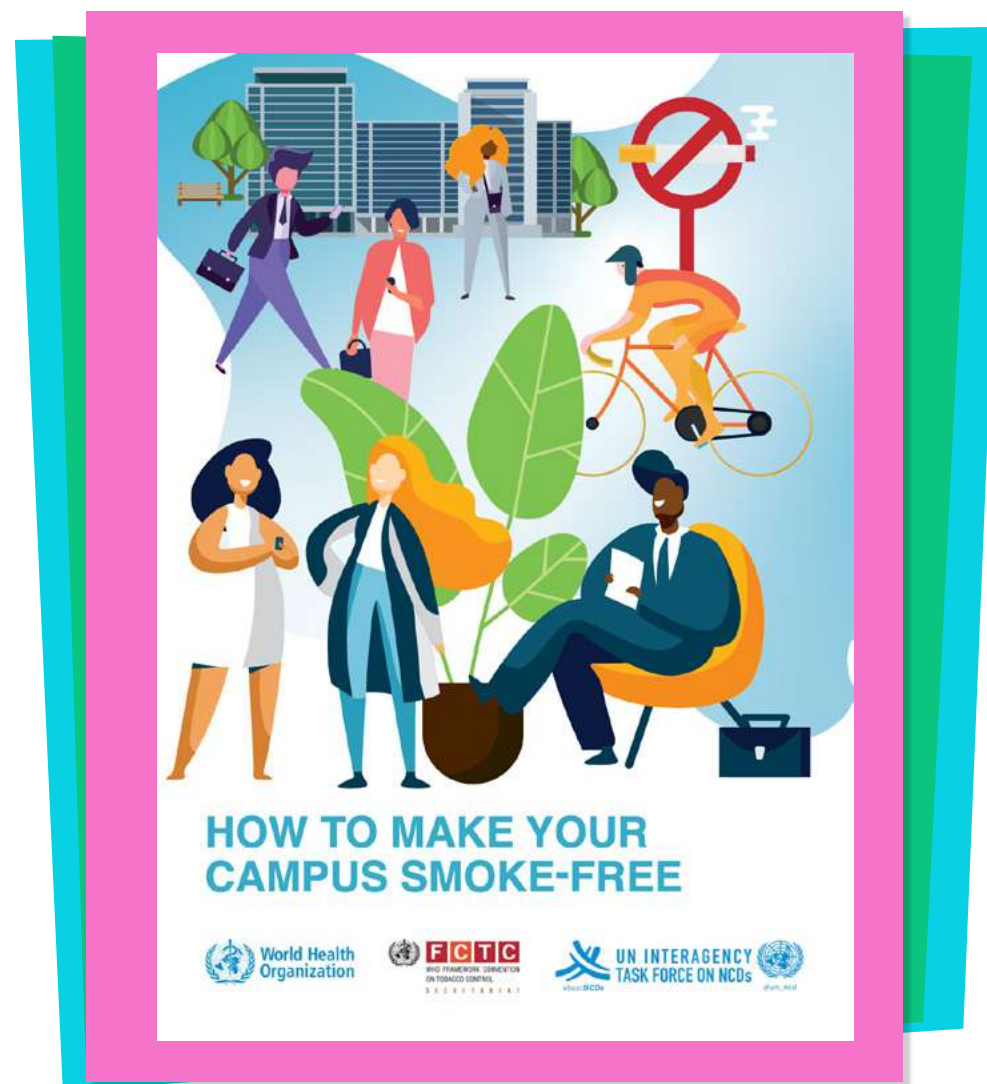
Background on nicotine and tobacco use in young people

Did you know …?

Every year, tobacco kills over 8 million people (1) – one person every four seconds. More than 7 million of those deaths are caused by direct tobacco use while an estimated 1.3 million are due to exposure of non-smokers to second-hand smoke. Around half of all children around the world are reported to breathe in air polluted by tobacco smoke, and around 51 000 children die each year from illnesses related to second-hand smoke (1).

Almost nine out of 10 smokers start smoking by the age of 18 years, and 99% start by the age of 26 years (2).

More than 80% of the world's 1.8 billion young people (aged 10–24 years) live in developing countries. They are aggressively targeted by the tobacco and related industries and their deadly products (3).

Tobacco products contain toxic substances. Tobacco smoke contains more than 7000 chemicals, of which at least 250 are known to be harmful and at least 70 are known to cause cancer (4).

Tobacco use among young people increases the risk of reduced lung function, impaired lung growth and early onset of chronic respiratory diseases. The lungs continue to grow well into adulthood, but inhaling the toxins found in tobacco smoke slows down this process and causes potentially irreversible lung damage (5).

Tobacco use, especially from an early age, causes cardiovascular disease, chronic respiratory diseases, various cancers and fertility issues. It can damage every organ and system in the body (6).

Nicotine is highly addictive and can have long-lasting, damaging effects on brain development (7,8).

Exposure of young people to e-cigarette liquid also poses serious risks to their health. Some of the compounds in electronic nicotine delivery systems (ENDS), more commonly known as e-cigarettes, are potentially harmful to users. The use of e-cigarettes strengthens nicotine addiction, which can later dictate either sustainable use of ENDS or switching to other forms of tobacco use. There is a risk of the devices leaking, or of children swallowing the e-cigarette liquid. Some e-cigarettes have been known to cause serious injuries, including burns through fires and explosions (9). E-cigarettes are marketed in thousands of flavours and appealing designs, which make them very popular among young people.

EVERY YEAR, TOBACCO KILLS

8 million people

ONE PERSON EVERY 4 SECS

Nicotine and tobacco products: definitions
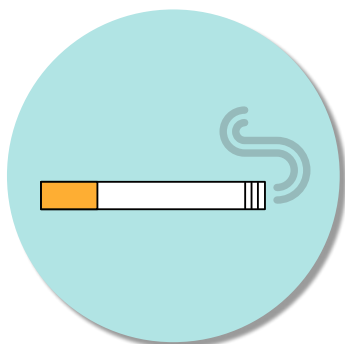
Smoked tobacco product:

any product made or derived from tobacco which generates smoke. Examples include manufactured cigarettes, roll-your-own tobacco, cigars, shisha (also known as waterpipe), kreteks and bidis.

Smokeless tobacco product:

any product that consists of cut, ground, powdered or other forms of tobacco that is intended to be placed in the oral or nasal cavity. Examples include snuff, chewing tobacco, gutka, mishri and snus.
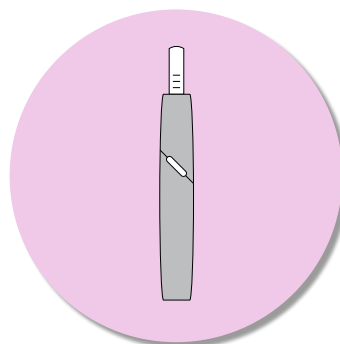
Heated tobacco product (HTP):

tobacco products that produce aerosols containing nicotine and toxic chemicals when tobacco is heated or when a device containing tobacco is activated. These aerosols are inhaled by users during a process of sucking or smoking involving a device. They contain the highly addictive substance nicotine, as well as non-tobacco additives, and are often flavoured.
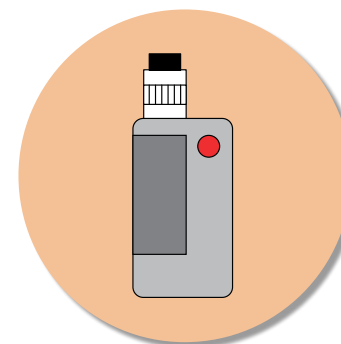
E-cigarette:

a device that heats a liquid to create an aerosol that is inhaled by the user, which typically contains nicotine and toxic substances that are harmful to both users and non-users who are exposed to the aerosols second-hand; the liquid is often flavoured.

Second-hand smoke:

the smoke emitted from the burning end of a cigarette or other tobacco products, usually in combination with the smoke exhaled by the smoker.

About the guide

The impact of tobacco in schools

Tobacco has negative implications for the environment, the economy and the health of both smokers and non-smokers. All people have a fundamental right to breathe clean air, and tobacco-free environments are essential to guaranteeing this right. This includes protection in outdoor spaces. Whether sitting in class, playing games outside or waiting at the school bus stop, young people should be protected from second-hand smoke and e-cigarette emissions.

Schools worldwide have successfully implemented nicotine and tobacco-free policies on campus through comprehensive communications plans and effective monitoring and enforcement mechanisms.

Nicotine and tobacco-free policies help to prevent smoking initiation among adolescents and young adults (10); create a healthier, more productive student body; protect adolescents and young adults from the toxins in second-hand smoke; denormalize nicotine and tobacco use among younger generations; create a demand for quitting tobacco; reduce cigarette litter; and cut cleaning costs.

Objective of the guide

The guide is intended to provide schools and their students with the necessary knowledge and tools to successfully adopt a nicotine and tobacco-free campus policy.

This step-by-step guide suggests engaging activities, offers sample communications material and provides practical examples of schools worldwide that have implemented nicotine-free and tobacco-free campus policies.

While banning the use of nicotine and tobacco products is essential to the school policy, this guide also covers the importance of prohibiting the sale of nicotine and tobacco products near schools, banning direct and indirect advertising and promotion of nicotine and tobacco products near schools, and refusing any form of sponsorship or engagement with tobacco and related industries.

Target audience

The toolkit is designed to be used by school administrators, teachers and administrative staff to support them with a step-by-step approach in developing and implementing the nicotine and tobacco-free school policy. It is recommended that the policy covers all students aged 11 years and above, teaching and administrative staff, parents and visitors on the school premises.

Engaging students in the process

From participation in communications and advocacy activities to leading the implementation and enforcement of the new policy, students should be involved in the process of going nicotine and tobacco-free from start to finish. "Whole-of-school" participation is encouraged, where each class is responsible for part of the project – for example, designing the nicotine and tobacco-free signage, implementing a school survey or developing an enforcement plan. Students are more likely to support and respect the new policy if they feel they have played an important role in the process.

Why have nicotine and tobacco-free schools?

The challenge

The tobacco epidemic is one of the biggest public health challenges the world has ever faced, killing more than 8 million people around the world every year (2). Tobacco use is one of the main risk factors for the most prominent noncommunicable diseases, including cancer, heart disease and chronic obstructive pulmonary disease. Nearly all tobacco use begins in childhood and adolescence, and early onset equals more life-years for tobacco use, increasing the risk of developing tobacco-related diseases (5).

Tobacco and related industries have increasingly preyed on children and adolescents, producing a global increase in the use of newer nicotine and tobacco products among the world's young people. Tobacco and related industries have sought to exploit children and adolescents, employing marketing tactics and targeting them directly with a new portfolio of products, despite the threat to their health. Nicotine has been made more palatable and easier to access by marketing products in sweet and fruity flavours and selling products near schools, online and in vending machines, where age verification can be circumvented. Products have been made more affordable for young people through the sale of single cigarettes and disposable e-cigarettes, which typically lack health warnings. Free samples are often made available to kick-start the habit. Tobacco and related industries offer scholarships and school programmes, cloaking their motives in the guise of philanthropy.

Nicotine and tobacco use on school campuses normalizes unhealthy behaviour, exposes non-users to the harms of second-hand smoke and e-cigarette emissions, and fails to encourage nicotine and tobacco users to quit.

Tobacco advertising, promotion and sponsorship normalize and glamourize tobacco use. They also attract new users, increase consumption among current users, reduce tobacco users' willingness to quit and encourage former tobacco users to take up smoking again.

Banning nicotine and tobacco products on campus is important, but it is not enough by itself. In order to protect children from manipulation by tobacco and related industries and prevent uptake of nicotine and tobacco products by young people, a comprehensive approach is essential.

A comprehensive approach

Schoolchildren spend almost one third of their waking hours in school (11). Schools are uniquely positioned to help to prevent students from initiating nicotine and tobacco use and to protect them from the harmful effects of exposure to second-hand smoke and e-cigarette emissions.

A comprehensive nicotine and tobacco-free campus policy should include:

1. banning nicotine and tobacco product use on school premises;

2. prohibiting the sale of nicotine and tobacco products near schools;

3. banning direct and indirect advertising and promotion of nicotine and tobacco products near schools; and

4. refusing any form of sponsorship by or engagement with tobacco and related industries.

The benefits of nicotine and tobacco-free school campuses

Benefits of quitting tobacco

Within just a few minutes, your body begins a series of changes that continue for years.

- Within 20 minutes, your heart rate and blood pressure drop.
- Within 12 hours, the carbon monoxide level in your blood drops to normal.
- Within 2–12 weeks, your circulation improves and your lung function increases.
- Within 1–9 months, coughing and shortness of breath decrease.
- Within 1 year, your risk of coronary heart disease is about half that of a smoker.
- Within 5–15 years, your stroke risk is reduced to that of a non-smoker.
- Within 10 years, your risk of lung cancer falls to about half that of a smoker and your risk of cancer of the mouth, throat, oesophagus, bladder, cervix and pancreas decreases.
- Within 15 years, your risk of coronary heart disease is reduced to that of a non-smoker.

Benefits to students and teachers

- Tobacco use is denormalized and viewed as socially unacceptable.
- For students, nicotine and tobacco-free school environments help to persuade them to never start smoking or to quit entirely, thereby protecting their health.
- For non-smokers, the risk of health hazards from second-hand smoke is eliminated.
- For both smoking and non-smoking students and teachers, respiratory and allergic symptoms from tobacco smoke are markedly reduced.
- Other health conditions associated with exposure to tobacco smoke, such as cancer and heart disease, are also significantly reduced.
- In a healthier learning environment, students are more productive and focused in school.
- Students and teachers in smoke-free schools lower their risk of exporting "third-hand smoke" – residue from tobacco smoke that clings to clothing, bags, skin and hair – back to their homes.

Benefits to schools

- Tobacco-free campuses create a healthier, more productive student body.
- Schools will play a role in educating a nicotine and tobacco-free generation.
- A school that contributes to health education and health promotion provides a role model for others.
- Tobacco-free campuses set a precedent and a good example for the community, especially in areas where tobacco-free public policies have yet to be enacted.
- A school that is committed to a healthier, safer environment and workplace has a better image.
- The risk of fire damage, accidents and occupational injuries is reduced.
- Lower risks mean lower fire and accident insurance premiums.
- Cleaning and maintenance costs go down.
- There is less risk of legal action by non-smoking students because of the adverse health effects of second-hand smoke.

Banning nicotine and tobacco product use on campus

Article 8 of the WHO Framework Convention on Tobacco Control (WHO FCTC) recognizes that scientific evidence has unequivocally established that exposure to tobacco smoke causes death, disease, and disability *(12)*. The elimination of indoor smoking through the creation of 100% smoke-free environments is the only effective science-based measure to protect the population from the harmful effects of exposure to second-hand smoke. In view of these harmful effects, the duty to protect people from tobacco smoke is grounded in fundamental human rights, as outlined in the Constitution of the World Health Organization, the United Nations Convention on the Rights of the Child, and the United Nations Convention on the Elimination of All Forms of Discrimination Against Women.

The eight recommended steps for banning nicotine and tobacco product use on campus are described below. They are based on the experience of WHO headquarters in going smoke-free.

For schools that have already banned the use of nicotine and tobacco products on campus, skip to Step 8 for advice on sustaining the nicotine and tobacco-free campus.

Banning nicotine and tobacco product use on campus

Step 1: develop a nicotine and tobacco-free school policy

Why? Schools have a responsibility to protect all members of their community from exposure to tobacco smoke and to provide the highest attainable standard of health on their premises. Schools also play a huge role in preventing students from initiating nicotine and tobacco use and being influenced by negative models. The nicotine and tobacco-free school policy is a set of rules that provides guiding principles and procedures for the school's actions regarding nicotine and tobacco use. It should clearly define the expected behaviours and roles of all members of the school community (students, teachers, administrative staff and parents).

How? Establish a planning committee that can include students from different grade levels, teachers, administrative staff and parents. This will be critical to gain support and buy-in from the various stakeholders for effective policy development (see Annex 1).

The planning committee can identify the various perspectives and challenges that need to be addressed, as well as the roles and responsibilities of each focal person. The committee's initial actions should include: selecting a planning committee chairperson, clearly defining the committee's mission and goals and developing the nicotine and tobacco-free school policy. A tentative timeline for the preparatory work is 2–4 months.

The nicotine and tobacco-free school policy should include the following components:
- the purpose and goals of the policy, which should be in accordance with the school's values and integrated with other health and safety-related policies (if applicable);
- a clear statement of the prohibitions and their scope that makes clear the ban on the use of nicotine and tobacco products in any part of the school buildings, school premises and school buses, including all school activities organized on or off the school premises (e.g. athletic or cultural activities); the policy should apply to all persons on school property, including students, teachers, administrative staff, parents/guardians and all visitors to the school;
- a ban on students distributing nicotine or tobacco products to their peers;
- communications activities that regularly inform and remind the entire school community of the policy of abstaining from nicotine and tobacco products;
- educational programmes for students and teachers/administrative staff;
- enforcement plan and consequences for non-compliance;
- cessation support for students and staff;
- monitoring and evaluation measures; and
- a clear timeline for each policy development and implementation step.

Country example: Egypt

In Egypt, the Ministry of Health and Population, with the support of WHO and the WHO FCTC Secretariat, developed national guidelines for smoke-free educational facilities. The process started by reviewing key reference documents for legislation, regulations, toolkits and successful examples of implementation of smoke-free campuses in other countries. The national guidelines were then presented to key stakeholders in different sectors including health, education, occupational health and safety, environment and executive and legislative authorities so that they could add their recommendations to the guidelines.

The result was a step-by-step guide to implementing smoke-free policies in educational facilities in the country. The guide includes an assessment survey and checklist for educational facilities to facilitate the initial step of evaluating the current status of smoke-free implementation and the readiness of the facility to change. It also presents a model for a smoke-free environment policy, which should be disseminated with practical tools for engagement of the community in the educational facility, enforcement strategies and arrangements for tobacco cessation services.

Banning nicotine and tobacco product use on campus

Step 2: assess the available resources for policy implementation

Why? Optimum implementation depends on detailed planning. Sufficient time should be allotted for the preparation phase to identify leaders, prepare staff and resources and assess the school's readiness.

How? The staff advisory board or school administration should assess the feasibility of implementing the policy in the prevailing situation of nicotine and tobacco use among students, faculty and staff in the school, which can be assessed through a survey.

The board should also assess the human and financial resources available and the extent to which the policy is consistent with the school's values and its commitment to promoting a healthy environment for community members. Consideration could be given to establishing subcommittees or work groups to address different components of the policy (e.g. policy development and implementation, training, policy communication, policy enforcement, policy evaluation, capacity-building and awareness-raising), as these components may need to be planned simultaneously.

In addition, existing issues that need to be addressed should be defined by conducting a school survey. The survey should cover all students, teachers and administrative staff to determine their degree of support for the nicotine and tobacco-free policy and their level of nicotine and tobacco use.

Even if the available resources and capacity are limited, the school should attempt to implement as much of the stated policy as possible. This does not necessarily involve high costs. Some steps can easily be integrated into an existing health-promoting school programme.

In all cases, it is critical that the school express its commitment to providing a clean, nicotine and tobacco-free environment for its students, teachers and administrative staff.

Step 3: train students, teachers and administrative staff in policy implementation

Why? Students, teachers and administrative staff should receive training support to ensure successful implementation of the policy and promote compliance. Everyone should have access to training on the policy and how to deal with those who violate it. The goal of this activity is to create a culture of compliance so that enforcing the nicotine and tobacco-free policy is everyone's responsibility. Community support and encouragement for students, teachers and staff to monitor compliance and report violations will reduce the resources needed for compliance.

How? A training committee that includes students, teachers and administrative staff should be responsible for conducting the training.

Effective training should include the following components:

- raising awareness (about health risks of nicotine and tobacco use and exposure to second-hand tobacco smoke; industry tactics to target young people and others);
- informing young people, teachers and administrative staff about the nicotine and tobacco-free policy (clearly state the purpose of the policy; state that the policy applies to the entire school community, everywhere on the school premises, and at all times, with no exceptions; provide tactics/checklist for implementing, enforcing and monitoring the policy);
- presenting the policy enforcement plan (consequences for non-compliance and how to report policy violations); and
- promoting nicotine and tobacco cessation (the benefits of quitting smoking; the tobacco cessation services available in the community; the digital solutions that can be used to quit smoking).

Banning nicotine and tobacco product use on campus

Country example: Kyrgyzstan

As part of the nicotine and tobacco-free school policy in Kyrgyzstan, schools used a variety of arts and crafts approaches to promote anti-tobacco education. Students of different ages participated in art and drama competitions, video-making activities and interactive online quizzes to learn more about the long-term and short-term harms of nicotine and tobacco use. A whole-of-school approach motivated some of the teaching staff to declare that they would refrain from smoking on school premises to set a better example for their students.

Country example: Iran (Islamic Republic of)

Preventive education, as part of nicotine and tobacco-free school policy implementation, aims to enhance the knowledge of both students and teachers about the adverse health effects of nicotine and tobacco use, the health effects of exposure to second-hand tobacco smoke, the social, economic and environmental consequences of tobacco consumption, and much more. To deliver sustainable and effective education in schools, the Government also decided to provide preventive education for primary school students. Information materials have been adopted and developed for this age group. Teaching and administrative staff were trained on the provisions of Article 5.3 of the WHO FCTC to prevent any tobacco industry interference in policy implementation. When the survey was repeated, the results demonstrated a significant improvement in knowledge and attitudes among students and staff, which underlines the positive effect of the initiatives implemented in Tehran schools.

Banning nicotine and tobacco product use on campus

Step 4: create a nicotine and tobacco-free school environment and communicate about the new policy

Why? It is critical to inform, educate and mobilize students, teachers, administrative staff, parents and school visitors to gain support for this internal policy. An internal information campaign should raise awareness and facilitate enforcement by those charged with enforcing the policy.

How? To comply with the nicotine and tobacco-free school policy, the school should ensure that everyone who enters the school knows that all areas, indoors and outdoors, are nicotine and tobacco-free at all times. This can be done as follows.

- Prepare signs (see Annex 2) and post them at all school entrances to let students, teachers, staff and visitors know they are entering a nicotine and tobacco-free area. Place stickers on

  building doors indicating that the buildings are nicotine and tobacco-free. Signs should indicate the fine/penalty for violation. Consider keeping the site immediately adjacent to the school gates nicotine and tobacco-free as well.

- Place stickers on all school vehicles indicating that they are nicotine and tobacco-free.

- Place banners with messages in strategic locations on campus to reinforce the nicotine-free and tobacco-free messages.

- Organize a school-wide art competition for the design of the nicotine and tobacco-free area signage and banners. Students can display their ideas at an art show where parents, teachers and

students can view them, with the opportunity to vote for the best design.

- Remove all ashtrays and existing designated smoking areas.

- Ask anyone smoking or using nicotine on the school premises to stop immediately.

Provide ongoing communication of the policy through various means.

- Post the nicotine and tobacco-free school policy on the school website.

- Inform new students, their parents and new employees about the nicotine and tobacco-free school policy.

- Announce the nicotine and tobacco-free school policy at school events

  (cultural, athletic or entertainment), also at school events organized away from the school premises, which should also comply with the policy.

- Conduct 2–3 educational campaigns throughout the year dedicated to a specific tobacco control topic (e.g. e-cigarettes, heated tobacco products, tobacco industry tactics, health effects of tobacco use, and young people).

- Post short, impactful messages regularly on available social media channels; this will help to increase and sustain awareness.

- Always include the information about the consequences for non-compliance in your communications messages.

Banning nicotine and tobacco product use on campus

Country example: Syrian Arab Republic

The "smoke-free schools" initiative was launched by the Ministry of Health in the Syrian Arab Republic in 2018, first in the governorate of Homs and later scaled up to the remaining Syrian governorates. With the launch of the initiative, each school organized a variety of activities, with all of them shedding light on the health, social, economic and environmental harms of smoking. The activities included awareness-raising and educational lectures, dialogue workshops with students, exhibitions of drawings and models by students and a number of theatrical performances on the topic of smoking and the harm it does to human health.

Country example: Morocco

In addition to the ban on smoking, middle and high schools in Morocco have initiated anti-smoking health clubs. These clubs are spaces dedicated to the fight against smoking in schools, in which groups of students, often led by peers, teachers and associations, organize sporting, cultural and educational activities related to the fight against smoking tobacco. Over 2000 anti-smoking health clubs have been established, and an annual competition is organized by the Ministry of National Education to choose the best anti-tobacco health club in middle and high schools. A symbolic prize is awarded each year to the two winning health clubs.

Banning nicotine and tobacco product use on campus

Step 5: launch the nicotine and tobacco-free school policy and organize an awareness campaign

Why? A formal launch event is essential to highlight the importance of the policy and raise awareness by personally addressing all students, teachers, administrative staff and parents, thereby enhancing the potential impact of the policy. The most important thing a school can do to implement the nicotine and tobacco-free school policy successfully is to actively promote and communicate it to students, staff and visitors.

How?

- Schedule the policy roll-out with a long enough lead time (up to several months) to carry out the communications campaign.
- Set the date on which the policy will take effect. When planning the policy launch, you may want to take advantage of publicity opportunities such as World No Tobacco Day (31 May every year) or another important day for the school.
- On the day the nicotine and tobacco-free school policy takes effect, it is a good idea to hold an event with students that parents, teachers and administrative staff can attend to celebrate the launch of the policy.
- The students who took the lead in developing the policy should make the announcement, accompanied by school leadership. A healthy lifestyle influencer or expert can be invited to provide further support.
- The launch event can also raise awareness about the dangers of nicotine and tobacco use and exposure to second-hand tobacco smoke. Students can participate in various activities and art contests that promote healthy lifestyles, free of nicotine and tobacco.
- This event should highlight the policy's benefits for students, teachers and administrative staff. It is an excellent opportunity for parents to learn about the implementation of the policy.
- Ideally, the new policy should be well promoted before it comes into effect. Clear and concise messages should be sent out periodically to the entire community about the date the policy takes effect, the school's strong commitment to the policy and the rules relating to non-compliance.
- All requirements for a nicotine and tobacco-free environment should be in place before the launch event (e.g. "No-smoking/No-e-cigarette use" signs at all entrances; one or more banners placed in highly visible locations on campus; all ashtrays and all designated smoking areas removed).
- The content of the kick-off event may also be posted on social media to attract the attention of a larger audience, build a social media following and promote best practices.

Banning nicotine and tobacco product use on campus

Country example:
Kazakhstan

To introduce the nicotine and tobacco-free school policy and to enhance the commitment of the entire school community to the new policy, four schools in Kazakhstan organized launch events. Before the events, formal "No smoking/No vaping" signs were placed around the school premises to inform everyone about the policy. The entire school community was invited to take part in the event. The event raised awareness of the harm to health produced by nicotine and tobacco use and by exposure to second-hand smoke. Students organized flash mobs and art competitions. The launch events were reported in the schools' social media (Facebook/Instagram) accounts to increase visibility and to serve as an example for other schools.

Country example:
Yavatmal district, Maharashtra, India

The district of Yavatmal in Maharashtra, India devised the "tobacco-free life pledge", in which schools made a pledge to make their campuses tobacco-free on 31 December 2015. The day was observed as "Tambaku Mukhta Jeevan Sankalp Din" (Tobacco-Free Life Resolution Day) and students were encouraged to quit tobacco products. The awareness campaign organized by a few schools to showcase their school's policy then inspired the entire district. After this demonstration of motivation by teachers, students and administrators, the then Chief Executive Officer of Yavatmal district decided to make tobacco-free schools mandatory across the entire district. Rallies were organized and wall paintings created to raise awareness and enhance partnerships for the implementation of the "tobacco-free school" guidelines.

Banning nicotine and tobacco product use on campus

Step 6: enforce the nicotine and tobacco-free school policy

Why? When the nicotine and tobacco-free school policy has been approved, it is crucial that it should be fully enforced. This is the only way to ensure a clean, safe working and learning environment and protect everyone from second-hand smoke. Studies show that adequate enforcement of school policies is associated with fewer observations of underage tobacco use on school premises and lower rates of current smoking among students. Existing data also show that the nicotine and tobacco-free school policy can significantly reduce initiation of tobacco and nicotine use by young people, provided that it is adequately enforced.

How?

Several steps are recommended to improve student compliance with the nicotine and tobacco-free school policy (see Annex 3).

One of the most important steps a school can take to enforce the policy is to communicate it effectively to students, teachers, administrative staff and visitors. This can be done by means of:

- clear and visible signage at all entrances to the school and in all indoor and outdoor areas of the school;
- concise and clear messages posted on all available school media channels (newsletters, website, social media); and
- regular reminders/announcements at school events (cultural, sports, entertainment).

The policy should be included in the student handbook.

The other important step is to develop an enforcement plan that includes the following actions.

- Designate enforcement personnel and train them in the roles and procedures for dealing with violations. There is no need to hire additional staff or allocate an additional budget for this purpose.
- Engage students so that they actively participate in enforcing the nicotine and tobacco-free school policy.
- Clarify the disciplinary consequences of violating the policy and actively communicate them throughout the school community. Many schools opt for progressive disciplinary consequences, beginning with a verbal warning and moving on to confiscating nicotine and tobacco products, notifying parents/guardians, imposing in-school suspension for repeated violations, and transferring the student to an alternative education programme.
- Do not offer cessation programmes as an alternative to disciplinary action. Participation in a cessation programme should be voluntary and subject to informed consent.
- Disciplinary measures imposed on violators of nicotine and tobacco-free school policy should be commensurate with those imposed for other school policy violations.
- Disciplinary action should be consistently applied to anyone who violates the policy (students, teachers, administrative staff, parents or visitors) throughout the school campus and at all school-organized activities and events.

Banning nicotine and tobacco product use on campus

Step 7: provide brief cessation interventions

Why? Quitting smoking is challenging. Evidence shows that many smokers want to quit to protect their health. Many adolescent and adult nicotine and tobacco users are eager to quit but are afraid to try because of previous unsuccessful attempts that make them feel they will never succeed; they do not believe they can overcome withdrawal symptoms and they do not feel supported. Nicotine addiction can occur early in adolescents' nicotine and tobacco use. Schools can certainly provide this support in specific areas.

How?
Well established, evidence-based smoking cessation methods can be applied at the community (population) level; these include brief interventions, smoking cessation hotlines, the m-Cessation programme, cessation apps and Florence, the WHO digital health worker (see Annex 4).

- Brief advice typically takes up to 5 minutes to implement, using the 5As algorithm (see WHO resources in Annex 4). Schools may also use a simplified ask/advise/refer (AAR) model of brief intervention.
- A school-based health-care provider or designated administrative staff member should be trained to offer brief advice to all nicotine or tobacco users (students, teachers or administrative staff) to motivate them to quit.
- Those not yet ready to quit smoking may benefit from additional health motivation (5Rs algorithm) and educational talks (see the 5Rs toolkit in Annex 4).

- It is critical to have on hand a list of contacts/phone numbers of existing community smoking cessation services (e.g. smoking cessation specialists, hotline numbers, link to Florence – digital health worker).
- Strictly maintain the confidentiality of the person's smoking status.
- Communicate with parents and/or legal guardians about health issues rather than disciplinary matters.

Intensive interventions, such as behavioural support, can be provided individually or in groups and are provided by trained staff only. If resources are available, the school health provider or psychologist could have access to training on intensive behavioural support for tobacco/nicotine addiction to offer this support as part of comprehensive school health services.

Country example: Saudi Arabia

The Tobacco Control Program conducts a range of activities targeting school students as well as teachers and other staff. One of these is an initiative called "Our Generation is Aware", consisting of a set of activities targeting school students aged 13 to 15 years attending preparatory schools.

The objectives of this initiative were to increase awareness of the services provided in cessation clinics. Additionally, the initiative increased awareness of the health risks of smoking, raised awareness of the effects of second-hand smoke and raised awareness of anti-smoking laws and regulations.

Banning nicotine and tobacco product use on campus

Step 8: monitor and evaluate the implementation of the nicotine-free and tobacco-free school policy

Why? Monitoring and evaluating the impact of interventions to reduce exposure to tobacco smoke can help to track the success of interventions to reduce tobacco and nicotine use and provide evidence for further action and improvement. Measuring the success of interventions helps to demonstrate their positive impact on students, parents and the community and serves as a model for other schools.

How?
There are several ways to monitor and evaluate policy implementation (see Annexes 5 and 6).

- Monitor enforcement activities to ensure that the policy is applied equitably and does not exclude or exempt any particular group.
- Plan monitoring and evaluation activities (which should be ongoing) well in advance to specify the data that must be collected to assess the impact of the policy. To measure policy enforcement, you can use data collected during inspections (planned and/or unannounced) by enforcement staff or received in complaints. Please note that it is advised to publicize the mechanism for reporting violations.
- Conduct surveys among students, teachers and administrative staff to measure specific outcomes, such as reduced exposure to second-hand smoke and changes in smoking prevalence and behaviour. Surveys can also

assess community knowledge, attitudes and support for the nicotine-free and tobacco-free school policy (see Annex 5).

The extent of monitoring and evaluation activities will depend on the school's resources and capacity.

Country example: Ukraine

Two rounds of school surveys were conducted to assess the outcomes of the nicotine-free and tobacco-free school policy in Ukrainian schools. The first round was meant to determine the baseline prevalence of nicotine and tobacco use among students and teaching staff, assess the state of knowledge about the health impact of tobacco and nicotine use, and determine the subjects' readiness to quit. In spite of the short time allocated for policy implementation, the results of the second round indicated better knowledge about the harmful health effects of tobacco and nicotine use, as well as the health hazards of exposure to second-hand smoke, higher awareness of policy implementation and higher support for policy enforcement. Ukraine preferred to conduct a monitoring survey in a paper-based format; however, an online format option can also be considered. Periodic monitoring of policy outcomes is an essential component of the policy, to quantify the efforts and guide further steps.

IN OVER 50 COUNTRIES

10 %
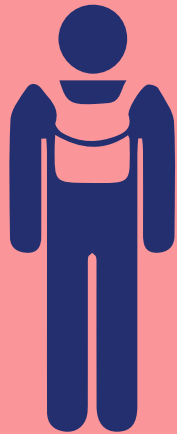
of students aged 13–15

reported ever being offered a free cigarette by a tobacco company representative

Prohibiting sale of nicotine and tobacco products near schools

In many countries, vendors near schools are frequently paid to display nicotine and tobacco products in their retail shops. Free samples of nicotine and tobacco products are distributed in high-traffic areas, and particularly in venues frequented by young people, such as street corners, shopping malls, festivals and concerts, in order to attract new consumers (13, 14). In over 50 countries, at least 10% of students aged 13–15 years reported ever being offered a free cigarette by a tobacco company representative (15). To increase the affordability and accessibility of tobacco products for school children, retailers often sell cigarettes individually or in small packets (13). Young people who start experimenting with single-stick cigarettes are not exposed to health warnings on cigarette packs. A recent investigation in 45 countries found that students aged 13–15 years reported recently purchasing single cigarettes, and in some countries, as many as 80% of students reported purchasing single cigarettes (16). Disposable e-cigarettes give young people the option to "test and toss" e-liquids in different flavours and, in particular, at a low initial cost, and this has driven the use of disposable e-cigarettes among children and adolescents (17).

To reduce exposure to nicotine and tobacco products, and prevent initiation by young people, the sale of nicotine and tobacco products near schools should be banned.

Prohibiting sale of nicotine and tobacco products near schools

Country example: Qatar

In accordance with Law 10 of 2016, all schools in Qatar are smoke-free and do not allow smoking on the premises. Additionally, the sale of cigarettes or tobacco or its derivatives less than 1000 metres from schools and other educational and training institutions is prohibited. Schools are prohibited from accepting any sponsorship from the tobacco industry for events or activities, and the promotion of tobacco products is also prohibited.

Schools with no bans on sale of nicotine and tobacco products on campus and in surrounding areas

Many countries and municipalities have successfully implemented laws to ban the sale of nicotine and/or tobacco products near schools. The ban typically involves limiting the sale of nicotine and tobacco products within a specified radius of the school, which leads to a reduction in the density of tobacco retailers, proximity to schools and the number of retailers (18).

The bans are typically implemented in the form of a stand-alone policy or licensing, zoning and restrictions on retailer density. Licensing laws require retailers to obtain a specific licence to operate their business, while zoning regulates how land can be used (18). Full information on the policies that can be used to ban the sale of nicotine and tobacco products near schools in your jurisdiction will be critical to advocating effectively for the ban.

Some advocacy strategies to get the attention of decision-makers include:
• conducting public opinion surveys to gather evidence of community support for the policy;
• creating a petition and collecting signatures to reflect public opinion and presenting the results to decision-makers; and
• engaging the media through publication of op-eds or launching social media campaigns with prominent public figures and stakeholders.

Schools with bans, but with weak compliance

The successful implementation of a policy goes beyond simply passing a law. Effective enforcement and compliance with the new policy is critical to protecting young people from exposure to nicotine and tobacco products and preventing initiation by young people. Strengthening compliance with the policy can be achieved with the following measures.

1. **Monitoring:** regular assessments of areas surrounding schools to document compliance with the policy can help improve enforcement. The monitoring can be done by individual schools for their surrounding area, or at the municipal level. Sample surveys for monitoring compliance can be found in Annex 6.
2. **Reporting:** any observations of non-compliance should be reported to the designated enforcement authorities. The expectation is that the vendor will be prohibited from selling nicotine and tobacco products in its retail shop. Follow-up visits should be made to ensure authorities have effectively enforced the policy.
3. **Advocating:** in cases where enforcement authorities have not enforced the policy, despite reports of non-compliance, efforts can be made to advocate with local government officials using any of the tactics outlined in the previous section. Again, students are critical for advocacy activities and should be leading the efforts.

Banning direct and indirect advertising and promotion of nicotine and tobacco products near schools

The tobacco industry spent over US$ 9 billion in 2018 on advertising – or over US$ 24 million every day! Nicotine and tobacco advertising and promotion may be done at point-of-sale displays, billboards, television, radio, print media and digital media. Children and adolescents around the world are bombarded with advertising and promotion of nicotine and tobacco products at retail stores near their schools. Vendors are often paid to put up sleek point-of-sale display boards, attractive marketing materials and bright, colourful cases to attract young customers (19). Modern, attractive retail spaces with a wide variety of products that appeal to young people are also now commonly used to market new tobacco products. In many countries, nicotine and tobacco products can be found at children's eye level and near shops selling toys, electronic gadgets, sweets, snacks or soda (20).

Banning direct and indirect advertising and promotion of nicotine and tobacco products near schools

Tobacco products, such as smokeless and waterpipe tobacco, are sold in sweet and fruity flavours which may increase appeal to non-smokers and mask the harsh tobacco taste (20). To date, researchers have identified over 15 000 available e-cigarette flavours, including many proven to appeal to young people, such as cotton candy and gummy bear (21). Advertisements of flavoured products may enhance appeal and encourage children and adolescents to buy and try nicotine products (22, 23). The flavours may lower perception of the harmfulness and addictiveness of nicotine products (24, 25).

Nicotine and tobacco advertising and promotion encourage and influence young people to experiment with nicotine and tobacco products, and initiate regular use. They also reassure current users, glamorize and increase the social acceptability of nicotine and tobacco use.

To protect young people from the tobacco and related industries' marketing tactics, direct and indirect advertising and promotion of nicotine and tobacco products near schools should be banned.

Schools with no bans on direct and indirect advertising and promotion of nicotine and tobacco products near schools

Many countries have adopted complete bans on direct and indirect forms of tobacco advertising, promotion and sponsorship. Comprehensive bans are the most effective way to reduce nicotine and tobacco consumption, but at the very least, advertising and promotion bans at points-of-sale near schools should be implemented to protect young people.

Counter Tobacco summarizes a few strategies for these bans (26), which include:
- restricting all advertising, regardless of its content;
- restricting the time, place and/or manner of advertising;
- time: requiring retailers to remove advertising when young people are present (e.g. during school hours);
- place: prohibiting advertising at stores within a specified radius of a school;
- manner: prohibiting specific advertisement styles (e.g. outdoor signage).

As with restrictions on nicotine and tobacco sales, the bans at points-of-sale can be implemented through state or local laws/ordinances, licensing laws and zoning laws (26). Being informed on the policies that can be used to ban the sale of nicotine and tobacco products near schools in your jurisdiction will be critical to advocating effectively for the ban.

Some advocacy strategies to get the attention of decision-makers include:
- conducting public opinion surveys to demonstrate community support for the policy;
- creating a petition and collecting signatures to reflect public opinion to decision-makers; and
- engaging the media through publication of op-eds or launching social media campaigns with prominent public figures and stakeholders.

Banning direct and indirect advertising and promotion of nicotine and tobacco products near schools

Schools with bans, but with weak compliance

The successful implementation of a policy goes beyond simply passing a law. Effective enforcement and compliance with the new policy is critical to protecting young people from exposure to nicotine and tobacco marketing and preventing initiation by young people. Strengthening compliance with the policy can be achieved through the following means.

1. **Monitoring:** regular assessments of areas surrounding schools to document compliance with the policy can help improve enforcement. The monitoring can be done by individual schools for their surrounding area, or at the municipal level. Sample surveys for monitoring compliance can be found in Annex 6.
2. **Reporting:** any observations of non-compliance should be reported to the designated enforcement authorities. The expectation is that the vendor will be prohibited from selling nicotine and tobacco products at its retail shop. Follow-up visits should be made to ensure authorities have effectively enforced the policy.

3. **Advocating:** in cases where enforcement authorities have not enforced the policy, despite reports of non-compliance, efforts can be made to advocate with local government officials, using any of the tactics outlined in the previous section. Again, students are critical to advocacy activities and should be leading the efforts.

Country example: Indonesia

The Indonesian Government issued a law in 2012 prohibiting the sale of tobacco products in "smoke-free zones" or areas, which specifically include schools and educational facilities. However, the same article is not applicable to the sale, advertising and promotion of tobacco products in the "vicinity" of a smoke-free zone. In 2015, the Ministry of Education issued Decree 64/2015 ruling schools as non-tobacco areas and prohibiting tobacco smoking, sales and advertising in schools. In some provinces, the ban has been extended to cover the surrounding areas; for instance, Banyuwangi bans tobacco advertising within a 25-metre radius of a school (27).

A study conducted in 2017 found that, while there were some violations of the advertising ban, the percentage of retailers advertising tobacco products within the 25-metre radius was lower compared with the percentage of retailers advertising tobacco products outside the 25-metre radius. The ban does have a positive impact, but stronger enforcement is needed for it to be implemented effectively (27).

Refusing any form of sponsorship or engagement with tobacco and related industries

Tobacco and related industries are strategic in their use of corporate social responsibility, offering grants, and scholarships, donating computers and even constructing an entire school, to improve their corporate image and secure the goodwill of a new generation of potential users. These programmes create the appearance that tobacco and related industries are proposing solutions for the problems they create. In reality, they detract attention from proven, effective solutions – such as price and tax increases – to which young people are particularly sensitive.

To protect young people from the tobacco and related industries' duplicitous sponsorship tactics, any form of sponsorship or engagement with tobacco and related industries should be refused by schools.

Refusing any form of sponsorship or engagement with tobacco and related industries

Ban representatives of nicotine and tobacco companies from speaking at school events

Tobacco and e-cigarette-related entities frequently pay schools for the opportunity to speak in classrooms or after school (28). They sponsor summer camps to spread
misconceptions about the risks of e-cigarette use and market their products under the pretext of promoting "safer alternatives" to conventional tobacco products (28). This serves as an opportunity for tobacco- and e-cigarette-related entities to promote their products to achieve brand recognition among children, which may increase uptake.

To protect the student body, schools should ban nicotine and tobacco company representatives from attending any on- or off-campus events. Any external individuals or parties invited to speak to students should be required to complete a declaration of interest form, which confirms they have no conflict of interest or ties to tobacco and related industries.

Refuse any form of sponsorship from tobacco and related industries

Tobacco and e-cigarette-related entities have offered scholarships to high school, college, and graduate students (29, 30), some requiring applicants to submit essays on the dangers of tobacco and the potential benefits of ENDS use (30, 31). Support is offered to students under the guise of supporting smoking prevention among young people, but serves as an opportunity to achieve brand recognition and encourage young people to try new products that are misleadingly marketed as "healthier alternatives" to tobacco.

Schools should refuse any form of sponsorship from tobacco and related industries. It is also important to make parents and students aware of these sponsorship schemes and discourage them from accepting these offers. In situations where financial support is needed, schools should support families in identifying other sources of scholarships that meet the eligibility criteria and exclude tobacco and related industries by definition.

The next generation's fight against the tobacco epidemic

Engaging young people when they are of school age is critical to achieving the very first nicotine and tobacco-free generation. Young people are essential in the fight for tobacco control and should lead the advocacy efforts and bring about change in their schools and communities (see Annex 7 for some useful advocacy resources).

In addition to engaging students every step of the way as your school campus goes nicotine and tobacco-free, it is important to educate young people about the harms of tobacco use and empower them to refuse industry manipulation and create a tobacco-free generation. The Create Your Own Workshop toolkit launched for World No Tobacco Day 2020 (32) contains classroom activities that can be implemented in person or virtually and also serve to expose industry tactics observed in their community, help students to practise refusing tobacco products, shisha or e-cigarettes in a safe environment using an entertaining medium, and develop advocacy plans for rejecting industry manipulation and creating a tobacco-free generation.

Groups of young people around the globe are fighting the tobacco epidemic every day and there are plenty of opportunities to get involved.

IRELAND

A group of change-making young people in Limerick, Ireland launched a campaign to discourage adults from smoking or vaping in areas frequented by children and adolescents, such as parks, playgrounds and day-care facilities. The students of the Comhairle na nÓg group held workshops to brainstorm their campaign signage and slogan, "Not Around Us", which was eventually supported by Limerick City and County Council and by Health Service Executive Mid-West Community Health Ireland. The group won the WHO World No Tobacco Day 2020 award for their leadership in tobacco control.

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Annexes

Annex 1
Convening and communicating the work of the planning committee

Annex 2
Sample nicotine and tobacco-free signage

Annex 3
Sample enforcement and evaluation framework

Annex 4
Resources for quitting nicotine and tobacco

Annex 5
Ready-to-use questions for conducting a school-based survey

Annex 6
Sample survey for assessing the implementation of the nicotine and tobacco-free school policy

Annex 7
Advocacy resources

Annex 1.
Convening and communicating the work of the planning committee

The planning committee should include students, teachers, administrative staff and parents.

The following is a sample communication describing the activities to be conducted to create a nicotine and tobacco-free campus.

The Planning Committee Chair [insert name of the Chair and date] has decided that the main actions needed to declare [insert name of school] nicotine and tobacco-free, in line with the requirements of Article 8 of the WHO Framework Convention on Tobacco Control (WHO FCTC) and its guidelines for implementation, must include the following:

1. the development and implementation of the nicotine and tobacco-free school policy;
2. the implementation of an information campaign [name of the campaign, if available] starting on [policy launch date];
3. awareness-raising about the available support mechanisms for nicotine and tobacco users willing to quit;
4. the implementation of the enforcement plan for non-compliance as of [date];
5. a public declaration that [name of school] will become nicotine and tobacco-free on [date].

Annex 2.
Sample nicotine and tobacco-free signage

How to develop and use signage

Signage helps to build awareness of nicotine and tobacco-free policy and to reinforce messages.

It can take the form of billboards, banners or stickers.

Examples of banners and signs

Official "No Smoking" signs may be approved by the government and recommended for use.

More personalized signs can be developed by students, printed and placed at all gates, entrances and in areas that are known to be used by tobacco smokers.

A short text can be added to:
- indicate areas where the use of nicotine and tobacco products are prohibited;
- mention the penalties or consequences;
- provide a cessation service number or contact person; and
- thank readers for complying.

Examples

"School policy prohibits the use of tobacco and nicotine products: Everywhere, By Everyone, At All Times. Thank you for your cooperation."

"This is a nicotine and tobacco-free campus. In the event of policy breach, appropriate disciplinary measures will be applied. We appreciate your cooperation."

"To protect everyone's health, school policy prohibits the use of tobacco and nicotine products Everywhere, By Everyone, At All Times. We appreciate your cooperation."

"Our school is proud to be nicotine and tobacco-free. Our policy covers all nicotine and tobacco products. Thank you for not using nicotine or tobacco products on campus. xx-xxx-xxxxx – quit line."
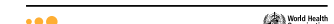
NICOTINE AND TOBACCO FREE SCHOOL

NICOTINE AND TOBACCO FREE SCHOOL

NICOTINE AND TOBACCO FREE SCHOOL

NICOTINE AND TOBACCO FREE SCHOOL

Annex 3.
Sample enforcement and evaluation framework

When the nicotine-free and tobacco-free school policy starts to take effect, it can be beneficial for senior management and/or the designated enforcement person to walk through the school premises, especially places where people have traditionally smoked in the past, to lend visible commitment to the policy. The following assessment sheet can be used to record the results of this evaluation.

Sample assessment sheet

Outline of assessment sheet	Actions taken	Gaps	Actions needed
Designation of enforcement authorities, bodies, individuals			
Who has/will have the power to enforce (list)?			
Have enforcement authorities been informed of their responsibility? If not, how will they be informed?			
Enforcers' ability to issue fines (if any)			
Enforcers' training			
Protocol (system and tools) for inspections			
Mechanisms for people to report a violation or to request assistance (website, telephone helpline, etc.)			
Monitoring compliance, gathering information from different departments			

Annex 3.
Sample enforcement and evaluation framework

Monitoring policy compliance

Once all components of the policy have been implemented, they must be carefully monitored to identify any non-compliance, areas of confusion or other problems. If necessary, the policy can be clarified and implementation and enforcement procedures adjusted. It is also very useful to document lessons learned and monitor employee comments. This information can help to identify broad issues that need to be addressed. Responding to student, teacher and staff comments, suggestions and concerns in a timely, thoughtful manner shows people that their comments are taken seriously.

A frequently asked questions document should be developed to respond to recurring questions. Communication efforts need to be focused on the places where people have been accustomed to using tobacco and nicotine products. The planning committee should be debriefed, and the implementation process should be evaluated. Unconditional top-management support for the policy is crucial and needs to be actively maintained. If free services concerning tobacco dependence and cessation are provided, a report on utilization could be a strategy for continuous promotion of these services.

More information on evaluating nicotine and tobacco-free policy is available in the Guidelines on the evaluation of smoke-free policies produced by the TobaccoFree Research Institute (33).

Annex 4.
Resources for quitting nicotine and tobacco

After a short conversation via video or text, Florence, the WHO digital health worker, can help you build your confidence to quit smoking, draw up a quitting plan and recommend existing toll-free quit lines or apps.

Quitting smoking is more important now than ever before, as smokers are more likely to develop severe lung impairment related to COVID-19 compared with non-smokers.

Meet Florence:
Florence: using AI to lead a healthier lifestyle [website]. Geneva: World Health Organization; 2021 (https://www.who.int/campaigns/Florence, accessed 14 September 2023).

More resources on tobacco cessation:
Quitting tobacco [website]. Geneva: World Health Organization; 2021 (https://www.who.int/activities/quitting-tobacco, accessed 14 September 2023).

Toolkit for delivering the 5A's and 5R's brief tobacco interventions in primary care. Geneva: World Health Organization; 2014 (https://apps.who.int/iris/bitstream/handle/10665/112835/9789241506953_eng.pdf, accessed 14 September 2023).

Annex 5. Ready-to-use questions for conducting a school-based survey

Module 1: General questions [These questions are designed to gather general or demographic information about the participants.]

How old are you?
a. 11 years or less
b. 12 years
c. 13 years
d. 14 years
e. 15 years
f. 16 years
g. 17 years or older

What is your sex?
a. Female
b. Male

Module 2: Tobacco use [These questions ask about any tobacco product. The short intro before the questions explains what types of tobacco products are considered in Module 2.]

The next questions ask about using any tobacco product(s). Tobacco use includes smoking cigarettes, smoking tobacco other than cigarettes (such as water pipe/shisha/narguile, pipes, cigars, mini-cigars/cigarillos, bidis) and heated tobacco products (such as IQOS, Glo, [insert country-specific brands]), and using smokeless tobacco (such as chewing tobacco, snus, snuff, dip, nasvay,[insert country-specific products.])

Have you ever tried or experimented with any form of tobacco products (such as smokeless and smoked tobacco, including heated tobacco products)?
a. Yes
b. No

During the past 30 days, did you use any form of tobacco products (such as smokeless tobacco and smoked tobacco, including heated tobacco products)?
a. Yes
b. No

During the past 30 days, what type of tobacco product did you use (select all that apply)?
a. I did not use tobacco products in the last 30 days
b. Yes, I smoked cigarettes (manufactured or hand-rolled cigarettes)
c. Yes, I used waterpipe/shisha/narguile
d. Yes, I used heated tobacco products (such as IQOS, GLO, [insert country-specific brands])
e. Yes, I used other smoking tobacco products (such as pipes, cigars/cigarillos, bidis)
f. Yes, I used smokeless tobacco products (such as chewing tobacco, masvay, snuff, snus, dip, [insert country-specific products])

Module 3: Nicotine product use [These questions ask about any nicotine product(s), such as electronic cigarettes, vapes, nicotine pouches or other products.]

Electronic cigarettes, or e-cigarettes, are battery-powered electronic products that usually contain a nicotine-based liquid that is vaporized and inhaled. You may also know them as vape pens, hookah pens, electronic hookahs (e-hookahs), electronic cigars (e-cigars), electronic pipes (e-pipes) or e-vaporizers. Nicotine pouches are small, pre-proportioned flavoured pouches filled with nicotine-containing powder. These are placed between the upper lip and gum. Examples of such products include Lyft, Dryft, Zyn, On and Velo. There can be other nicotine products.

Have you ever tried or experimented with any form of nicotine product(s) (such as e-cigarettes, nicotine pouches, or other nicotine products)?
a. Yes
b. No

During the past 30 days, did you use any form of nicotine products (such as e-cigarettes, nicotine pouches, or nicotine products)?
a. Yes
b. No

Annex 5. Ready-to-use questions for conducting a school-based survey

During the past 30 days, what type of nicotine product(s) did you use (select all that apply)?

a.   I did not use e-cigarettes, nicotine pouches, or oral nicotine products during the past 30 days

b.   Yes, I used e-cigarettes during the past 30 days

c.   Yes, I used nicotine pouches during the past 30 days

d.   Yes, I used other nicotine products during the past 30 days

Module 4: Intention to quit nicotine products during the past 30 days [These questions ask about users' intention to stop using nicotine and/or tobacco products and about previous quitting attempts.]

Do you want to quit smoking or using other tobacco products now?

a.   I have never smoked/used tobacco

b.   I don't smoke/use tobacco now

c.   Yes

d.   No

Do you want to quit nicotine products (such as e-cigarettes, nicotine pouches, or nicotine products)?

a.   I have never used e-cigarettes, nicotine pouches, or other nicotine products

b.   I don't use e-cigarettes, nicotine pouches, or other nicotine products now

c.   Yes

d.   No

During the past 12 months, did you ever try to quit smoking or using other tobacco products?

a.   I have never smoked/used tobacco

b.   I did not smoke/use tobacco during the past 12 months

c.   Yes

d.   No

During the past 12 months, did you ever try to quit e-cigarettes, nicotine pouches, or other nicotine products?

a.   I have never used e-cigarettes, nicotine pouchesm or other nicotine products

b.   I did not use e-cigarettes, nicotine pouches or other oral nicotine products during the past 12 months

c.   Yes

d.   No

Have you ever recieved help or advice to quit tobacco or nicotine products?

a.   I have never used tobacco or nicotine products

b.   Yes, from a cessation programme or campaign

c.   Yes, from a doctor, nurse, or other health professional

d.   Yes, from a quit line, website, or an app

e.   Yes, from a family member or a friend

f.   Yes, from a schoolmate, teacher, coach, or other school staff

g.   Yes, from another source not listed above

h.   No

Annex 5. Ready-to-use questions for conducting a school-based survey

Module 5: Exposure to other people's tobacco smoke (that includes smoke from cigarettes, pipes, cigars, mini-cigars/cigarillos, shisha/waterpipes/ hookahs/ narguile, and bidis, aerosol of heated tobacco products), and aerosol of e-cigarettes

During the past 30 days, did you see anyone smoke or use of any tobacco product (s), including heated tobacco products inside the school building or outside on the school property?

a. Yes

b. No

During the past 30 days, did you see anyone using e-cigarettes inside the school building or outside on school property?

a. Yes

b. No

Module 6: Knowledge, attitudes and support of the nicotine- and tobacco-free school policy

Do you think breathing the smoke from other people's tobacco smoking is harmful to you?

a. Definitely not

b. Probably not

c. Probably yes

d. Definitely yes

e. I don't know

Do you think breathing the aersol (vapour) from other people's use of electronic cigarettes is harmful to you?

a. Definitely not

b. Probably not

c. Probably yes

d. Definitely yes

e. I don't know

Are you in favour of banning the use of any nicotine and tobacco products in the school (inside the school building and outside on school property?)

a. Yes

b. No

Is there a policy at your school that prohibits the use of any nicotine and tobacco products in the school (inside the school building or outside on school property)?

a. Yes

b. No

c. I don't know

During the past 12 months, were you taught in any of your classes at school about the dangers of using nicotine and/or tobacco products?

a. Yes

b. No

c. I don't know

During the past 30 days, how frequently have you seen ashtrays, cigarette butts, matches or lighters in any area of the school campus?

a. Never

b. Rarely

c. From time to time

d. Often

e. Every day

During the past 30 days, did you see any signs or messages against the use of tobacco and nicotine products at school's organized sports events, fairs, concerts, community events, or social gatherings?

a. Yes

b.   No

During the past 30 days, did you see or hear any messages against the use of tobacco and nicotine products at school's organized sports events, fairs, concerts community events, or social gatherings?

a. I did not go to school's organized sports events, fairs, concerts, community events, or social gatherings in the past 30 days

b. Yes

c. No

Annex 5. Ready-to-use questions for conducting a school-based survey

Module 7: Exposure to advertisments or promotions for nicotine and/or nicotine products

During the past 30 days, how frequently did you see any advertisements or promotions for nicotine or tobacco products within 200[1] metres of the school premises?

a. Never

b. Rarely

c. From time to time

d. Often

e. Every day

f. I don't know

During the past 30 days, how frequently did you observe any nicotine or tobacco products being sold within 200[1] metres of the school premises?

a. Never

b. Rarely

c. From time to time

d. Often

e. Every day

f. I don't know

In the past 30 days, how frequently were you aware of anyone coming on campus (including nicotine or tobacco company representatives) and/or speaking to students?

a. Never

b. Rarely

c. From time to time

d. Often

e. Every day

f. I don't know

In the past 30 days, how frequently were you aware of nicotine or tobacco company representatives offering sponsorships to students?

a. Never

b. Rarely

c. From time to time

d. Often

e. Every day

f. I don't know

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[1] Distance should be adjusted based on the requirements of national legislation.

Annex 6.
Sample survey for assessing the implementation of the nicotine and tobacco-free school policy

[Name of the school] is considering a nicotine and tobacco-free campus policy. Please take a moment to complete this survey and return to [responsible unit/person]. Please note that all your responses will remain confidential.

[There are a number of key indicators that should be considered while conducting the survey:
a. prevalence of tobacco use, use of e-cigarettes and related behaviours
b. exposure to second-hand tobacco smoke at school].

1. **Do you think the smoke from other people's tobacco smoking is harmful to you?**
   a. Definitely not
   b. Probably not
   c. Probably yes
   d. Definitely yes

2. **Do you think the aerosol from other people's use of electronic cigarettes is harmful to you?**
   a. Definitely not
   b. Probably not
   c. Probably yes
   d. Definitely yes

3. **Are you in favour of banning the use of any nicotine and tobacco products in school (inside our outside of school property)?**
   a. Yes
   b. No

4. **Is there a school policy at your school that bans the use of any nicotine and tobacco products in school (inside or outside of the school property)?**
   a. Yes
   b. No
   c. I don't know

5. **In the last 12 months, were you taught in any of your classes about the dangers of tobacco use?**
   a. Yes
   b. No
   c. I don't know

4. **In the last 30 days, how frequently have you seen ashtrays, cigarette butts, matches or lighters in any area of the school campus?**
   a. Never
   b. Rarely
   c. From time to time
   d. Often
   e. Every day
   f. I don't know

7. **In the last 30 days, how frequently did you observe any non-smoking/non-tobacco/non-e-cigarettes messages, stickers or boards around school premises?**
   a. Never
   b. Rarely
   c. From time to time
   d. Often
   e. Every day
   f. I don't know

Annex 6.
Sample survey for assessing the implementation of the nicotine and tobacco-free school policy

8. **In the last 30 days, how frequently did you hear/observe any non-smoking/non-tobacco/non-e-cigarette messages, stickers, or boards during school events (sports events or entertainment)?**

    a. Never
    b. Rarely
    c. From time to time
    d. Often
    e. Every day
    f. I don't know

9. **In the last 30 days, how frequently did you observe any nicotine or tobacco product advertising within 200[1] metres of the school premises?**

    a. Never
    b. Rarely
    c. From time to time
    d. Often
    e. Every day
    f. I don't know

10. **In the last 30 days, how frequently did you observe any nicotine or tobacco promotional products (e.g. non-tobacco products identified with tobacco brand names) being sold within 200[1] metres of the school premises?**

    a. Never
    b. Rarely
    c. From time to time
    d. Often
    e. Every day
    f. I don't know

11. **In the last 30 days, how frequently did you observe any nicotine or tobacco products being sold within 200[1] metres of the school premises?**

    a. Never
    b. Rarely
    c. From time to time
    d. Often
    e. Every day
    f. I don't know

12. **In the past 30 days, how frequently were you aware of nicotine or tobacco company representatives coming on campus and/or speaking to students?**

    a. Never
    b. Rarely
    c. From time to time
    d. Often
    e. Every day
    f. I don't know

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[1] Distance should be adjusted based on the requirements of national legislation.

Annex 7.
Advocacy resources

In addition to the 2022 publication from Campaign for Tobacco-Free Kids, How schools can help students stay tobacco-free, the following materials may prove useful for advocacy purposes.

Quitting smoking is more important now than ever before, as smokers are more likely to develop severe lung impairment related to COVID-19 compared with non-smokers.

- Revolution smoke-free toolkit: breathing change into the workplace [booklet]. Manila: WHO Regional Office for the Western Pacific; 2018 (https://www.who.int/publications/i/item/WPR-2018-DNH-007, accessed 28 March 2023).
- CDC. Tobacco Free Social Media Toolkit (https://www.cdc.gov/tobacco/campaign/tips/connected/comment-policy.html#print, accessed 16 August 2019).
- Making your worksite smoke-free and commercial-tobacco-free. Saint Paul (MN): American Lung Association; 2021 (https://action.lung.org/site/DocServer/MN_Making_Your_Worksite_Tobacco-Free_2021.pdf, accessed 28 March 2023).
- Supporting smoke-free workplaces – a policy implementation guide. Perth: Department of Health, Western Australia; 2019 (https://www.commerce.wa.gov.au/sites/default/files/toms/files/supporting_smoke_free_workplaces.pdf, accessed 28 March 2023).

- A guide for tobacco users to quit. Geneva: World Health Organization; 2014 (https://apps.who.int/iris/handle/10665/112833, accessed 28 March 2023).
- Training for tobacco quit line counsellors; telephone counselling. Geneva: World Health Organization; 2014 (https://apps.who.int/iris/bitstream/handle/10665/113145/9789241507264_eng.pdf, accessed 28 March 2023).