# **Supplementary Materials**

**Supplementary Table 1.** Type of school, county and corresponding human development index (HDI) of participating and non-participating schools in study

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| **Schools** | **Type of school** | **County** | **HDI 20151,2** |
| *Participated in study* |  |  |  |
|  A | Rural | Tarrazú | 0,718 (high) |
|  B | Rural | Desamparados | 0,785 (high) |
|  C  | Rural | Aserrí | 0,796 (high) |
|  D | Rural | Acosta | 0,798 (high) |
|  E | Rural | Puriscal | 0,808 (very high) |
|  F | Rural | Mora | 0,839 (very high) |
|  G | Urban | Desamparados | 0,785 (high) |
|  H | Urban | Puriscal | 0,808 (very high) |
|  I | Urban | San José | 0,818 (very high) |
|  J | Urban | Mora | 0,839 (very high) |
|  K | Urban | Vásquez de Coronado | 0,852 (very high) |
|  L | Urban | Escazú | 0,916 (very high) |
| *Invited but declined participation* |
|  M | Rural | Pérez Zeledón | 0,761 (high) |
|  N | Urban | Alajuelita | 0,752 (high) |
|  O | Urban | San José | 0,818 (very high) |
|  P | Urban | Goicoechea | 0,822 (very high) |

1 Programa de las Naciones Unidas para el Desarrollo (PNUD), Escuela de Estadística de la Universidad de Costa Rica (UCR). Atlas del Desarrollo Humano Cantonal de Costa Rica. <https://www.cr.undp.org/content/costarica/es/home/atlas-de-desarrollo-humano-cantonal.html.> Accessed March, 2021

2 In parentheses, category assigned from the following: very high, high, medium.

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| **Supplementary Table 2**. Semi-Structured Interview Guide used with School Principal |
| **Section** | **Questions** |
| Priorities | * How long have you been a principal at this high school?
* And in your time as a principal, what would you say have been the priorities as part of the day-to-day running of the school? Why so?
* Among these priorities, what place would you say students’ health and nutrition has had? Why so?
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| Health | * How would you say is the health of the students of this school?
* What are the main health problems they have?
* What causes these problems?
* How does the school influence these problems?
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| Food | * What would you say the students' eating habits are like?
	+ What do they usually eat?
	+ What might influence what they eat?
* How does the school influence what students eat?
* Tell me about the foods offered at school. What is usually sold?
	+ How do you define which foods are sold and which are not? Who makes those decisions?
	+ Have there been any changes in food offered in the last years? How has it changed?
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| Student Kiosk | [IF THE INTERVIEWEE HAS NOT MENTIONED THE REGULATION, MENTION IT BRIEFLY]* How did you find out about the regulation?
	+ When did you find out?
	+ Had you heard something about it before it was in the press?
* Were there any reactions to this regulation? (in general, at the institution) What was that reaction?
	+ How was the reaction of the students?
	+ What about that of teachers? And parents?
	+ How was the reaction of the kiosk concessionaire?
* Can you tell me whether there were any changes after the decree was published?
	+ What changes occurred? Why did they happen?
	+ Who performed them? How were they carried out?
	+ When did they take place?
* What does this regulation propose?
	+ What types of food does it propose to sell?
	+ What kind of food does it propose to avoid?
	+ What other types of provisions does it include?
* How would you say that the regulations are being implemented at this school?
	+ Why do you think they are implemented (or not)?
	+ What factors facilitate compliance?
	+ What factors obstruct compliance?
* What do you consider to be the main factor that hinders implementation of the regulation? Why so?
* What do you think would facilitate the implementation of the regulation?
* Do you have any type of control in relation to what is sold in the student kiosk?
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| Recap section | * How would you rate your level of knowledge of the regulation, on a scale of 1 to 10? Why?
* How would you rate the level of compliance with the regulation, on a scale of 1 to 10? Why?
* What level of commitment do you feel towards ensuring that healthy foods and beverages are sold, on a scale of 1 to 10? What do you think would make your level of commitment higher?
* Aside from what we have already discussed, do you have any additional comments related to the kiosk regulations?
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| 1 We have omitted introductory paragraph, several prompts used in response to answers provided, as well as concluding administrative and socio demographic questions. |

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| **Supplementary Table 3**. Semi-Structured Interview Guide used with Kiosk Concessionaires |
| **Section** | **Questions** |
| Health | Note: questions for this section were the same as those asked to the school principal (Table S1). |
| Food | Note: questions for this section were the same as those asked to the school principal (Table S1). |
| Student Kiosk | [IF THE INTERVIEWEE HAS NOT MENTIONED THE REGULATION, MENTION IT BRIEFLY]* How did you find out about the regulation?
	+ When did you find out?
	+ Had you heard something about it before it was in the press?
* Were there any reactions to this regulation? (in general, at the institution) What was that reaction?
	+ How was the reaction of the students?
	+ What about that of teachers? And parents?
* Can you tell me whether there were any changes after the decree was published?
	+ What changes occurred? Why did they happen?
	+ Who performed them? How were they carried out?
	+ When did they take place?
* What does this regulation propose?
	+ What types of food does it propose to sell?
	+ What kind of food does it propose to avoid?
	+ What other types of provisions does it include?
* How would you say that the regulations are being implemented at this school?
	+ Why do you think they are implemented (or not)?
	+ What factors facilitate compliance?
	+ What factors obstruct compliance?
* What do you consider to be the main factor that hinders implementation of the regulation? Why so?
* What do you think would facilitate the implementation of the regulation?
* Does the school principal have any type of control in relation to what is sold in the student kiosk?
	+ What about the administrative school board, do they have any control?
	+ And the Health and Nutrition Committee?
* Have you ever received training in relation to the Guidelines?
	+ Who provided this training? How long was it?
	+ How did you find out about it?
	+ Why did you attend this training?
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| Recap section | * Note: questions for this section were the same as those asked to the school principal (Table S1).
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| 1 We have omitted introductory paragraph, several prompts used in response to answers provided, as well as concluding administrative and socio demographic questions. |